CHAPTER II

REVIEW OF RELATED RESEARCHES

In order to have a comprehensive view of the researches conducted in educational administration an attempt has been made to review research studies pertaining to the objectives of this investigation. The main reason for review of research is to know about the outcome of those investigations and methodology employed therein. In this connection, review of related researches will help the researcher to have a deep insight into various designs of research used in the field of educational administration. Related research studies have been reviewed here keeping in view of

i) Decision making and

ii) Teacher morale

Both Indian and Foreign studies have been reviewed and the researches were arranged in the chronological order.

The detailed review is presented in the following section.
2.1. INDIAN STUDIES

Dekhtawala (1977) conducted a study in Gujarat. The study was entitled as, 'Teacher Morale in Secondary Schools of Gujarat'.

The important objectives of the study were: (i) to construct and standardize a teacher morale inventory to measure morale of the secondary schools of Gujarat state (ii) to study the morale of teachers in schools of Gujarat in relation to various regions, area, types of schools, size, and achievement of schools and (iii) to subject the results of the developed inventory to factor analysis.

A teacher morale inventory was standardized. The sample comprised 1220 secondary teachers. Mean, standard deviation values were found out. The data were subjected to factor analysis by the principal axis method.

The major findings of the study were: (i) South Gujarat region possessed highest morale, where as Kutch Sourasthra manifested lowest morale, (ii) There was significant relationship between teacher morale and achievement of students, but no significant relationship was found in relation to size of the school, types of the schools and area of the schools, (iii) No significant relationship was found between teachers morale and teachers experience.
Vyas, V.C., (1980) Conducted a study at Baroda entitled as, 'Factor affecting Teacher Morale'.

The major purpose of the study was to determine the factors affecting teachers morale. The specific objectives were: to study the teacher's morale in relation to age, sex, marital status, teaching experience, and qualifications and to study teacher's morale in relation to their self-concept, attitude and adjustment.

The sample for the study comprised 56 Secondary schools selected on a stratified random basis from the 215 secondary schools of Baroda District. The tools for data collection were: the Teacher morale inventory by Dekhtawala the personality word list by Pratibha Deo, the MTAI and the Adjustment Inventory of Bell. The Teacher morale Inventory had five components, namely, individual characteristics, behavioural characteristics, group spirit, attitude towards the job and community involvement. The statistical techniques used for data analysis were: the use of descriptive statistics, t-test, product moment coefficient of correlation, factor analysis by principal components axis using varimax rotation for factor interpretation.

The major findings of the study were: (i) Teacher's morale was not related to their age or sex, (ii) the two components of morale, group spirit, attitude towards the teaching job, were significantly different
for teachers in the age groups 21 to 25, 31 to 35 and 36 to 40. In the case of community involvement, two age groups, 41 to 45 and above 45 different significantly. (iii) Teacher's attitude and teacher's morale were not significantly related. (iv) Teacher's adjustment and teacher's morale were significantly related (v) The scores on the Teacher Morale Inventory when factor analyzed, yielded Nine factors.


The major objectives of the study were: (i) to measure the administrative behaviour of the headmasters / headmistresses of the Secondary schools in Tamilnadu, (ii) to measure and find out the relationship among administrative behaviour and teacher's morale, (iii) to measure teacher's morale and find out its relationship with the traditional or progressive character of the school.

A random sample of 150 schools was drawn from among the Secondary and higher secondary schools in Tamilnadu. Data were collected using the Administrator Behaviour Description Scale (ABDS), Teacher Morale Inventory, Dogmatism Scale, the Traditional Progressive School Scale etc. These tools were administered to the headmasters and the teachers of the selected schools. The data were analysed by percentages, t-test, co-efficient of correlation, chi-square test and analysis of variance.
The major findings of the study were: (i) There was no significant relationship between the Administrative behaviour of the Principals/Headmasters/Headmistresses working in different types of institutions. (ii) There was significant relationship between the morale of the teachers and the Administrative behaviour. (iii) There was negative relationship between the dogmatism of the school principals and the teacher's morale. (iv) 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.


The objectives of the investigation were: (i) to study the morale of the teachers of the secondary schools of South Gujarat. (ii) to examine the relationship between different dimensions of leadership behaviour of the headmasters and different dimensions of the teacher's morale and (iii) to study the relationship between the teachers morale and the area, sex, size and management of the school.
The sample for the study consisted of 100 schools drawn from the five educational districts of South Gujarat. The sample included all types of schools, viz., boys, girls, urban, rural, large, small, government and private. Data were collected by using Leadership Behaviour Descriptive Questionnaire (LBDG) and Teacher Morale Inventory. Coefficient of correlation were computed between twelve dimensions of leadership behaviour and fourteen dimensions of teachers' morale. Relationship between leadership behaviour teaches' morale and certain biographical variables was studied by analysing the collected data using univariate analysis of variance.

