The reliability of the different tools and facts will depend on the honesty of the respondents.

**OPERATIONAL DEFINITION OF TERMS:**

**Educational Administration:**

It refers to theory and practice of management and organisation of educational institutions and systems.\(^6\)

**Educational Management:**

It refers to theory and practice of the organisation and administration of existing educational establishment and systems.\(^7\)

**Educational Planning:**

It includes drawing up and arranging according to predicted future educational needs.\(^8\)

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\(^7\)Ibid., p.90.

\(^8\)Ibid.
CHAPTER – II

REVIEW OF RELATED LITERATURE
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REVIEW OF RELATED LITERATURE

A summary of the writings of recognized authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested. Since effective research is based upon past knowledge, this helps to eliminate the duplication of what has been done, and provides useful hypotheses and helpful suggestions for significant investigation.

Capitalizing on the reviews of expert researchers can be fruitful in providing helpful ideas and suggestions. Keeping this in mind the research scholar made an attempt to go through the related literatures in libraries of Amravati University, Amravati; Wahed Khan B.Ed.College, Amravati; Shri Shivaji College of Education, Amravati; Lord Baden Powell Scout Library, Amravati; and Nagpur University, Nagpur, which are given below:

Daniel in 2001 conducted a study on “Ethics in educational administration: That which is expected vs. that which is required” for his

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The purpose of this dissertation is to examine decisions made according to the personal ethics of practicing school principals and to explore the forces, which lead to the formation of those systems of personal ethics and how they influence those decisions. He studied the historical and philosophical bases of ethics formation and application with an emphasis on the rapid change in accepted societal standards of behavior and how that change affects the decision-making principal. The third chapter presents the transcribed results of two discussion focus groups made up of practicing educational administrators, with commentary. These focus groups were established to discuss the issues of the application of ethics in the participants’ career histories and to engage in introspection on the forces, which shaped those ethics in each participant. The anticipated result was a deeper understanding of the link between influencing factors and ethical development. He has presented the unexpected results of the focus group discussions: a demonstrated lack of both insight and particular concern about the motivations of the participants in their own ethical development. The conclusion that ethics is firmly rooted in faith is proposed. A brief examination of the nature of the development and practice of faith itself is included. Recommendations for strengthening the training of prospective administrators in the nature and application of ethics are offered.
Van Woert\(^3\) in the same year conducted another study on "The nature and role of values in administrative problem solving: An in-depth look at expert and typical middle school principals".

This study examined the nature and role of values in administrative problem solving, focusing on the differences in what, how, and when values influence the problem solving of expert and typical problem solvers. The effects of educational administration preparation and professional codes of ethics were also investigated. The participants were 10 middle school principals. Data were collected through extensive interviews. These were audio taped and content analyzed by the researcher and two additional coders. Subjects also answered a series of reflective questions about values and professional codes of ethics. Prior to the interviews, the subjects completed a personal and organizational data form designed to investigate their path of preparation to educational administration. Lastly, the subjects completed a problem card sorting activity to assess the complexity of the case study and problem reconstruction.

Experts were found to have undertaken more preparatory course work on ethics and values in problem solving. They were also subsequently able to outline a number of specific structures and programs they had implemented at their schools to promote a healthy school culture founded on

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values and ethics. The findings of this study suggest a number of implications for the future preparation of educational administrators.

Fishbein⁴, carried out a research on “Crossing over: The roles and rules of the teacher-administrator relationship” in 2000 for his Ph.D. degree.

This study explores the informal socialization messages that administrative interns received during the internship phase of an administrative preparation program. Delivered to them in the form of direct and indirect messages by teachers and administrators at the interns’ schools and internship sites, qualitative data (audio-taped interviews and internship seminars; journals and documents) were collected from administrative candidates before, during, and after their internships.

The study develops a grounded theory that these assumptions are the by-products of the organizational structure power hierarchy. The division of labor in school organizations produces unequal who behave according to role assumptions and beliefs about power and authority. The role assumptions generate unwritten rules that serve to shape and sustain the teacher-administrator gap. These unwritten rules establish strict relationship guidelines that preclude collegial, collaborative behavior and reinforce a

dysfunctional relationship in which teachers and administrators vie for power and control over one another.

Narducci\(^5\), conducted a study on "The preparation of educational administrators for the 21st century: A changing paradigm" in 1998.

This study analyzed how the four universities that participated in the fourth cycle of the Danforth Program for Professors of Educational Administration used the set of principles of the adopted Danforth Platform to transform their administrator preparation programs. Each process was then compared with the literature on change.

The approach used for this research was qualitative. Interviews were conducted with the chair people from each of the four universities as well as with a program consultant for the Danforth Foundation. The findings were presented in the form of a descriptive narrative.

The change process that took place at each university was in keeping with the literature. Change occurred over the course of several years. It was not an event that involved implementing a single, well-developed plan at one time. The importance of establishing partnerships during the change process was also a finding that emerged from the study. A third finding was that change is systemic. In order to accomplish their goals, each chairperson had to deal with system components and system culture simultaneously.

Dale, conducted a study on “A personal guide for central office administrators in developing a systemic process for continuous improvement” in 1997. The purpose of this study was to develop a personal guide to assist central office leaders in implementing a district program of systemic continuous improvement and to assist them in developing the leadership required to implement such a program. This handbook instructed central office leaders in the philosophy of KAIZEN and the commitment KAIZEN requires. This handbook focused on KAIZEN as a philosophy of district improvement that is unique to each school district. The handbook became a personal guide into the journey of KAIZEN. Through a research and development process, a product was developed to aid central office leaders in becoming a continuous improvement district.

A research and development (R&D) methodology was used to develop and validate this guide. This methodology has been shown to be an appropriate tool to instruct, encourage, and assist central office leaders in implementing a continuous improvement program district-wide. Validation of the personal guide to continuous improvement was accomplished through a series of review and revision stages using educational administration graduate students and practicing superintendents in Kansas. The first reviewers were educational administration students from Kansas State University. The second review was conducted by practicing superintendents.

Revision of the handbook was completed following both the preliminary and the main field test. Using a Likert-style evaluation document developed general acceptance of the personal guide to continuous improvement.

Major conclusions of the study were: (1) central office leaders were unfamiliar with the philosophy of KAIZEN and continuous improvement as a systemic process, and (2) a personal guide involving an implementation process for continuous improvement as well as resources for integrating continuous improvement into the school system was one method for assisting central office leaders to accomplish profound systemic change toward continuous improvement.
Kalpande, conducted a study on "administration in Maharashtra State with special reference to the role of the extension officers (education) in the administration of elementary education" for his Ph.D. He attempted to study the problems faced by the extension officers in the administration of elementary education at the Block level in Maharashtra.

The objectives of his study were (i) To diagnose the original structure of the education department at the Block level in Maharashtra State with special reference to the role of the extension officer, (ii) to diagnose the various factors influencing the motivation of education extension officers, (iii) to diagnose the organizational climate of the education department at the Block level in Maharashtra, as perceived by the education extension officers and (iv) to suggest ways and means by which weaknesses in Block level educational administration, in respect of role specifications, work motivation and organizational climate of education extension officers, can be removed.

The study adopted the Getzel's Model of Social Systems, concentrating on the most important but neglected aspect, 'transforming mechanism' rather than on input, output or environment. The selected aspect consists of three elements, namely institutional, individual and informal elements. Six districts were purposively selected from the seven educational

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administrative divisions of Maharashtra. From a total of 398 education extension officers of the six districts, 209 were studied. Senior officers in the Directorate of Education, Block Development Officers, Block Education Officers, Education Officers and Presidents of Zilla Parishads, Chairmen of Panchayat Samitis and the Education Committees of Zilla Parishad and office bearers of the state level association of Primary School Teachers were interviewed for gathering supplementary information. Relevant data were collected using a questionnaire; open-ended interviews and examination of documents for gathering supplementary information were also used. Percentages and mean were used to analyse the collected data.

His findings were (1) With regard to role perceptions: (a) The Education Extension Officers were found to work in a professionally impoverished climate, their roles were inadequately defined, and hence role conflicts existed. (b) The Education Extension Officers were found to be greatly attached to their work as 'Inspectors' and not 'Extension Workers'; their work should not be 'control-oriented' but 'development oriented' - (c) The Block Development Officer virtually held control of the Education Extension.
Mohitkar⁸, carried out an other study on “A critical study of financial management and its implication on development of agricultural universities in Maharashtra” in 1991 for his Ph.D. degree.

He attempted to study the financial management of the agricultural universities of Maharashtra and its impact on their development and progress with the objectives (i) To study the development of higher agricultural education in the Maharashtra State, (ii) to trace the actual and functional conformity of the financial administration of these universities with academic and agricultural goals, (iii) to analyse the financial working of these universities in relation to their income grants and development grants, (iv) to analyse the expenditure pattern and (v) to study some financial problems. All the four agricultural universities of Maharashtra were studied, covering Mahatma Phule Krishi Vidyapeeth, Punjabrao Krishi Vidyapeeth, Konkan Krishi Vidyapeeth and Marathawada Krishi Vidyapeeth.

He found that (1) The percentage of the state plan grant sanctioned as against the demand by the university ranged between 40 to 60%, while utilisation of the grants have never been below 99% during the Fourth, Fifth and Sixth Five Year Plans. This hindered the progress envisaged under the scheme. (2) As regards the Indian Council of Agricultural Research assistance under the Fourth, Fifth and Sixth Five Year Plans

Plans, the percentage of sanctioned grant was 40 to 1 10%, while utilisation of grant was never below 100%. (3) University receipts were very low. These consisted of examination fees, tuition fees, farm income, etc. (4) Grant-in-aid was paid to, the agricultural universities on the basis of total expenditure minus receipts and therefore infrastructure facilities could not be taken in here by the agricultural universities. (5) The agricultural universities had to incur expenditure on some schemes and projects, 100% aided by foreign countries. This was done on submission of details of expenditure to the Central Government, which released the grant to the state government. This was done by making a budget provision for reimbursement of the expenditure incurred on such schemes. This resulted in the cash balance of universities being depleted.

Rao⁹ conducted a study on “The educational administration of Visakhapatnam Municipal Corporation as viewed by teachers of primary and secondary schools” for his Ph.D. in 1990. He attempted to study the educational administration planning, organising, staffing, directing, coordinating, reporting and budgeting (POSDCRB Model) of Visakhapatnam Corporation Schools as perceived by teachers of primary and secondary schools.

