CHAPTER – I

INTRODUCTION AND CONCEPTUAL FRAMEWORK

1.01 MANAGEMENT

Management is a comprehensive term certainly broader than organization and administration. Through management, we are able to exert leadership over followers. It links together different aspects of an activity so as to show one cohesive whole. Then the participants in that activity are able to see authority and responsibility within the group. The management is responsible for financial matters as well as the general policy of the institution. The management not only directs and controls but also energizes the institution. A good management has skills to inspire the good staff, encourage them, recognize their individual worth and thus to improve upon them by eliminating or improving the bad ones.

1.02 ORGANIZATION, ADMINISTRATION AND MANAGEMENT

In order to have a clear-cut understanding of the two terms organization and administration, let us take a simple example. Organization is just like setting up a machine. The various parts of the machine are put together by the organizer and thus the machine comes into being. When the machine comes into existence, its proper functioning and operation is administration. One in the absence of the other is meaningless.

Organization is the pre-execution stage whereas administration is the execution stage. The two terms are inseparable. They are interdependent. Thus good organization results into good administration and good administration causes good
organization. In other words we can say that organization determines the degree of success in administration.

An organization may be poor to begin with. It can be improved upon by the administrator through his administration. Organization is a part of administration. We cannot have administration without organization.

Organization is the basis as well as the means to have administration. No organization is possible without the assistance of administration. Once an organization comes into being, it may not be up to the mark.

Thus organization leads to good administration and good administration makes organization worthy to be called a really good organization. Good organization is the resultant of good administration. Therefore, we are undoubtedly in great need of really efficient administration. Both organization and administration are in the hands of the management. The management fixes the goal of education, decides policy matters, provides finances for organization and administration and helps in achieving the goal fixed. Thus a good management ought to have a person with appropriate skills to manage everything.

1.03 ADMINISTRATION IN INDUSTRY AND COMMERCE

We need administration in every walk of life. Administration of an industry differs from administration of commerce. Educational administration differs widely from administration required for industry and commerce, the simple reason being that in educational administration, our concern is with human material. Human beings need to be treated in a different way from the way non-human things are dealt with. Here one has to be considerate, sympathetic and above all flexible and in line with the set-up of life that prevails. Educational administration not only takes care of the individual requirements of the human beings but also adds to social betterment. So the
educational administrator or principal of an educational institution should possess special qualities of head and heart. The administrator concerned with industry and commerce is a person of a slightly different nature.

1.04 EDUCATIONAL ADMINISTRATION

Ordway Tead writes in “The Art of Administration”: “Administration is the comprehensive effort to direct, guide and integrate associated human strivings which are focused toward some specific ends or aims …… administration is conceived as the necessary activities of those individuals in an organization who are charged with ordering, forwarding and facilitating the associated efforts of a group of individuals brought together to realize certain defined purposes”; i.e. educational administration is direction, control and management of all matters concerning the educational institution’s affairs.

1.05 A FEW CHARACTERISTICS OF EDUCATIONAL ADMINISTRATION

a) Educational Administration is both Internal and External

Internal administration deals with class room work, books, methods, teaching material etc. Here the administrator is concerned with his staff, students and the material that he has and how he makes use of them to run it well. External administration is administration from the angle of the world outside of the educational institution. i.e. the community, the higher authorities, the public etc. The administrator is responsible for both. In fact external administration and internal administration are dependent upon each other. Each helps the other to make it all the more better. The educational administrator should be good in both. Some administrators keep things tip top. They have new ideas and maintain relations with the outside world very well, but the internal working of the institution is not satisfactory. They can hardly, foresee and
plan things for the smooth running of the institution. Administrator needs to be good both in external and internal administration.

b) Administration is an Art

The art of administration can be acquired through a lot of experience. One should possess the qualities and capabilities according to the norms laid down by the university. Then the person should be hard working, ready to face any type of situation, bold, courageous. He should be a leader in the true sense of the word. Only then he can hope to be successful.

c) Time and Place are important factors in Educational Administration

Educational Administration depends upon the time and the place. It needs to according to the place where it is to go on. Naturally successful educational administration will differ from place to place with the lapse of time. In the fast changing times, the old type of administration will be out of place. For times as there were before 1947, autocratic administration was suitable. But for democratic times as of now, there is need for democratic administration.

