CHAPTER II

REVIEW OF RELATED LITERATURE
A review of the related literature is considered as an essential component by several reasons. It helps the investigator in identifying unanswered questions in the concerned field and help in locating specific issues. An evaluation of the researches done enables the researcher in avoiding unnecessary duplication of efforts and focusing on the relevant aspects of the issue under reference.

There is a wide body of research, which examines pre-service teacher education programmes. In order to conduct a study on academic management of teacher education institutions with the variables of leadership styles of the heads of the institutions, self-acceptance of the teacher educators and student teacher satisfaction, the researcher investigated three main areas of educational research to discover how they are linked to the current study. The review of related literature in this study divided into two major sections as:

Section I – Studies conducted abroad.

Section II – Studies conducted in India.

All these section further divided as:

a. Studies related to academic management.

b. Studies related to leadership styles.

c. Studies related to self-acceptance.

d. Studies related to student satisfaction.
2.1. STUDIES CONDUCTED ABROAD

2.1.1. Studies Related to Academic Management

A large body of research literature on academic management provides a basis of the present investigation. Many studies have revealed that different factors are related to academic management and their processes which determine the success or failures of programmes.

Researches contribute to the quality improvement of educational programmes. The quality of a programme can be traced from the perceptions of the workers. Baxter, Joseph Turney, Jr, (1997) conducted a study in faculty perceptions of accessibility and quality of college graduate programs offered via Internet. The purpose for conducting this study was to measure faculty perceptions of accessibility and quality of college graduate programs offered via Internet.

The Kruskal-Wallis analysis of variance test was used to determine whether differences existed between tenure status and the faculty's perceptions of quality and accessibility of graduate courses offered via Internet. The study concluded the following:

1. There were no perceived differences among any of the environmental factors regarding quality or accessibility of graduate programs offered via Internet.

2. There were no perceived differences between tenured and nontenured faculty in either quality or accessibility.
3. A majority of those faculties responding to the survey were in agreement that graduate courses offered via Internet were of good quality and generally made graduate education more accessible.

Various administration strategies of academic management influence the quality of activities and outcomes. Steele, Karen Dawn, (1997) enquired the impact of implementation tactics on employee performance and satisfaction. The primary purpose of the study was to empirically evaluate, in a field setting, the impact of the implementation of an innovation on end-user satisfaction, individual innovation implementation response (adoption), and innovation validity. The study examined an internally developed administrative innovation. A conceptual model of the antecedents of organizational innovation adoption and individual end-user innovation implementation is built. It also examined the attitudes and behaviours of instructional employees of a type I research institution before and after the introduction of a new faculty workload reporting form and process. The study revealed that the third criterion variable, instructional hours as a percentage of total hours reported, did not produce statistical significance in the desired direction. Manipulated implementation tactics used to introduce the innovation demonstrated varying degrees of success, but generally did not hold when applied to the introduction of this formal, administrative innovation.

The field experience of student teachers is an integral part of teacher education programmes. This experience enables the student teachers to practice and develop required skills in the real class room situations. Li, X., and Zhang, M. (2000) evaluated the effects of early field experiences on pre-service teachers' efficacy beliefs. The study investigated the effects of early field experiences on
pre-service teachers' teacher efficacy (TE) beliefs, a cognitive process in which teachers construct beliefs about their capacity to help students learn. The study also explored the effects of early field experiences on pre-service teachers' teacher efficacy beliefs in terms of their early field experience ratings, their perceived cooperating teachers' teacher efficacy beliefs, and their teaching anxiety levels. Participants were 52 sophomore-level undergraduate students majoring in elementary and early childhood education, all of whom were randomly assigned to two local elementary schools. Participants made a total of six field experience trips. Data were collected before and after the early field experience. Data collection involved the Teacher Efficacy Scale, the Teaching Anxiety Scale, the Perceived Cooperating Teachers' Efficacy Scale, and the Field Experience Rating scale.

Results indicated that after early field experiences, general teaching efficacy (GTE) was significantly lower, whereas personal teacher efficacy was significantly higher. There was a relationship between student teachers' teacher efficacy beliefs and their early field experience settings, their perceived cooperating teachers' teacher efficacy beliefs, and their teaching anxiety. Respondents with higher perceived cooperating teachers' teacher efficacy had higher general teaching efficacy. Respondents with high teaching anxiety had significantly lower personal teacher efficacy.

School management principles are one of the major areas of study during the teacher training programmes which help the student teachers to develop necessary management skills. Wong, P. M, and Wong, C.S. (2003) evaluated a
teacher training programme in school management to study the effectiveness of the Programmes in meeting the needs of schools.

Researcher used a longitudinal investigation with multiple methods (questionnaires, tests and interviews) and sources of information (teachers and their principals) to examine the reactions, learning and behavioural changes of 129 trainees. The study concluded that:

1. There has also been an increase in the provision of refresher teacher training programmes. Many of these training programmes are offered by the Hong Kong Institute of Education, and have been credit-bearing since 1998.

2. Programmes are effective in meeting the needs of schools, evaluation studies are necessary.

3. The refresher-training programme is very effective, especially for senior teachers who are responsible for managerial duties.

Janice Wallace, (2006) conducted a research on the work of school administrators in changing times, based on in two Canadian provinces: Ontario and British Columbia. Ontario has been led by a neo-conservative government and British Columbia a "third-way" socialist government during a time of massive educational restructuring. Interviews with school administrators and leaders of teacher unions and professional organisations demonstrate that several converging factors are transforming the role of educational administrators. First, a performative ethos has moved the work of administrators away from leadership and towards management. Second, the separation of bargaining units for
administrators and teachers has exacerbated work divisions and made it more difficult for administrators to provide instructional leadership. Third, entry-level positions are increasingly unattractive for potential candidates because principals are being positioned politically between Ministries of Education who are cutting resources, boards who are being asked to do more with much less, and teachers who have had their workload increased while professional autonomy has been decreased.

In the modern era, the modern principles and techniques are adopted in the academic management. Ion Verboncu, (2007) investigated academic management modernization and quality of economic higher education. The efficientisation of the superior learning system claims, as major modality, the modernization of the academic and administrative management. Its approach at the level of Academy of Economic Studies from Bucharest - the most representative institution of economic superior learning system from Romania - evidences both the strong areas and also the vulnerable areas, generators of strengths and weaknesses. The causes that lay on their base represent the support of some managerial modernization directions, based on the four components of the university management (methodological, decisional, informational, organizatorical). Their operationalisation will facilitate the obtaining of managerial performances, generators of educational performances and scientific research.

2.1.2. Studies Related to Leadership Styles

The leadership styles, behaviour and its influence in the outcome of educational practices were the research concerns of many. Bulach, Clete, (1994) studied the influence of the principals’ leadership styles on school climate and
student. The purpose of the study was to find the influence of leadership styles of principles in school climate and to compare school climate and leadership styles. The investigator administered the Tennessee school climate inventory and openness and trust scale. The study revealed the following:

1. Comparison between school climate and leadership styles reveals a statistically significant difference between leadership style and the involvement subscale of the school climate instruments.

2. No significant differences for any of the other subscales of school climate for leadership style not were there any significant differences between in school achievement and leadership style.

The leadership behaviour of heads of the institutions is very much related in generating work inspiration among the teachers in educational institutions. Hipp, K. A., (1996) investigated teacher efficacy: Influence of principal leadership behaviour. This study presents findings of a study that explored the relationships among principals' leadership behaviours and teacher efficacy in Wisconsin middle schools involved in building-level change efforts. An adaptation of Bandura's social cognitive learning theory of self-efficacy of Woolfolk, A and Hoy, W provided the theoretical framework. Phase one of the research surveyed 10 principals and 280 teachers from 10 middle schools. Principals and teachers completed The Nature of Leadership Survey and teachers completed an adapted version of Gibson.S. and Dembo's Teacher Efficacy Scale. Data for phase two were collected through interviews with the 10 principals and 34 teachers. The data indicate that three of Leithwood's transformational leadership behaviours modeling behaviour, inspiring group purpose, and providing contingent rewards
were significantly related to general teaching efficacy. "Models behaviours" and "provided contingent rewards" were significantly related to personal teaching efficacy. Qualitative data confirmed these results and suggested eight additional leadership behaviours that reinforce and sustain teacher efficacy. In addition, a significant difference was found between general teaching efficacy and personal teaching efficacy. An implication is that if a strong sense of efficacy motivates teachers to higher levels of competence and success, then an increased focus on this teacher attribute is critical.