The objectives of his study were (i) To study the correlation between the various aspects of educational administration under the

Visakhapatnam Municipal Corporation' and (ii) to compare teachers and heads, males and females and primary and secondary schools in terms of their response patterns on different aspects of educational administration of the Visakhapatnam Municipal Corporation.

The sample comprised 404 teachers and heads (Including males and females) from the primary and secondary schools of Visakhapatnam Municipal Corporation. The subjects, were administered an opinionnaire and a check-list. The official records of the Municipal Corporation were also examined. The collected data were treated using 't' test and chi-square. He found that (1) Non-payment of salaries was not reported as a problem because the salaries were met from the State Government Grants and were on par with those of the government school teachers. (2) The respondents did not consider it desirable that the Visakhapatnam Municipal Corporation should monopolise both primary and secondary education in its area of jurisdiction as well as the starting of English-medium schools-. (3) Areas of dissatisfaction among school personnel were evident from their views of the educational administration of the Corporation authorities.

Sharma\textsuperscript{10}, carried out a research project on “Management techniques in educational administration with special reference to colleges

\textsuperscript{10}S.N. Sharma, “Management Techniques In Educational Administration With Special Reference To Colleges Situated In And Around Delhi”, Independent Study, Motilal Nehru College, New Delhi, 1989.
situated in and around Delhi” in 1989. He attempted to study management techniques in educational administration at college level in and around Delhi with the objectives (i) To examine the present practices of management of colleges, (ii) to compare and analyse the techniques which were popularly used, (iii) to find the relationship between college profiles (viz. age of the college, student strength, experience of management, grant, teacher strength, etc.) and management technique variables, and (iv) to analyse the impact of training and orientation programmes. Four universities (Delhi, Maharishi Dayanand. Meerut and Agra) and four colleges were selected through the multistage random sampling method. Data were collected through the interview method with the help of an interview schedule. He found that (1) In most of the colleges under study, though the principals possessed good academic record and teaching experience, they had no administrative experience. (2) All the colleges were satisfied with the courses, which had been prescribed by their respective universities. (3) Preparation of syllabus for the students was done by the universities. No college prepared the syllabus. (4) Out of 16 selected colleges, only one college (Agra College) was undertaking long-term academic plans. (5) In none of the colleges, new and innovative teaching methods were being practised. (6) Shortage of funds hampered academic programmes. (7) In 10 colleges, teachers' performance was reviewed annually, while in others it was not. (8) Every college expressed dissatisfaction over the present constitution of the Students' Union since it was not helpful for improving the academic atmosphere in the colleges. A number of detailed recommendations were presented in the study.
Dr. Jamnalal Bayti conducted a study on "An Analytical Study of Supervision- Reports of the Regional Educational Officers" in 1997 for his degree of D.Lit. He attempted to analyse the reports of the supervision done by the Regional Education Officers in Rajasthan.

The study was made using content analysis, going through every report in detail. The following conclusions had been drawn by the analysis of the Secondary and Higher Secondary Boys and Girls schools located in various parts of Rajasthan. Staff Account was maintained adequately but in most of the cases the situation had not been viewed in view of the requirement of the schools. Students' Attendance had been given on the day of the supervision. But the authorities had not suggested the ways and means to make the pupils to attend the school regularly. The authorities had not mentioned anything about the morning assembly and students' uniforms. Regarding the institutional plan, teachers' diaries, external examination results and planning for supervision of the teaching and home work by the heads of the institutions, the authorities indicated the factual position. The investigator did not come across even a single suggestion made by the supervisory authorities for effective implementation of these plans. Authorities were silent with regard to quality and quantity of written work without making any suggestion. All the supervisors preferred to keep

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themselves silent in regard of diagnostic testing and remedial teaching. They said nothing about the enrolment and planning as if it was expected that supervisors would be making suggestions to improve the fate of Education. None of the officers mentioned about the scout movement, girls guide, sports and games, staff meeting, study circle and small saving campaign. All the officers mentioned the factual position in regard of Libraries and Reading rooms but they failed to suggest the steps to improve the working of libraries and reading rooms for intensive and better use. They were indifferent towards activities like Book Bank, N.C.C., population education, environmental education, health inspection etc. They suggested a list of possible records to file and maintain properly including the present position of workload and filing system. The investigator found nothing mentioned regarding the minority language even in any of the reports prepared by the Regional Education Officer.

The data were collected from 164 schools in Rajasthan during the session 1989-90.

The major findings: Only 22 schools were informed previously about the date of inspection. The officers made visits not supervision in one third of the schools. The comprehensive supervision was negligible and the Regional Education Officers fulfilled the expectations of the higher authorities in name only and not with true spirit. In the same way they ignored the urban schools; the heads of the urban schools did not receive any guidance assistance from their authorities. The data revealed that no officer liked to convene the staff-meeting, after the supervision. They avoided
discussion with the staff, they preferred not to mix with the staff; they did not like to know the problems of the members of the staff. By and large, members of the staff were present in boys’ schools at the time of supervision but the girls’ schools situation was objectionable. Generally teachers did not maintain daily teaching diaries. The investigator comes across some blunders in the case of Hindi spellings, constructions of sentences and using the phrases properly.

Dr. M.S.R. Sarma\textsuperscript{12}, conducted a study on “Attitudes of Teacher Educators Work and Working Aspects.” The main objective of the study was to study the attitudes of teacher educators towards their work and working aspects. The hypothesis was that there are no significant differences between the profiles of the teacher educators. The study was restricted to teacher educators working in DIETs. The questionnaire was administered in the teacher educators of two districts. The questionnaire consisted of 38 separate items covering the dimensions like, Professional performance (19 items), Supervisory relations (07 items), Staff relations (06 items), Materials and facilities (06 items). Each statement provided a 5-category response format. The items were developed with the researchers own experience. A split-half reliability co-efficient for this scale is 0.95.

And for validity of the scale, it was based on the content and construct validity.

The major educational implication of the study had been identified that all the components—profession performance, supervisory relations, staff relations and materials and facilities, that were taken into consideration as work and working aspects, were identified by the teacher educators were very effective and very high. Thus the role of teacher educators assumes great importance in the primary education system. The better the functions of teacher educators at DIET level, the better will be the effectiveness of the programmes and functionaries at school level also.

K.V. Ramana\textsuperscript{13}, conducted a study on “Attitude of Teachers towards Training.” The six activities/methods are covered in the study, which are: Providing teacher generated learning activities, Learning by doing (practical work), Developing individual, group and whole class-work, Providing for individual differences, Using local environment and Creating an interesting classroom by displaying children’s work and organizing it effectively. After providing the induction training to the project school teachers on above line the investigator was interested to study the attitude of teachers in implementing above said six principles in the classroom. 168 teachers were taken from the schools of East Gadavary district as a sample

for the study. Out of which 144 were from rural locality and 24 were from urban locality. 3-point scale was used from likert method. Weightage was given in the order of 3,2,1 to the positive statements and 1,2,3 to the negative statements. 23 statements were given in the questionnaire.

The major findings are: Urban and Rural teachers felt that A.P.P.E.P. training is very useful to teachers, for effective learning of child in the classroom. Rural teachers had favorable attitude than the urban teachers. Male teachers had positive attitude than the female teachers about the training. T.T.C. and B.Ed., qualified teachers had similar attitude about the training. More experienced teachers had the better opinion than less experienced teachers towards A.P.P.E.P. training.

The main conclusions are drawn from this study were: Most of the teachers felt that A.P.P.E.P. training enriches the skills of teachers in classroom teaching. Finally it improves the quality of teaching and it gradually indirectly increases the enrollment and retention in primary schools. Teachers having good experience have acquired good skills in teaching school subjects in primary schools through this A.P.P.E.P. training.

He had conducted a study on nature and Forms of In-service programmes of Educational Planners and Administrators Primary Education in East District of Delhi towards 2010 A.D. with the help of Delhi method. The research findings of the following two variables were as under: (1) Use of methods in In-service programmes in future (including distance mode). (2) The probable weightage to be given in a course of three week duration for In-service programmes of the Educational Planners and Administrators towards 2010 A.D. (with reference to distance mode).

The most desirable methods were: Distance Education Mode, Workshop, Study group/colloquium, Self instructional material, Brain storming, Project, Seminars, Role play and case study method, Symposium, Panel discussion by the experts, Question answer session and Lecture. The most desirable items during the 3 week programme will be: (1) Educational Planning, Administration and Service Rules etc, (Theory and Practice). (2) Practical exercise on educational planning and administration. (3) Subjects contents (i.e. Hindi, Maths, EVS, Work experience and Art education at primary level. (4) Teaching methodology including MLL. (5) Reading and writing skills and report writing.

At the end of the programme (three weeks usually), there will be an examination on the subject concerned taught through distance mode: One paper of two hours (TMA) and one paper of one hour (CMA), and a project report of a class room oriented action research work (conducted by the planner or administrator to be submitted after two months from the date of written examination). This will be helpful to give him some time to try out
the experiment in the classroom and report on the success or failure of a promise.

In the last he concluded that DIET provide resource support for the distance learning. Periodical organization of workshop for course designing and identification of training needs. It also provide better in-service training programme facilities.

Dr. M.S.R. Sarma\textsuperscript{15}, a study on "A Study of Attitudes of Supervisors Towards Non-formal Education." In 1992 on 50 Non-formal education supervisors of Visakhapatnum district. The objectives of the study were to find out if there was any significant difference between (a) Male and Female, (b) Rural and Urban, (c) Experience category and (d) Course of study.

The questionnaire was administered to the N.F.E., Supervisors of Visakhapatnam district who have attended the programme held in DIET, Bhimunipatnam in the March 1992. Questionnaires were distributed to 57 supervisors and 50 respondents answered the questionnaires. A preliminary questionnaire consisting of sets of items constituting separate indices of the above variables was drafted and tested on 30 respondents. These 30 questionnaires formed the basis for designing the final questionnaire items.

The scale was operationalised as a complex scale of several dimensions consisted of 24 items covering – aims and objectives (4 items), Selection procedures and appointments (5 items), Curriculum and materials (4 items), instruction (4 items), Supervision (5 items), and Facilities (2 items). Each statement provides for a 3-category response format.