d) Flexible Type of Administration is Needed

Times are fast changing. The society – its customs, way of thinking are undergoing changes. Sometime back there was need of a simple type of administration. But now in this scientific age when the number of students is on the increase, the problems in the field of education are multiplying, a rigid type of administration with the old type of rules and regulations cannot succeed. A flexible type of administrator who can adjust himself with the environment can earn a good name.
e) Educational Administration need be Scientific

In this age of science when everybody is awakened fully, only a scientific type of administrator can be the most suitable one. By scientific we mean that administration should be based on scientific principles. The administrator should be objective through, quite free from prejudices and personal whims. Undoubtedly we can say that educational administration is a science.

f) Educational Administration – A Cooperative Undertaking

Educational administration in the modern times is more or less a co-operative undertaking. The administrator should possess sub qualities so that he is able to win the confidence of all concerned. He should not be forced to pass orders for getting the confidence and faith of his colleagues, the staff and the students. He should rather be able to act and behave in such a way that others are ready to co-operate with him automatically. Co-operation, in fact, is the basis of all success for the administration of today.

Educational administration is the process of integrating the efforts of personnel and of utilizing appropriate material in such a way as to promote effectively the development of human qualities. Fundamentally the purpose of educational administration is to bring pupils and teachers under such conditions as will more successfully promote the end of education.

g) Educational Administration is a means to an end

Educational administration is a means and not an end in itself. The philosophy of education sets the goals, educational psychology explains the principles of teaching and educational administration deals with the educational practices. Educational administration includes planning, directing, controlling, executing and evaluating the educative process.
Administration is not a collection of disjointed tasks; rather it is seamless walls in which functions are closely integrated into a process of patterns.

(h) Educational Administration aims at producing good citizens

Educational administration should inculcate in the students social efficiency. It should help the learners in their character development. All this depends upon the Head and the Staff how they plan, what they plan and then how they go on to achieve the desired ends. The running of the institution, traditions and customs have their impact on the growing and developing personalities of the students. Only administration can produce good citizens with social efficiency.

(i) Administrator should have optimistic outlook

The administrator should see that there is a through finge of optimism in his philosophy of administration. The teaching personnel should have full faith in the policies and the working of the schemes. If they criticize things, they are not going to be more effective any way. Optimism should be the basis of all the activities. Only then the administration will have a healthy effect on others.

(j) Educational Administration is the exercise of bold and courageous leadership

Educational administration is the exercise of bold and courageous leadership. The administrator should be a bold and courageous person. He should be a leader through and through so that he is able to make the statements, convince others and make others follow him. Through his activities he is able to bring about desirable development in the character and personality in the learners. Only a brave and courageous person deserves the job of an educational administrator these days.
1.06 EDUCATIONAL ADMINISTRATION AS A SOCIAL PROCESS

It goes without saying that educational administration is a social process. It is concerned with both human and material resources. The human resources are children, parents, teachers, employees, citizens, officials at local, state and national level etc. The material resources like money, building, grounds, equipments etc. help in the all round development of the personality of human beings.

In educational administration, the needs of the individuals and the society are well taken care of. It deals with the affairs of human beings in situations that human beings are likely to come across or face. Educational administration is a social process in the following ways.

(a) It gives training of character to the students so that they may become better citizens.

(b) It improves their vocational efficiency so that they may help the improvement of the country’s economic prosperity.

(c) It develops their literacy, artistic and cultural interests which are essential for the full development of human personality.

Educational administration is administration in the field of education. It is not possible in a vaccum. There is need of social environment for its running. The better the administration, the better becomes the social environment. In administration, we find that many human beings are involved i.e, administrator, teachers, students, ministerial staff, employees, the public, the management, the controlling authorities at local, state and central level, all are affected by administration. A good administrator has his healthy effects on all concerned. The administrator with excellent administration is able to influence all concerned in an excellent way. Then they in turn behave well not only with the boss and the higher authorities but also with each
other. The relationship between the head and the teachers and vice versa is improved. Association among students and their affection for each other, their regard for the teachers and the head improve considerably.