Nischan, Timothy Paul, (1997) investigated the Transformational leadership as a predictor of effectiveness, extra effort, and satisfaction in a community college classroom environment. The objectives of the study were to examine applies the fit of the transformational/transactional leadership paradigm to faculty of a two-year community college. The Multifactor Leadership Questionnaire Form 5X was administered. The findings of the study were:

1. The results of the study were consistent with previously published studies and demonstrate the applicability of the transformational leadership paradigm to the two-year community college classroom environment.

2. The study concludes that the transformational leadership variables contribute more to the three outcome variables than the transactional or laissez-faire leadership variables. Implications and limitations of the use of the MLQ-5X for community college leadership research are presented.

Watts, Robert Glenn, (1997) investigated the hidden modality: intuition and the female administrator in higher education (women administrators). The purpose of this study was to determine if any relationship exists between the
extent to which women administrators in higher education favour the employment of intuitive behaviours in the workplace as they relate to typical educational administrative categories of decision-making, communication, and management processes.

The study concluded that all women administrators in higher education favoured the use of intuition in the execution of their administrative roles without reference to academic preparation and organizational structure; that academic preparation in educational administration tended to lessen favouring the use of intuition in decision making and management processes, but not in communication processes; that organizational structure plays an important role in favouring the use of intuition; that academic preparation and organizational structure combined registered significant effects upon decision making, communication, and management processes.

A phenomenological study was carried out by Sheridan L. Barker (1998) as teachers' perspectives from within a school leadership team. This qualitative study explored a different type of leadership by investigating leadership among peers in a California School Leadership Team (SLT).

Using a phenomenological approach, the researcher asked ten teachers to describe their experience as members and as leaders in a school wide change team. Multiple interviews with each teacher and recurrent analysis of the data revealed the essence of the teachers' experience on a cross-functional leadership team in a comprehensive high school, rather than a validation of previous research or pre-conceived hypotheses. QSR NUD.IST software assisted the researcher in exploring the twenty-three hours of interviews, in identifying the themes which
signified the essence of the experience to the teachers, and in developing thick
descriptions of the experience employing the teachers’ own words.

The teachers characterized the SLT as: a positive force in the school, a
vehicle for communication, and a support group. As the teachers reflected on their
definitions of leadership and their personal experiences on the team, they noticed
that they:

a. led by example;

b. took responsibility for the success of all students;

c. listened to others in order to create meaningful responses to the needs of
the various constituencies they represented;

d. facilitated collaborative learning within the team and among their non-SLT
colleagues;

e. worked together toward a common purpose;

f. did whatever was necessary to help the team reach its goal;

g. took an equitable role on the team, along with the principal;

h. strove to live up to the responsibility entrusted in them by the principal, the
district, and their peers; and assumed the mantle of leadership.

Leadership behaviour of secondary school principals studied by Barnett,
McCormick and Conners, (2000) with the following objectives:

1. to study the leadership behaviour of secondary school principals,
2. to investigate the leadership behavioural patterns of the principals and

3. to investigate teachers leadership behaviour of secondary schools.

The investigator used a qualitative approach using semi-structured interviews to collect data. The study concluded that:

1. The transformational leadership behaviours of school principals in New South Wales secondary school were associated with school learning culture.

2. Four principals and eleven classroom teachers were identified as displaying transformational leadership, participated in the study.

3. Identified patterns and themes that described leadership behaviours of the principals.

Mahmood, S, (2000) investigated leadership behaviour and effectiveness of secondary school heads in Pakistan. The purpose of the study was to establish relationships among secondary school heads' leadership behaviours, their attributes, situational context and leadership effectiveness in relation to the accomplishment of the goals of secondary education desired by National Education Policies in Pakistan. It also measured personal and situational factors such as task-oriented behaviour, relations-oriented behaviour, age, management experience, professional training, management courses, etc.

The investigator used postal questionnaires data regarding attributes and situational factors were collected from 121 secondary school heads. A Management Behaviour Dimensions Questionnaire (MDBQ) and a School
Management Effectiveness Questionnaire (SMEQ) were administered. The study brought the following findings:

1. The study indicates that school heads emphasises task and place with less emphasis on relationships.

2. A high level of relations-orientation rather than task-orientation on the part of school heads is associated with positive academic outcomes of students.

3. The veteran school heads stand low on both the task and relations-oriented behaviours and as a result show themselves to be ineffective school heads.

4. Professional qualifications and training in management are more supportive of relations-oriented behaviour than task-oriented behaviour.

Yielder, J. and Codling, A (2004) investigated the management and leadership in the contemporary university. The objectives of the study were to propose a model of leadership within tertiary education based on research into expertise and institutional distinctiveness. The study also aimed to build on two contrasting styles of institutional development. Firstly, in the traditional university (higher education) sector, promotion to senior management positions has tended to be based on academic prowess, largely relating to research capability. The study revealed:

1. Senior academic leaders who may not be well suited to line or operational management.

2. The traditional polytechnic (vocational education and training) sector, promotion to leadership positions has tended to be based more on
perceived managerial qualities, and the resultant leaders may be more inclined to be good managers without displaying overt academic leadership.

3. A model of shared academic management and leadership focused on departmental/school level, based on research into the nature of professional expertise, is therefore proposed which brings together the strengths of both of the above styles.

4. This model develops the responsibilities of both the academic leader and the operational manager and explores their symbiotic relationship. The performance of associated administrative functions is also considered in regards to the overlap between the administration occurring in these roles and that of designated office administrators.

Ovando, M. N. and Cavazos, M. (2004) investigated principals' instructional leadership in successful Hispanic majority high schools to examine how principals utilise instructional leadership in high schools within a Hispanic majority context and to study academic performance, goal development and implementation, school culture, and instructional management, which make up the broader theoretical framework of school leadership. The Schools were selected based on their 'Recognised' status as measured by the state standardised test results. The findings of the study were:

1. Principals in successful Hispanic majority high schools have a strong focus on student achievement.
2. They are equally engaged in goal setting meetings to develop student goals, provide support to teachers and assistant principals as a vehicle to enhance the school culture, and monitor student performance, relying on leadership teams for instructional management purposes.

3. Principals as instructional leaders involve and empower teachers to develop and implement student academic goals, shape the school culture, and monitor the instructional programme closely.

4. More importantly, principals in successful Hispanic majority high schools sustain a strong emphasis on teacher accountability for the academic performance of all students.


Findings indicated socializing into an ineffective school will either promulgate ineffective practices or will produce an internal conflict. At schools where principals were "all about the kids," teachers demonstrated loyalty and voiced intentions to remain in teaching due to the culture where first teaching experiences took place. The quality of the instructional leader's monitoring not only socializes the beginner into the school organization but influences the teacher's intent to stay.

2.1.3. Studies Related to Self-Acceptance

Mary K. Garrett, and Donald Crump, W, (1980) studied peer acceptance, teacher preference, and self-appraisal of social status among learning disabled students. The purpose of this study was to compare the peer status of learning
disabled children served in mainstream programs with their non-learning disabled peers and to explore:

1. the relationship of teacher preference and social status among children, and

2. the accuracy of self-appraisal of social status among learning disabled and non-learning disabled students.

Findings concerned with peer status were similar to previous research. In addition, learning-disabled students were found to be less preferred by teachers. A significant relationship between teacher preference and social status was observed in 78% of the classrooms. Results for self-appraisal of social status were somewhat different from previous research. Implications for research, curriculum, and teacher education are discussed.

Seymour Epstein and Gregory J. Feist, (1988) conducted a study on relation between self- and other-acceptance and its moderation by identification. The study investigated the influence of the degree of identification with the others who are rated on self-other correlations, the investigator examined the relation of self-ratings to ratings of same- and opposite-sex others in 60 preadolescent boys and 69 preadolescent girls. Each subject rated himself or herself and 8-10 classmates on 7 personality variables.