The final tool was administered to 50 respondents of the sample. The Means, Standard Deviations for the attitude scores of the entire sample and its various sub-samples were computed. The null hypothesis was tested by computing critical ratios.

The conclusions drawn on the basis of the result of the study is: The average level of the attitudes of the N.P.E., Supervisors on the professional aspects was very high. There is no difference of opinion among the male and female respondents towards their professional attitudes. Another important finding that had emerged from the study was that the respondents of the rural and urban dichotomy are not statistically significant in their professional attitude. The married and unmarried variables appeared to be futile in the analysis, as it had consistently failed to differentiate the respondents’ professional attitudes. Respondents of three groups on qualification category are not statistically different from one another on their professional attitudes on the whole.
Al-Jaber Zeinab\textsuperscript{16}, conducted a study on "The Leadership Requirements Of Secondary School Principals In Kuwait: A Post-Invasion Analysis."

This study seeks to identify the leadership requirements of secondary school principals in Kuwait after the Iraqi invasion and subsequent liberation. For this purpose 29 administrative superintendents and 59 secondary school principals, 719 teachers were given questionnaire consisting of 30 items dealing with principals' duties. One-way analysis of variance was computed to test differences of the sample means in the following dimensions of the questionnaire: educational goals, school climate, faculty development, student problems, curricula and supervision. Results showed that teachers see higher demands for principals in educational goals than do principals themselves and supervisors see higher demands for principals in school climate, faculty development, students' problems, curriculum and supervision than do either teachers or principals.

Cowan, Bryan J, and Servando Perez Dominguez\textsuperscript{17}, conducted a study on "The development of thinking about the role, appointment and


\textsuperscript{17}Educational Administrative Abstracts, Vol. 32, No. 2, April 1997, p. 139.
training of headmasters in Spain.” Until recently there had been in Spain considerable ambiguity over head teacher role; this uncertainty seems to be expressed in the appointment system of head teachers and the lack of commitment of training. Reasons for this situation are sought here by assessing recent legislation, the impact Francisco Franco’s legacy on education, and the current preoccupation with democratic government at all levels. Perhaps the most critical development to date in the thinking about a head teachers role and training occurred at the First International Congress on school management, held in the Basque country of Spain in 1992. The main theme was the search for the quality in education; the role of the head in achieving such quality was a primary consideration in many of the papers delivered. The Congress demonstrated that the heads are not only facing myriad demands, often without the experience and support to handle such tasks, but are operating within an education system that is subject to accelerated innovation and change.

The primary purpose of this study is to examine the reasons for attrition of doctoral candidates in the College of Human Resources and Education in the Department of Educational Leadership and Policy Studies at Virginia Polytechnic Institute and State University.

Myers, Lawrence Harrison\textsuperscript{18}, investigated on “Barriers to completion of the doctoral degree in educational administration”. Graduate

\textsuperscript{18}Myers, Lawrence Harrison, “Barriers To Completion Of The Doctoral Degree In Educational Administration”, DAI-A Vol. 60, No. 09, March 2000, p. 3224.
students granted candidacy status have fulfilled the following requirements: successful completion of course work, successful completion of the written and oral preliminary examinations, and completion of the residency requirement. The population for this study was students, identified by the Office of Graduate Studies, who attained doctoral candidacy between 1983 and 1992. During this period, 94 students out of 354 attaining candidacy did not complete the degree. From the 94 students identified, 55 students were eliminated by the Educational Leadership and Policy Studies faculty for one of the following reasons: the student is presently working on dissertation with faculty member, the student was advised not to continue after preliminary examination, or the student was not in the EDAD program, thus leaving 39 candidates. By limiting the study to doctoral candidates who have not completed the degree, it is possible to focus on the experiences of candidates who most likely will not obtain a doctorate.

The focus of this study was to develop a picture of how the doctoral degree attrition evolves over time. This was to be accomplished by allowing candidates the opportunity to expound on the doctoral degree experience in a semi-structured interview setting. Responses from semi-structured interviews were analyzed in order to reconstruct the experiences of those candidates who did not complete the degree and also to determine which barriers were dominant in the process.

Results of the interviews were analyzed first for differences between candidates' opinions in general, and then to identify factors that each candidate perceived had promoted, had no effect on, or had impeded
degree completion. Also, factors that most affect the decision not to complete the doctoral degree as ranked by the candidates were analyzed.

Candidate responses revealed that time and financial management along with professional obligations and personal reasons were the most significant factors in degree non-completion. A secondary factor was that of financial concern and inability of how to obtain information and resources to address these concerns.

Findings of this study permitted the researcher to identify several factors affecting doctoral degree completion at one institution; the next step might be to operationally these factors by describing the patterns of attrition, desegregating attrition by the stages of study, and identifying connections between the levels of attrition at various levels.

Macrae, Robert Preston[^19] conducted a study on “A problem-based approach to training private school administrators about new faculty development: A research and development project”.

This study’s primary goal was to develop and field test a problem-based learning module intended to teach prospective private school administrators to create and implement a faculty development program for new teachers. The module will help future school administrators to learn

techniques for preparing teachers who have had no formal teaching experience, supporting young teachers to improve their teaching skills, increasing new faculty retention and evaluating new teacher performance.

Problem-based learning has its origins in medical education and has recently gained wider acceptance in a variety of disciplines, including engineering, law, architecture, social work and educational administration. Dr. Edwin Bridges developed the first educational administration program based on problem-based learning at Stanford University's School of Education in 1987.

Problem-based learning for prospective school administrators begins with messy real-life problems similar to those they will face in their jobs. In this learning module a group of approximately six prospective private school administrators will assume the role of the head of a private school facing difficult issues with new faculty members. During the learning module, participants work together during four three-hour meetings to create a written action plan and an oral presentation for the school's Board of Trustees. In developing their proposals, participants draw upon the materials selected for them during the literature review, as well as their previous experience. After the presentation to the board, participants are given feedback from the board members and the instructor.

The problem-based learning module was created using Borg and Gall's (1989) framework of Educational Research and Development. After developing the preliminary learning module based on current research, it
was field-tested with five volunteers from the Private School Leadership Program at Teachers College, Columbia University.

Information was collected during the field-test that was used to improve the learning module. After revisions, the learning module was again field-tested with six participants in a similar setting with the primary aim of determining the learning module’s efficacy for implementation.

Neuman, Jean Marie\textsuperscript{20} conducted another study on “Preparation Of The Urban Principal”. This study is based primarily on methodologies utilizing ideas and opinions from practicing school principals on the preparation of urban principals. Data collected from three methods of study (review of the literature, formal survey, and focus group use) were aggregated to make comparisons and generalizations on the preparation of the urban principal. All methods of study revealed trends and issues in public policy and education that are influencing a change in the role of the urban principal. Review of the literature confirmed the role change as well as the importance of improved content around emerging and future issues on principal preparation. Input received on a formal questionnaire, concerning current and past methods used for urban principal preparation, confirmed the need to retain some methods while encouraging the expansion or development of methods that are relevant and field based. The most

\textsuperscript{20}Neuman, Jean Marie “Preparation Of The Urban Principal”. DAI-A Vol. 60, No. 03, September 1999, p. 609.
commonly valued methods stated as being helpful; concerning the preparation of principals were required three years of teaching experience; and a quality internship. In addition, the questionnaire elicited responses from practitioners on personal skill levels and knowledge in relation to 31 identified competencies. A theme of building strong relationships with others emerged from the data as critical to the success of the principal. Answers to open ended questions repeatedly emphasized the need to have quality, practical, field based experiences.

The study found that in order to have effective urban educational leaders, it is necessary to have successful and varied preparation systems. It was highly recommended that open communication and collaboration be encouraged among institutions, agencies, consultant groups, businesses, corporations, and professional organizations in educational administration. Communication among groups will enhance the quality of preparation for individuals assuming the leadership role of urban principal. Collaboration with all stakeholders in the design, delivery and assessment of pre-service preparation programs is recommended.
Sharpe, Julia Drescher\textsuperscript{21} carried out a study on “The Development Of A Instrument To Measure Elementary Principal Effectiveness”.

The purpose of the study was to design an instrument that can be used to assess the effectiveness of elementary principals. The instrument was based upon a review of the literature and research, perceptions of professionals in the field of educational administration, field-testing, and refinement through statistical analysis. The specific objectives of the study were (1) the identification of major theoretical constructs that have been demonstrated to be characteristics of elementary principals; (2) the development of an instrument to help assess a principal’s degree of effectiveness based upon the constructs; and (3) a process to validate, pilot, analyze and refine the instrument so it may be used by practitioners and researchers in the assessment of elementary principal effectiveness. The review of literature provided the basis for both theoretical constructs and the development of the survey instrument. One hundred and ninety-eight (198) items were identified within nine theoretical constructs. To facilitate the administration of the instrument, it was divided into three forms, A, B, and C. The instruments were administered to 641 teachers from the state of Missouri who was asked to rate each item based upon their perceptions of the importance of each item to the effective behavior of an elementary

principal. The data gathered were subjected to varimax orthogonal factor analysis. Factor analysis reduced the total number of items to 102. The factor rotation produced three factors in FORM A, Communication for Organizational Change (17 items), Problem Prevention and Resolution (9 items), and Organizational Management (9 items). FORM B produced three factors, Human Resource Management (16 items), Collaborative Culture (13 items), and Moral Leadership (3 items). FORM C also produced three factors, Student Academic Focus (12 items), Pedagogical Leadership (11 items), and Program Development (12 items). Cronbach alphas for six factors were above .900; two were between .800 and .899; the Moral Leadership Cronbach alpha coefficient was .646.

Form A was labeled as Planning and Problem Solving, Form B as Cultural Leadership, and Form C as Academic Leadership. Collectively, these three instruments and the associated factors cover a broad range of roles and responsibilities, or in effect, expectations of elementary principals.
BAJPAI\(^{22}\), in 1984 conducted a study on “A Study of the Administration of Secondary Education in Uttar Pradesh after Independence”, for his Ph.D.

The study was designed as a critical review of the administrative set-up for secondary education in Uttar Pradesh after independence and to make suggestions for its improvement.

Information about development of the administrative set-up for the secondary education was obtained from the primary and the secondary sources, mainly comprising government reports and other documents.

