CHAPTER II

REVIEW OF RELATED LITERATURE

2.01 INTRODUCTION

Here the researcher presents a brief review of research studies conducted in India and abroad.

Among the 60 studies reviewed 40 are international and the rest are Indian studies. All the studies have a significant bearing on the present study, “Managerial Skills of the Principals of Colleges of Education in Kerala as Perceived by Teacher Educators in the State”.

2.02 CLASSIFICATION OF LITERATURE

SECTION – A

INTERNATIONAL ABSTRACTS

Study No: 1

A study of the differences in perceptions between teachers and their principals on the principal’s leadership style and school climate measures.

Dillon, Robert Wayne, Jr. Ed. D.

Saint Louis University, 2003.

Objectives

To find how perceptions regarding school climate and the principal’s leadership style can differ between principals and teachers.
Sample

Only seven schools

Tools

Questionnaires

Statistical Techniques

ANOVA, t-test, Standard Deviation, Mean etc.

Findings

The schools examined lacked cohesive perceptions between teachers and principals to a significant degree.

The principals in the 7 schools should not focus on gathering data from the various teacher groups concerning school climate and the principal’s leadership style.

No significant variances existed between male and female, white and non-white teachers or tenured and non-tenured teachers in their perception of school climate and the principal’s leadership style.

Study No: 2

Working collaboratively: A case study of a labor-management partnership and its educational reform in an urban school district.

Dyson, Laural. W. Ed. D.

Harvard University, 2003.
Objectives

The objective of the study was to find non-adversarial approaches to collective bargaining that emerged over the last several decades. They are designed to promote mutually cooperative working relationships that support educational improvement efforts.

Sample

The sample of the study focuses on one school district efforts.

Tools

Interviews, Observations and Documents.

Statistical Techniques

Mean, S.D., t-test etc.

Findings

The study of labour-management collaboration has implications for both research and practice.

1. Relatively few efforts to utilize interest based negotiation have been studied.

2. It is an empirical study which will contribute to the educational-literature on collective bargaining and labour management relations.

3. This study examines the dynamics and complexities of labour management collaboration.
Study No: 3

Principal leadership and teacher expectancy in a high-stakes accountability policy context.

Finnigan, Kara suzanne, Ph.D.,

Objectives

To examine the teacher’s beliefs about their student’s ability to learn and about their own ability to influence learning within a high-stakes accountability context.

Sample

10 elementary school teachers in Chicago Public Schools.

Tools

The tool used is Expectancy Theory.

Statistical Techniques

Mean, S.D., ANOVA, t-test etc.

Findings

1. Principal leadership is associated with teacher expectancy in probation and non-probation schools.

2. The amount of experience a teacher has at a school, the amount of education the teacher has, the race of the teacher and the school’s performance level are associated with individual teacher expectancy.
3. The study identified a significant relationship between aggregate expectancy and a school’s ability to move off of probation within two years.

Study No: 4

*How principals work with their more and less effective teachers.*

Fleck, Franzy D. Ph.D.,

Indiana State University, 2003.

**Objective**

1. To examine the differences between principals when working with their more and less effective teachers.

2. To find the difference among elementary, middle and high school principals when working with their more and less effective teachers.

**Sample**

The sample of the study comprises 300 principals of grades kindergarten through twelve.

**Tools**

Leadership Strategies Enquiry Questionnaire was the tool used in this study.

**Statistical Techniques**

Mean, Standard Deviation, Standard Error and ANOVA were used for the analysis of data.
Findings

1. There is no significant difference found among elementary, middle and high school principals when working with their more and less effective teachers.

2. The principal can and does make a difference in how they interact, lead and work with their teachers.

1. Prior knowledge of teacher effectiveness can help the principal to be aware that they should provide professional development opportunities for all teachers regardless of their effectiveness.

2. Principals need to be aware that they must spend an equal amount of time observing all teachers and their teaching methods.

Study No: 5

*The impact of principal leadership on student academic achievement: A case study of south side intermediate school.*

Gawereki, Julie Christine, Ph.D.,

University of Missouri - Columbia, 2003.

Objective

To examine the impact of principal leadership on student academic achievement at the middle school level.

Sample

One principal of middle school
Tools

Interview, non-participant observations and the collection of official documents.

Statistical Analysis

The qualitative data were entered to a software program to categorize and analyze as necessary.

Findings

1. The principals must be transformational leaders who serve as and share the responsibility for instructional and curricular leadership.

2. Shared leadership builds a collaborative culture and allows teachers to feel empowered when making decisions regarding student learning.

3. The principal’s behaviours of empowerment, charismatic leadership, intellectual stimulation, appropriate model and maintaining high performance expectation serves as a foundation for all leadership behaviour.

4. Also the findings are supportive of a current movement in education toward shared leadership and this promotes a culture that fosters student learning.

Study No: 6

Leadership characteristics of teachers aspiring to Lutheran elementary school principal-ships.

Kretgmann, Norma Jean, Ed.D.

Saint Louis University, 2003.
Objectives

This study examined the leadership characteristics of educators who aspired to become elementary school principals in schools of the Lutheran Church Missouri Synod (LCMS).

Sample

The sample of the study included 315 LCMS educators and 82 school leadership development (SLeD) graduates.

Tools Used

1. Spiritual leadership survey - by Ross Stueber
2. Communication skills survey
3. Visionary leadership survey
4. Demographic questionnaire designed by the researcher.

Statistical Techniques

Descriptive statistics, independent sample ‘t’ tests and chi-square tests of independence.

Findings

1. The findings for spiritual leadership characteristics were statistically insignificant between the educators who aspired to become LCMS elementary school principals and the non-aspiring educators.
2. The educators who aspired to become principals communicated effectively and managed conflicts well.
3. Aspiring educators when compared to non-aspiring educators were statistically more likely to hold a higher level of education, to be mean, to be younger and to be LCMS certified.

4. Men were also more likely to have been encouraged to consider becoming principals and to have had a mentor before entering the SLeD program.

Study No: 7

THE MANAGEMENT AND LEADERSHIP ORIENTATION

An empirical study of student affairs administrators at four year colleges and universities in Connecticut and Massachusetts (Pellegrino, Thomas Christopher Ph.D. The University of Connecticut, 2003).

Sample

117 administrators in colleges and universities in Connecticut and Massachusetts.

Tools

Bolman and Deals Leadership Orientation Survey (LOS)

Statistical Techniques

SD, Mean, t-test, ANOVA etc.

Findings

1. Student affairs administrators (SAA) who are able to use a fully balanced leadership frame approach are more effective managers of time then are SAAs who use only one or two leadership frames.
2. Senior level SAAs utilize the political leadership frame to a greater degree than do entry level SAAs.

3. Male and female SAAs do not differ with respect to either time management effectiveness or utilization of the four leadership frames tested by the LOS.

4. SAAs among different job levels did not differ with reference to their time management effectiveness.

Study No: 8

*An analysis of perceptions of second career teachers and their principals as compared to first career teachers.*


Objective

To investigate the differing needs that second career teachers face in their first year of teaching, as compared to the needs of first year of teaching, and the needs of first career teachers.

Sample

Data were collected from a small group of purposefully selected participants from three separate schools.

Tools

Interview.

Statistical techniques

t-test, Mean, SD etc.
Findings

1. Development of comprehensive orientation and induction process, a formal mentorship program that provides a means of on-going support.

2. Recognition of the critical role principals play in welcoming the new teacher and overseeing the on-going mentorship process.

3. There needs to be recognition that school career teachers need a different type of support attached to their needs.

Study No: 9

Principal’s perception on interagency collaboratives


Objectives

a) The purpose of this study was to understand principal’s experiences with interagency collaboration in Kentucky.

b) To study the professional perspectives of principals in relationship to the Kentucky Education Reform Acts goal of improving student learning by the provision of needed services through the auspices of the family resource and youth service centre.

c) To develop a set of naturalistic generalizations or propositions.

d) To develop a grounded theoretical explanation of the phenomena observed.

Sample

High School and Higher Secondary School Principals of Kentucky region.
Tools

Tools used to investigate values, beliefs, attitudes and norms were merged using tools by the investigator and data collected through Family Resource and Youth Service Centres.

Statistical Techniques

Mean, Median, t-test etc.

Findings

The principal’s perceptions about the efficacy of providing services to students and their families through interagency collaboration can be positively influenced by shared values among principals and service agency staff as well as the degree of effort toward and the success of (1) interagency collaboration (2) boundary spanning and (3) limiting resistance to interagency collaboration.

Study No: 10

Administrative control exercised by academic deans.


Objective

To study the administrative control and influence by academic deans.

Sample

The sample of the study was selected from Wisconsin area and the data were gathered from faculty members, chairpersons, deans, vice chancellors and chancellors.
Tool

Tools used in this study were (a) “Administrative control mechanisms” and (b) “Organizational control”.

Statistical Techniques

SD, Mean, t-test etc were used for the analysis of data.

Findings

1. Academic deans make extensive use of three hierarchical forms of control - inputs, outputs and behavior controls.

2. Deans rely moderately on the non-hierarchical controls of selection, socialization and environment.

3. The findings indicate that two known determinants of organizational control (the environment and goals) as well as the third unexpected determinant of control, “traditions” have a major input on control use by deans.

4. The significance of goals, environment, and traditions as determinants of control use by deans helps explain the overall pattern of control use by academic deans.

5. Findings indicate that academic deans are multiple. Means of control work.

Study No: 11

School superintendents’ transformational leadership styles and school climate: Teacher’s perceptions in Western Pennsylvania small school districts

Lesniewski, Thomas. A., Ed.D.,
Objective

To study the relationship between the leadership style of superintendents and the organizational climate of the school district.

Sample

183 teachers in small rural school districts in Western Pennsylvania participated in the study.