Favourable self-ratings and ratings of same- and opposite-sex others were significantly positively associated in both groups: Girls exhibited similar self-other relations when rating same- and opposite-sex others; boys identified more strongly with their sex roles than girls and exhibited a stronger relation between
self- and other-ratings when the others were of the same sex. The study concluded that a positive relation between self- and other-acceptance is fairly robust, but the magnitude of the relation is moderated by the degree of identification with those rated.

Mayer, Martin (1990) Gay, Lesbian, and Heterosexual Teachers: acceptance of self, acceptance of others, affectional and lifestyle orientation. This study was conducted to examine the employment of gay teachers. Two aspects of personality that are important characteristics for teacher effectiveness, acceptance of self and acceptance of others, are compared; and differences in identity formation and identity management in relation to these characteristics are explored. Two questionnaires (one demographic and the other “Berger’s Acceptance of Self and Others”) were administered to gay subjects (N=75) and heterosexual subjects (N=66). Results indicated the following:

1. demographic differences exist between gay and heterosexual sub samples;

2. gay respondents were younger, attained higher academic degrees, were more likely to teach humanities, arts, and athletics, and to be employed in public rather than in private or religious schools; and

3. there were no differences between gay and heterosexual respondents on the personality characteristics of acceptance of self and acceptance of others.

The data suggest that prejudice against gays and lesbians is unwarranted if a critical teacher characteristic is acceptance of self and others. These findings
may serve to encourage admission of gay teachers to educational training and may encourage teachers to be more open about their affectional orientation. (LL)

The study of Martens, M.M (1991) analyzed the perception of the fellows who participated in the German Marshall fund of the United States teacher in-service training seminar held in Germany during the summers of 1988, 1989, and 1990. Data were collected through a questionnaire mailed to the teachers who had participated in the GMF In-Service Training. Descriptive statistics were used to analyze the data. Several important findings include the following:

1. The Fellows perceive they have greater academic prestige because of their GMF experience.

2. Personal benefits include lasting friendships, an increased awareness in international affairs, and a greater understanding of Germany.

3. Joint research projects have been conducted by 24% of the Fellows.

4. Of the 51% of the Fellows who had previously studied abroad, 10 had done so on Fulbright Fellowships.

5. Over half the Fellows reported that some of their colleagues did not understand the importance of study abroad.

6. Over a third of the Fellows reported an ‘emotional let down’ upon returning to their home school.

Deborah Wadsworth, (2004) in her study paused the question that teaching interrupted: Do discipline policies in today's public schools foster the common good?
National random samples of both middle and high school teachers and parents of middle and high school-aged students agree that the lack of discipline is pervasive and poisoning the atmosphere and that the vast majority of kids are suffering because of the behaviour of a few persistent classroom troublemakers who cause too many students to lose critical opportunities for learning and cause too many teachers to abandon their profession.

The study revealed near-universal (97 percent) acceptance among teachers in this study that a school needs good discipline and behaviour in order to flourish, with more than seven in 10 parents in agreement. Moreover, in an era of intense focus on raising academic standards, 93 percent of teachers and 88 percent of parents also say it should be part of the school's mission to do something about behavioural standards...to teach kids respect for rules, respect for each other, and for their elders.

1.4. Studies Related to Student Satisfaction

Dr. Michael K. Swan, (1997) seeks to identify the perceptions of students located within the Greater Southeast ITV Consortium of North Dakota. The study focused on student perceptions in the areas of educational quality of courses offered and satisfaction with the distance education experience. The students involved in this study were in grades 9 - 12. They were from ten high schools and two vocational centers located within the rural Southeast region of North Dakota.

Interactive Video Network (IVN) was the tool used to deliver the distance education classes. This system is a two-way IVN. The students and teachers can interact with one another from both the remote and home sites.
Investigator collected data for this study by developing and using a structured questionnaire. The method of research used was descriptive. The population for the survey was all of the students enrolled in the IVN classes in grades 9 - 12. The survey quantitatively measured the perceptions of the students with 27 statements rated on a Likert scale.

The overall results of the 300 surveys of student perceptions of IVN were that the majority of the students were satisfied with their experience. Most participants strongly agreed that they would take another IVN course if the subject was of interest to them. The parents of the students strongly agreed that IVN classes were a good idea. Most learners agreed that they could talk to the teacher as often as they needed.

Lauren Wellen, (1997) Remote-site group size effects student satisfaction & performance in tele-courses. This study examined 288 (259 female) undergraduate students enrolled in seventeen tele-courses at a large Midwestern University. Class sessions were conducted in broadcast live (one-way video, two-way audio). The average age of the students was 35.96 years. The purpose of the study was to investigate satisfaction with various facets of these tele-courses, overall satisfaction with the courses, and motivation.

The Tele-course Evaluation Questionnaire (TEQ) was administered as a primary attitudinal assessment instrument. The results of the analyses showed that the satisfaction factor scores of the TEQ were significantly and negatively related to the size of the class. Students that had fewer peers at their respective sites reported being significantly more satisfied with all facets of the tele-courses than
students that had a greater number of peers in their sites. The sites that had fewer numbers of students were the most satisfied.

Samdal O and Nutbeam, D. (1998) studied “Achieving health and educational goals through schools: A study of the importance of the school climate and the students’ satisfaction with school” with the following research questions.

1. What are the age, gender and national differences in students' satisfaction with school?

2. How do the students' perception of school climate relate to their satisfaction with school?

The study concluded that the older students tend to be significantly less satisfied with school than the younger ones. The students in Latvia and Norway seem to be more satisfied with school than students in the two other countries. The most important predictors of students' satisfaction with school are students' feeling that they are treated fairly, that they feel safe and that they believe that teachers are supportive. The findings suggest that, in school health promotion interventions, attention needs not only to be given to classroom teaching materials but also to the quality of a student's

Olalekan, Arkewuyo (1999) investigated student's perception and utilities of university services: The case of Nigerian University. The research examined the perception of students about the level of services provided and what extent the students utilised the services. The findings showed that the services provided by the university were adequate. The academic affair services were fairly adequate.
Shea, et.al. (2001) student satisfaction and reported learning in the SUNY learning network: interaction and beyond - Social Presence in Asynchronous Learning Networks the issue of student satisfaction from a variety of perspectives focusing on both the learning environment of SLN and on specific constructs and variables that may promote high levels of satisfaction. From a system perspective we will review the results of student surveys on a variety of issues impacting satisfaction. We interpret these results in light of the strategic objectives of the program and keeping in mind socio-cognitive views of instruction and well established principles of good practice in higher education. As with previous studies of student satisfaction in SLN, and in alignment with predictions from this theoretical framework, results indicate the importance of teacher-to-student and student-to-student interaction. More specifically, these results indicate the importance of both the quantity and quality of faculty student interaction, of communicating clear experiences.

Emily M. Watson, (2001) effect of communication on college student satisfaction in long-distance and proximal relationships. This study compared amount of communication and relationship satisfaction in long-distance and proximal romantic relationships among a sample of 109 undergraduate students (81 women and 28 men). It was hypothesized that greater communication would lead to greater satisfaction and that long-distance relationships would be more satisfactory than proximal ones. A questionnaire developed by the researchers measured communication, length of relationship, and commitment, and it assessed satisfaction based upon the Relationship Assessment Scale (RAS) developed by Hendrick (1988). Results indicated that the number of phone conversations is positively correlated with satisfaction, but satisfaction differences were not found
for the two types of relationships. Future research could compare communication with a commitment scale and a satisfaction with communication scale.