The main findings of the study were: (1) local bodies and voluntary agencies manage secondary education in the state of Uttar Pradesh. (2) In the schools managed by local bodies, there is strict control by the government and the staff can be transferred also. (3) In schools managed by the private agencies and religious organizations, narrow sectarian policies are followed and some times powers are misused also. (4) There are significant differences in the administration of the government, local bodies and the private schools. (5) The Anglo-Indian schools form a separate group of their own. (6) There has been reorganization of secondary school administration after independence but, in general, it is patterned on the

model set-up during the British period. (7) In the secretariat the officials in education department are drawn from the general cadre. They are often not aware of the specific problems of education. (8) The office of the Director of Education is located at Allahabad but he has a camp office at Lucknow. This leads to delay in disposal of the work. (9) The Education Secretary looks after the posting and transfer of the officials. This denigrates the position of the Director of Education. (10) There has been a tremendous increase in the workload in the Director’s office but the staff has not been increased adequately. (11) Because of the increase in the work of the District Inspector of Schools, he is not able to look after the inspection work properly.

BARUAH H., in 1983 conducted a study on “A Critical Study on the Administration of the Secondary Schools of Assam in Post Independence Period (1947-1977)”, for his Ph.D. degree. The main purpose of the study was to investigate the conditions of educational administration of secondary schools of Assam in post-independence period and to find out its defects and drawbacks, if any, and to suggest measures for its improvement. The hypotheses were: (1) Bureaucratic administration has led to many defects in the educational administration. (2) Lack of proper distribution of duties among different branches of educational administration hampers efficient administration. (3) Traditional inspection and supervision need reform. (4) Coordination and cooperation between the Department of

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Education and Board of Secondary Education would lead to efficiency and improvement in educational administration.

Government reports, records, etc. were critically studied. Schedules and questionnaires were prepared and used for interviewing officials and collecting data from inspectors of schools of ten districts of Assam and heads of secondary schools regarding the condition of internal administration of the secondary schools. The secondary-level administrative set-up at the directorate, inspectorate and institutional levels, development of the system of educational administration, internal administration of secondary schools, academic administration of the secondary education as well as the defects, drawbacks and the problems of the secondary school administration in Assam in the post independence period were critically studied. Some measures for improvement were suggested.

The study revealed: 1 In Assam educational administration was a legacy of British rule, While education had expanded a great deal, the administration procedures and methods had remained more or less unchanged. The administrative machinery was engulfed in a bureaucratic covering. 2. The type of administration was traditional by and large, and even after three decades of independence, the aim was still conservative, preserving what was rather than developing new ideas and practices, consistent with the changing needs of developing society. 3. Though educational administration had assumed a special importance in the post independence era it was handicapped by tradition. 4. The conditions of secondary schools were not satisfactory. Quantitative expansion during the
post independence period had resulted in a comparative neglect of the qualitative aspect of education. There were various defects and drawbacks in the administration of the secondary schools. One of the main defects was the concentration of powers and authority in the heads of the administrative hierarchy of the education department. 5. The heads of the secondary schools did not possess powers and authority as administrators. 6. Besides, there were some other anomalies. There was a need for reforming secondary education and its administration. Maximum authority should be delegated to the lower unit. New, dynamic, creative ways of administration were called for to meet the challenges. A developmental administration has to be true to its task.

The significant educational implication is that the suggested measures in terms of the findings will provide a clear and scientific administrative machinery of secondary schools and contribute to planning and improving the standard of administration and education at the secondary stage in Assam.

DAS in 1983 carried out a research on “A Study of the Administrative Behaviour of Secondary School Principals in relation to Selected School Variables”, for his Ph. D. degree.

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The major objectives of the study were (i) to study the secondary school principals' administrative behaviour (frequency and effectiveness ratings) in relation to teacher's attitude toward work and work setting of the institution and student achievement, and (iii) to study relationship between school climate and student achievement.

The sample of the study consisted of 26 principals, 260 teachers, and 1020 class IX students of 26 English medium secondary school 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 (Elle and Masters, 1977), and My School Inventory for measurement of school climate (University of Georgia, 1974). The data were analyzed 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 teacher's attitude toward 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 toward supervisory relations as compared to administrative policies and support, staff relations, workload, and student evaluation practices. 6. There was no significant relationship
between teachers’ attitude toward 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 toward 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.

KULKARNI\textsuperscript{25}, conducted a study on “Inspection and Supervision of Primary Schools in Maharashtra with special reference to Marathwada Region”, in 1982 for his Ph.D. degree.

The researcher has made an attempt to study the position as it prevailed in 1973-74 in regard to practices of inspection and supervision in primary schools in Maharashtra with special reference to the Marathwada region. The major objectives of study were (i) to study the practices of inspection and supervision of primary schools and to suggest improvements, (ii) to stimulate, coordinate and guide teacher efforts in better understanding of the teaching-learning process and to suggest techniques for better teaching, (iii) to know the views of primary school teachers and headmasters

regarding inspection and supervision, (iv) to know the genuine difficulties of teachers in teaching and in organizing various educational activities and to suggest some ways and means to overcome them, (v) to study the difficulties of teachers and headmasters regarding instructions and professional growth and to suggest some effective means to increase their professional efficiency, (vi) to know the views of teachers and headmasters regarding inspecting officers and their approach, (vii) to study the classroom teaching of teachers and supervision by headmasters and to contribute to the nature of teaching-learning process going on in the classrooms, (viii) to know the approach and role of inspecting officers in inspection of primary schools, (ix) to study the reflection of personality of inspecting officers in school inspection, and (x) to study the instructional problems of headmasters and inspecting officers and to suggest remedies for them.

The study was a normative survey involving study of a field situation. The study mainly consisted of analysis of inspection performs, analysis of inspection reports, and analysis of responses given by the inspecting officers, headmasters and teachers to questionnaires. During the year 1973-74, the Aurangabad Division had a total of 8357 primary schools (3484 multi teacher and 4873 single-teacher). Out of this number, 975 or 20 per cent of the schools were selected as the sample. Out of these schools, 608 headmasters and 1752 teachers responded to the questionnaire. 585 inspection reports were received. In all, 164 out of 248 inspecting officers responded to the questionnaire.
Some of the findings were: 1. There was no clear distinction between administrative and academic inspection. The same officer did both. 2. Both headmasters and inspecting officers acted like bureaucrats. 3. There were no systematic procedures for selection of inspecting officers. 4. There was a dearth of properly trained inspecting officers. 5. There was no objective tool to evaluate a teacher's work. 6. The inspecting officers were overloaded with administrative work. 7. Very few (8.5 per cent) inspecting officers had postgraduate qualifications. 8. Only 50 per cent of the inspecting of facers could finish inspection work as per schedule. 9. Inspecting officers generally observed the teaching methods of teachers, teaching aids prepared by teachers, school administration, school discipline and educational projects undertaken by the schools, if any. 10. About 42 per cent of the inspecting officers did not communicate to teachers what they observed in classes. 11. About 76 percent of the inspecting officers called parents’ meeting and discussed the problem of academic progress of pupils, attendance of pupils, and their health, discipline and habits. 12. Inspecting officers were found to be least interested in demonstration teaching, individual discussion and guidance, and in promoting professional growth of teachers. 13. Most of the inspecting officers complained about non-educational assignments. 14. About 70 per cent of headmasters took the assistance of teachers in office work. 15. Many headmasters reported that they observed teachers while teaching. 16. Many headmasters were keen about teachers and students’ punctuality. 17. About 15 per cent of the headmasters considered inspecting officers as faultfinders. 18. There was no arrangement for in-service training of headmasters. 19. Most headmasters
had heavy administrative work. Most of the teachers felt that headmasters were not competent to guide them.

21. About 78 per cent of the teachers reported that suggestions given by headmasters were not useful.

22. About 93 per cent of the teachers reported that inspecting officers did not give individual guidance.

23. Most of the teachers did not correct homework regularly.

24. About 50 per cent of the teachers were not in the habit of doing any extra reading.

25. Important problems faced by teachers were inadequate attendance of students, their continuous absence, lack of learning materials, the indifferent attitude of parents, inadequate library facilities, interference by parents and politicians, lack of appreciation by the authorities and lack of proper guidance from the headmaster.

LALITHA KUMARI\textsuperscript{26}, conducted a research study on “A Study of Class-room Climate, Pupils’ Psyche and Teacher Behaviour in Innovative Classrooms of Some Schools in the State of Karnataka”, in 1984, for her Ph.D. degree.

The objective of the study was to study whether innovative classrooms affected the classroom climate and its components and the pupil psyche and its components like initiative, pupils’ trust, pupils’ motivation, and social relationship, the teacher behaviour and pupils’ behaviour.

The sample of the study comprised 14 classrooms chosen from 13 schools spread over urban and rural areas. Six hundred and two students of class VIII and IX and 56 teachers of selected schools were included as the sample respondents. The tools employed for the study were the Classroom Climate Scale of Helen (1972), Classroom Trust Schedule of Marie (1978), Preadolescent Initiative Questionnaire of Parsec (1971), Goniometry Scale of Parsec (1971), Junior Index of Motivation (1965), and Classroom Interaction Observation Schedule of Sunderalakshmi (1980). Data were collected through administration of tests to the clients and through observation of classroom interactions. They were analyzed with the help of mean, SD, and t-test.

The major findings of the study were: 1. The classroom trust and pupil motivation were found to be high in low innovative classrooms. 2. The high innovative classrooms had more positive choices and the low innovative classrooms had low group acceptability and cohesiveness. 3. The teacher behaviour in high innovative classrooms varied with positive signs. 4. Similarly negative signs were marked in teacher behaviour in low innovative schools. 5. Teacher behaviour had positive significant relationships with pupils’ behaviour in the case of all the categories of schools.
MISRA\textsuperscript{27}, conducted a study on "A Critical Study of Administration of Secondary Education in Rural Areas of Faizabad Division", in 1983 for his Ph.D. degree.

The objectives of the study were (i) to make a critical study of the administration of secondary education in rural areas of Faizabad division which is a socially and economically backward region, (ii) to study the general educational background of the region, (iii) to investigate the present role of government, its controllers and supervisory agencies, and managements in administration of rural secondary education of the region, and (iv) to study the administrative role, service conditions, etc. of the principals and teachers.

The investigation was a survey type study. The sample of the study consisted of seven district inspectors of schools (including one regional inspectors of girls schools), 258 principals, 220 teachers and 222 pupils of rural secondary schools of Faizabad division, which comprised six districts. Four questionnaires prepared by the investigator, interviews and observations on a planned basis were used for collecting data. Collected data were tabulated and analyzed using percentage as the main technique.