The major findings of the investigation were: (i) There was significant and positive relationship between building facilities, evaluation of students, special services, supervisory relations and colleague relations. (ii) Teacher's morale had no significant relationship with the type of school, area of the school, and size of the school (iii) LBDQ had no significant relationship with the type of school area of the school and size of the school.

Ganapathy, K.S., (1982), conducted a study of decision-making process in relation to innovation and change in schools.

The objectives of the study were: (i) to find out decision-making process used by the headmasters of progressive schools in
Coimbatore District, (ii) to find out the components of decision-making process (iii) to find out communication patterns followed by decision-makers (iv) to find out decision-making styles followed by decision makers, and (v) to find out constraints for decision-making.

The sample consisted of thirty school headmasters and three teachers selected from each of the schools selected for the study. Data were collected by using a list of innovations, a check-list of constraints for decision-making, an interview schedule and a decision-making style check list. The collected data were analysed by chi-square and t-test.

The major findings of the study were: (i) The headmasters followed a process while arriving at a decision. The decisions were not based on subjective judgement. (ii) The decision-making process took place at two levels. The first level was the individual level and the second level came into operation when the headmaster communicated his ideas of innovation and tried to get his ideas translated into action through his teachers. (iii) Very rarely an innovation was introduced for the sake of prestige. (iv) The headmaster sometimes consulted all teachers and other headmasters while analyzing the felt need. (v) The headmasters clearly understood the disequilibrium and cause for it. (vi) The source of innovation was the headmaster's own thinking. (vii) The headmasters tentatively decided to introduce the innovation
if the evaluation was favourable. (viii) The headmasters followed three methods for evaluating the innovation. These were observation, evaluation of consequences in meeting, and informal enquiry. (ix) Fear of failure, preconceived notions, disinterested staff were some of the constraints in implementing innovations.


The major objectives of the study were, 1) to study the secondary school principals administrative behaviour in relation to teachers attitude towards work and work setting of the institution teacher morale and student achievement. 2) To study the relationship between School Teachers' morale and achievement.

The sample of the study consisted of 26 principals, 260 teachers, and 1020 class IX students of 26 English medium secondary schools from Gujarat state and Daman in the Goa, Daman, Diu Union Territory. The instruments used for the study were, (i) The principal performance Description survey developed by the University of Georgia, the teacher Attitude Inventory. The data were analysed with the use of descriptive statistical techniques, Pearson's product-moment correlation, t-test, rank-difference correlation and the Mann Whitney U test.
The major findings of the study was, There was significant positive relationship between Principal's administrative behaviour and the student's achievement.

**N. Muthiah (1983)** conducted a study entitled as, 'Decision making styles of Principals and faculty Morale'.

The objectives of the study were, (i) to identify the decision-making styles as perceived by the principals. (ii) to see how the faculty perceive the dimensions of decision styles of their principals. (iii) to see whether the decision making style of the principal has any relationship to the five components of morale. (iv) To find out the morale level of the faculty.

Out of the eighty two colleges in the Madurai City, seventy eight principals were selected for the study. To find out the morale level of the faculty random sampling technique was adopted. The respondents were selected by lots. For collecting data, a nominal scale-decision making style situation tool-was structured and teacher morale inventory adapted by Dektawala was used. The findings of the study were, (i) There exists a significant relationship between the decision making styles of principals and all the five components of morale with special reference to individual characteristics such as self-confidence, Zeal, enthusiasm and hope. (ii) The principals perceive themselves to
be different in their decision-making styles. (iii) There exists a significant relationship between decision-making style of principals and faculty perception of decision dimension.

Pandy, Saroj (1985) carried a research on 'A study of leadership behaviour of the Principal, organizational climate and Teacher Morale of the Secondary Schools.

The objectives of the study were (i) to investigate the relationship between organizational climate and Teacher Morale (ii) to investigate the relationship between the leadership behaviour of the Principals and teacher morale.

The sample in this study included 34 secondary schools drawn from a population of 138 secondary schools of Allahabad District. A total of 404 teachers of these schools participated in this study.