The ministerial staff come out of the clerical mentality and behave generously and sympathetically with all persons. Relationship of the head and teachers with the parents and the public in general, with the controlling authorities at all levels is improved. In short, everybody concerned with the educational administration starts behaving well when the administration is good and healthy. It works wonders in the way of dealing with others.

And above all, good administration raises the image of the institution. The whole environment gives a healthy outlook of life. It is bound to improve upon the conventions and traditions of the institution and hence the social set-up of people there. Good administration is bound to raise the quality of human beings. It results in a good and stable social order. That is why educational administration is called social statesmanship.

1.07 ADMINISTRATION AND SUPERVISION

Administration and supervision are two distinct terms. Of course, they are very closely related with each other. Administration represents the whole of school management. Supervision is a part of administration. The administrator has many duties to perform. One of his duties is to carry on supervision.

1.08 AN ADMINISTRATOR CAN BE…..

We may define an administrator in several ways such as the following:

(i) An individual who exercises more important influence than any other member of the group or organization he is in.

(ii) An individual who exercises +ve influence upon others.
(iii) An individual who exercises most influence in goal-setting or goal-achievement of the group or organization.

(iv) An individual elected by a group as a leader.

(v) An individual in a given office or position of apparently high influence potential.

Since we are studying organization in business, industry, education and government, we have chosen initially to select on the basis of the last definition, namely persons in a given office.

1.09 MANAGERIAL SKILLS

The potential of a man who manages and leads an institution to achieve name and fame among the public is simply referred to managerial skills. The man who leads should act sometimes as an administrator, sometimes as an organizer or a good leader etc. So he should be responsible to solve the complications which result from the presence of thousands of students and hundreds of faculty members as well as the consequent large number of clerical and physical plant staff. Within a broad framework, each college or university tends to have its distinctive pattern. Some differences among academic institutions are readily apparent and these differences are due to the different managerial skills of the manager [Principals, heads of the institutions, directors, chancellors etc.] who is behind the institution. This creates an image about that institution in the public eye and this affects the kind of students who apply for admissions.

1.10 THE ROLE OF THE HEAD OF THE INSTITUTION

Administration involves “thinking function”; management involves “seeing” function and organization involves “doing” function. The head of the institution must do all the above functions in institution ie. he must think, see and do the best for his
institution. An efficient head of the institution must be a good manager, good administrator and a good organizer. These are inseparable. Administration is the “brain”, management is the “eye” and organization is the “head”.

1.11 NEED AND IMPORTANCE OF THE STUDY

The researcher has gone through different studies conducted in India and abroad. The majority of the researchers give importance to management in school education while the other areas like university education, technical education, medical education etc. are not given much importance and hence they have remained almost unexplored.

The geographical distribution of the research on educational management reveals that the state of Kerala has got only 4% of the contribution to research on educational management. Many of the researchers on educational management give less importance to the man who is responsible for managing.

Hence the researcher likes to study educational management in higher education, managerial skills of the principals of colleges of education in Kerala state.

Taking the above mentioned conditions and situations regarding research in educational management into consideration the present study “MANAGERIAL SKILLS OF THE PRINCIPALS OF COLLEGES OF EDUCATION AS PERCEIVED BY TEACHER EDUCATORS IN KERALA STATE.” is relevant and a need of the present times.

1.12 STATEMENT OF THE PROBLEM

The area of the study selected by the investigator is “MANAGERIAL SKILLS OF THE PRINCIPALS OF COLLEGES OF EDUCATION AS PERCEIVED BY TEACHER EDUCATORS IN KERALA STATE”. 
1.13 DEFINITION OF THE TERMS INVOLVED

Managerial Skills

Here the researcher means the total ability to lead an institution to achieve its goals.

Principals of Colleges of Education

Here the researcher means the head of colleges of education.

Perception

Here the researcher means what the lecturers in colleges of education feel about and see in the performance of the principals of colleges of education.

Teacher Educators

Here the researcher means lecturer working in colleges of education.

Colleges of Education

Here the researcher means colleges preparing students for the B.Ed. degree.