Tools

The tools used in this study were (a) Multifactor Leadership Questionnaire (MLQ) & Leadership Style, (b) Organizational Climate Description Questionnaire (OCDQ) for school climate.

Statistical Techniques

Mean, SD, t-test, ANOVA etc

Findings

1. This study showed that a correlation does exist between school superintendents’ transformational leadership style and school climate.

2. The study also found that factors such as

   a) School type

   b) Size of the school districts

   c) The number of years a teacher knew their school superintendent and
d) How well the teachers knew their school superintendent had a significant relationship with both school climate and the school superintendents’ transformational leadership styles.

3. The relationship between school climate and transformational leadership suggests that a school superintendent can have an impact on the learning environment of the school buildings in his/her district.

Study No.12

Teacher’s perceptions of principal’s leadership skills in selected South Carolina secondary schools.

Moore, Quincie Little, Ph.D.

University of South Carolina, 2003.

Objectives

To analyse teacher’s perceptions of the instructional leadership skills of selected south Carolina public high school principals who were in schools with populations of high poverty students based on South Carolina poverty indices.

Sample

South Carolina Public School principals in the same region.

Tool

The tool used in this study is the Principal Instructional Management Rating Scale (PIMRS).
Statistical Techniques

S.D., Mean, t-test etc.

Findings

1. There is no significant difference in the three subscales when comparing schools with an absolute rating of good or when comparing schools with an absolute rating of unsatisfactory.

2. Grouping of schools rated good and schools rated unsatisfactory showed significant differences.

3. There is no significant difference between monitor student progress subscale instruction and coordination curriculum subscale.

4. The data indicated that teachers in schools with an absolute rating of unsatisfactory on the 2002 South Carolina Annual School Report card rated their principals higher on the skills of Supervising and Evaluating instruction and coordinating the curriculum than did teachers in schools with an absolute rating of good on the 2002 South Carolina Annual School Report card.

Study No. 13

An exploration of the ability to predict student achievement from leadership behaviors, teacher’s job satisfaction and socio economic status.

Nicholson, Juanita Lynett, Ed.D.

Objectives

To investigate the relationships between principal leadership style, teacher job satisfaction, school socio economic status (SES) and student achievement.

Sample

Students of 31 high schools.

Tools

1. Scores in english, maths, social studies and science to measure student achievement.
2. Multifactor Leadership Questionnaire (MLQ-5X) to measure principal’s leadership style.
3. Minnesota Job Satisfaction Questionnaire (MJSQ) to measure teacher’s job satisfaction.

Statistical Techniques

Mean, Median, S.D, t-test, Multiple Regression Analysis etc.

Findings

1. There is significant relationship between school socio economic status variable and student achievement.
2. There is no significant relationship existing between the transformational leadership style of the principal or teacher job satisfaction and the percentage of students passing the standards of learning test.
3. Also there is direct negative correlation between the principal’s transactional leadership style and student achievement.
Study No. 14

An analysis of principal leadership behavior, teacher attendance and student achievement in Chicago public secondary schools.

Nolen Kent, Ph.D.

Loyola University of Chicago, 2003.

Objectives

To study the style and type of leadership exhibited by the principal and its input on teacher attendance and the student achievement.

Sample

28 Chicago high school principals.

Tools

1. Leader Behavior Descriptive Questionnaire.

2. Teacher attendance index from schools.

3. Achievement test and proficiency meaning.

Statistical Techniques

Pearson Product Moment Correlation, Mean, S.D., and t-test.

Findings

1. Relationship exists between the leader behavior of the principal, teacher attendance and student achievement.
2. There is significant relationship between principal leadership behavior and teacher attendance.

3. There is no significant relationship between principal leadership behavior and student achievement.

Study No.15

*Administrator behavioral leadership practices: A comparative assessment of administrators and observers at selected community colleges in Texas.*

Holt, Daniel Joseph, Ph.D,

Texas A & M University, 2003.

Objective

The purpose of this study was to examine the leadership behavior of administrators in community colleges.

Sample

850 individuals at two Texas community college districts.

Tools

Kouzes & Posners Leadership Practices Inventory (LPI) Questionnaire.

Statistical Techniques

Mean, Median, t-test, S.D., etc.
Findings

1. There is a significant difference between administrator’s ratings and observer’s ratings on leadership practices.

2. Knowledgeable observers offer much lower ratings on individual behavioral characteristics indicating that they believe in the administrator’s commitment to leadership practices and that it is not as strong as the administrators imagine.

Study No. 16

*The relationship between change facilitator styles of secondary school principals and school climate as perceived by teachers in the Church of Christ schools in Thailand.*

Senun, Sontaya, Ph.D.,
Illionois State University, 2002.

Objectives

To determine the relationship between change facilitator styles of secondary school principals and school climate as perceived by teachers in the Church of Christ Schools in Thailand.

Sample

20 schools under the Church of Christ in Thailand.

Tools

1. Change Facilitator Style Questionnaire (CFSQ)

2. Organizational Health Inventory for Secondary Schools (OHI-S)
Statistical Techniques

Mean, Median, t-test, S.D., Regression Analysis etc.

Findings

1. Teachers perceived their overall principals’ change facilitator style to be that of a manager.

2. There is a significant difference between teacher’s perception of principal’s change facilitator style on teacher gender.

3. There is no significant difference between teacher’s perception of principal’s change facilitator style held by teacher age, education and experience.

4. There is a significant difference between teacher’s perception of school health subtest-1 (Institutional Integrity), Subtest-2 (Initiating Structure), Subtest-3 (Consideration), Subtest-5 (Resource Support), Subtest-6 (Morale) and Subtest-7 (Academic Explains) on teacher gender.

5. There is a significant difference between teacher’s perception of school health subtest-4 (Principal Influence), subtest-5 (Resource Support) and Subtest -6 (Morale) on teacher age.

6. There is a significant difference between teacher’s perception of school health Subtest-4 (Principal Influence) on teacher education.

7. There is a significant difference between teacher’s perception of school health subtest-2 (Initiating Structure), Subtest-3 (Consideration), Subtest-4 (Principal Influence), Subtest-5 (Resource Support) and Subtest 6 (Morale) on teacher experience.
Study No.17

The principal’s role in changing school culture.

Arguelles - Anderson, Mary Lon, Ed.D.

The University of New Mexico, 2000.

Objectives

1. To describe efforts to implement an effective student portfolio assessment program in an urban middle school.

2. To identify, describe and analyze the strategies used by the principal to influence and support the faculties’ implementation of the program.

Sample

Parents, teachers and students are included in the sample of the study.

Tools

Questionnaires, Surveys, Notes, Interviews, Observations and Document Review.

Statistical Techniques

Mean, Median, t-test, S.D., etc.

Findings

The result of the study indicates that an effective portfolio assessment program was implemented and that strategies used by the principal emerged as the main factor of influencing and supporting teachers in the implementation of student portfolios.
Study No.18

Teacher’s and principal’s perception of leadership styles and their relation to school climate.

Booker Janice Elaine Garrett, Ph.D., University of Mississippi, 2003.

Objectives

1. To examine teacher’s and principal’s perception of leadership styles.
2. To study the relationship between leadership styles and school climate.

Sample

36 principals and 1080 middle school teachers.

Tools

1. Multifactor Leadership Questionnaire form 5X (MLQ-Form 5X)
2. Organizational Climate Description Questionnaire for Middle Schools (OCDQ-RM)

Statistical Techniques

S.D., Mean, t-test etc.,

Findings

1. There is significant relationship between teacher’s and principal’s perception of laizzez - faire leadership and aspects of school climate.
2. There is significant relationship relative to teacher’s and principal’s perceptions of school climate.
Study No.19

*Leadership behavior of principals opening new high schools in Virginia.*

Brewer, William John Ed.D.

University of Virginia, 2003.

**Objective**

The purpose of this study was to solicit the perceptions of principals who have opened new high schools.

**Sample**

Three principals who had opened a new high school within the past two years.

**Tool**

The compilation of their experience should provide information that will assist those who will be charged with this responsibility in the future.

**Statistical Techniques**

$t$-test, Mean, Median, etc.

**Findings**

1. The expectations for leadership behavior by principals opening new high schools are not provided by the local school division.

2. The hiring process is the most important priority that must be addressed by the principal who is opening a new high school.
Study No.20

*School effectiveness: the role of the principal in a leading public secondary school in Santa Fe province, Argentina.*

De Stefano, Marcelo, Ed.D.


Objectives

To identify the behavior of the principal that contributed to achieving school effectiveness in a leading public secondary school in Sant Fe Province, Argentina.

Sample

45 participants.

Tool

Interview.

Statistical Techniques

Mean, Median, t-test, S.D., etc.

Findings

1. The most frequent behavior of the principal contributing to the effectiveness of the school is placed in the category “exhibits administrative leadership / governance."

2. The study concludes implications for the design of administrative training / development programs for teachers and principals.
Study No. 21

A study of the relationship between principal’s leadership behavior and the school culture as perceived by the teachers.

Stone Cheryl M, Ph.D.
The University of Mississippi - 2003.

Objectives

To study the relationship between the principal’s leadership behavior and the school culture in schools in Madison County, Mississippi.

Sample

513 teachers from the eligible schools at all levels (elementary, middle and high schools)

Tools

1. The Leadership Practice Inventory Observer (LPI)
2. The Instructional Climate Inventory form T

Statistical Techniques

ANOVA, t-test, S.D., Mean, Pearson Product Moment Correlation etc.

Findings

1. There is no significant difference in the leadership practices of elementary middle and high school principals as perceived by teachers.
2. The principal’s leadership practices were similar regardless of the type of school in which they worked.
Study No. 22

Principals’ leadership styles, school ratings and principals’ time spent on instructional leadership and management tasks in Texas.