Karen Carey, *et al.* (2002) conducted a study to compare campus satisfaction levels between students and faculty as measured by the Student Satisfaction Inventory (SSI) and the Institutional Priorities Survey (IPS). The student sample consisted of 692 (397 females and 295 males) from a Midwestern state university. The faculty sample consisted of 174 full-time professors and instructors (66 females, 100 males, and 8 did not indicate gender). The surveys were administered in fall 2000. The study examined three scales from the SSI and the IPS: (1) Concern for the Individual, (2) Responsiveness to Diverse Populations, and (3) Student Centeredness. Both student and faculty respondents rated all items on a 7-point Likert scale with respect to their expectation and satisfaction with student services. Findings indicated that significant differences existed between students and faculty in the area of Concern for the Individual and Responsiveness to Diverse Populations. There was a significant difference between Caucasians and all other ethnicities in the category of Responsiveness to Diverse Populations. In a comparison of national norms, the data indicated that the students at the Midwestern state university were significantly more satisfied in all three areas.

Robert O. Salmon, *et al.* (2002) conducted a Student Satisfaction Survey. The objective of the study was to provide a complete, accurate and unbiased measure of satisfaction in: Instruction, Facilities, Support service and College overall.
Additionally, the purpose of the study was to drive strategic marketing planning to support enrollment and FTSE initiatives along with retention initiatives. Additionally, these metrics will establish a single baseline to attain year-over-year comparisons where appropriate.

The questionnaire and telephone list were developed by Yavapai College Institutional Research Department with input from the college’s marketing department. Survey results were linked to the college’s database for student demographic information. Yavapai College Institutional Research Department analyzed the data and wrote the study.

The 408 respondents to the satisfaction survey represent five percent of district enrollment for fall 2002. A comparison of the respondent’s age relative to district enrollment indicates a close match for the 25-39 and 40-59 age segments. There was a variation for age segments 17-24 (7.7% fewer in sample) and the age segment 60 and over (6.3% more in sample). In addition to age, the sample was representative to district enrollment in terms of gender, residency and ethnicity.

Students surveyed were quite satisfied with Yavapai College programs and services. Instruction was the highest with more than 90% rating it good (30%) or very good (60%). Other ratings of good/very good were college overall (88.8%), support services (81.3%) and facilities (76.8%).

Ratings of satisfaction across the variables credit load, degree intent and age were quite consistent. Differences among the breakdowns were small. Full-time students showed the highest level of satisfaction with instruction and facilities. Part-time students taking 6-11 hours tended to rate all areas lower. Non-degree seeking students rated all areas higher than degree seeking students.
Satisfaction tended to increase with age of students; students age 60+ tended to rate all services highest.

Jeff, Luzius, (2002) conducted a study on Nontraditional Students’ Library Satisfaction. Data for this study was gathered using a survey. The survey research took place on a public university located in the Southeast. One hundred and three surveys were passed out to students on campus in different locations.

The good news for the library is that both traditional and nontraditional students were satisfied with the overall service of the library. It is clear from the surveys, however, that the nontraditional students are not satisfied with the library’s weekend hours. Only 38% of the nontraditional students said they were satisfied, compared to 84% of the traditional students.

Since the nontraditional students most likely work or have other responsibilities during the week, the library’s weekend hours are more important to them. Currently the library’s weekend hours are 10:00 a.m. to 5:00 p.m. on Saturday and 1:00 to 11:00 p.m. on Sunday. The number of copiers and computers were also a problem for the nontraditional students. Since their time is more limited in the library they do not want to wait for equipment.

Jennifer, C. Richardson and Karen, Swan, (2003) examined “social presence in online courses in relation to students’ perceived learning and satisfaction”. This study explored the role of social presence in online learning environments and its relationship to students’ perceptions of learning and satisfaction with the instructor. The participants for this study were students who completed Empire State College’s (ESC) online learning courses in the spring of 2000 and completed the end of semester course survey (n=97). A correlational
design was utilized. This study found that students with high overall perceptions of social presence also scored high in terms of perceived learning and perceived satisfaction with the instructor. Students’ perceptions of social presence overall, moreover, contributed significantly to the predictor equation for students’ perceived learning overall. Gender accounted for some of the variability of students’ overall perception of social presence, while age and number of college credits earned did not account for any of the variability.

Pierre, Hasti, (2003) Secondary School Student Teachers’ Feelings of Satisfaction and Dissatisfaction regarding Supervision was an exploratory study, which examined student teachers’ perceptions of their supervisors (cooperating teacher and University supervisor) after their initiation to student teaching in the third year of a secondary teaching program at a French-speaking University in the province of Quebec, Canada. Interviews were done with eleven participants. Feelings of satisfaction and dissatisfaction of strong and weak students were explored in order to understand the nature of these feelings and ultimately compare them. Supervisors’ intervention practices are also examined. There is also an attempt to understand what differentiates strong student teachers from weak student teachers in order to propose more effective supervising intervention strategies. Findings reveal overall satisfaction of supervision, but there are important differences between both groups of student teachers.

Delucchi, Michael, (2003) Student Satisfaction with Higher Education during the 1970s – A Decade of Social Change. This study investigates student satisfaction with postsecondary education in the 1970s by using a wide range of individual and organizational characteristics obtained from the National
Longitudinal Study of the High School Class of 1972. The results favour a conceptualization of student satisfaction as a product of both collegiate institutional forces linked to wider societal definitions of the outcomes of higher education, and organizational processes that enhance access to social and structural support of the student role. The former is inspired by institutionalist theory, the latter by organizational inequality perspectives. These two approaches are integrated into a model to examine student satisfaction along the social dimensions of race, class, and gender. Student satisfaction is fundamental to a better understanding of educational process and quality as it relates to groups traditionally underrepresented in higher education. It may also be a critical mediating variable between students’ entering characteristics (i.e., race, class, and gender) and academic achievement and degree attainment. Also, accountability pressures from state legislatures on postsecondary education have placed increasing importance on the enrollment, retention, and satisfaction of minority students. Within this context, student ratings of their educational experience contribute to a better understanding and assessment of the outcomes of higher education. Finally, satisfaction is an important component of organizational analysis.

Vicky L. Triponey, (2004) conducted a study with the purpose of gathering Student Satisfaction feedback from undergraduate students from the 20 Penn State locations about their experiences at the University, including their use of and satisfaction with various student services, their progress on specific learning outcomes, and their campus involvement. Random samples of 400 undergraduate students from each of the Commonwealth College locations and stand-alone colleges were invited to participate in this Web survey via e-mail.
The Findings showed that Eighty-six percent (86%) of PSU students said if they were starting college again, they would choose to attend Penn State. This is a significant increase from the 83% who responded similarly in 2002. In addition, students were significantly more satisfied in 2004 with their formal academic experiences, their sense of belonging, and Penn State’s efforts to encourage academic integrity than they were in 2002. However, they were less satisfied in 2004 with the safety and security at their campus location.

DISCUSSION

The review of the studies conducted abroad reveals that several specific studies have undertaken to examine the academic management. The study of Steele, Karen Dawn (1997) reported that there is significant influence between the impact of implementation tactics on employee performance and satisfaction. The study of Wong, P. M, and Wong, C.S (2003) shows that teacher training programmes are effective in meeting the needs of schools.

Effective leadership produces best results. Changes in the leadership make significant changes in the output. A comparison between school climate and leadership styles revealed statistically significant difference between leadership style and the involvement subscale of the school climate instruments (Bulach, Clete, 1994). The study of Barnett, McCormick and Conners (2000) revealed that the transformational leadership behaviours of school principals in secondary school were associated with school learning culture. Mahmood, S (2000) was also with similar opinion. Angelle, Pamela S (2006) reveled that the quality of the instructional leader's monitoring not only socializes the beginner into the school organization but influences the teacher's intent to stay.
The review of studies in the field of self acceptance shows that no studies are found that investigated the self acceptance teacher educators in teacher education programme at secondary stage.

Karen Carey, et.al (2002), examined the satisfaction levels between students and faculty as measured by the Student Satisfaction Inventory (SSI) and the Institutional Priorities Survey (IPS). Findings indicated that the students at the Midwestern state university were significantly more satisfied in all three areas.

2.2. STUDIES CONDUCTED IN INDIA.

2.2.1. Studies Related to Academic Management

Chandola, Latha (1988) in her study of Organisational climate: A review, reviewed the literature and factors of the organisational climate index and the trends prevalent in to organisational climate. The investigator constructed and standardised a questionnaire for the measurement. The study concluded that each institution had a unique organisational climate of its own and the equality of the organisational climate varied directly in proportion to the quality of the leadership and motivation.