1.14 OBJECTIVES

1. To find out the level of managerial skills of the principals of colleges of education in Kerala as perceived by teacher educators in the state such as (a) Coercive Autocracy, (b) Benevolent Autocracy, (c) Manipulative Autocracy, (d) Consultative Leadership and (e) Laizzez-Faire Approach.

2. To find out the level of (a) Interpersonal relations, (b) Reinforcement of interest and motives, (c) Organizational climate, (d) Organizational control maintained and (e) Personal Influence of the principals of colleges of education as perceived by teacher educators.

3. To find out the level of Managerial skills - Coercive Autocracy dimension- of the principals of colleges of education in Kerala as perceived by teacher educators in
the state with reference to background variables such as (i) sex, (ii) religion, (iii) community, (iv) locality of institution, (v) nature of institution, (vi) subject handling, (vii) qualification, (viii) age, (ix) experience, (x) salary, (xi) courses attended (xii) having publications and (xiii) extra activities.

4. To find out the level of Managerial skills - **Benevolent Autocracy** dimension - of the principals of colleges of education in Kerala as perceived by teacher educators in the State with reference to background variables such as (i) sex, (ii) religion, (iii) community, (iv) locality of institution, (v) nature of institution, (vi) subject handling, (vii) qualification, (viii) age, (ix) experience, (x) salary, (xi) courses attended (xii) having publications and (xiii) extra activities.

5. To find out the level of Managerial skills - **Manipulative Autocracy** dimension - of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables such as (i) sex, (ii) religion, (iii) community, (iv) locality of institution, (v) nature of institution, (vi) subject handling, (vii) qualification, (viii) age, (ix) experience, (x) salary, (xi) courses attended (xii) having publications and (xiii) extra activities.

6. To find out the level of Managerial skills - **Consultative Leadership** dimension - of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables such as (i) sex, (ii) religion, (iii) community, (iv) locality of institution, (v) nature of institution, (vi) subject handling, (vii) qualification, (viii) age, (ix) experience, (x) salary, (xi) courses attended (xii) having publications and (xiii) extra activities.

7. To find out the level of Managerial skills - **Laizzez-faire Approach** dimension - of the principals of colleges of education in Kerala as perceived by teacher
educators in the state with reference to background variables such as (i) sex, (ii) religion, (iii) community, (iv) locality of institution, (v) nature of institution, (vi) subject handling, (vii) qualification, (viii) age, (ix) experience, (x) salary, (xi) courses attended (xii) having publications and (xiii) extra activities.

8. To find out the level of **interpersonal relations** of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables such as (i) sex, (ii) religion, (iii) community, (iv) locality of institution, (v) nature of institution, (vi) subject handling, (vii) qualification, (viii) age, (ix) experience, (x) salary, (xi) courses attended (xii) having publications and (xiii) extra activities.

9. To find out the level of **reinforcement of interest and motives** of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables such as (i) sex, (ii) religion, (iii) community, (iv) locality of institution, (v) nature of institution, (vi) subject handling, (vii) qualification, (viii) age, (ix) experience, (x) salary, (xi) courses attended (xii) having publications and (xiii) extra activities.

10. To find out the level of **organizational climate** prevailing in colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables such as (i) sex, (ii) religion, (iii) community, (iv) locality of institution, (v) nature of institution, (vi) subject handling, (vii) qualification, (viii) age, (ix) experience, (x) salary, (xi) courses attended (xii) having publications and (xiii) extra activities.

11. To find out the level of **organizational control** maintained by the principals of colleges of education in Kerala as perceived by teacher educators in the state with
reference to background variables such as (i) sex, (ii) religion, (iii) community, (iv) locality of institution, (v) nature of institution, (vi) subject handling, (vii) qualification, (viii) age, (ix) experience, (x) salary, (xi) courses attended (xii) having publications and (xiii) extra activities.

12. To find out the level of personal influences of principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables such as (i) sex, (ii) religion, (iii) community, (iv) locality of institution, (v) nature of institution, (vi) subject handling, (vii) qualification, (viii) age, (ix) experience, (x) salary, (xi) courses attended (xii) having publications and (xiii) extra activities.