Blair, Darlene, Ed.D., Sam Houston, State University, 2001.

Objectives

This study examined the relationship between principal’s leadership styles, school ratings and the time principals spend on instructional leadership and management tasks.

Sample

170 principals and 277 teachers took part in the study.

Tools

1. Multifactor Leadership Questionnaire (MLQ)

2. The Instructional Leadership / Management Tasks Questionnaire (IL/MTQ)

Statistical Techniques

Mean, Median, S.D., ANOVA, Pearson product moment correlations etc were used for the study.

Findings

1. There is no significant difference between intellectual stimulation and individual consideration.
2. There is no significant difference between extra effort, effectiveness and satisfaction.

3. There is significant correlation between contingent reward, management by exception, passive and active to the instructional leadership and management tasks.

4. There is significant correlation between the amount of time principals spend on instructional leadership and management tasks for the three rating categories of exemplary, recognized and acceptable.

5. There is no significant difference between the amount of time principals at exemplary, recognized, acceptable or low performing campuses spend on instructional leadership tasks and management tasks.

Study No.23

*The relationship between principal’s instructional leadership skills and the academic achievement of high poverty students.*

Harris Elizabeth Stewart, Ph.D.,

University of South Carolina, 2002.

**Objectives**

To study the perceptions of the instructional leadership skills of four elected Carolina public elementary school principals who were in schools with large poverty indices.
Sample

Two schools which received an absolute rating of good on the South Carolina School Report Card and two schools which received an absolute rating of unsatisfactory on the South Carolina School Report Card were selected for the study.

Tool

Principal Instructional Management Rating Scale (PIMRS)

Statistical Techniques

Mean, S.D., t-test, etc.

Findings

1. There is significant difference on the rating of the schools in the two subscales of supervise and evaluate instruction and monitor student progress.

2. Teachers in schools which received an absolute rating of Good on the South Carolina School Report Card, rated their principals as exhibiting instructional leadership skills in the areas of supervise and evaluate instruction and monitor student progress to a greater extent than teachers in schools which received an absolute rating of unsatisfactory.

Study No. 24

The relationship of teacher morale to teacher perception of principal’s behavior in selected high schools in south Texas.

Mitchell, Linda Marie Garcia, Ed.D.

Texas A & M University, Corpus Christi, 2002.
Objectives

To determine whether teachers who exhibited high morale rated their principal’s behavior higher than teachers who exhibited average or low morale.

Sample

405 certified teachers in selected high schools in South Texas.

Tools

1. The Purdue Teacher Opinionnaire (PTO) and

2. Leader Behavior Description Questionnaire - Form XII (LBDQ - Form XII)

Statistical Techniques

Mean, t-test, Anova, etc.

Findings

1. There is no significant difference between teachers who exhibited high and average morale as measured by the PTO in their ratings of their principal’s behavior.

2. There is no significant difference between teachers who exhibited average and low morale in their ratings.

3. There is significant difference between how teachers with high, average and low morale rated their principal’s behavior.

4. There is significant difference between how teachers with average and low morale rated their principal’s behavior.

5. There is significant difference between the high and low teacher morale groups and their ratings of their principal’s behavior.

53
Study No.25

Principals as leaders and managers of selected after-school programs in California.

- Villalobas - Maclsaac, Margaret Isabel, Ed.D.,

University of La Verna, 2002.

Objectives

To identify and describe the leadership and management behaviors principals used to develop and implement a successful after-school program.

Sample

5 principals and 15 staff members in Sacramento Country.

Tool

Interview.

Statistical Techniques

S.D., t-test, Mean, Frequency etc.

Findings

Principals involved others in the creation of a vision for the after school program that inspired and motivated others. Principals modeled the way for staff to work together to create opportunities for students to achieve. They built the capacity of their staffs to communicate, cooperate and learn from one another. Principals collaborated with regular and after-school staffs to make decisions about students and
the program. Principals created a shared ownership for the after-school program among regular and after school staffs.

Study No.26

*Principal leadership style and the dimensions of teacher leadership in Texas public schools.*

Dickerson, Peggy Lee, Ed.D.,

Texas A&M University - Commerce, 2003

Objectives

1. To examine the leadership styles of Texas public elementary school principal’s non leadership, transactional leadership and transformational leadership

2. To examine teacher leadership, student performance and selected demographic variables in schools headed by non leadership, transactional and transformational principals.

Sample

Elementary School Principals in Texas Region.

Tools

1. AEIS school rational scale.

2. Multifactor Leadership Questionnaire, (Bas & Avolio, 1995)

3. Teacher Leadership School Survey (Katzenmeyer & Katzenmeyer, 1998)

4. School profiles 02 (Texas Education Agency, 2002)
Statistical Techniques

Mean, Percentage, t-test, ANOVA, Spearman’s product moment correlation etc.

Findings

1. There is significant difference between principal leadership and gender, school size, percentage of low socio-economic students and grade configuration.

2. There is no significant difference in the levels of teacher leadership based on the leadership style of elementary principal’s.

3. There is significant difference between teacher leadership and the school rating.

Study No.27

A study of principal and teacher judgments of principal leadership orientations.

Fleming, N. Jane Byers, Ed.D.

University of Maryland College Park, 2003.

Objectives

To investigate the differences in the patterns of principal leadership behaviors as judged by teachers and principals in Comprehensive School Reform Demonstration (CSRD) and Non-Comprehensive School Reform Demonstration (Non-CSRD) schools in one mid-Atlantic state.
Sample

19 principals and 313 teachers of 9 CSRD and 10 Non-CSRD schools.

Tools


Statistical Techniques

S.D., t-test, Correlation analysis, Analysis of variance etc.

Findings

1. The structural frame was rated highest of the other frames named human resources, political and symbolic.
2. Principals consistently rated themselves more highly for all 4 frames than did their teachers.
3. CSRD urban schools marginally outperformed Non-CSRD urban schools.

Study No.28

_A study to determine the relationship between the leadership styles of career technical directors and school climate as perceived by teachers._

Blatt Dennis. A, Ed.D.,

West Virginia University, 2002.
Objective

To study the relationship between transformational leadership, transactional leadership, Laizzez-faire leadership and school climate as perceived by teachers in Ohio secondary joint vocational schools.

Sample

345 teachers.

Tool

Multifactor Leadership Questionnaire 5x.

CFK Ltd., School climate profile.

Statistical Techniques

% analysis, Mean, Median, S.D., t-test etc.

Findings

1. There is significant positive relationship between transformational leadership and school climate.
2. There is statistically significant negative relationship between laizzez faire leadership and school climate.
3. There is no statistically significant relationship between transactional leadership and school climate.
4. There is positive relationship identified between transformational leadership and school climate for both female and male directors.
5. There is statistically significant positive relationship between transactional leadership and school climate for male directors.
6. There is no statistically significant positive relationship between transactional leadership and school climate for female directors.

7. There is statistically significant negative relationship between laizzez-faire leadership and school climate for both female and male directors.

Study No. 29

*Teacher assessment of school climate and its relationship to student achievement.*

Callison, Jo Jean Faye, Ed.D.,

University of South Dakota, 2002.

Objective

1. To determine if relationship existed between teacher’s assessment of school climate and student achievement.

2. To determine if there was difference between climate assessment of secondary and elementary teachers and student achievement at the secondary and the elementary levels.

Sample

250 teaching staff in the Sioux Falls, South Dakota School District.

Tools

The organizational climate index and Stanford Achievement Test-9.

Statistical Techniques

t-test, S.D., % Analysis, Mean etc.
Findings

1. There is no significant relationship between teacher’s overall assessment of school climate and student achievement at either the elementary or the secondary level.

2. There is no significant relationship between climate dimensions of student achievement.

3. There is no significant difference between the climate dimensions of teachers at the elementary and secondary levels.

4. There is no significant difference between student achievement scores at the elementary and secondary levels.

Study No. 30

The relationship between principal’s emotional intelligence and leadership effectiveness.

Condren, Tammy Dayle, Ed.D.,

University of Missouri Columbia, 2002.

Objectives

To study the relationship between the emotional intelligence of the principal and teacher’s perception of the principal’s leadership effectiveness.

Sample

32 Missouri principals and randomly selected teachers in the building of these principals.
Tools

Emotional IQ (EIQ) test by Ilona Jerabeck (1998) to principals and observer form of Louzes and Posners leadership practices inventory (LPI) (1997) to teachers.

Statistical Techniques

% Analysis, Mean, Correlation etc.

Findings

1. There is relationship between leadership practices and overall emotional intelligence factor as well as two specific aspects of emotional intelligence (behavioral and knowledge)
2. There is relationship between gender and building level of administrator.

Study No.31

Public middle school principal’s perception of their role in improvement of Connecticut mastery test math scores.

Giddings, Anne Jessie Reode, Ed.D.,


Objectives

1. To determine the perceptions of Connecticut public middle school principals as to which factors are most essential in effecting score improvement on the eighth grade math CMT (Connecticut Master Test) and which of those factors principals felt they were able to influence.
2. To study the difference in the principal’s perception based upon their attitudes towards the CMT, their years of experience as middle school principals, their undergraduate majors and their gender.

Sample

113 principals from all Connecticut Economic Reference Groups responded and formed part of the study.

Tools

CMT scores, Gordon Donaldsons’ definition of educational leadership and standardized test scores.

Statistical Techniques

% analysis, Mean, S.D., and t-test.

Findings

1. Middle school principals want to spend more time as instructional leaders, working directly with teachers.
2. Principals feel limited influence over factors that they believe are essential to improving math CMT scores.
3. Principals provided insufficient evidence for judging the effectiveness of specific actions in improving eighth grade math CMT Scores.
4. Principal’s attitudes towards the CMT do not appear to affect their perception of their roles in CMT math score improvement.
5. Newer Middle School Principals show greater familiarity with current educational trends.
Study No.32

*Middle-level principal’s instructional leadership behaviour and student achievement.*

O’Donnell, Robert, Ed.D.,

Lehigh University, 2003.