Sarma, S.N (1989) in the study of Management techniques in educational administration with special reference to college situated in an around Delhi, examined the present practices of management of colleges. The objectives of the study were:

1. to compare and analyze the techniques which were popularly used.
2. to find out the relationship between the college profile and management technique variables.

The investigation concluded that the principal possessed good academic records and teaching experience they had no administrative experience. In none of the four colleges, new and innovative teaching methods were being practiced.

Emmanuel Raj. A (1990) investigated Functional efficiency of autonomous colleges with the following objectives:

1. To develop a comprehensive set of criteria for assessing the functional efficiency of autonomous college.

2. To assess the functional efficiency of these colleges in Mdurai Kamaraj University.

3. To find out the strength and weaknesses of these college in terms of the developed criteria.

4. To identify the measures suggested by the personal for improving the functional efficiency of these colleges.

The findings of the study were:

1. All the four colleges were found to be functionally strong in terms of one dimension.

2. As regards the common strength and weakness of the four colleges, the common strength was found to be greater than their common weakness.
Jain Pushpa Devi (1991) investigated an in-depth study into the functioning of Andhra Pradesh Open University. Objectives of the study were:

1. To evaluate the functioning of Andhra Pradesh open university
2. To understand the knowledge level of the masses and their attitude to the Open University system.

The study revealed that:

1. University reduced the pressure on higher education.
2. Students support services were inadequate.

A study of the relationship between the educational management and the organisational climate of the secondary schools of the Sourashtra region, conducted by Solanki Kantilal. N (1992). The purposes of the study were:

1. to examine the educational management with reference to the resource management system of the secondary schools of Sourashtra region.
2. to identify the organizational climate of the secondary school of Sourashtra region.
3. to find out the interrelationship between educational management and its factors and the organizational climate and its correlates.

An educational management description scale (EMDS) of Joshi and the organizational climate description questionnaire. (OCDQ) of Halpin and Croft executed to collect the data. The study showed that:
1. The secondary school deferred among themselves in their organisational climate.

2. The organizational climate of secondary schools appears to be independent of organizational climate.

George, S.N, (1992) investigated Entrepreneurship in education: the case of our college with the following objectives:

1. to study the emergence and growth of the PCs in Kerala.

2. to study the organization setup of a PC and

3. to study the academic activities undertaken by the PCS.

Observation, interview, self administered questionnaires and secondary data analysis were also used for the data collection. The findings of the study were:

1. The infrastructures of the PCs were usually inadequate but the college studied (OUR College) had a comparatively better infrastructure.

2. The PCs were financed through tuition fees and were highly profit oriented.

Pati. S (1992) in the study on the administrative and supervisory problems of secondary school headmasters of Cuttack one – circle Cuttuck, examined the following:

1. Educational climate of the secondary education institutions.
2. Various administrative and supervisory difficulties of the secondary school headmasters.

3. The causes of such problems.

4. The views of the headmasters in these problems.

The findings of the study were:

1. Headmasters stated that their teachers followed teaching methods properly while teaching in class.

2. 85% had said that they did not have adequate provision for audio visual aids in their schools.

Jani, G.R. (1993) conducted a study of organizational climate of a few selected secondary schools under different managements of Ulhasnagar and its neighbourhood. The purpose of the study was:

1. To identify the existing school climate of selected school under the study.

2. To ascertain whether of any variation in the dimensions of organizational climate of schools running under different management.

3. To find whether any differences in the dimensions of organizational climate of schools exist among schools which have different media of instructions.

The investigator used Organizational climate Description questionnaire (OCDQ) by Halpin and Croft, General information of schools and interview schedule. The study showed that:
1. 23.8% of the schools, under study were found to have open climate, 33.38 percent closed climate, 9.52% Autonomous climate, 16.66% controlled climate and 14.76% familiar climate.

2. Out of 35 private aided schools, 10 schools including 2 missionary schools had divulged characteristics of open climate 8 schools were found totally of closed climate, 4 schools autonomous climate 6 schools controlled climate, 2 schools familiar climate and 5 schools paternal climate.

3. Out of 7 schools private but unaided, 6schools reflected closed climate and one school managed by missionaries showed controlled climate.

Nilavar, S.S (1995) evaluated instructional programme of academic staff colleges in the college teacher performance perspective with the following objectives:

1. To define college teacher performance perspective by taking a survey of needs and requirements of teaching and teacher performance in the colleges.

2. To assess the effectiveness of present instructional programme of academic staff colleges using qualitative and quantitative evidence in the college teacher performance evidence, in the college teacher performance perspective.

3. To verify the factors influencing the functioning of the instructional programme of the academic staff colleges by means of suitable statistical analysis.
The investigator used College teacher training needs assessment scale (CTTNAS), college teacher performance capabilities status rating scales (form 1 and form 2), instructional programme active evaluation scale, and end of Orientation performance test and perspective component fulfillment rating scale. The study revealed that:

1. The teacher participants on rating of post orientation status of knowledge and skill capabilities shows improvement as a result of their participation in the orientation programme.

2. It was found that the participants had already had substantial knowledge of the teacher performance expectations and skills.

3. College participants test performance with regard to five performance perspective components namely, instructional planning and preparation, constructive relationships, institutional planning and management, research and community interaction was better than the other 13 components.

Agarwal, R and Goswami, M (2005) investigated institutional academic performance of principals. The study was proposed to measure institutional academic performance of principals in relation to their administrative effectiveness. Ex-post facto method was used to study the effectiveness on dependant variable institutional academic performance. 104 schools belonged U.P. board and 52 CBSE schools and 69 senior secondary schools were selected randomly as sample of the study. Administrative effectiveness scale developed by Amita Bhatnagar was used on the selected sample. Results of X and XII classes were taken for collecting data on institutional academic performance. The study
concluded that significant relationship between the institutional academic performance and principal’s administrative effectiveness.

2.2.2. Studies Related to Leadership Styles

Fernandez, M. S (1990) conducted a study of the psychological aspects of human relation in educational administration of heads of schools with the following purposes:

1. to identify the pattern of distribution of the grades of human relations in school administration in terms of the relative degree of sharing-shouldering of administrative task responsibilities and

2. to explore the relationship on the one hand and
   a) The headmasters/Headmistress ego states.
   b) His/her mode of thinking
   c) His/her assumptions about the motivation for work on the part of teachers
   d) The organisational climate on the other.

The tools used were educational administrative sharing practices questionnaire, cognition style of thinking questionnaire, assumption (about work motivation) inventory, ego state inventory and organizational climate description questionnaire. The study concluded that:

1. The pattern of distribution of grades of human relations in terms of the relative degree of sharing of responsibilities was not normal, it was much
skewed; i.e. there was a heavier constriction in the high and the moderate sharing groups as compared to the low sharing one.

2. Sharing practice and cognitive style of thinking were not related,

3. Sharing practice and ego states were not related.

Jayajothi, K.V (1992) investigated organisational climate and leadership behaviour of principals in relation to teacher morale in central school. The study examined relationship of the organization climate, the leadership behaviour of the principals and the teacher morale of central schools using the tools leadership behaviour description questionnaire of Halpin and winter and the teacher morale opinionnaire of Anja Mehta. The study concluded that the open climate related best to the perception of the leadership behaviour of the principals by the teachers and the autonomous climate had the least relationship.

Nanda, A. R (1992) studied the leadership behaviour of the primary school headmasters of Cuttack city. The objectives of the study were:

1. to study the leadership behaviour of heads of the primary schools of Cuttack city as perceived by their respective teachers in terms of two dimensions of leadership is that initiating structure and consideration.

2. to find out the differences in the leadership behaviour of the heads of primary school in respect of their each sex teaching experience and controlling authority.

The findings of the study were:
1. Out of thirty heads of primary school in Cuttack city, only ten heads were most effective leaders.

2. Six heads of schools were found to manifest a higher type of leadership in initiating structure and consideration items.

3. Age and length of experience were not contributing factors in leadership behaviour amongst the heads of primary school in Cuttack city.