Halpin and Winners Leadership Behaviour Decision Making Questionnaire, School Organizational Climate Questionnaire by Mothilal Sharma and the Teacher Morale Inventory were used for the study. The Mann Whitney U test, Chi-square with Yale's correction and rank difference correlation with tied observation were the statistical techniques employed. The major findings were, (i) Teacher Morale was positively and significantly related to the initiating structure and contribution, dimensions of
leadership and controls, production emphasis and humanized thrust dimensions of organizational climate. (ii) Chi square value was found significant at 0.05 level between high Vs low teacher level and open Vs closed climate.

**Krishna Raj, R., (1987)** conducted a study entitled as Organization structure Leadership behaviour, Decision making and Faculty morale in Autonomous and Affiliated colleges.

The main objective of the study was to compare the organization structure, leadership behaviour, Decision-making and faculty morale in autonomous and affiliated colleges.

Organization structure was studied using the structural Dimensions Questionnaire (SDQ) designed and validated by the investigator. SDQ consisted of six sub-scales, specialization, centralization, consultation, formalization, integration of autonomy. Oxenfeldt's Decision-making Dimensions scale (DMDS) was administered to measure the decision-making styles of the principals. The data was collected from 135 teachers working in six autonomous colleges and 270 teachers from 13 affiliated colleges. Descriptive, differential, correlational factorial and profile analysis were used for data analysis.
The main finding was Principals in the types of colleges differ in four dimensions of decision-making, viz., request advice, receptivity to advice, independence of judgement and explicitness of method.

Singh, Raj Kishore; (1993) studied the decision-making styles of degree college principals in relation to teachers job satisfaction and adjustment.

The objectives of the study were (i) To study the decision-making styles of degree college principals in relation to job satisfaction of the teachers. (ii) to study the decision-making styles of degree college principals in relation to adjustment of the teachers. (iii) to compare the decision-making styles of college principals as well as job satisfaction of teachers working in different decision-making style patterns. (iv) to find the relationship between job satisfaction and adjustment of teachers under different decision-making styles.

The procedure followed for sampling was a randomized one. 40 colleges were randomly selected from both govt. and non-govt. sectors. The tools used in the study were (i) Decision Making style situation test prepared by the investigator (ii) the Chandel Job satisfaction scale (iii) Adjustment inventory scale. The data were mostly analysed with the use of statistical techniques like F-test and Chi-square test. The
findings of the study were (i) There were significant differences in decision-making styles among principals working in different colleges. But there existed no significant differences regarding perception amongst principals working in colleges of different organizations.

Jain, Omprakash; (1994) made an investigation in to Higher secondary school headmaster/headmistress Administrative effectiveness, leadership behaviour, and decision-making styles as perceived by their teachers.

The main objective of the study was, to study the differences in decision-making styles as perceived by high and low groups of headmasters/headmistresses on the basis of total leadership behaviour.

The study followed a descriptive survey method. A sample of 70 headmasters and headmistresses from 70 schools and 350 teachers from the schools were taken for the study. The following tools were used for data collection. (i) The Administrative Effectiveness questionnaire (ii) the Halpin and Winer Leadership Behaviour Description questionnaire (LBDQ) and (iii) Decision making Behaviour Description scale.

The findings of the study were, (i) The headmasters were mainly involved in supervision and administration and were not easily available to students during the scheduled time-table. (ii) the headmasters
faced problems in terms of classrooms, insufficient toilet, playground and sports facilities. (iii) the school administrators had scored high leadership qualities. (iv) 50% of the headmasters were quick in decision-making if data were given.


The objectives of the study were, (i) to identify the Decision Making style as perceived by the Headmasters. (ii) to find out whether Decision Making style of the Head Masters have any relation with the personality types of headmasters. (iii) to find whether Decision Making styles have any relationship with the modern Management techniques adoption of Headmasters.

The total number of schools were 310 for the study, it formed 19.12% of the population. The investigator used DMS situation test, HM's personality inventory and Modern Management techniques adoption inventory. % analysis, Chi-square test, F test, ANOVA with interaction analysis, correlation r, multiple regression were employed as statistical techniques.
The findings of the study were, (i) Decision Making style of Head Masters are not influenced by the individual variables age, locality of the school, nature of the school, students strength. (ii) Heads of Higher Secondary Schools of Different personality types and Decision Making styles don't differ in their adoption of modern Management techniques among themselves in the Decision Making areas administration, community, student and global area and there is no interaction between personality and Decision Making style on adoption of Modern Management techniques in the Decision Making areas Administration, Community, Student and Global area.