**Objectives**

To study the relationship between middle level principal’s instructional leadership behavior and student achievement.

**Sample**

75 Pennsylvania Middle Level Schools contributed data for the study. Individual schools served as the unit of analysis.

**Tools**

1. Hallinger’s (1987) Principal Instructional Management Rating Scale (PIMRS) was used to assess principal behavior.

2. The Pennsylvania System of School Assessment (PSSA) was used to measure the dependent variables, grade eight reading and mathematics achievement.

**Statistical Techniques**

Regression, Pearson Correlation and t-test techniques.

**Findings**

1. Principal instructional leadership practices were significantly related to PSSA scores.
2. Teacher perception of principal behavior related to promoting the school learning climate suggest that performing the 25 tasks related to promoting the school learning climate helps principals support more effective teaching and learning practices.

3. A significant relationship exists between reading achievement and principals who believe they frequently performed behaviors associated with defining the schools mission.

4. Schools with high-socio economic status (SES) were positively related to reading scores, while schools with mid and low SES were negatively associated with reading scores.

5. There is no significant relationship between student achievement and the interaction of principal gender and principal instructional leadership behavior.

6. There is positive association between each of the three instructional leadership dimensions, as perceived by teachers of both mathematics and reading achievement.

Study No.33

*Factors principals attribute to student academic achievement.*

Ratliff, Brain Clay, Ed.D.,

University of Virginia, 2003.

Objectives

1. The purpose of the study was to find how principals rate the degree to which the factors influence student academic achievement.
2. What are the differences in principal’s attitude to student’s academic achievement related to differences in principal gender, ethnicity, years of experience, level of school, size of school or socio economic status of school population.

Sample

270 randomly selected principals in the commonwealth of Virginia.

Tools


Statistical Techniques

Frequencies, Percentages, Mean, t-tests, ANOVA etc. were used for the study.

Findings

1. Virginia principals rated most of the fourteen factors having strong or moderate influence on student academic achievement.

2. In most cases, the independent variables were not related to principal’s perception.

Study No.34

The impact of principal’s transformational leadership behavior on teacher commitment and teacher job satisfaction.

Amoroso, Paul Francis, Ed.D.,
Seton Hall University, College of Education and Human Services, 2002.

Objectives

1. To study teacher’s perception of principal’s transformational leadership behavior.
2. To study the relationship between teacher’s perception to teacher commitment and teacher job satisfaction.

Sample

74 practising teachers who were enrolled in graduate programs in the field of educational administration.

Tool

Questionnaire.

Statistical Techniques

Mean, Percentage, t-test etc.

Findings

1. There is significant relationships between principal’s usage of transformational leadership and staff morale.
2. There is significant relationship between transformational leadership behavior and teacher job satisfaction.
3. There is significant negative relationship between the number of years a teacher has taught in the same school and their level of both commitment and job satisfaction.
Study No. 35

_The leadership styles of male and female higher education administrators in Thailand._

Cheaupalakit, Panpim, Ph.D.,
Illinois State University, 2002.

**Objectives**

1. The purpose of this study was to provide a demographic profile of male and female leaders holding the positions of vice presidents, deans and directors of institutions at public universities in Thailand.

2. This study also determined the leadership styles of those male and female leaders and differences in leadership styles existing among those leaders.

3. Finally, the study examined how these leaders perceive themselves with regard to the effects of their leadership behavior on their effectiveness, follower satisfaction and extra effort and investigated if differences in the leadership behavior effects existed.

**Sample**

558 administrators were chosen to participate in this study.

**Tool**

Bass and Avoilo’s Multifactor Leadership Questionnaire.

**Statistical Techniques**

Percentage, Mean, Median, S.D., t-test, ANOVA etc.
Findings

1. Contingent reward was found to be the most predominant leadership style across the Thai-leaders.

2. The total transformational mechanism was the second most prevalent style found followed by total management-by-exception to a much lesser degree, and laissez-faire strategies only on rare occasions.

3. With regard to the effects of leadership behavior on followers’ extra effort, leaders’ effectiveness and followers’ satisfaction, these leaders scored themselves high on each of these qualities.

4. Female leaders significantly exhibited more total transformational components and less total management-by-exception qualities than did their male peers.

5. There is significant difference between vice presidents and deans in the level of administration.

Study No.36

Profiles in success: the leadership role of the principal as initiator, facilitator and sustainer of change in blue ribbon elementary schools in Illinois.

Rose, Kenneth .E, Ed.D.,

Northern Illinois University, 2002.

Objectives

This study profiled the principal’s role for initiating, facilitating and sustaining change in Blue Ribbon elementary schools in Illinois.
Sample

9 principals in Blue Ribbon elementary schools in Illinois.

Tool

Interview schedule developed by Schwahn and Spady.

Statistical Techniques

The qualitative analysis was enriched and supported through the use of SPSS reports and graphs.

Findings

The results of this research showed the importance of stable leadership and strong cultural leadership skills for successful principals.

The data described what practices Blue Ribbon Principals have used to successfully improve the school climate in the change process. Such practices need to be initiated and facilitated using a collaborative effort that involves all stakeholders and develops true ownership in the process. In addition, the principal needs to communicate effectively by providing informational data for all staff as they participate in decision making.

Study No.37

_The making of an elementary school principal: perceptions from the university classroom to the office of the principal._

Tully, Bethojoy, Ph.D.,

University of Pittsburgh, 2002.
Objectives

To investigate how newly certified elementary school principals perceived the role and responsibilities of the principalship as they completed their university course work and to assess those perceptions of the same job after five years of actual work experience.

Sample

Ten principals were selected from the sample population of elementary principals in Allehency county and Washington county.

Tools

This study used the Pennsylvania State Department of Education’s course descriptors required to be included within the regimen of program course work for any university granting elementary principal certification. The International School Leaders Licensure Standards (ISLLC) were compared to these course requirements and were used to frame the literature review and the research questions which sought to determine how each candidate rated their preparation for the principalship, how familiar each was with the ISLLC standards, and how involved each was with the behavior and activities outlined within each standard. Data was collected through individual interviews.

Findings

1. All the 10 candidates related that they felt their university course work had adequately prepared them for the principalship.

2. Each candidate recommended a more in-depth internship prior to certification as part of their training program.
3. The 10 principals involved in this study were only vaguely familiar with the ISLLC standards but demonstrated through their interview responses that their behavior and activities are consistent with those listed within the individual standards and aggregate to a relatively uniform set of elementary principal habits of practice.

Study No.38

Principals’ and teachers’ perceptions of African-American elementary principals’ leadership behavior.

Hatcher Robert Lee, Ed.D.,

Texas Southern University, 2002.

Objectives

To examine the leadership behavior of African–American principals as perceived by principals and teachers.

Sample

Teachers and principals of Texas area.

Tool

Leadership Behavior Description Questionnaire.

Statistical Techniques

The data were tested through the application of the one-way analysis of variance, the three-way analysis of variance and the Scheffe follow-up test.
Findings

1. Principals held favorable perceptions regarding their leadership behavior in Tolerance of uncertainty, Persuasiveness, Initiation of structure and consideration than their teacher counterparts.

2. No differences were found between the perceptions of teachers and principals regarding the leadership behavior of principals with regard to Representation, Demand Reconciliation, Tolerance of Freedom, Productive Emphasis, Predictive Accuracy, Integration and Superior Orientation.

3. Teachers held more favorable perception with regard to the Role Assumption leadership behavior of principals than did principals.

4. Principals perceived more favorably those aspects of leadership behavior associated with the human relation’s element than did teachers.

5. Older school group members are more favorable in their perception toward leadership behavior of principals then younger school group members.

6. Male as well as female school group members who were 36 years or older had a more favorable perception than their counterparts 35 years of age or less regarding leadership behavior of principals.

Study No.39

Superintendents’ perspectives of their relationship with their principals as they implement the “A plus reform act of 2000” in two mid-size school districts in Georgia.

Busbee, Ronald Jeffrey, Ed.D.,

University of Georgia, 2002.
Objectives

To examine the perspectives of two Superintendents from mid-sized counties in Georgia as they worked with site-level principals in light of the legislation mandated through the Georgia A plus Reform Act of 2000.

Sample

Two selected Superintendents.

Tool

Interview.

Statistical Techniques

The constant comparative method of data analysis was used in this study.

Findings

1. One primary function of the superintendent is to be a communicator.

2. High expectations set by the superintendent provide the mechanism for formal and informal evaluation of principals.

3. Regardless of state mandated reform, relationships between the superintendent and their principal are neither made nor broken as a result of legislated mandates.

Study No.40

What effective middle school principals do to impact school climate.

Roeschlein, Tammy Dee, Ph.D.,

Indiana State University, 2002.

Objectives

1. Examine the relationship between teacher perception of principal effectiveness and principal perception of principal effectiveness.

2. Qualitatively investigate the differences between what more effective principals and less effective principals do to impact school climate.

Sample

254 principals and 2540 teachers of middle schools.

Tools

1. Principal Leadership Inventory developed by Barbara Downey (1999).

2. Focus group interviews.

Statistical Techniques

Percentage, Mean, S.D., t-tests, Pearson Product Moment Correlation etc.

Findings

1. There is significant correlation between the teachers’ perceptions and principal’s perception of the organizational management factor.

2. There is no significant correlation between the teacher’s perception and principal’s perception of the Learning-oriented climate factor, the provides
personal and professional leadership to forward the school community factor, the fosters team building and morale factor, and the provides instructional leadership to promote student achievement factor.