Divan, Rashmi (1993) investigated leadership behaviour and value patterns among school principals. The research investigated and compared the leadership behaviour and value patterns in organisational context of principals from senior secondary schools and the different management including government, aided and unaided as perceived by the teachers. The investigator used STOGDILL to measure leadership behaviour. The major findings of the study were:

1. Basically school principal's report to either task or relationship or a balance of both in their styles of behavioural management.

2. Principals behave in accordance to the demands of situation.

3. All principals exhibited leadership behaviour in accordance with the value patterns they held.

4. There was no one best style of leadership behaviour suited for all situations.
Siddiqui, Mohd.Akhtar (1994) conducted a comparative study of organizational climate, leadership behaviour, teacher morale and school performance in minority and other secondary schools with the following purposes:

1. to identify the climate profile leadership pattern of principals behaviour, faculty morale and performance in the minority managed and other secondary schools of Delhi,

2. to collect data on the academic performance of the two types of schools,

3. to compare data on school climate leadership behaviour teacher morale and school performance between the minority managed and other secondary schools.

The investigator used organisational climate description questionnaire (OCDQ), leadership behaviour description questionnaire (LBDQ), Purudu’s teacher questionnaire and school information questionnaire.

The study revealed that:

1. There was a significant in organizational climate between the minority and other schools.

2. Leadership behaviour pattern differed significantly between the minority and other schools.

3. Leadership behaviour pattern and school performance were correlated.
Raut, S.R (1995) conducted a study of organizational effectiveness in relation to leadership behaviour role performance and conflict management strategies of the principals and teachers work satisfaction. The objectives were:

1. to determine inter correlations among the strategies of conflict management behaviour, work satisfaction and organizational effectiveness of principals,

2. to study the mean differences in organizational effectiveness in relation to leadership behavioural performance of the principals and teachers work satisfaction,

3. to study the international effects of leadership behaviour, role performance of the principals and teachers’ work satisfaction on organizational effectiveness.

Nagender Nayak’s Principals organizational effectiveness scale, Uma Sekharan’s conflict management behaviour questionnaire, researchers’ principals’ work satisfaction scale, Stogdill and Halpin’s leadership behaviour description questionnaire (Adopted by M.L.Sarma, Bhagya Juneja), Srikant’s role performance questionnaire, Alka Agarwal’s teachers’ organizational effectiveness scale and researchers teachers work satisfaction questionnaire were executed. The research concluded that:

1. Organisational effectiveness of the institutions increased by competition, collaboration, compromise, avoidance and accommodation, and so is the work satisfaction of the principals.

2. Work satisfaction was positively correlated to organizational effectiveness.
3. The principals of high and low work satisfaction groups differed significantly in their perception of organizational effectiveness.

4. There existed a significant difference between the principals showing different levels of effective leadership behaviour in their perception of organisational effectiveness.

Kalpaka, A (1996) investigated the competencies of the principals for efficient management of senior secondary schools. The objectives were:

1. to identify and assess the dimension of efficient functioning of senior secondary school on defined criteria,

2. to identify key competencies of principals which highly correlate with various dimension of institutional efficiency,

3. to develop an in-service training design for development of requisite competencies of principals.

Principal’s competence assessment scale was used as a major tool. The study concluded that the principal should profess some desired role including, preparation of institutional plan, use of administrative powers, academic leadership, staff welfare and development activities and supervision of financial aspects and adult.

Sujata, Srivastava (1999) conducted a study on Managerial Competencies of Effective Educational Managers. The objectives of the study were:

1. To find out the level of competencies of educational managers of secondary schools.
2. To study the effect of personal variables like age, gender, experience, and qualifications on the competencies of educational managers.

3. To study the factors acting as barriers on the effectiveness of educational managers.

4. To conduct case studies to selected effective educational managers of secondary schools in order to find out the reasons for their effectiveness.

The investigator used random sampling technique 40 schools consisting of English, Gujarati and Hindi medium were selected. The case study schools consisted of a sample of four effective school Principals selected from amongst the above 40 Principals, 4 students from the Student Council, 4 Parents from the PTA, and 4 Secondary School Teachers.

A Managerial Effectiveness Scale was developed to measure the level of competencies of secondary school Principals. Personal Data Questionnaire was constructed to collect personal information about the Principals. A un-structures interview schedule was developed to find out the barriers faced by secondary school Principals.

The study revealed the following:

1. The effectiveness has not been found affected significantly by personal variables.

2. The Principals have been found facing barriers in different functional areas.

3. Many educational managers have been found performing effectively.
4. If training is imparted to educational managers, it would go a long way in strengthening the school system.

Sharma, J.P (2000) investigated the management, supervision and community participation in alternative schools (AS) and its impact on learners’ achievement. The major objectives of the study were:

1. To assess the efficacy of decentralized planning and management system at local, sub-district and district level.

2. To study the supervision and monitoring system existing in alternative schools.

3. To find out the general profile and perception of teachers/supervisors about the quality and appropriateness of support from academic and managerial structure (DIET, DPO, BRC and Resource Groups).

4. To critically comment on the role of supervisory personnel involved at various levels.

5. To find out the role of the community members with respect to effective school management.

6. To comment on the process of decision making and management skills of community members, teachers and supervisors.

Two tribal (Shahdol and Dhar) and two non-tribal (Satna and Ratlam) districts were selected for the study. The study is confined to 1385 students. The random sampling technique was used in this study for selection of sample. Questionnaires, Interview Schedules, Classroom Observation Schedule, and
Achievement tests on levels one and two on various subjects were used for the study. The study concluded the following:

1. Systematic reforms and the community based initiatives have begun to make their impact at the level of the school, classroom, village and the community.

2. Schools even in the remotest areas are functioning, children are enrolled and attending schools, teachers are regular, well trained and motivated, structures and institutions are providing academic and resource support, teaching and learning activities are changing, children are enthusiastic and keen to learn.

3. There is a definite change in the authority and power structure that facilitate decentralized management. The local people have created the necessary conditions and structures for encouraging local level planning and management. Procedures for community participation are institutionalized. Effective supervision and support systems are clearly visible in the field.

4. Attainment level of the children has been found encouraging. The children were found engaged in work related activities, such as, self study, recitation of local poems, responding teacher questions, participating in classroom activities, interacting with the peers and teachers, taking interest in a variety of activities and learning tasks with curiosity and enthusiasm.

Singh, S.K (2004) investigated sociological factors of leadership behaviour on school organisation climate. The objectives of the study were:
1. to find out the relationship between various dimensions of leadership behaviour of secondary school principals and dimension of school organisational climate.

2. to find out the relationship between various dimensions of leadership behaviour of secondary school principals and each dimension of school organisational climate after moderating them on various sociological factors of the leaders.

3. to set up regression equation to predict each dimension of school organisational climate from various significant dimensions of leadership behaviour.

A self developed Principals Background information Sheet, School Organisational Climate Description Questionnaire of M.L.Sharma and leadership behaviour Description Questionnaire Form XII of R.M.Stogadil were used on a sample of 50 principles and ten teachers. The study revealed the following:

1. There was no significant relationship between the various dimensions of leadership behaviour of secondary school principals and each dimension of school organisational climate.

2. The age, sex, teaching and administrative experience of the principals of secondary schools played a very important role in the relationship between school organisational climate.

Ravikanth, Rao K. (2004) studied the administrative styles of secondary school headmasters. The researcher formulated a null hypothesis, as there will be no significant difference between the administrative styles of headmasters of
secondary schools under different managements. The study proved that the administrative styles of secondary school headmasters significantly vary under different managements. The residential schoolteachers of Andhra Pradesh perceived that their headmasters are highly democratic in administration.

Chirayath, S and Khalique, A (2005) conducted a study of the relationship between leadership style of headmasters and organisational climate of secondary schools of Kerala. 105 schools were selected randomly located in the various districts of Kerala state. The selection of teachers was done using cluster sampling. The tools used were leader effectiveness and adaptability questionnaire developed by Hersey and Blanchard and organisational climate description questionnaire of Halpin and Croft. The study revealed the following:

1. The schools with open and autonomous organisational climate have headmasters with style II leadership i.e., high task and high relationship.