The main objective of the study was, to investigate the effect on Decision-making on teacher effectiveness.

The Purdue Teacher opinionnaire constructed by Ralph R. Bentley and Averno M. Rampel and the Teacher Commitments and Conflicts questionnaire constructed by Saita Prasertphale were used for collecting data from 406 teachers and 29 administrators from 29 secondary schools randomly selected, regardless of sex, age, teaching experience and qualifications.
The major findings were: (i) The principals of all 29 schools exhibited different decision-making patterns about 31 percent of the administrators were described as effective decision makers and an equal number as ineffective decision makers and 24.14 percent an intermediate pattern of decision-making (ii) There exists high level relationship between the teacher's role and the pattern of decision-making.


The objectives of the study were, (i) to determine the patterns of organizational climate, Decision-making Behaviour and Moral Development in the elementary and the Secondary Schools. (ii) to examine the school to school differences in various dimensions of school climate, Decision-making behaviour and moral development (iii) to enable the heads of the schools and teachers to have their perception of the entire institution. (iv) to examine the relative variability of school climate, Decision-making behaviour and moral development of heads of elementary and secondary schools.

The sample included 421 teachers and 100 heads of 100 institutions including 50 elementary schools and 50 secondary schools of district Patiala (Punjab). The tools used were: (i) the Halpin and
Croft Organization Climate Description Questionnaire (ii) The OHIO Decision-making Behaviour Description Questionnaire (iii) the Rest Defining Issue Test of Moral Judgement.

The findings of the study were: (i) Elementary and Secondary schools head were found to be similar in teacher behaviour in task-oriented situation, teacher thinking with regard to their principals and the principals' efforts to move the organization. (ii) In the case of Decision-making behaviour, 22 per cent of the elementary and 14 per cent of the secondary schools were high or innate Decision-making behaviour.

Siddiqui, Mohammad Akhtar; (1996) made a comparative study of organizational climate, Decision-making behaviour, teacher morale and school performance in minority and other schools.

The aim of the study was to compare the organizational climate. Decision-making behaviour, and teacher morale of various groups in minority and other schools.

The sample consisted of 340 subjects comprising 110 teachers from Govt. Schools, 90 from minority schools, 80 from Govt. aided and 60 from other schools. Systematic sampling was employed in drawing the sample. The tools used for the study were the OCDQ, personal interview with teachers, a check-list of constraints for decision-making behaviour.
The data were analysed by employing Duncan's Range test and one-way analysis of variance.

The findings of the study were, (i) There exists positive relationship between the teacher morale and Decision Making behaviour of administrators in the minority schools. (ii) There is no significant difference between the teacher morale and performance of students in non-minority schools. (iii) There exists significant relationship between organizational climate and teacher morale of students in minority schools.

Francisca, S., (1997) investigated on Personality, Decision-making style of Principals and Organizational Climate in special schools.

The objectives of the study were, (i) To analyse the Decision-making styles as perceived by the principals of special schools. (ii) to find out whether Decision-making style have any relationship with the organizational climate (iii) to find out whether Decision-making style have any relationship with organizational climate. One hundred and four principals from special schools located in Tamilnadu District have been selected for the study. The sample had been selected through random sampling technique. Multi dimensional personality inventory, Decision-making style situation test were used as tools. Statistical techniques employed were, (i) Percentage analysis of personality inventory and Decision-making style situation Test. (ii) t-test to find out the difference
between various variables (iii) Correlation, F test, Anova with interaction factors with multiple range test or Scheffe procedure. The results were, (i) Among 104 principals, 77.9% perceived themselves as heuristic Decision makers. (ii) There is no sharp significant relationship between Decision-making style and Organizational climate with reference to age, years of experience, type of management.

2.2. FOREIGN STUDIES

Phongchunnuther, (1985) studied of the impact of Administrator's Behaviour pattern of the Principals on the Teacher's morale of secondary schools in Eastern Region of Thailand.

The objectives of the study were, (i) To study the factors affecting the morale of teachers (ii) To study the effect of Administrative behaviour styles upon the morale of teachers in Secondary Schools and (iii) to study the morale of teachers in relation to their qualifications, sex, age, salary and size of the school.