CONCLUSION

The researcher has reviewed 40 international abstracts. The sample of the study varies from minimum of 2 to maximum of 2540. Almost all the researchers used Questionnaire, interviews or both for the collection of data. The researchers used percentage, Mean, t-test, S.D., ANOVA, Correlation studies etc. for the analysis of data.

The findings of the studies reveals that the rise and fall of an institution rest on the hands of an administrator. (Principal / Head of the Institution). The years of experience, stable and strong cultural leadership etc. play an important role in administration. Also studies show that aged administrators had a greater individualized consideration. The studies show that principals should create opportunities for students to achieve, inspire, motivate others and his staff for a better tomorrow. A strong support from principal is a strong reason for one remaining in teaching. Also a good administrator should communicate effectively and manage conflicts well. It seems no one has conducted research on management skills of the principal in foreign countries and the investigator wants to study the managerial skills of the principals in colleges of education.
SECTION – B

INDIAN STUDIES

Study No.1


The study was designed to find out the characteristics of teachers and principals of colleges affiliated to Avadh University, Faizabad and aimed at highlighting the problems faced by the principals in dealing with the management, university office, the state government teachers, office staff, students and their guiding.

A questionnaire concerning different types of administrative problems was prepared and data were collected from twenty-four degree colleges affiliated to Avadh University. The data so collected were supplemented through personal visits to the colleges and through observations during these visits.

The findings of the study were: (i) More than half of the principals had only master’s degrees whereas quite a few of the teachers working under them possessed doctorate degrees. (ii) It was reported by the principals that the Executive Council of the University and the Examination Committee met regularly but the decisions taken by the Examination Committee were very often not implemented. (iii) The principals were, in general satisfied with the role of the state government. (iv) Most of the principals were not happy with the functioning of the managing committees. They felt that the managing committees interfered with the day-to-day functioning of the colleges. At the time of appointment of teachers the managements were guided by
feelings of caste and kinship. The management showed favors to certain teachers and this created groupism among the staff. (v) The principals were not very happy with the functioning of the teachers. They felt that the teachers did not take their investigation work seriously. They showed special favors to girl students. (vi) The principals were satisfied with the working of their office staff, who were generally hard-working and obedient. (vii) The rush of admission was difficult to control and it resulted in overcrowding in the classrooms. Adequate finances were not available for the expansion of buildings and provision of adequate library and laboratory facilities. It was not possible to establish closer contact with the students, which led to increase in indiscipline among them. (viii) The principals were critical of the attitude of parents also. They felt that instead of cooperating, a majority of the parents interfered with the working of the colleges and were at times rude to them and to the teachers.

Study No.2


The major objective of the study was to make a critical appraisal of the enactment and implementation of the Kerala Education Act and Rules and the administration of school education during the first twenty years in the career of the new State of Kerala.

The study was based almost exclusively on official documents. As a supplement to document analysis, questionnaire, surveys and case studies were also used.
The major conclusions of the study were: (i) several provisions in the Kerala Education Act and Rules were adequate to ensure that private schools were properly conducted. (ii) By doing away with Section II of the Act which gave powers to the government to recruit teachers in aided schools, managements were left free to do as they pleased. (iii) There was nothing on record to show that the government at any time had openly decided to soft-pedal the provisions in K.E.R. with regard to the fulfillment of conditions for recognition of aided schools. (iv) the Education Act was only a codification of the various measures necessary to safeguard the interests of the private school teachers; it had very little of educational character. (v) The standards of instruction were very low as assessed by the results at the external examination and the enormous expenditure of the state and national resources. (vi) the teachers’ unions, with their political linkages, were the main instigators of indiscipline among the members.

Study No.3


The study was conducted to investigate principals’ leadership behaviour in relation to teachers’ self-concept, job-satisfaction and some other institutional characteristics at secondary school level. The objectives were (i) to study how teachers’ self-concept was related to the leadership behavior of the principals, (ii) to study the relationship between principals’ leadership behaviour and teachers’ job satisfaction, and (iii) to study how principals’ leadership behaviour was related to
some other institutional characteristics such as sex and location of schools. The hypotheses formulated were: (1) Leadership behaviour of the principals was significantly related to teachers’ self-concept. (2) Each of the two styles of principals’ leadership behavior, initiating structure and consideration was significantly related to teachers’ self-concept. (3) Leadership behaviour of the principals was related to teachers’ job satisfaction. (4) Each of the two styles of principals’ leadership behaviour, initiating structure and consideration was significantly related to teachers’ job satisfaction.

The tools used were the Educational Leadership Behaviour Description Questionnaire by P.C. Shukla, Personality Differential (a measure of self-concept) by K.G. Agarwal and Teachers’ Job-Satisfaction Scale by S.P. Gupta and J.P. Srivastava. The sample comprised 780 teachers from intermediate colleges of the Gorakhpur region. Critical ratio was applied to test the hypotheses.

The findings were: 1. High desirable leadership behaviour of the principals generated a higher degree of conformity and normalcy in the teachers while low decibel leadership behaviour of principals caused a low degree of conformity and normalcy in them. 2. The initiating structure style of principals’ leadership behaviour appeared to be significantly related to conformity and normalcy factors of teachers’ self-concept. 3. The principals’ leadership behaviour was positively related to teachers’ job-satisfaction. 4. The initiating structure and consideration styles of principal’s leadership behaviour were found to be significantly related to teachers’ job satisfaction. 5. Male and female teachers perceived the leadership behavior of the principals. 6. The rural urban location of the schools was not related to the teachers’ perception of principals’ leadership behaviour.
Study No.4


The objectives of the study were (i) to identify the characteristics of innovative educational administrators, (ii) to study the various characteristics like administrative effectiveness, communication ability, innovative proneness, political orientation, decision-making ability and planning ability of innovative educational administrators, and (iii) to identify the factors affecting their innovative ability.

For studying the innovative characteristics of educational administrators, the Q-sort technique was adopted for preparing the tool. The tool was prepared keeping in view that it contains three main and eight sub-factors. The main factors were communication, administration and personality. The sub-factors were ability, responsiveness, decision-making, planning and four aspects of personality, viz., democratic, creative, loyal and istic. The construct validity of the tool was established by seeking the opinion of the experts in the field. The Factorial validity of the tool was established and reliability of the tool also was established by the test-retest method from 0.65 to 0.86. The data were collected from 4 perceptional administrators from Gujarat State.

The major findings were: 1. The innovative community affairs, possessed risk-taking behaviour self-confidence, ability to recall and was willing pose himself to interpersonal communication, self-reliant, honest, enthusiastic, self-discipline open minded, an initiator, emotional, accurate a dicious in approach. He could evaluate himself in comparison to others, had a sense of equality and fair voluntary cooperative
action, had self understanding, an appreciative attitude, ability to convince and able represent. He believed in expressing his view and mobilizing human resources. 2. The second array represented characteristic conditions of eight innovative administrators. They were ability to take intelligent decisions, to reason, analyse and to solve problems. Impartiality, knowledge, sincerity in work, ability to make a choice from among suggestions received from others, responsiveness to new suggestions, adjustability, awareness of innovations, willingness to pose himself to mass media, desire for improvement and a positive attitude to experience were other traits. 3. The second factor (negative end) represented characteristic description of six innovative administrators. The characters were open-mindedness, ability to identify and solve problems, ability to convince, earnestness in approach, honesty, pragmatic approach, high morality and flexibility. 4. The factor-array represented character descriptions of seven innovative educational administrators. The traits were promptness, effective ability, a positive attitude towards profession, responsiveness to knowledge and desire to serve people, patience and belief in decimation. The third factor-array presented characteristic description of six innovative educational administrators. 5. The personality attributes of innovative educational administrators represent ability to supply new ideas, ability for compressive observation, ability to diffuse new ideas, deal with abstracts, open-mindedness, frankness and belief in fostering publications. Besides this, it was found that 36 out of 40 innovative educational administrators got new administrative ideas. Only four could not suggest that they did something innovative. Fourteen out of 40 did not get excited when they got innovative ideas while 12 felt excited and the remaining felt excited sometimes. Twenty-eight out of 40 subjects never felt helpless in the context of administrative
ideas. Thirty-nine out of 40 encouraged critical thinking and only one did not encourage criticism, five sometimes encouraged, while three did not encourage the free flow of criticism on administrative decisions. Thirty-six out of 40 innovative administrators initiated, sponsored and assisted research and investigation, only four did not encourage research. Thirty of them were not guided by political forces. Seven of them sometimes felt guided by political forces, while three were guided by political forces. These factors showed that innovative educational administrators were generally optimistic and realistic in their dealings.

Study No.5


The major objectives of the study were (i) to study the secondary school principals’ administrative behavior in relation to teachers’ attitude towards work and work setting of the institution, school climate, and student achievement, (ii) to study the relationship between teachers’ attitude towards work and work setting of the institution and student achievement, and (iii) to study the relationship between school climate and student achievement.

The sample of the study consisted of 286 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 the Principal Performance Description Survey developed by the University of Georgia (1973-77) and modified by the investigator, the Teacher Attitude Inventory (Ellet and Masters, 1977), and My School Inventory for measurement of school
climate (University of Georgia, 1974). 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 were: 1. The secondary school principals were moderately effective in their performance of administrative tasks. 2. There was significant positive relationship between principals’ administrative behaviour and teachers’ attitude towards work and work setting of the institution. 3. There was no significant relationship between principals’ administrative behaviour and the climate of their schools. 4. There was no significant relationship between principals’ administrative behaviour and students’ achievement. 5. The teachers manifested most favorable attitude towards supervisory relations as compared to administrative policies and support, staff relations, work load, and student evaluation practices. 6. There was no significant relationship between teachers’ attitude towards work and work setting of the institution and student achievement. 7. There was no significant relationship between school climate and students’ achievement.