The findings of the study were: 1. Pratapgarh and Gonad districts respectively were judged as having the best and worst educational facilities.

respectively for secondary education in the rural areas of the Faizabad division. Girls’ institutions were less than two per cent of the total number whereas coeducational institutions were more than 97 per cent. More than 40 per cent of the institutions were not situated near roads and more than 15 per cent had no post-office within a radius of one kilometer. 2. More than three-fourths of the principles were in favour of 100 per cent government control in educational administrations. The UP Board of Secondary Education had the greatest influence. The role of various officers of the education department was not judged as satisfactory. 3. In one-fourth of the institutions the role of management was not satisfactory. Management’s political affiliations were found to hamper the working of institutions. 4. The rights of the principals were judged as inadequate. They had to face dual control—from the government and from the management, which adversely affected their working. The number of teachers was less than required by the prescribed norms. Good teachers were not available in subjects like science, mathematics, English and commerce. They’re few opportunities for academic up liftmen of teachers. Though their service conditions were better now than they used to be, they were still unsatisfactory as compared to those of other professions. 5. In more than half of the schools, the number of office assistants was satisfactory. Three-fourths of the teachers felt a lack of adequate control of principals on the clerks. Sometimes managements also interfered, which affected the situation adversely. The students and guardians could be effective in educational administration but their cooperation was seldom sought. 6. In more than two-thirds of the institutions there was shortage of proper
classrooms, whereas in about half of the institutions, the conditions of laboratories, aids, etc. were not up to the mark. Libraries were not provided according to the government norms and more than 93 per cent of the institutions had no reading rooms. 7. Curriculum was framed by UP Board of Secondary Education. Local needs and conditions were mostly ignored most of the subject there were government textbooks. 8. Only about a third of the institutions had satisfactory sports materials. The funds were found not to be utilized properly according to norms. 9. Examinations were conducted according to the departmental schedules but seriousness in the home examinations was not up to the mark. Copying in examinations was not up to the mark. Copying in examinations was a big problem. 10. In more than 92 per cent of the institutions the financial position was not satisfactory. There was a lack of financial planning. The financial condition of unaided institutions was the worst. Sometimes strained relations between principal and management also affected the financial and other conditions of the institutions adversely.

MODI\textsuperscript{28}, in 1983, conducted a study on "Relocation (Reorientation) of Secondary Schools in the City of Ahmedabad", for his Ph.D. degree. The major objectives of the study were (i) to study the growth of the secondary schools of Ahmedabad city in the light of the growth of secondary education in Ahmedabad district and Gujarat State, (ii) to find out the growth rate of institutions, pupils and teachers of Gujarat State, 

Ahmedabad district, Ahmedabad city and the wards of the city, and (iii) to suggest a relocation plan on the basis of strength and its impact on material requirements of the secondary schools.

The entire research work was based on statistical data provided by the Census Department, Director of Education (Gujarat State), District Education Officers, Ahmedabad Municipal Corporation and the Bureau of Economic and Statistics, Gandhinagar. The investigator collected data on secondary schools for the years 1951 to 1981 to find out the rate of growth of the secondary schools of the State. Using a questionnaire, he collected data from 200 schools out of 219 in Ahmedabad city. As the schools did not provide the figures and information regarding expenditure, he exploited other resources pertaining to expenditure. On the basis of the grant-in-aid code of the State, the average school expenditure was calculated.

Major findings of the study were: 1. The growth rate per year (1951-81) in percentage was 13.3, 15.5 and 7.0 for institutions, pupils and teachers respectively in Ahmedabad city, 2. The figures of increase in the number of pupils by percentage in the district and the city were 395.4 and 406.1 in the period from 1951 to 1981, 3. The average number of secondary pupils per school was 442 in the district and 502 in the city during the period from 1951 to 1981. 4. As a base for the replanting of secondary schools in Ahmedabad city, the points taken into consideration were (a) area of Ahmedabad city, (b) the growth of population in Gujarat State, Ahmedabad district and Ahmedabad city. (c) Secondary schools and secondary pupils in proportion to the population, and (d) number of teachers at the time of
investigation. 5. There was a possibility of having 299 secondary schools according to the area of 128 sq.km. in the year 1991, 6. The figures of population in the city would be 31,21,335 and 42,90,120 in the years 1991 and 2001 respectively. 7. The population-pupils ratio would be 20:1 and the pupils per school would decrease from 528 to 457 in 1991. 8. By saving one-third of the expenditure out of the total expenditure which was in the form of wastage, technical and vocational institutions could be set up in Ahmedabad city and ward-wise work ships could be put up from the savings in expenditure.

NARULA\textsuperscript{29}, in 1986 conducted a study on “Analysis of Common Factors of Teacher Morale”, for his Ph.D. degree.

The objectives of the study were (1) to identify through factor analysis the fundamental dimensions of teacher morale, and (ii) to devise and standardize a teacher morale inventory based on the dimensions discovered through factor analysis.

The fundamental dimensions of teacher morale were identified with the help of a hundred experts. For a preliminary draft of the inventory, a sample of 239 teachers was taken. The final form of the inventory was tried on 640 teachers. For reliability and validity a sample of 500 teachers was taken. The sample of teachers was taken from government and non-government recognized high/higher secondary schools of 12 districts of

Haryana. The 18 dimensions identified for the teacher moral inventory were linked with areas like self-confidence in teaching, workload (teaching and non-teaching), salary, facilities (academic and non-academic), and relationship with colleagues, parents, headmasters and students, social status, discipline, co-curricular activities, and attitude towards the teaching profession. Based on these dimensions, 263 items were constructed. These items were scored on a three-point scale ranging from ‘strongly agree’ to ‘strongly disagree’. After the item analysis, 168 items were retained which were further subjected to factor analysis.

The study revealed: 1. After the factor analysis of the scores on the inventory five factors were extracted, viz., (a) morale based on teacher self-confidence, workload and job satisfaction, (b) morale based on educational and social support, (c) morale based on human and social relationships among the staff, discipline and facilities for co-curricular activities, (d) morale based on service conditions and rapport with students and colleagues, (e) morale based on professional adjustment. The items were readjusted under these factors and a final form of the inventory was prepared which was standardized. 2. The characteristics of the inventory were (a) it had 168 items divided into five areas (based on factory analysis); (b) the scoring was done on a three-point scale by giving a 3, 2 or 1 score to ‘strongly agree’, no opinion’, and ‘strongly disagree’ respectively’ (c) the test-retest reliability of the inventory was 0.97 for the whole inventory and for the five different dimensions of the inventory the reliability coefficient ranged from 0.12 to 0.97’(d) the inventory was validated for content, construct and factorial validity. The validation against the ratings of
headmasters revealed a validity coefficient of 0.81 for the whole inventory. The validity coefficient for different dimensions ranged from 0.69 to 0.86. (e) percentile norms were established for Haryana schoolteacher; (f) the teachers, on the basis of scores, were categorized into five categories. Those obtaining scores 454 and above were considered very good; those with a score range of 430 to 453 as good; and those with a score range of 416-429 as average; those with a score range of 404-415 as poor; and those with a score range of 403 and below having very poor morale.

PATHAK, carried out a research in 1985 on “An Evaluative Study of the Administrative and Organizational Pattern of In-service Education for Secondary School Personnel in India”, for his Ph.D. degree.

The objectives of the study were (i) to study the historical growth and development of in service education for secondary school personnel as a movement with its developmental stages from 1955 to 1978, (ii) to study the administrative and organizational set-up that managed the in service education during the period to know, (a) whether any change took place in the set-up arising out of circumstances; (b) whether any definite direction was followed leading to the emergence of any administrative pattern, and (c) whether any process/processes evolved or strategy/strategies adopted for the purpose, and (iii) to evaluate the administration of in service education in

relation to its components, namely, planning, organization, control, direction and coordination.

The approach followed in the study was historical. The primary sources of data consisted of documents and written records, such as the constitution of the administrative bodies, annual reports of these bodies, reports of conferences, seminars, workshops, assessment committees, review committees, and other official letters and other documents found in the form of mimeographed materials. The secondary sources were books, articles appearing in the newspapers, journals, etc. concerning in service education. Historical criticism of the different sources had been undertaken to achieve the objectives of the study.

The findings of the study were: 1. The idea of in service education emerged during the period 1854 to 1947. 2. Concrete proposals were made for the management of in service education between 1947 and 1955. 3. The primary objective of the administration between 1955 and 1959 was 'policy making'. 4. Between 1959 and 1961 the main thrust was towards facilitation and removing shortcomings inherent in the administrative and organizational set-up. 5. Between 1961 and 1966 the policy was 'expansion'. 6. Between 1966 and 1969 efforts were directed mainly towards the qualitative improvement. 7. Between 1969 and 1978 the main objective was consolidation and stabilization of the programme. 8. The administrative set-up made efforts to provide democratic leadership rather than an authoritarian/ laissez faire one. 9. During each of the above historical stages (1955-1969) the administration made efforts to decentralize and democratize
its working by delegating more and more powers to the states/local management. 10. In the case of the historical period 1969-78 the decentralization and democratization on the part of administration could not be established due to no availability of data (from primary and secondary sources) from the states. 11. The development of a set pattern was discernible in the growth of administration and organization of in service education in India. Throughout the period from 1955 to 1971, the apex body made gradual efforts to transfer it to the states/local managements and in 1971 the goal was achieved.

RADHAKRISHNAN\textsuperscript{31}, conducted a study on “Educational Administration in the State of Tamil Nadu with reference to Decentralization- An Evaluative Study”, in 1984 for her Ph.D. degree.

The objectives of the study were (i) to study the historical development of the administrative set-up in Tamil Nadu from its inception to the present day, (ii) to analyses the policies and practices of educational administration and to assess their democratic nature, (iii) to find out how democratic decentralization of power helped to shape the educational patterns and growth, (iv) to determine the attitude of educational administrators towards a democratic philosophy of administration and their readiness to accept it, (v) to ascertain the extent of teacher’s participation in educational administration, (vi) to present a comprehensive picture of

decentralization so as to effect other changes better suited to the present trends in education and to suggest various measures for future educational administration, and (vii) to identify the emerging patterns of education administration in Tamil Nadu.