The tools used for collecting the data were the Purdue Teacher Opinionnaire (PTO) devised by Rampal and Bantley and Halpin and Winer tool on Behaviour Description Questionnaire (BDQ). The tools were administered to principals of 40 secondary schools, 933 teachers and 998 student leaders. The 2x2x2 and 10x4 factorial design were used to study the effect of factors on Teachers' Morale. The Anova, t-test,
Chi-square test and Newmenkeul's Sequential range test were used for testing the hypothesis.

The major findings were: 1) The highest morale score was elicited by principals with low initiating structure and high consideration. The middle rank was held by those having high initiating structure and high consideration. The lowest score was elicited by principals with high initiating structure and low consideration pattern. 2) The principals who possessed a behaviour pattern with the dimension of consideration tended to be perceived by their teaching staff as morale boosters for the school. 3) A significant relationship existed between teacher morale and the principals high initiating structure.


The major objectives of the study were: (i) to investigate the behaviour of administrators of secondary schools of Bangladesh, with special reference to the management pattern of the schools, particularly the teacher morale and (ii) to find out the relationship between administrators behaviour and his self-concept, his dogmatism, his decision-making style, and teacher morale.
The study was conducted in the 54 secondary schools of Bangladesh. The sample consisted of 54 headmasters and 212 teachers. The data were collected with the help of the following tools: the Administrative behaviour Description scale, the self-Rating scale developed by Strustar and Wetzler, the teacher morale inventory devised by P.B. Dekhtawala. The obtained data were analysed by computing percentages and mean and employing the chi-square test and the t-test.

The major findings of the study were: 1) The teacher morale of teachers in the secondary schools of Bangladesh differed from school to school. 2) Teacher morale was found to be significantly related to climate topology.

Evan (1989) conducted a study on 'Decision-making characteristics of chief administrators of private schools in a turbulent field environment'.

The objectives of the study was to evaluate the Decision making characteristics of chief administrators of private schools. The major findings were: (i) The favourite decision strategy was to seek solutions in laws, rules and regulations. (ii) Innovative strategies were a close second choice. (iii) All subjects shared Decision making frequently through established relationships with selected subordinates or collegues
and often involving participants. (iv) Administrators displayed Decision tactics of doing nothing and stalling time.

Bryce, Cathy Elaine (1991) investigated into 'Decision-making and how it affects job satisfaction among public school principals in the North Texas'.

The problem of this study was to determine if principal's freedom to make decisions for their respective buildings affects the job satisfaction of principals. Principals of 200 schools in the North Texas Area were randomly selected. The Principal Decision Making Survey and the Job Descriptive Index were utilized in this study.

Results of the study showed that the principal who perceived their freedom to make decisions as high had a low job satisfaction concerning present pay. Principals who perceived their freedom to make decisions as high had a high job satisfaction level concerning supervision on the job. Principal freedom to make decisions was not related to job satisfaction variables of work on present job, people on present job, opportunities for promotion and job in general.
Turnage, Peggy Jo, (1991) studied Decision Making and Teacher Morale in selected Elementary schools in North Texas.

Sample used for the study was a voluntary sample from 20 schools. Tools used were: 1. Job Descriptive Index (JDI). 2. The teacher Decision Making Instrument (TDM) objectives: (i) To find out whether elementary teacher morale is related to teacher freedom to make decision. (ii) To determine whether Decision Making varies with age, gender, no. of degrees, years of experience etc.,

Major findings of the study were: (1) There is correlation between teacher freedom to make decision and teacher morale. (2) There was little difference in teacher Decision Making because of age, gender, years of experience and no. of degrees.

Greene (1992) investigated on, 'Principals' perceptions of their involvement in the Decision-making process of the district of Columbia Public Schools and its effect on their job performance with 81 principals.

The main objective was to examine the extent of Principal involvement in the Decision making process. The major findings were: (i) 76.5 per cent of the principal perceived themselves to have low involvement in the Decision making process. (ii) 85.8 per cent of the principals desired to be involved in the Decision Making process.
Clay Comb (1995) investigated on the 'Role of School Governors and Head Teachers in Primary School Decision Making'.

This study examined the Decision-making roles that local educators and lay school governors carved from themselves in primary schools from the English local Education Authority under the regulations of the 1986 and 1988 Education Reform Acts of England and Wales.

Observational data and interview data from head teachers, parent governors, governing body from 5 schools are presented and analysed.

Major findings were: 1) Despite policies that attempt to redistribute decision-making power from any parent community teacher and local Government representative educational professionals still retained defects control of most school decisions particularly those that involved pedagogical issues.