The major educational implications as stated in the study are: (1) School principals should perform their various administrative tasks adequately and effectively to ensure teachers’ favorable attitude towards their work and work setting of the institution. (2) There should be facilities for in-service training programmes for school principals to make them efficient in various administrative tasks.

Study No.6

The objectives of the study were (i) study of Osmania University’s in History. (ii) to study the administration of teachers, (iii) to explore whether the teachers’ expectations of principals’ role were dependent upon the teachers’ qualification and/or their experience, (iv) to explore whether principals’ perception of teachers’ expectations of principals were dependent upon principals’ qualification and/or experience, (v) to explore whether principals’ expectations of teachers’ roles were dependent upon the principals’ qualifications or their experience, (vi) to explore whether the teachers’ roles were dependent upon their qualification and/or experience, (vii) to find if there existed differences between the mutual expectations and perceptions of the roles of teachers and principals, and (viii) to find out whether there were differences between role expectations and role perceptions of male and female teachers and principals.

The tools used in the study were two separate inventories prepared by the investigator to measure the role expectations of principals by teachers and the principals’ perception of expectations of teachers. The first inventory was termed the Teachers’ Expectations of Principals (TEP) Inventory. This inventory covered the following areas of the functions of teachers: (a) etching-learning activities, (b) cocurricular activities; (c) administrative activities; (d) self-development activities; and (e) public relations activities. The second inventory was termed the Principals’ Expectations of Teachers (PET) Inventory. This inventory covered the following areas of the functions of principals: (a) purposing, (b) planning, (c) organizing, (d) implementing and (e) evaluating. A personal data sheet was also used for collecting information about the subject’s qualification and experience. Four hundred and fifty
teachers and 60 principals constituted the sample. Bar diagram and critical ratio were used for data analysis.

The major findings of the study were: 1. Both teachers and principals regarded the democratic role as the most important one. Next came the patronizing role followed by the disciplinarian and authoritative roles. 2. The means of scores on principal’s expectations and teachers’ perceptions were found to differ significantly. 3. Principals’ desire of the teachers to play the disciplinarian role was more than what the teachers liked to play. 4. Principals’ perception of the authoritarian role were higher than the teachers’ expectations. 5. A very small difference existed between the principals’ expectations and teachers’ perception of the cooperative role. 6. There was no difference between principals’ expectations and teachers’ perceptions of the summative role. 7. The principals expected the teachers to indifferent role, more indifferent than teachers little. The principals gave highest priority to the cooperative role, next came the critical role. 9. The teachers’ point was found negatively and significantly related to their experience. 10. The correlations between democratic role and the disciplinarian, patronage and authoritative roles were negative and highly significant. 11. The quality point of principals was not significantly related to any of the four roles, namely, theocratic, disciplinarian, patronizing and author roles. Principals’ experience was also not related of these roles. Principals’ experience was also noted to any of these roles. 12. The democratic role of principals was significantly related to the disciplinarian, patronizing and authoritative role and the cooperative role was negatively related to the submissive role. 13. The quality point of teachers was independent of the perception of principals’ expectations. 14. No evidence was found between expectations and perceptions. 15. Teachers’
expectation was not influenced by quality point or by their experience. 16. Principal expectations of teachers were independent of their perception and experience. 17. Sex was not a teachers’ expectations of principals. 18. The principals perceived their teachers to expect play the patronizing role than the male. The male principals expected their staff to be more missive than did the female principals. 19. Male and Female teachers’ perceptions of principals’ expectation on all the four roles were the same.

Study No.7


The objectives of the investigation were (i) to study teacher relationship between principals’ work values and their administrative effectiveness, (ii) to study the relationship between principals’ attitudes and their administrative effectiveness, (iii) to study the relationship between principals’ self-concept and their administrative effectiveness, and (iv) to study the relationship of woman values, attitudes and self-concept of principals combined together with their administrative effectiveness.

The sample of 45 principals was selected from the undergraduate and postgraduate colleges affiliated to Meerut University using the systematic random sampling technique. Further 675 teachers were selected randomly from all these colleges who might rather the effectiveness of their respective principals. The tools used to collect data were the Administrative Perfectiveness Scale (Bhatnagar) and Principal’s Value Inventory (Vasantha). Besides, a Principals’ Attitude Scale covering five major areas: students, teachers, ministerial staff, management and
higher authorities was constructed along with Principal’s Self-concept Scale. The data collected were analyzed using median test, chi-square test and Aitken’s pivotal condensation method.

The findings of the study were: 1. Work value of the principals was found significantly related to administrative effectiveness. 2. Power-based value and job-freedom-based work value were found to be relevant aspects of effective administration. 3. Principals’ attitude towards teachers, students and ministerial staff was found to be a contributing factor of their administrative functioning. 4. Self-concept was not significantly related to administrative effectiveness. 5. Self-concept combined with confidence was found to be a significant predictor of administrative effectiveness. 6. Principal’s work value, attitudes and self-concept combined together were found to be significantly related to their administrative effectiveness. 7. The combined relationship of work value and attitude to administrative effectiveness was found to be significant at 0.5 level. 8. Similarly the relationship of work value and self-concept to administrative effectiveness was found significant at 0.05 level.

Study No.8


The purposes of the study were (i) to examine the structure and function of education and their relationship to the goals of education, (ii) to examine the educational system and administration of education, (iii) to examine the extent to which the administration succeeded in realizing the desired goal, the effectiveness of the structure, the machinery, role-relation, personnel operating upon the system, and
(iv) to find out the relationship between the education system, the structure and the functional role of administrators and the undeveloped condition of education in the state.

The study was the result of multiphase work, including record survey, a questionnaire survey, interviews, case studies, and participant observation. The formats, questionnaire, interview schedule and observation guides were used as the tools of the study. Data were collected through official records, ordinance rules, regulations, responses from 150 educational administrators, interviews with ten selected administrators, case studies of decisions of courts and tribunals on educational matters, field study of 20 institutions and personal observation of events. Data were analysed qualitatively.

The major findings of the study were: 1. There was lack of suitable, efficient educational bureaucracy in Orissa, 2. Lack of proper and suitable advisers to the Orissa Government in educational matters came in the way of formulation of administrative policy in the matter of education, perspective planning, and programme planning. 3. There was neither any long term educational policy nor any standing administrative policy on education in Orissa. 4. This resulted in non-availability of sound educational planning. 5. Even though the volume of the education budget had increased, in view of large-scale expansion and inflation, the real per capita expenditure on education had steadily declined. 6. This had adversely affected the salary structure, infrastructure of education, quality buildings, equipment and teaching aids, etc. 7. Educational expansion had taken place mainly on political considerations. 8. New and unconnected structures were created without the role-relation and institutional basis being properly perceived. 9. Even though sometimes steps were
taken to increase enrollment, no concrete steps were taken to motivate people in education and to reduce dropouts. 10. Due to the absence of effective and attractive vocational education, demand for higher education increased. 11. A vast number of colleges were opened on political considerations; the teachers and other employees were appointed on political considerations and teaching, examination, introduction of new courses, subjects and posts were viewed from political angles. 12. Purposeless expansion of higher education, politicization of education at all levels, lack of terminal and vocational outlets at secondary school level, physical deficiencies in terms of building, equipment, furniture, books, sub-standard, ill-equipped teachers, corrupt bureaucracy and indifferent society contributed to the mess of education in the state. 13. The aristocratic educational bureaucracy had not only failed to formulate any policy for administration of education and administration of activities connected with education but it had also failed in evolving a system that would operate. 14. Politicization of educational administration had resulted in bringing weak and inexperienced administrators to power. 15. Most of them did not have the minimum requisite qualification for the posts they held. 16. Also, they were untrained for the job. 17. Their selection was made on subjective considerations. 18. Educational administration was dealt with in the same manner as the general administration. 19. The mediocre administrators in the academic bureaucracy did not enjoy the necessary powers. Thus, their effectiveness was never felt. 20. A subjective promotion process adversely affected the morale of educational administrators. 21. Communal feelings had not entered the educational establishments of the state.
The major objectives of the study were (i) to explore the problems faced both by the government and private high schools, (ii) to study the nature of problems which have been responsible for creating various difficulties, hardships, handicaps and hurdles for these schools, (iii) to make a comparative study of the problems of the government and private high schools, and (iv) to suggest possible remedial measures for the improvement of the existing conditions.

The tools used for data collection were questionnaires for the headmasters, teachers and members of the managing committee. The sample schools were chosen from two coastal districts, viz., Puri and Balasore, and three tribal districts, Keonjhar, Phulbani and Kalahandi. Care was taken to ensure representation of schools from different categories like advanced and backward regions, schools from rural and urban areas, private and government schools, girls’ and coeducation institutions. The sample respondents were 100 headmasters, 200 teachers, and 100 managing committee members. The data were collected through personal visits. The data were analysed in descriptive form.

The findings of the study were: 1. The government schools had better physical facilities in comparison with those of private schools. 2. Both private and government schools were lacking in library facilities. 3. The staff of government schools got the prescribed salaries whereas the teachers of private schools did not get salaries at the prescribed rate. 4. In comparison with government schools, the private schools gave more stress on correction of written work and coaching classes. 5. The result of
secondary school board examination for private schools (51.5 per cent) was better than that of government schools (49.61 per cent).  6. Around 71 per cent of government schools and five per cent of private schools published magazines.  7. NCC was neglected in most of the high schools.  8. The majority of the managing committee members of rural area private schools were illiterate and inactive.  9. Teachers of a large number of private schools used to visit the houses of problem children whereas none of the teachers of government schools did so.  10. The headmasters of government schools were not satisfied with the government management, whereas the private school headmasters were somewhat satisfied with their management system. 11. There was no large difference between the school climate scores of government and private management schools.  12. The teachers were not satisfied with their present salary and other financial incentives.  13. Most of the appointments in private schools were made on the basis of acceptance of forced donations to the school.  14. The teachers did not have much scope to read magazines and reference books.  15. Around 76 per cent of the schools were poor with regard to teaching aids and equipment. 16. Around 70 per cent of the schools were average so far as teacher pupil ratio was concerned.  17. 94 per cent of the schools had good status as regards teacher qualification.