2. The schools with controlled and paternal climate have headmasters with style I leadership i.e., high task and low relationship.

3. The schools with familiar organisational climate have headmasters with style III leadership i.e., low task orientation with high relationship.

4. The schools with closed climate have headmasters with style IV leadership i.e., low task and low relationship.

Sharma, S.P (2005) examined the leadership behaviour perception of principals, teachers and guardians. The study measured the self perception of
principals of secondary schools of Mehasana. The teachers’ perception and guardians’ perception of principal’s leadership were also included in the objectives of the study. The data was collected from principals, teachers and guardians using standardised leadership behaviour perception scale of M.R.Lokhande and T.K.Moulik. The study revealed significant difference between principals and teachers about their perception of leadership behaviour. The perception of teachers was higher than the principals’ perception. The difference between the principals and guardians were not significant about the leadership behaviour. The teachers and guardians and perception were similar.

Dillip Kumar, Giri (2006) investigated Leadership behaviour of the heads of the secondary schools in relation to the attitude of teachers with the following purposes:

1. To investigate the Leadership behaviour of the heads of the secondary schools.

2. To compare the leadership behaviour of the heads of different categories of secondary schools in relation to the attitude of teachers.

Leadership behaviour description questionnaire (LBDQ) developed by the personal research board, Ohio State University – 1957 (RVD.1972 and 1983) were used. The study showed that:

1. Leadership behaviour of the principals is affected by some demographic factors.

2. Leadership behaviour of principals is also affected by differently demonstrated machinery bodies. (School Management)
Baliya, J.N (2007) conducted an investigation on administrative styles of principals of colleges of education. The objectives of the study were:

1. To study the administrative style of the principals of colleges of education affiliated to University of Jammu.

2. To find the differences in the administrative styles of principals of colleges of education due to their sex difference; urban rural difference; experience wise difference and also due to difference of having professional degree and without professional degree.

The sample for the study was collected from 43 male and female principals working in the colleges of education affiliated to University of Jammu. Leadership preference scale of Bhushan, 1995 was the tool used for the study. The study concluded that:

1. The male principals are more emotionally stable and balanced in dealing with the subordinates, whereas the female were generally less emotionally stable.

2. There is significant difference between the less experienced principals and experienced principals.

3. No significant difference observed between the principals with and without professional degree.

2.2.3. Studies Related to Self-Acceptance

Malik, R.K (1983) studied self disclosure, self acceptance and anxiety among college students with the following objectives:
1. to investigate the degree of self-disclosure, self-acceptance and anxiety among college students,

2. to investigate the relationship between self-disclosure, self-acceptance and anxiety,

3. to trace the effect of educational level self-disclosure and self-acceptance among college students.

Self-acceptance measured by Q.sort measuring device developed by Green. The study concluded that self-disclosure and self-acceptance were positively correlated for under graduate girls, postgraduate boys and postgraduate girls. Type 2 variables uncorrelated for under graduate boys. Self-acceptance had negative relationship with anxiety among college students. Sex played an important role in self-acceptance. Girls tended to be more self-accepting than boys at under graduate level.

Dhulia, Usha (1989) conducted a study on the role of administrative style, teacher’s job satisfaction and student’s institutional perception in determining the nature of school climates with the following Objectives:

1. to identify the various administrative styles prevalent in our schools

2. to identify the nature of the climate in schools having different styles.

3. to investigate the relationships between the above-mentioned variables on the basis of different administrative styles.

4. to suggest a theoretical model of administration.
The investigator used the tools like school climate description questionnaire (SCDQ) developed by Shah.M.L and Sah and principal’s administrative style scale (PASS).

The study revealed that the highest agreement was seen with the democratic style as well as the laissez-faire style whereas the lowest agreement was seen with the autocratic style.

The democratic style and the laissez-faire style can be located at the positive points and the autocratic style at the negative points of administrative style.

The efficiency of institutional performance in intermediate college of Garhwal region evaluated by Dhaundial, D.C, (1989). This study proposed to identify the ingredients of the efficiency of institutional performance to assess and examine the institutional functional style and compared different types of institutions on psychological and organizational characteristics. An institutional functional style scale developed by the researcher, 16-PF Questionnaire R.B.Catel adopted for Indian conditions by Kapoor. The study concluded that:

1. There was a marked significant difference between the perception of teachers of efficient and inefficient institutions on institutional functional style.

2. The perception of the students on study habits differed significantly between the efficient and inefficient institutions.

Singh, Ajith and Kumar, Anil (1996) investigated Perception of teachers. The objectives of the study were:
1. to study the reasons for choosing teaching as a carrier.

2. to know teachers perceptions regarding their social. Economic and professional status.

3. to study perceptions of teachers about their promotional prospectus.

The investigator used a self-validated teacher schedule to measure teachers’ perceptions regarding socio economic and professional status. The study concluded that:

1. most of the teachers perceived an improvement in their social status.

2. more than 60% of the teachers from both the district reported that their economic status were moderate.

3. about 80% teachers in both the districts reported that they could meet the needs of their family to some extend only.

Velmurugan, P. and Rajendran, K.K (2006) investigated relationship between self-acceptance and anxiety of higher secondary students. The purpose of the study were:

1. To find out whether there is any significant differences between the higher secondary boys and girls in their self acceptance.

2. To find out whether there is any significant differences between government and aided school higher secondary students in their self acceptance.
3. To find out whether there is any significant differences between higher secondary boys and girls in their anxiety level.

4. To find out whether there is any significant differences between government and aided school higher secondary students in their anxiety level.

5. To find out whether there is any significant relationship between self acceptance and anxiety of the higher secondary students.

The sample of the study consisted 320 students from four higher secondary schools in Kanyakumari district. A self acceptance scale developed by Emmanuel M Berger was used. The anxiety level measured using the anxiety scale developed by Manju Agarwal. The result of the study indicated the following:

1. There is no significant difference between boys and girls in their self acceptance.

2. There is no significant difference between the government and aided school higher secondary students in their self acceptance.

3. There is no significant difference between the higher secondary boys and girls in their anxiety level.

4. There is significant difference between government and aided school higher secondary students in their anxiety level.

5. There is a significant relationship between self-acceptance and level of anxiety of higher secondary students.
2.2.4. Studies Related to Student Satisfaction

Behera, L and Roul, S.K (2004) evaluated the performance of B.Ed. trainees in relation to their gender, Academic background and type of institution. The objectives of the study were:

1. To examine the performance of mean and women student teachers in theory and practical subjects, so as to find out the gender difference if any in their performance.

2. To compare the performance of women student teachers reading in women’s institution with those reading in coeducational institutions.

3. To compare the performance of student teachers having science and arts background.

4. To compare the performance of student teachers of IASE and CTE.

The sample of the study consisted 650 student teachers. The investigator visited three teacher training institutions and collected the B.Ed. results of individual students form university mark register. In the second phase, data pertaining to students’ gender and academic background of student teachers were collected form the admission register. The study revealed the following:

1. The women student teachers surpass their male counterparts.

2. Student teachers with academic background of Science topped their results as compared to other students with other backgrounds.
3. The study did not reject the hypothesis that there is difference between the students reading in different institutions.

Chantahiem, Chamnan (2004) conducted a study of availability and utilization of educational media in secondary schools of Thailand. Objectives of the Study were:

1. To find out the satisfaction of teachers and media in charge in the use of educational media in classroom instruction.

2. To find out the problems in the use of educational media in classroom instruction in the Secondary Schools of Region- 12 of Thailand.

3. To find out the satisfaction of the students in the availability and use of software in teaching of the subjects.

4. To find out satisfaction of the teachers on the availability and use of software in teaching.

5. To find out satisfaction of the media in charge on the availability and use of software in teaching.

Survey method has been employed for the study. Multistage random sampling technique was used for drawing the samples of 576 students, 620 teachers, 75 media-in-charge and 75 administrators. Checklists and Questionnaires were used for the study. The study revealed the following:

1. A majority of the respondents have accepted the suitability of the available media in the schools. Majority of the teachers have showed their satisfaction in the use of educational media.
2. The problems related to administrative system were mostly related with the non-cooperative behaviour or due to less insight of the administrators.