This study was both a historical as well as normative exploration. The questionnaire was the most important tool used in this investigation. The validity and reliability of the questionnaire were established. An interview schedule was another tool used in this study. The questionnaire was issued to 16 chief educational officers, 51 district educational officers, 14 inspectresses of girls' schools, 153 headmasters and 153 teachers of high and higher secondary schools. As there were about 3700 high and higher secondary schools, three high or high secondary schools, one aided, one government boys' and one government girls, school in each of the 51 educational districts were chosen and the questionnaire was sent to the headmasters and to the senior most teachers of these institutions.

The major findings of the study were: 1. Teachers should have full power and discretion in the introduction of teaching aids and methods. 2. Headmasters should have full powers regarding admission, including evaluation of transfer certificates from schools of other states and under other systems or boards. 3. The headmasters should have power to appoint teaching and non-teaching staff at least to fill vacancies due to absence on leave of existing incumbents. 4. The minimum hours of work should take into account the time required for correction of notebooks and answer papers. 5. Transfer of teaching and non-teaching staff should be made only
with the consent of headmasters. 6. There must be an automatic increase in
the teaching staff commensurate with the strength in the various classes,
which should be bifurcated if strength exceeded the prescribed norm. 7.
Regarding purchase of furniture and other items like laboratory equipment
which could be purchased from the specified government corporations or
departments or other approved firms, headmasters should have full power,
subject to provision of funds. 8. Regarding timing of the school and
working days also, the headmaster should have full power, depending upon
the convenience of the community, subject to filling the minimum hours and
days prescribed. 9. The district educational officer should have full powers
for framing the curriculum for the educational district. 10. The district
educational officers should have power to enter into contracts and
agreements for transactions within the educational districts. 11. The chief
education officers should have full powers to approve the location of the
school and accord recognition to it, and the authority to sanction
introduction of new courses and bifurcation of classes on the basis of the
recommendations of the headmasters. 12. Every head of office, including
headmasters, should have the power to sanction contingent expenditure
without having to obtain the countersignature of higher authorities.

REBELLOW\textsuperscript{32}, carried out a research in 1986 on “A Study of the
Management of Education in the Andhra Pradesh”, for ASCI, (Ministry of
HRD financed). The objective of the study was to find out existing structure

\textsuperscript{32}D.M. Rebellow, R.R. Rao and R. Hassan “A Study Of The
Management Of Education In The Andhra Pradesh”, Fourth Survey of
of education in Andhra Pradesh with respect to, (i) physical facilities, (ii) staff pattern, (iii) financial requirements, (iv) pupil’s perception of the system, (v) teacher’s perception of the system, (vi) the perception of parents of school-going children, (vii) the decision making system, (viii) different kinds of school management, and (ix) the quality of service rendered as indicated by the percentage of passes.

The study was restricted to two districts in Andhra Pradesh. From each district headquarters three secondary schools and two primary schools were chosen. These schools belonged to different managements – private, government, Zilla Parishad, municipality and missionary management. From each school four staff members, five parents, ten students, three managers and two administrators were taken. The students, staff, administrators, members of management and parents were interviewed through a scheduled interview technique.

The findings of the study were: 1. In the municipal high schools, the physical facilities were in a bad shape, there being no furniture, dilapidated school buildings, etc. Other schools were also bad in physical facilities, except for the missionary schools were the children were neatly dressed and the teachers also followed novel methods of teaching. 2. Certain government schools and private schools were situated in areas where there was no facility of drinking water. 3. Teachers in Zilla Parishad schools used to remain regularly absent. The students did not study. They spent their time in other activities. 4. The students in the schools showed their interests in sports, sketching, sewing, debating and other cultural activities. 5.
Parents of the children wished to have a free education facility and further showed willingness to pay fees if good education was available at a nominal cost. 6. Most parents were satisfied with the load of homework of their children. 7. Parents showed agreement with the teachers on the issue of desirability of a change in curriculum and lessening of workload. 8. Most of the parents agreed that they were giving education to their children for developing their employment potential. 9. The end results of educational setup were measured by the rate of literacy, the growth in the number of schools, results in public examinations, which the teachers felt was a measure of quality of education. 10. There was high degree of dissatisfaction, both among officials and the teachers, regarding the prevailing physical conditions and academic standards. 11. The administrative procedures were time-consuming with respect to disbursement of salaries of temporary teachers, officers who had been transferred, backlog of provident fund, etc. 12. Teachers felt insecure and under pressure for fear of transfer. 13. There was a strong feeling among the teachers that disciplinary action was taken by the management arbitrarily and without following rules and regulations. 14. Regarding the physical conditions of the schools, most of the sample subjects stated that lack of funds was a major constraint. 15. The gazette officers and deputy inspectors during inspection laid emphasis on the administrative aspect of checking the attendance and maintenance of records at the cost of academic work. 16. Managements confessed that they did not get the time to go through the reports of the inspectors. 17. Most of the teachers felt that inspectors did not
inspect classes objectively and inspectors were not efficient in handling their duties.

SAMPURAN SINGH\textsuperscript{33}, conducted a study on “A Study of School Climate, Leadership Behaviour and Moral Development of the Heads of Elementary and Secondary Schools”, in 1985 for his Ph. D. degree. The objectives of the study were (i) to determine the patterns of organizational climate, leadership behaviour and moral development in the elementary and secondary schools, (ii) to examine school to school differences on various dimensions of organizational climate, leadership behaviour and moral development, (iii) to examine the nature of differences between the elementary and secondary schools in respect of organizational climate, of school leadership behaviour, and moral development of heads of these schools, (iv) to examine the relative variability of organizational climate, leadership behaviour, and moral development of heads of elementary and secondary schools, (v) to determine the relationship between different dimensions of organizational climate, leadership behaviour and moral development.

The sample for the study included staff and heads of one hundred institutions comprising 50 primary schools and 50 secondary schools. In all, 421 teachers and 100 heads formed the sample of study. They were administered the following tools: (i) the Helping and Croft Organizational

Climate Description Questionnaires, (ii) the Ohio Leadership Behaviour Description Questionnaire, (iii) the Rest Defining Issue Test of Moral Judgment (1979).

The findings of the study were: 1. Elementary and secondary schools were found to be similar in teacher behaviour in a task-oriented situation, teacher thinking with regard to their principals and the principals' efforts to move the organization. 2. Elementary school teachers were higher in esprit and intimacy than secondary school teachers. 3. On almost all dimensions of school climate, elementary schools were found to be more variable than secondary schools. 4. The leadership behaviour of the two types of schools did not differ. 5. The heads of the two types of schools equally varied in leadership behaviour. 6. On moral development also, heads of the two types of schools were alike. 7. Twenty-two percent of the elementary and 14 percent. 8. On hindrance 22 percent of the elementary and 16 per cent secondary schools were high. 9. On esprit, the percentage of elementary and secondary schools placed in the high category was 16. 10. Sixteen per cent of the elementary and 18 percent of the secondary schools were high on intimacy. 11. Twenty-four per cent of the elementary and eight per cent of the secondary schools were high on aloofness. 12. On production emphasis, 14 per cent of the elementary and 20 percent of the secondary schools were high. 13. On the dimension of thrust, 12 per cent of the elementary and 18 percent of the secondary schools were high. 14. On the dimension of consideration 18 per cent of the elementary and 16 per cent of the secondary schools were high. 15. In the case of leadership behavior, 22 per cent of the elementary and 14 per cent of the secondary schools were
high on initiating structure. 16. In the case of moral development, 14 per cent of the elementary and 22 per cent of the secondary schools were high. 17. Consideration was most dominantly related with all other dimensions of school climate in both elementary and secondary schools. 18. The relationship between initiating structure and consideration was high and positive. 19. Initiating structure as a dimension of leadership behaviour was significantly related to the dimensions of schools climate like spirit, intimacy, production emphasis, thrust and consideration.

SHARMA\(^3\), in 1968 conducted a study on “A Study of the Administrative Problems of the Double-Shift Secondary Schools of Rajasthan”, for SIERT, Rajasthan.

The objectives of this study were (i) to find out the problems of double-shift secondary schools of Rajasthan, (ii) to make a comparative study of double shift private, aided and government institutions, (iii) to dine out the problems faced by the headmasters of these schools, and (iv) to make suggestions to the Education Department on how to solve them. The hypotheses were: (1) There is no significant difference in the level of solving the administrative problems of the double-shift institutions run by government and those run by private agencies. (2) There is no significant difference in the density of the administrative problem solving approach between the girls’ and the boys’ institutions. (3) There is no significant

difference between the supervisory authorities and the headmasters of these schools in understanding administrative problems.

The total population of such schools in the state of Rajasthan was covered by the study. The tools consisted of checklists for the headmasters and supervisory authorities of these schools that were asked to rate the administrative problems on a five-point scale.

The major findings were: 1. It was difficult to adjust 40 minutes for each period in both the shifts. 2. There were problems in changing the time according to the weather and the convenience of students. 3. Mismanagement in changing the seating arrangement and damage to furniture was an acute problem. Problems related to teaching were disturbance in teaching when co curricular activities were given due time, lack of contract between teachers and students of the two shifts, shortage of time for remedial classes and games, inconvenience in joint staff meetings, supervision and coordination of activities, indiscipline among students, inadequate use of library and reading-room facilities and difficulty in adjustment of periods of teachers and difficulty in adjustment of periods of teachers on leave.

GARG, in 1983 conducted a study on “A Study of Teacher’s Professional Responsibility in relation to Administrative Styles and Organizational Climate at Secondary Level”, for his Ph.D. degree. The

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objectives were (i) to study the extent of a sense of professional responsibility present in the teachers of secondary schools in the context of the type of school, boys-girls, government-private, rural-urban, large small, (ii) to study how teacher’s professional responsibility was related to administrative styles of principals/headmasters, and (iii) to study how teachers’ professional responsibility was affected by the organizational climate of the schools. The hypotheses were: 1 Teachers’ professional responsibility is normally distributed over the total sample of the teachers included in the study. 2. There is a significant difference between the degree of professional responsibility of the teachers of boys and girls schools. 3. There is a significant difference in the degree of professional responsibility found in the teachers of government and private schools. 4. Rural-urban location of a school is differentially related to teacher’s professional responsibility found in the teachers of government and private schools. 4. Rural-urban location of a school is differentially related to teacher’s professional responsibility. 5. There is a significant difference in the degree of professional responsibility found in teachers of large and small schools. 6. Teachers’ professional responsibility is related to the administrative styles of the principals. 7 Teachers’ professional responsibility is related to the organizational climate of schools.