Study No.10

The study aimed (i) to find out the relationship between the leadership behavior of principals and the organizational climate of schools, (ii) to investigate the relationship between the leadership behaviour of principals and teacher morale, and (iii) to investigate the relationship between organizational climate and teacher morale. In order to attain these objectives, several hypotheses were formulated.

The study belonged to the category of descriptive survey of a correctional nature. The sample in this study included 34 secondary schools drawn from a population of 138 secondary schools of Allahabad district through the stratified random sampling technique. A total of 404 teachers of these schools participated in this study. A Hindi adaptation of Halpin and Winer’s Leadership Behaviour Description Questionnaire and the School Organizational Climate Description Questionnaire by Motilal Sharma were used for data collection. The Mann Whitney U test, chi-square with Yate’s correction and Rank difference correlation coefficient with tied observations were the statistical techniques used to examine the hypotheses.

The major findings were: 1. No significant difference was found between the leadership behaviour of rural and urban principals. 2. Rural schools were more open than those in urban areas. 3. A positive and significant relationship at 0.05 level was found between the initiating structure dimension of leadership behaviour and esprit, psycho-physical hindrance, controls, production emphasis and humanized thrust dimensions of organizational climate. 4. The consideration dimension of leader behaviour was found positively and significantly related to psycho-physical hindrance, controls and humanized thrust dimensions of organizational climate. 5. Teacher morale was positively and significantly related to the initiating structure and consideration dimensions of leadership and controls, production emphasis and
humanized thrust dimensions of organizational climate. 6. Chi-square value was found significant at 0.05 level between high vs. low teacher morale and open vs. closed climate.

Study No.11


The major objectives of the study were (i) to identify leadership behaviour patterns of principals of higher secondary schools of Gujarat State as perceived by principals and teachers in reality and according to their ideals, (ii) to identify the organizational climate of the schools, (iii) to measure professional development status of the teachers working in these schools, and (iv) to study the interrelationship among leadership behaviour of the principals, organizational climate of the schools and professional development of the teachers.

This was by and large a survey type of study. One hundred higher secondary schools were selected out of 949 higher secondary schools on the basis of stratified random sampling. The investigation was based on the responses of 1000 higher secondary school teachers and 100 principals. LBDQ developed by Halpin and Winer, OCDQ developed by Halpin and Croft, a Professional Development Inventory (controlled and open response type) and a personal data sheet for principals were used as tools for collecting data. T-test and correlation techniques were used to draw conclusions.

The major findings were: 1. There was a positive relationship between the two dimensions of leadership behavior of the school principal, viz., initiating structure and
consideration. 2. The principals of the schools manifested mostly the high
consideration (HH) and low consideration (LL) pattern of leadership behavior leaving
middle positions sufficiently vacant. 3. The HH pattern of leadership behavior was
associated with open, autonomous and controlled climates; the LL pattern of
leadership behavior was perceived by teachers. 4. Significant mean differences were
found between leader’s self-perception and faculty perception of his actual leadership
behavior. 5. Male and female principals perceived their own leadership behaviour as
being significantly different on the ‘consideration’ dimension. 6. No significant
differences were found between male and female administrators as perceived by
teachers and by themselves on ‘initiating structure’ and ‘consideration’. 7. The
principal’s effectiveness was a significant predictor of organizational climate. 8. The
professional development of teachers of higher secondary schools was quite
encouraging because on no dimension was the score less than sixty per cent. 9. The
schools showed a tendency towards being closed rather than open. 10. The teachers
scored highest on professional development under the leadership of principals
manifesting the HL pattern of leadership behaviour in contrast to teachers working
under the leadership of principals manifesting the LL pattern. 11. The teachers
working in schools where a paternal climate prevailed scored highest on their
professional development and lowest in schools with familiar climate. 12. The rural-
urban dimension did not play any significant role in case of any of the dimensions of
leadership behaviour. 13. Professional qualifications of principals did not play any
significant role in the professional development of teachers and in shaping the climate
of the schools. 14. Professional qualities significantly correlated with values,
attitudes and motivation and negatively correlated with ‘consideration’ 15. Esprit
significantly correlated with ‘intimacy’ ‘thrust’ and ‘aloofness’. 16. ‘Aloofness’ significantly correlated with ‘production emphasis’ and ‘thrust’.

Study No.12

RAJ, A.B.C., *Survey on Management and Administration of Education in Tamil Nadu, ASCI, 1975 (Tamil Nadu Government sponsored)*

The objective of the study was to review the current situation in educational management and administration in relation to (i) the administration of school education at the department, district and village level, (ii) the management of technical, college and university education at the headquarters and college level, (iii) the management of education and science research programs and means of activating the State Institute of Education, (iv) the system of grant-in-aid and subsidies administered by the secretaries of education, health, agriculture and labor departments as set forth in the statutes and government orders and the sharing of educational expenditure between government and local bodies, and (vi) the machinery for planning and coordination of education in the state.

The study was a survey of the administration of the education department at state level and other educational institutions. The records of the state education department and other education institutions were consulted. Apart from this observation of the working of the administrative machinery was undertaken.

The findings of the study were: 1. The department of education was broadly divided into two directorates, the directorate of school education and the directorate of college education. While both directors of the directorates were paid the same salary, the workload and responsibilities of the director of school education were very heavy.
2. The power of decision making was highly centralized in the education department, the real decision-makers being the two directors of education and the secretary to the government. 3. The head office was tied down with very heavy paper-work. Consequently, the management functions, namely planning, organizing, coordinating and control were ignored. 4. The senior officers of the department had to carry a large number of files home due to excessive paper-work which interfered with their family life. 5. Staff and line functions were not clearly demarcated and job had not been clearly defined. 6. Hierarchical promotions were based on length of service and seniority, with the result that senior positions were manned by persons who had neither capability nor imagination. 7. Executive positions were often given to academics without any special training being imparted to them. 8. The structure of organization had not changed to meet environmental needs. 9. Internal and external coordination with other educational agencies of the state was lacking. 10. There were a number of committees to lay down guidelines the management of education but none of the committees ever met.

Study No.13


The hypotheses that the present study attempted to test were: (1) There is no significant relationship between a particular managerial style and levels of n-Ach. among educational and industrial managers. (2) There is no significant difference between the dominant managerial styles of educational managers and those of industrial managers. (3) There is no significant difference between the mean n-Ach.
score of educational managers and that of industrial managers. In addition, four research questions were put forward to obtain answers pertaining to the patterns of performance of educational managers with high and low n-Ach. scores as well as of industrial managers with high and low n-Ach. scores.

The sample for the study comprised 15 educational managers and 15 industrial managers belonging to institutions randomly selected from a list of industries and English-medium schools and colleges of Bangalore rated as relatively efficient by a panel of experts. The tools used were, (i) the Blake-Mouton Self Assessment of Key Managerial Orientations (SAKMO), and (ii) Murray’s Thematic Apperception Test (TAT). SAKMO was used to classify the sample into a 9.1 managerial style group representing those having high concern for production and low concern for people, and a 1.9 managerial style group representing those having low concern for production and high concern for people. TAT was used to measure n-Ach. In addition to administering these tests, the subjects and their subordinates were interviewed and also, the subjects were observed while they worked. A case study approach was taken to study individual subjects. The statistical techniques used in data analysis were biserial correlation, chi-square test and t-test.

The study generated the following major findings: 1. There was a significant positive relationship between the 9.1 managerial style and high n-Ach: scores. 2. The mean n-Ach, score of the 9.1 style managers was more than double the mean n-Ach. score of the 1.9 style managers. 3. There was no significant difference between the dominant managerial styles of educational managers and those of industrial managers. 4. There was no significant difference between the mean n-Ach. scores of educational managers and industrial managers. 5. The managers from both education and industry
who had higher n-Ach. scores seemed to be more specific and clear in identifying their immediate and long term goals. 6. Managers with a lower n-Ach. score seemed to follow a 1.9 managerial style and had a high concern for people and low concern for production.

The study implied that programmes on sensitivity, human relations and communication could be provided to 9.1 type educational managers to rectify their lack of concern for people. Similarly, training packages specifically designed to help raise levels of production and efficiency and also achievement motivation development courses could be given to 1.9 type managers lacking in concern for production.

Study No.14


Problem

The study explores the influence of psychological factors like the headmasters’ ego status, basic assumptions about the motivation for work on the part of teachers, the organizational climate and on the headmasters’ sharing and shouldering of administrative responsibilities.
Objectives

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

2. To explore the relationship between the grades of human relations on the one hand and (a) the headmasters’ / headmistress’ ego status. (b) his / her mode of thinking. (i.e. logical or intuitive) (c) his or her basic assumptions about the motivation for work on the part of teachers. (d) the organizational climate, on the other.

Methodology

The sample comprised 192 schools randomly chosen from the higher secondary schools in Madras city. The tools used to analyze the collected data included Educational administrative sharing practices questionnaire, cognitive style of thinking questionnaire, Assumption (about work motivation) inventory, Ego states inventory and Organizational climate description questionnaire, chi-square, correlation, critical ratio and analysis of covariance.

Major Findings

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

A higher score on sharing practice was associated with a higher score on perception of intrinsic work motivation.
Sharing practice and cognitive style of thinking were not related.

Sharing practice and ego states were not related.

Sharing practice was not related to the following dimensions of organizational climate: disengagement, hindrance, espirit, and intimacy behavior of teachers (as perceived by senior teachers) and to aloofness, thrust and consideration behaviour of heads of schools. (DRG 0094).