13. To find out the significant difference in the managerial skills and its dimensions of principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables such as (i) sex, (ii) locality, (iii) nature of institution, (iv) subject handled, (v) qualification, (vi) age, (vii) salary, (viii) publications and (ix) extra curricular activities.

14. To find out the significant difference in reinforcement of interest and motives of principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables such as (i) sex, (ii) locality, (iii) nature of institution, (iv) subject handled, (v) qualification, (vi) age, (vii) salary, (viii) publications and (ix) extra curricular activities.

15. To find out the significant difference in organizational climate prevailing in the colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables such as (i) sex, (ii) locality, (iii) nature of
institution, (iv) subject handled, (v) qualification, (vi) age, (vii) salary, (viii) publications and (ix) extra curricular activities.

16. To find out the significant difference in organizational control maintained by the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables such as (i) sex, (ii) locality, (iii) nature of institution, (iv) subject handled, (v) qualification, (vi) age, (vii) salary, (viii) publications and (ix) extra curricular activities.

17. To find out the significant difference in personal influence by the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables such as (i) sex, (ii) locality, (iii) nature of institution, (iv) subject handled, (v) qualification, (vi) age, (vii) salary, (viii) publications and (ix) extra curricular activities.

18. To find out the significant correlation between managerial skills and its dimensions of the principals of colleges of education in Kerala and other related factors such as (a) Interpersonal relations, (b) Reinforcement of interest and motives, (c) Organizational climate, (d) Organizational control maintained and (e) Personal Influence as perceived by teacher educators in the state.

19. To find out the significant correlation between managerial skills and its dimensions of the principals of colleges of education in Kerala as perceived by teacher educators and other related factors such as (a) Interpersonal relations, (b) Reinforcement of interest and motives, (c) Organizational climate, (d) Organizational control maintained and (e) Personal Influence with reference to background variables such as (i) sex, (ii) locality, (iii) nature of institution, (iv)
subject handled, (v) qualification, (vi) age, (vii) salary, (viii) publications and (ix) extra curricular activities.

1.15 HYPOTHESES

SECTION-I

1. There is no significant difference in managerial skills and their dimensions (Total) of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to (i) sex, (ii) locality, (iii) nature of institution, (iv) subject handled, (v) qualification, (vi) age, (vii) salary, (viii) publications and (ix) extra curricular activities.

2. There is no significant difference in managerial skills – **Coercive autocracy** (dimension) of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to (i) sex, (ii) locality, (iii) nature of institution, (iv) subject handled, (v) qualification, (vi) age, (vii) salary, (viii) publications and (ix) extra curricular activities.

3. There is no significant difference in managerial skills – **Benevolent autocracy** (dimension) of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to (i) sex, (ii) locality, (iii) nature of institution, (iv) subject handled, (v) qualification, (vi) age, (vii) salary, (viii) publications and (ix) extra curricular activities.

4. There is no significant difference in managerial skills – **Manipulative autocracy** (dimension) of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to (i) sex, (ii) locality, (iii) nature of institution, (iv) subject handled, (v) qualification, (vi) age, (vii) salary, (viii) publications and (ix) extra curricular activities.
5. There is no significant difference in managerial skills – **Consultative Leadership** (dimension) of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to (i) sex, (ii) locality, (iii) nature of institution, (iv) subject handled, (v) qualification, (vi) age, (vii) salary, (viii) publications and (ix) extra curricular activities.

6. There is no significant difference in managerial skills – **Laizzez faire Approach** (dimension) of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to (i) sex, (ii) locality, (iii) nature of institution, (iv) subject handled, (v) qualification, (vi) age, (vii) salary, (viii) publications and (ix) extra curricular activities.

7. There is no significant difference in **interpersonal relations** of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to (i) sex, (ii) locality, (iii) nature of institution, (iv) subject handled, (v) qualification, (vi) age, (vii) salary, (viii) publications and (ix) extra curricular activities.

8. There is no significant difference in **reinforcement of interest and motives** of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to (i) sex, (ii) locality, (iii) nature of institution, (iv) subject handled, (v) qualification, (vi) age, (vii) salary, (viii) publications and (ix) extra curricular activities.

9. There is no significant difference in **organizational climate** prevailing among the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to (i) sex, (ii) locality, (iii) nature of institution, (iv)
subject handled, (v) qualification, (vi) age, (vii) salary, (viii) publications and (ix) extra curricular activities.