3. The problems related to supporting staff were mostly related with the proper full time appointment of the technical person.

4. The educational media were found largely under used. The power point, CAI, and CMI were never used in their schools as responded by about 20% of the teacher sample.

5. Availability of high tech media was greater in big size schools as compared to the medium and small size schools.

Maria, Athaide. (2005) investigated the Effectiveness of the Training Program conducted by Intel- India for Secondary School Teachers. The major objectives of the study were:

1. To carefully observe the computer related teaching activities of the Intel trained teachers in the use of computers in the teaching of their subjects.

2. To interview the Principals and Teachers of the schools under ethnographic study to

   a. Find out their satisfaction with regard to the Intel Training.

   b. Find out the extent of computer application in their teaching activities.

   c. Identify the obstacles that hindered the teachers from using the computer to teach their subjects in the school.
To document their beliefs about the use of computer technology in teaching.

3. To list suggestions for increasing the effectiveness of the Intel Training Program in terms of the Training given to the Secondary School Teachers and its application in the use of computers in their subject teaching.

The investigator has conducted ethnographic-cum-survey study. Interview, observation and questionnaires were the tools/techniques used for the study. The study has come out with meaningful finding as follows:

1. A large majority of the Principals and Teachers were found to have high level of satisfaction with respect to Intel Training to Teachers on MS Word and MS Power Point, whereas, the level of satisfaction with respect to the MS Publisher was found relatively low.

2. SSC teachers were found to have higher level of satisfaction than that of the ICSE and CBSE.

3. Teachers having Teaching Experience >10 years & <20 years were found to higher level of satisfaction than those having <5 years, >5 years & <10 years, and >20 years.

4. Master Trainers were found to have higher level of satisfaction than the Beginners.

5. Higher the access to internet and computer at home and School higher was found the level of satisfaction.
6. Teachers having moderate commitment were found to have higher level of satisfaction than those having high or low levels of commitment.

7. There is a positive association between the total satisfaction of secondary school teachers and Intel’s Training Program and its Total Application.

Dulawat, M.S. and Rai, R.S (2005) investigated the satisfaction level of students as a tool for performance measurement. The fundamental problem of this study was to examine the satisfaction level of students as a tool for measuring performance of an educational organization by means of six factors; facilities, equipments, financial support, teaching aptitude, teaching methodology, and management.

The sample was 210 students who were chosen from three constituent colleges of M.L.S. University, Udaipur. A survey opinion poll questionnaire was circulated to each student. Outcomes of this study pointed there were statistically significant differences among means of the six factors. The conclusion of the post hoc test indicated financial support was significantly lower than facilities, teaching aptitude, teaching methodology, and management. The findings also indicated the majority of the students were satisfied with all aspects of their facilities, teaching aptitude, teaching methodology, and management. However, they were not satisfied with financial support from their college, University or Government. Results of this study indicated financial support should be improved for bright students in the higher education.

Jeba, Sheela and Arockiasamy, S (2006) conducted a study on higher secondary student’s perception of school environment and its impact on their academic achievement in metric and non-metric schools. The study aimed to find
out the differences in the perceived level of school environment and academic achievement by higher secondary students in metric and non-metric schools. A sample of 1100 higher secondary students has been selected for the study. The findings of the study clearly indicate significant differences in the perceived school environment and academic achievement between metric and non-metric higher secondary students. Significant relationship also has been observed between perceived school environment and academic achievement of non-metric students.

Lakshmani and Nachimuthu (2006) investigated students’ perception of the teachers’ behaviour. The objectives of the study were:

1. to study students’ perception of their teacher behaviour in total and in terms of its dimensions.

2. to study significant differences in students perception of teacher behaviour with respect to sex, class of study and type of school.

The study has been carried out on a sample of 240 high school students. Results of the study showed that 52.92% of students have high perception of their teacher behaviours in total and in terms of dimensions, effective teaching, fare play, concern for students and human relations excepting guidance. Students significantly differ in perception of their teacher behaviour both with respect to sex and type of school.

Shreemathi, Mayya. S and Krishna, Rao (2006) conducted a study on students’ perceptions of educational environment in a medical college of South India. The study measured the educational environment as perceived by the
students. It also examined the strength ness and weaknesses of the institution. The study showed that the students have more positive perception. The students perceived that their teachers are knowledgeable. The students were also found more critical about the authoritarian attitudes of the heads.

Sridhar, S and Sequeira, A.H (2006) conducted a pilot study on student satisfaction. The survey focused on academics, like course relevance, delivery of academic content, skills acquired while at the college and certain facilities. The sample was a group of final year residential students. Questionnaire survey and interviews were used for capturing satisfaction level of students. The study concluded the following:

1. General satisfaction index of the students sampled in the survey was found to be 67 percentage.

2. Satisfaction with teaching was observed to be 70 percentage.

3. Skill acquisition was found to be 73.35 percentage.

4. Dissatisfaction levels are observed to be high in respect of students’ union activities, non-availability of elective subjects and academic advising and counseling services.

DISCUSSION

The review of Indian studies shows that several investigations were undertaken to measure the Academic management, leadership styles of the heads, self-acceptance of the teacher educators and satisfaction of student teachers.
Solanki Kantilal, N (1992) examined the educational management with reference to the resource management system of the secondary schools of Sourashtra region and found difference among the secondary school in their organisational climate. The study of Agarwal, R and Goswami, M (2005) indicated significant relationship between the institutional academic performance and principal's administrative effectiveness.

Jayajothi, K.V (1992) enquired organisational climate and leadership behaviour of principals in relation to teacher morale and concluded that the open climate related best to the perception of the leadership behaviour of the principals by the teachers and the autonomous climate had the least relationship. Baliya, J.N (2007) investigated administrative styles of principals of colleges of education. This study revealed that the male principals are more emotionally stable and balanced in dealing with the subordinates, whereas the female were generally less emotionally stable.

Velmurugan, P. and Rajendran. K.K, (2006) investigated relationship between self-acceptance and anxiety of higher secondary students and concluded that there is no significant difference between boys and girls in their self acceptance.

Dulawat, M.S. and Rai, R.S (2005) investigated the satisfaction level of students as a tool for measuring performance of an educational organization by means of six factors; facilities, equipments, financial support, teaching aptitude, teaching methodology, and management. This study concluded that the majority of the students were satisfied with all aspects of their facilities, teaching aptitude,
teaching methodology, and management. However, they were not satisfied with financial support from their college, University or Government.

CONCLUSION

Academic management, leadership styles of the heads, self-acceptance of the teacher educators and satisfaction of student teachers appear to be related to the effectiveness of pre-service teacher education programmes. There is no research that specifically correlates these characteristics to a pre-service teacher education programmes. These, then, identifies a need for the intended study.

On the basis of the above reviews it may be concluded that:

1. The studies in the field of academic management are concentrated towards the teaching of different aspects of school and higher education. A little has been done so far to assess or know the academic management of teacher education institutions.

2. A large number of studies have been conducted on leadership styles of the heads of the institutions. Most of them are related to general education. No important investigation is found closely related to the leadership styles of the heads of the teacher education institutions.

3. No specific studies were conducted in Indian and in foreign contexts on self-acceptance of the teacher educators.

4. The student teacher satisfaction is one of the major concerns of most of the investigators abroad. In this area also no particular study is conducted so far to evaluate student teacher satisfaction of secondary stage.
The studies on academic management of teacher education institutions, leadership styles of the heads of the institutions, self-acceptance of the teacher educators and student teacher satisfaction reported in foreign and Indian contexts clearly reveal that so far no attempt has been made to evaluate the teacher education programmes. The present investigation thus, embodies an attempt to probe and penetrate the fresh issues relating to an uncharted territory in the domain of academic management of teacher education institutions, leadership styles of the heads of the institutions, self-acceptance of the teacher educators and student teacher satisfaction in the teacher education colleges affiliated to Mahatma Gandhi University, Kottayam.

The investigator conducted a theoretical overview to throw better light to understand the background theories related to the variables of present study which is described in the third chapter.