The sample comprised 870 teachers and 48 principals of secondary schools from UP state. The investigator developed a Teacher’s Professional Responsibility Schedule (TPRS), Its split-half reliability coefficient was 0.89. A Principal’s Administrative Style Questionnaire
developed by A. Bhatnagar was used to measure principal’s administrative style. The Organizational Climate Questionnaire (OCQ) developed by M. Bhatnagar was used to measure organizational climate. The reliability was established by using the KR-21 formula and coefficients ranged from 0.79 to 0.87. The data were analyzed with the help of the Kolmogorov Smirnov Test.

The findings were: 1. The degree of teacher’s sense of professional responsibility was less in some secondary schools while it was more in others. 2. A teacher’s sense of professional responsibility was not normally distributed in the sample. 3. Teachers of girls’ schools were significantly more responsible professionally than teachers of boys’ schools. 4. The type of management of the institution was associated with a teacher’s sense of professional responsibility. 5. The level of sense of professional responsibility of teachers of urban schools was found to be significantly higher than that of the teachers of rural schools. 6. The size of a school was not a contributing factor to a teacher’s professional responsibility. 7. The principal’s administrative style was not linked with the level of a teacher’s sense of professional responsibility. 8. Teachers in ‘high support and satisfaction’ climate were found to be more responsible professionally than teachers in ‘low support and satisfaction’ climate schools. In the same way, teachers in ‘high trust’ climate schools were found to be more responsible than teachers in ‘low thrust’ climate schools. Teachers in ‘high discipline and control’ climate schools were also found to be more responsible than
teachers in ‘low discipline and control’ climate schools. Teachers in schools with ‘low lack of facilities’ climate were also found to be more responsible than teachers in schools with ‘high lack of facilities’ climate. The remaining dimensions of organizational climate, namely, disharmony, hindrance, authoritarianism, democracy and freedom and academic emphasis were found to have no significant relationship with a teacher’s sense of professional responsibility.

KHANNA\textsuperscript{36}, conducted a study on “A Study of Personality Pattern of Successful (Effective) High School Teachers of Aligarh District”, in 1985 for his Ph.D. degree.

The man objectives of the study were (i) to identify the successful (effective) teachers, and (ii) to find out the personality patterns of the successful (effective) teachers of high school classes. The researcher considered the following hypotheses. (1) There are different personality patterns of successful and unsuccessful teachers. (2) There is a definite impact of teachers personality on their student perception. (3) There are definitely significant differences in the achievement of the students of the successful and unsuccessful teachers.

The tools used were R.C. Deva’s Teacher Rating Scale, the Students’ Perception of their Teachers Scale by Sorenson and the 16 PF Test

by Cat tell. The students of different institutions of Aligarh District were
asked to rate their class teachers on Deva’s Teachers Rating Scale, and
Students’ Perception of their Teachers Scale. The principals of different
institutions were approached to rate their teacher’s effectiveness and
performance on a three-point scale. The scores obtained by the individual
teachers on the two scales were added and to these scores the scores of
principals’ ratings were also added to give a composite score to an
individual teacher. The mean and the standard deviation of the distribution
of the scores were calculated. Students’ ratings for individual teachers on
the two teacher’s rating scales were tabulated and weighted for comparative
study. Most prominent traits of successful and unsuccessful teachers on
both the scales were located and ranked accordingly. Students’ levels of
performance were rated for successful, average and unsuccessful teachers in
order to determine the impact of teachers’ personality on students’
performance. Traits of successful and unsuccessful teachers were also
analyzed with the help of the Sixteen Personality Factors Test of Cat tell, A
Sample of 500 teachers was taken for the study. 30 students rated each
teacher under study. The t-test, critical ratio and coefficient of contingency
were calculated to determine the consistency between teachers’ levels of
success and the levels of performance of their students.

Following were the finding: 1. The successful teachers had traits,
which were positively helpful and valuable for the mental health of the
individual whereas unsuccessful teachers had traits, which tended to lead the
person to a kind of maladjustment. 2. High school students were quite
sensitive and receptive to the prominent personality traits of their teachers. 3.
There was a definite impact of teacher’s personality on their students’ perception. 4. There was a close relationship between the level of effectiveness of teachers and the levels of achievement of their students. 5. Successful teachers were very helpful in raising the level of achievement of the students and also their overall educational standard.

In the selection of teachers for high school classes care should be taken to study their personality with appropriate personality tests. The successful teachers in the faculties of arts and science possess relatively different traits of personality. This fact should be kept in mind while recruiting teachers for different faculties.

Choudhary and Vyas, in 1991 carried out a research on “A Study Of The School Supervision Performed By The Range Education Officers”, as Independent study for Udaipur State Institute of Educational Research and Training.

Problem: It attempts to study school supervision work done by the Range Education Officers of the State of Rajasthan.

Objectives: (i) To find out the expected role of the range officers, (ii) to review the school supervision work done by the range officers in the context of the expected role, and (iii) to give suggestions to the range officers regarding the improvement of school supervision work.

Methodology: All the school-supervision reports of the 10 range officer (supervision done from July 1989 to June 1990) were taken as the sample. The total number came to 205. One hundred Education Officers were selected on the basis of proportionate representation from secondary, higher secondary, boys, girls, urban, rural, government and private schools for the expected role of the range officers.

Major Findings: (1) The range officers (boys schools) supervised only four to five schools in a session, whereas more than 10 schools were supervised by the range officers of girls schools. (2) Around 95% Education Officers expected that the range officer should supervise all the educational activities of the school in detail and gave creative suggestions for improvement. The study revealed that 14.4% range officers gave general comments, 1.3% appreciative comments, 0.87% gave detailed comments, 1.69% gave critical comments, 6.85% gave general suggestions for improvement, 1.10% gave specific suggestions and only 0.63% range officers gave suggestions with examples regarding educational activities of the school. (3) 80% of the Education Officers expected that the range officers should supervise all the co-curricular activities of the school very minutely and gave creative suggestions for improvement. Analysis of the supervisory reports showed that only 8.39% range officers gave general remarks, with appreciation, 0.56% gave detailed remarks and 0.13% gave critical comments. As far as suggestions for the improvement were concerned only 3.69% range officers gave general suggestions, 0.43% gave specific suggestions with examples. (4) The study revealed that the Education Officers expected that the range officers should take keen interest
in the physical development of the school, but the supervision reports showed that the range officers hardly took any interest in the physical development of the schools. (5) Eighty-four per cent Education Officers expected that the range officers should supervise the administrative aspect of the school. Analysis of the supervision report showed that the range officers took less interest in the administrative aspect of the schools. (6) Regarding other aspects like the teacher headmaster relationship, the role of teachers in the development of the school, the teachers parents association, discipline, etc. the Education Officers expected minute supervision whereas the range officers did not find the time to supervise these activities. (JCV 0882)

Dhulia\textsuperscript{38}, in 1989 conducted a study on “A Study Of The Role Of Administrative Style, Teacher’s Job Satisfaction And Students’ Institutional Perception In Determining The Nature Of School Climate”, for her Ph.D. degree.

Problem: It attempts to study administrative styles, job satisfaction of teachers and institutional perception of students as related to school climate.

Objectives: (i) To identify the various administrative styles prevalent in our schools, (ii) to understand the quantum of job satisfaction of

teachers in the different administrative styles, (iii) to identify the perception of students pursuing studies in the institutions having different administrative styles, (iv) to identify the nature of the climate in schools having different styles, (v) to investigate the relationship between the above-mentioned variables on the basis of different administrative styles, (vi) to identify the role of the interaction of the above-mentioned variables in determining the nature of the school climate, and (vii) to suggest a theoretical model of administration.

Methodology: The sample comprised 30 principals, with 470 teachers and 470 students drawn by the proportionate allocation technique of sampling. The tools used included the School Climate Description Questionnaire (SCDQ) by Shah. M.L. and Sah. A Principals’ Administrative Style Scale (PASS), Teachers’ Job Satisfaction Scale (TJSS) and Students’ Institutional Perceptual Scale (SIPS) for secondary level. The collected data were treated with correlation.

Major Findings: (1) All the variables mentioned in the study-JJS-SIP-TJS-SC-were identified to be positively and significantly correlated with each other on the basis of different types of administrative styles, AS-LFS-AS, respectively. (2) The highest agreement was seen with the democratic style as well as the laissez-faire style whereas the lowest agreement was seen with the autocratic style. Hence, the democratic style and the laissez-faire style can be located at the positive points and the autocratic style at the negative point of administrative style. (KBB 0542)
Fernandez\textsuperscript{39}, in 1990 conducted a study on "A Study Of The Psychological Aspects Of Human Relations In Educational Administration Of Heads Of Schools", for his Ph.D. degree.

Problem: The study explores the influence of psychological factors like the headmaster's ego states, basis assumptions about the motivation for work on the part of teachers, and the organizational climate and on the headmaster's sharing and shouldering of administrative responsibilities.

Objectives: (i) To identify the pattern of distribution of the grades of human relations in school administration in terms of the relative degree of sharing-shouldering of administrative task responsibilities, and (ii) to explore the relationship between the grades of human relations on the one hand and (a) the headmaster’s/ headmistress’s ego states, (b) his/her mode of thinking (i.e., logical or intuitive), (c) his/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 included Educational Administrative Sharing Practices Questionnaire, Cognitive Style of Thinking Questionnaire, Assumption (about Work

Motivation) Inventory, Ego States Inventory, and Organisational Climate Description Questionnaire, Chi-square, correlation, critical ratio and analysis of covariance were used to analyse the collected data.

Major Findings: (1) The pattern of distribution of grades of human relations in terms of the relative degree of sharing of responsibilities was not normal; it was very skewed, i.e. there was a heavier concentration in the high-and the moderate-sharing groups as compared to the low-sharing one. (2) A higher score on sharing practice was associated with a higher score on perception of intrinsic work motivation. (3) Sharing practice and cognitive style of thinking were not related. (4) Sharing practice and ego states were not related. (5) Sharing practice was related to the following dimensions of organizational climate-disengagement, hindrance, espirit, and intimacy behaviours of teachers (as perceived by senior teachers)-and to aloofness, thrust, and consideration behaviour of heads of schools. (DRG 0094)

Khader\textsuperscript{40}, in 1992 conducted a study on “Analysis Of The Differences Between Private And Public Schools On Their Effectiveness On School Achievement”, as Independent study for Mysore Regional College of Education.