Samrong Pengun (1996) conducted a study at Bangkok. The study was entitled as, 'Decision Making Pattern of Principals and Teacher Morale in Secondary Schools in Central Zone of Thailand.

The major objectives of the study were: (i) to identify Decision Making Pattern of each of the sample schools on a continues with 3 focal points, openness on one end, closeness on the other end and an
intermediate position between the two extremes. (ii) to measure teacher morale of the sample schools. (iii) to identify the Decision Making pattern of the principals, and (iv) to examine some of the results yielded by the present research pertaining to Decision Making Pattern, Morale and interlocking them with some selected independent variables. Sixty secondary schools were selected randomly from the total of 105 schools in the city of Bangkok and round about provinces. The data were collected with the help of 3 tools developed by the investigator. The study revealed the following. 1) In the Central Zone of Thailand Majority of schools belonged to the intermediate Decision Making Pattern. 2) Of the total sampled schools 36.6 per cent had high teacher morale, 33.3 per cent had average teacher morale and 30.1 per cent schools had low teacher morale.

Barbara, (2001) studied utilization of decision-making skills as related to problem solving by principals of secondary school.

The aim of the study was to provide a descriptive look at how principal of secondary school perceive the fundamental of decision-making as it relates to problem solving. A sample of 5, first year secondary school principals from a qualifying population of 14, located in the western half of Ohio were gathered. The study used open ended questioning with in a four group as well as 2 individual case studies.
The study found several conclusions. 1) While most of the principals utilized both Rational Decision Making as well as the naturalistic Decision Making few could demonstrate an awareness of the scope and sequence of these models. Principals within the study made decisions mostly on structured problems with the great majority of those on reactive, non-visionary problem. They showed very little connection between their routine, daily decisions and the more proactive, visionary type of decisions needed to enhance their school's future. Unstructured problems seemed to cause the most concern and worry for the principals.


The higher one looks in the administrative hierarchy, the fewer women one observes. In North Dakota men filled 98% of the public superintendencies. Sixty per cent of the school districts had both a male secondary principal and a male elementary principal. Despite these low proportions various authors have demonstrated that women's typical leadership styles are superior to those of men and are better suited to running effective schools. The purpose of the study was to determine the career paths of North Dakota women administrators. The population of this study consisted of all women administrators working in the public schools in North Dakota during the 2000-2001 school year.
12 administrators representing small and large districts were selected to be interviewed. This study provided information on career paths and perceived obstacles facing women administrators in North Dakota.

**Quincie Little, (2003)** Teachers' perceptions of Principals' leadership skills in selected South California Secondary Schools Moore, University of South California.

The study was designed to analyze teachers' perceptions of the instructional leadership skills of selected South California Public High School principals who were in schools with population of high poverty students, based on South California poverty indices.

The data were collected using the Principal Instructional Management Rating Scale (PIMRS) PIMRS is a fifteen-question survey which measures instructional leadership skills in three subscales. It was administered at 4 selected high schools to those teachers who taught in grades 9-12.

Analyses of the data indicated that there were no significant differences in the three sub scales when comparing schools with an absolute rating of good or when comparing schools with an absolute rating of unsatisfactory. However, when the data for the schools rated as good were grouped together and compared with the data from the schools
rated as unsatisfactory, significant differences were found in the supervise and curriculum sub scale.

2.3. AN ANALOGY

In the above section, twenty-seven studies were reviewed. Of the twenty-seven studies, sixteen researches were conducted in India and the rest in abroad. Four studies were on Teacher Morale, Seventeen studies on Decision-making and six studies were on both Teacher Morale and Decision-making. Except three all the studies were related to school level. Most of the studies were carried at Northern and Eastern part of India; only for four studies the samples were drawn from southern part of India. Regarding foreign studies, two studies were carried at Thailand, one at Bangladesh, three at North Texas. Both standardised and non-standardised tools have been used in the studies. From the aforesaid observations it is inferred that even-though Decision-making has been analysed from several angles, the Decision-making style of the headmistresses of Higher Secondary schools have not been investigated into. It is noticed by the investigator that there is not even a single research on Teacher Morale and Decision Making style of headmistresses at Higher Secondary Schools in India. So this study was undertaken to fill up this gap, and it examines the Style of Decision Making of the Head Mistresses, evaluates teachers in terms of levels of morale and tries to
explore whether there exists a relationship between the dimension of Decision-making style and Teacher Morale. Hence this present study is a felt need one for the development of Decision-making style and Teacher Morale.

The next chapter deals with the plan and procedure of this investigation.