10. There is no significant difference in **organizational control** maintained by the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to (i) sex, (ii) locality, (iii) nature of institution, (iv) subject handled, (v) qualification, (vi) age, (vii) salary, (viii) publications and (ix) extra curricular activities.

11. There is no significant difference in **personal influences** of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to (i) sex, (ii) locality, (iii) nature of institution, (iv) subject handled, (v) qualification, (vi) age, (vii) salary, (viii) publications and (ix) extra curricular activities.

12. There is no significant difference in managerial skills and their dimensions **(Total)** of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to religion.

13. There is no significant difference in managerial skills and their dimensions **(Total)** of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to community.

14. There is no significant difference in managerial skills and their dimensions **(Total)** of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to experience.

15. There is no significant difference in managerial skills and their dimensions **(Total)** of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to courses attended.
16. There is no significant difference between managerial skills and its dimensions of the principals of colleges of education in Kerala and other related factors such as (a) interpersonal relations, (b) reinforcement of interest and motives, (c) organizational climate, (d) organizational control and (e) personal influence as perceived by teacher educators in colleges of education in the state.

17. There is no significant correlation between managerial skills – Coercive autocracy and interpersonal relations of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.

18. There is no significant correlation between managerial skills – Coercive autocracy and reinforcement of interest and motives of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.

19. There is no significant correlation between managerial skills – Coercive autocracy and organizational climate prevailing among the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.

20. There is no significant correlation between managerial skills – Coercive autocracy and organizational control maintained by the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.

21. There is no significant correlation between managerial skills – Coercive autocracy and personal influences of the principals of colleges of education in
Kerala as perceived by teacher educators in the state with reference to background variables.

22. There is no significant correlation between managerial skills – **Benevolent autocracy** and **interpersonal relations** of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.

23. There is no significant correlation between managerial skills – **Benevolent autocracy** and **reinforcement of interest and motives** of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.

24. There is no significant correlation between managerial skills – **Benevolent autocracy** and **organizational climate** prevailing among the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.

25. There is no significant correlation between managerial skills – **Benevolent autocracy** and **organizational control** maintained by the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.

26. There is no significant correlation between managerial skills – **Benevolent autocracy** and **personal influences** of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.

27. There is no significant correlation between managerial skills – **Manipulative autocracy** and **interpersonal relations** of the principals of colleges of education
in Kerala as perceived by teacher educators in the state with reference to background variables.

28. There is no significant correlation between managerial skills – **Manipulative autocracy** and **reinforcement of interest and motives** of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.

29. There is no significant correlation between managerial skills – **Manipulative autocracy** and **organizational climate** prevailing among the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.

30. There is no significant correlation between managerial skills – **Manipulative autocracy** and **organizational control** maintained by the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.

31. There is no significant correlation between managerial skills – **Manipulative autocracy** and **personal influence** of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.

32. There is no significant correlation between managerial skills – **Consultative leadership** and **interpersonal relations** of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.

33. There is no significant correlation between managerial skills – **Consultative leadership** and **reinforcement of interest and motives** of the principals of
colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.

34. There is no significant correlation between managerial skills – Consultative leadership and organizational climate prevailing among the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.

35. There is no significant correlation between managerial skills – Consultative leadership and organizational control maintained by the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.

36. There is no significant correlation between managerial skills – Consultative leadership and personal influences of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.

37. There is no significant correlation between managerial skills – Laizzez faire approach and interpersonal relations of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.

38. There is no significant correlation between managerial skills – Laizzez faire approach and reinforcement of interest and motives of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.

39. There is no significant correlation between managerial skills – Laizzez faire approach and organizational climate prevailing among the principals of colleges
of education in Kerala as perceived by teacher educators in the state with reference to background variables.

40. There is no significant correlation between managerial skills – Laizzez faire approach and organizational control maintained by the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.

41. There is no significant correlation between managerial skills – Laizzez faire approach and personal influence of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.

1.16 LIMITATIONS

Limitations of the present study are as follows:

1. The study was conducted in Kerala state only.

2. Only colleges of education were considered.