Problem: Questions which promoted the researcher to undertake this study include: Why do private school excel public schools in academic

achievement? Did private schools have a more effective learning environment than public schools? Which features of the school were important in explaining academic performance?

Objectives: (i) To find out if private and public schools differ by school factors, student characteristics and school achievement, (ii) to study the dimensions/factors by which both private and public schools can be differentiated, and (iii) to study the effects of school factors and student characteristics on school achievement.

Methodology: Using the stratified random sampling method, 10 high schools, covering five Christian missionary private schools and five government schools, and 455 Class X students were selected from the Calicut District of Kerala. A School Inventory for teachers, headmasters/headmistresses, a School Environment Scale, a Personality Characteristic Tool, a Language Proficiency Test and a Science Achievement Test were used by the investigator. The collected data were analysed with multiple regression and multivariate analysis.

Major Findings: (1) The private high quality schools had an effective management system and a low teacher-student ratio. At the other extreme, private and public low quality schools, despite a low teacher-student ratio, had a weak management system and followed an open-door admission policy. (2) The public high quality schools with a higher teacher-student ratio and a management system varying from average to moderately effective, maintained higher work ethics. (3) In general, students from public
high quality and average-quality, and private average quality schools perceived that the environments of these schools were either average or high. It was likely that those who were less affluent depended primarily on schools for academic oriented behaviours and considered school environment as important and perceived it as effective. (4) Those from the higher social class were highly academic-oriented; in contrast those from the lower social class were considerably low on academic orientation. (5) The tendency to show similar patterns of behaviour among students of the same school was highly visible in private high quality and private and public low-quality schools. (6) The differences among schools were more sharp if they were compared across the quality level of private and public schools rather than treating them merely as private and public schools. (7) Intelligence, educational aspiration, school environment, language proficiency, linguistic level and academic emphasis were found to be the factors critical to school success.

Nanda\textsuperscript{41}, in 1992 conducted a study on "A study of the leadership behaviour of primary school headmasters of Cuttack City", for her M.Phil. degree.

Problem: The attempt was to study leadership behaviour of heads of primary schools in Cuttack City.

Objectives: (i) To study the leadership behaviour of heads of the primary schools of Cuttack City as perceived by their respective teachers in terms of two dimensions of leadership, i.e. initiating structure and consideration, and (ii) to find out the difference in the leadership behaviour of the heads of primary schools in respect of their age, sex, 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 Behaviour Description Questionnaire of Halpin and Croft was used to collect the data. The collected data were treated using mean, ‘t’ test and chi-square tests.

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 behaviour and less initiating behaviour, 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 were the most ineffective leaders, (3) Six heads of schools were found to manifest a higher type of leadership in ‘initiating structure’ and 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 between the heads of primary schools in Cuttack City controlled by the Municipality and of those controlled by the D.I. of
Schoo1s. (6) Age and length of experience were not contributing factors in leadership behaviour amongst the heads of primary schools in Cuttack City.

Rao\(^{42}\), in 1990 conducted a study on “The Educational Administration Of Visakhapatnam Municipal Corporation As Viewed By Teachers Of Primary And Secondary Schools”, for his Ph.D. degree.

Problem: The attempt was to study the educational administration planning, organizing, staffing, directing, coordinating, reporting and budgeting (POSDCRB Model) of Visakhapatnam Corporation Schools as perceived by teachers of primary and secondary schools.

Objectives: (i) To study the correlation between the various aspects of educational administration under the Visakhapatnam Municipal Corporation, and (ii) to compare teachers and heads, males and females and primary and secondary schools in terms of their response patterns on different aspects of educational administration of the Visakhapatnam Municipal Corporation.

The sample comprised 404 teachers and heads (including males and females) from the primary and secondary schools of Visakhapatnam Municipal Corporation. The subjects were administered an opinionnaire

and a check-list. The official records of the Municipal Corporation were also examined. The collected data were treated using ‘t’ test and chi-square.

Major Findings: (1) Non-payment of salaries was not reported as a problem because the salaries were met from the State Government Grants and were on par with those of the government school teachers. (2) The respondents did not consider it desirable that the Visakhapatnam Municipal Corporation should monopolise both primary and secondary education in its area of jurisdiction as well as the starting of English-medium schools. (3) Areas of dissatisfaction among school personnel were evident from their views of the educational administration of the Corporation authorities.

Rajguru\footnote{A.R. Rajguru, “A Study Of The Role Of Headmasters Of Central Schools And Primary Corporation Schools To Suggest Remedies To Improve Their Competencies”, Fifth Survey of Research in Education, 1988-92, Vol. II, p. 1466.}, in 1988 conducted a study on “A Study Of The Role Of Headmasters Of Central Schools And Primary Corporation Schools To Suggest Remedies To Improve Their Competencies”, for his M. Phil. Degree.

Problem: It attempted to study the role of headmasters of Central Schools and primary corporation schools and to suggest remedies to improve their competencies.

Objectives: (i) To identify the factors, which contribute towards the role of the Central School, headmasters in primary schools (rural and
urban) run by Pune Municipal Corporation, and (ii) to suggest remedies for improving their work.

Methodology: A sample of 10 supervisors, 33 Central School headmasters and 66 headmasters of primary schools attached to the concerned schools were taken up for the study. A questionnaire prepared by the researcher was sent to the headmasters and supervisors. Percentages were calculated and used in the analysis of the data.

Major Findings: (1) It was found that 64.5% Central School headmasters were aware of their roles. (2) Twenty-eight Central School headmasters said that they observed 90.3% of lessons and arranged model lessons also. (3) Central School headmasters guided the primary school headmasters in their work and also visited them regularly. (4) They also arranged seminars and workshops. However, they were not satisfied with the lesson observation work. The supervisors evaluated this work but there was no cooperation between them. (5) Each Central School headmaster had to work for 45 hours in a week. Teaching was for 12 hours, lesson observation for 18 hours, and 15 hours for other activities.

Panchbhai, in 1990 conducted a study on “A Survey Of Reactions Of Primary And Secondary School Teachers Of Western Nagpur

Regarding The Comprehensive In-Service Education Programme For The Guidance Of The Teachers Under The National Education Policy”, for his M.Phil. degree.

Problem: This survey was an attempt to study the views of the teachers regarding the In-service programme launched at the national level for school teachers, based on the National Education Policy, 1986; their views regarding the new dimensions and thrusts in the NPE; and their roles in the successful implementation of the programme of education.

Objective: To know the teachers’ views on the in-service education programme with reference to (i) attitude of teachers towards the in-service education programme, (ii) efficiency of the Centre Organiser, (iii) criteria for the selection of resource persons, and (iv) evaluation of the in-service education programme.

Methodology: A total of 150 primary school teachers and 200 secondary school teachers comprised the sample of the study. The teachers belonged to schools in west Nagpur. A pre-tested questionnaire, and interviews were used to collect the data. The percentages of the responses from the teachers were calculated.

Major Findings: (1) Around 85 to 90% of the teachers from primary and secondary schools expressed the opinion that the attitude of the teachers towards the in-service education programme had not changed due to the non-cooperation of the head of the institution, and lack of motivational background confirmed teachers’ lack of interest and lack of professional
gain. (2) Teachers were not genuinely interested in the in-service education programme. (3) In-service education must be made compulsory for teachers and must be made more interesting so that teachers welcome it. Teachers should be motivated for participation in such type of programmes.

Kaul, and Gupta\textsuperscript{45}, in 1990 conducted a research study on “A Sample Study Of School Library Facilities And Their Utilization In Secondary And Higher Secondary Schools Of Four Selected States”, as independent study for National Council of Educational Research and Training. The study looks into the school library facilities and their utilization in four selected states with the assumption that books are a powerful medium of education, and hence the importance of a school library.

Objectives: (i) To study the availability of school libraries, their accommodation, furniture, seating capacity, etc., (ii) to study the utilization of library facilities – issue of books, periodicity of issue, number of books in circulation, etc., (iii) to find out the type of books available, (iv) to study such aspects as the cataloguing system adopted, the stacking arrangement, time for which school libraries remain open, the staff available, and (v) to find out the expenditure on various items connected with school libraries during the year 1984-85.

Methodology: Two samples of ten per cent of high and higher secondary schools from each of the four states- Assam, Gujarat, Haryana and Tamil Nadu- were selected. From these, sub samples of two per cent of each of the two types of schools were taken. The data were collected through a questionnaire developed for the purpose of the study. For analysis the data were processed on computer and coding was entrusted to the concerned state governments.

Major Findings: (1) Though libraries were found to exist in all the high and higher secondary schools of the four states, they had a very large clientele to cater to in proportion to the meager collection of books. (2) As for the high schools, only a small fraction of schools, i.e. 43.8% in Assam, 36.8% in Gujarat, 35.3% in Haryana and 29.1% in Tamil Nadu, had separate accommodation for libraries as compared to the corresponding percentages of 61.5%, 84.9%, 60.0% and 72.4% among higher secondary schools in these states, respectively. (3) The libraries of high and higher secondary schools generally were found to function in single-room accommodation. (4) The reading-room space did not appear to be sufficient to allow room for display of newspapers and magazines. (5) Stacking facilities were mostly found to be meager. Schools had generally one or two almirahs to stack books. (6) Catalogue cabinets, dictionary stands, newspaper racks, magazines racks and working tables were rarely found. (7) The schools adopted the closed-shelf system to stack books. They generally used locked almirahs after stocking books. (8) The accession register was the main record maintained, respectively, by 82.1%, 70.2% and 58.8% of high schools in Assam, Gujarat and Tamil Nadu. The situation was better in
the case of higher secondary schools in all the states except in Haryana where the percentage was found to have declined to 74.3%. (9) Books were issued generally on the issue registers. (10) Most of the school libraries worked for up to two hours each day. These did not open on holidays. Only a few schools had the provision of library periods in their timetables. (11) Both high and higher secondary schools were found to subscribe to one or two newspapers and a few magazines. (12) There was no provision of full time librarians in schools. (13) There was considerable variation in expenditure on different items connected with school libraries.