Study No.15


Problem

The study attempts to identify factors which can influence the management at the directorate level in order to help the states to frame policies and to reorganize for better functioning.

Objective

To help the states to frame policies and reorganize the directorates for efficient and effective functioning by identifying influencing factors.

Methodology

The case study method supported by interviews, questionnaires and observation was employed in the present study. The directorates of two states, A and B, and two polytechnics from each state constituted the sample. The tools used included interview schedules and questionnaires. The collected data were treated qualitatively.
Major Findings

1. The directors of the two states, A and B, possessed limited knowledge and skills about the system design, development, implementation and system evaluation but they had a positive attitude towards the functioning of the system. The lack of competencies in terms of knowledge and skills in the management of the technical education system affected the working of the system.

2. The middle level management people lacked knowledge of skills in planning, management, emerging areas of technology and futuristic trends but they had a positive attitude towards the technical system. The lack of this knowledge and skills on the part of middle level management people affected support to the working of the system as the DTE did not get support within the system.

3. The directorates of technical education of the two states were getting support from the state and central governments in terms of policy planning and resources but support / interaction from industry and other agencies (NCERT, ISTE, AICTE, Directorate of employment training education) was limited.

4. The directorates are getting adequate support from the resource system, eg. TTTI. The views expressed by the middle level management people from within the system in the two states suggest that the Director, Technical Education, must be from within the system. The tenure of the Director Technical Education should range from three to five years (MMM 1301).
Study No.16


**Problem**

It attempts to analyze the existing system of management of arts and science colleges in Kerala and to suggest a model for better management of these institutions.

**Objectives**

1. To analyze the existing system of management of arts and science colleges in Kerala.
2. To suggest a model for the better management of these institutions.

**Major Finding**

No college was found to make in of a formal information system and this adversely affected planned utilization of resources. (Author 0376).

Study No.17


**Problem**

The attempt is to study leadership behavior of heads of primary schools in Cuttack City.
Objectives

1. To study the leadership behavior of heads of the Primary Schools of Cuttak City as perceived by their respective teachers in terms of two dimensions of leadership, i.e. initiating structure and consideration.

2. To find out the difference in the leadership behavior of the heads of primary schools in respect of their age, teaching experience and controlling authority.

Methodology

The sample for the present study consisted of 30 primary schools in Cuttack City, 30 heads of primary schools and 189 teachers. The Leadership Behavior Description Questionnaire of Halpin and Craft was used to collect the data. The collected data were treated using mean, ‘t’ test and chi-square test.

Major Findings

1. Out of 30 heads of primary schools in Cuttack city, only 10 heads were most effective leaders.

2. The heads of four primary schools were found to show more consideration behavior and less initiating behavior, which was not desirable for a leader. Ten heads of schools were not efficient in initiating structure and in consideration. So these heads were the most ineffective leaders.

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

4. There was no significant difference between the leadership of male and female heads of primary schools in Cuttack City.
5. There was no significant difference in leadership among the heads of primary schools in Cuttack city controlled by the D.I. of schools.

6. Age and length of experience were not contributing factors in leadership behavior among the heads of primary schools in Cuttack City (KCP 0486).

Study No.18


Problem

The attempt is to study the administrative and supervisory problems of the secondary school headmasters of Cuttack-I Circle, Cuttack.

Objectives

1. To study the educational climate of the secondary education institutions.

2. To identify various administrative and supervisory difficulties of the secondary school headmasters.

3. To identify the causes of such problems.

4. To assess the views of the headmasters on those problems.

5. To suggest measures to overcome those problems.

Methodology

The sample covered 40 secondary school headmasters. Relevant data were collected using a questionnaire and interview. The collected data were treated using qualitative techniques.
Major Findings

1. Curricular problems included appointment of an inadequate number of teachers and lack of professional qualification among the teachers.

2. According to 75% of headmasters the guardians came and consulted the headmasters about the progress of their children.

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

4. 85% have said that they did not have adequate provision for audio visual aids in their schools.

5. In 90% secondary schools various activities existed. In 32.5% schools there were sports activities and 97.5% organized annual sports.

6. 70% headmasters stated that they did not have sufficient funds for organizing co-curricular activities in their schools.

7. All the headmasters stated that their colleagues assisted them in their office work.

8. In 29 schools, there was the required number of poems.

9. 70% schools did not have a typing machine.

10. 67.5% headmasters stated that the teachers of their schools got regular payment.

11. Most of the headmasters, i.e., 35 (87.5%) were of the view that the school-community relationship was helpful.
12. Around 90% headmasters stated that the local people co-operated with them in their school work.

13. In eight schools, a parent-teacher association had been organized, while in seven schools a social service programme had been organized.

14. 35 out of 40 responding headmasters did not face any type of student indiscipline in their schools.

Study No.19


Problem

The attempt is to study the administrative behavior of principals, the job satisfaction of teachers and student achievement in junior colleges.

Objectives

1. To study the relationship between administrative behavior (effectiveness rating as perceived by teacher of principals) and teachers, job satisfaction.

2. To study the relationship between the administrative behavior of college principals and student achievement.

3. To study the relationship between teachers, attitude towards job satisfaction and student achievement.
4. To study the relationship between the socio-economic variables and the administrative behavior of the principal.

5. To study the interrelationships of administrative behavior and job satisfaction dimensions.

Methodology

A sample of 150 teachers was selected from all the 14 junior colleges in Vizianagaram District of Andhra Pradesh, from various faculties like humanities and science. The tools used for the study included, a Principal’s Administrative Behavior (teacher perception) Questionnaire and the Teacher’s job satisfaction questionnaire of the investigator. Mean, S.D., Critical ratios, Chi-square and correlations were used to analyze the collected data.

Major Findings

1. There was a strong association between sex and college type.

2. More females were employed in private colleges than in government colleges.

3. The colleges were staffed with relatively young teams of teachers.

4. Training and research degrees were conspicuously absent among the college teachers.

5. Association was found between family type and college type.

6. The average level of the principal’s administrative behavior as perceived by teachers was moderately effective.

7. There existed a positive relationship between the principal’s administrative behavior and teachers’ job satisfaction.
8. There existed a low and non-significant relationship between the principal’s administrative behavior and student achievement.

9. The age of the teacher did not have any relationship in the perception of the teachers towards the principal’s administrative behavior.

10. The educational attainment of the teachers had established a relationship with the administrative behavior of principals.

11. Teachers irrespective of sex, type of management course of study, professional experience, age and marital status had the same opinion towards the principal’s administrative behavior.

12. Men and women teachers handling outs subjects did not hold similar opinion towards the principal’s administrative behavior.

13. Job satisfaction among college teachers was moderately high.

14. There was no significant relationship between the job satisfaction of college teachers and students achievement.

15. There existed a relationship between the age of the teachers and the job satisfaction and professional experience of the teachers.

16. Teachers, irrespective of sex, type of management, course of study, professional experience, age and marital status had the same opinion about satisfaction. (SCS 1841).
Study No.20


Problem

This study aims to identify the correlates of effectiveness of a headmaster and to locate models of efficient and inefficient administration and management at the secondary level.

Objectives

1. To survey the present practices of administration and management in the secondary schools of Pune district.
2. To study the various aspects of administration and management with a view to identifying the correlates of effectiveness of a headmaster.
3. To locate the models of efficient and inefficient administration and management in the secondary schools of Pune district.
4. To study the leadership behavior of the headmaster and the organizational climate of the school of some efficient and inefficient models.

Methodology

For the survey volunteering secondary schools rural urban, corporation aided, boys-girls from Pune district were taken. A questionnaire developed by the investigators for the headmasters was mailed to all the secondary schools in Pune district, of which 122 schools responded. This questionnaire was analysed on six
aspects of efficient administration and management. Eight schools were taken up for a detailed case study and were visited by the investigators. The headmaster and two teachers were interviewed in each of these schools. Questionnaires for organizational climate and leadership qualities were also administered to them.

The tools used in the present study included a questionnaire, adapted version of Leader Effectiveness and Adaptability Description (LEAD) developed by the center for Leadership Studies, Ohio University and Organizational Climate Description Questionnaire (OCDQ) developed and standardized by Halpin and Croff, adapted for Indian conditions by M.L. Sharma.

**Major Findings**

1. A significant difference was found between efficient and inefficient schools on the scores obtained for the following aspects of the headmaster questionnaire.
   
   a) Planning and implementation of curricular and co-curricular activities.
   
   b) Scholastic and other achievement of students.
   
   c) Efficiency and enrichment of teaching staff.
   
   d) Administration.
   
   e) Relationship with the community.

2. Three typical examples of the findings from the case studies were discussed. All indicated a discrepancy in the perception of teachers and headmasters regarding organizational climate and leadership style. Also, what was stated personally in the interview differed from the findings.
3. The organizational climate varied from open to closed to autonomous. Yet all the three kinds of schools were identified as efficient. The correlates of efficiency of a headmaster were found to be planning, implementation of curricular and co-curricular activities, good relationship with the staff and the community, and provision of extra facilities for students (KC 0079).

CONCLUSION

The researcher has gone through 20 studies made by Indian educational investigators. The sample of the study varies from a minimum of 4 to a maximum of 780 teachers or non-teachers in educational institutions. The researchers used interviews, questionnaires, observations and document analysis for the collection of data. Percentage, mean, S.D., t-test, ANOVA, ANCOVA, correlation analysis were used for data analysis.

The findings of the studies revealed that there was no significant relationship between the administrative behavior of principal and student achievement in universities. The studies showed that personal factors like age, qualification, experience and training of college heads had no significant relationship to the performance of administrators. Also the studies showed that there was no significant relation between student achievement and the principals administrative behavior.