CHAPTER II

REVIEW OF THE RELATED RESEARCH LITERATURE

"Blessed is the main who has skin of the right thickness, he can work happily inspite of enemies and friends".

- Sir Graham Balfour

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CHAPTER II

REVIEW OF THE RELATED RESEARCH LITERATURE

2.1 Introduction

It would be in the fitness of things to have a bird's eye-view of the history of innovative proneness assessment techniques. This would provide a historical background to innovative proneness measurement to foresee the scope, limitations and approach of the present study and locate his own problem in the whole area of investigation. It would help in selecting the proper tool, sample and treatment of data. Moreover, it would help to precise the conclusions of the investigation and to avoid ambiguities. It would enable the researcher to find out related problems for further study.

Consequently, it has been attempted to review the related literature akin to the present study.

The present study has the major objective to develop a tool to find out the characteristics of innovative educational administrators. (behaviour aspect of educational administrators).

Thus, keeping in view the nature of the present study, the review of the related literature has been undertaken in four parts:
2. Review of studies in Leadership Behaviour, and
3. Review of Studies in Administrative Behaviour
4. Review of Studies in Personality Characteristics

2.2 Review of Studies in the Area of Innovations

(a) Innovations

Aggarwal, (1974) concentrated on the innovative proneness of secondary school teachers with a view to finding out whether there were certain other characteristics of the teachers which were related to their innovative proneness. Her's is a correlational and prediction study of 15 variables, namely age, educational qualifications, recency in training, which includes ten factors, namely teacher rapport with principal, satisfaction with teaching, rapport among teachers, teachers' salary, teachers' load of work, curriculum issue, teachers' status, community support of education, school facilities and services and community pressure, which were studied with their relationship with innovative proneness as the criterion variable. To collect the necessary data from 30 schools selected at random from Gujarat, she adopted Miller's inventory on change proneness to measure the innovative proneness of teachers. 229 teachers of the selected schools responded the inventory. In this study, Aggarwal,(1974) found that ;
i. The mean score of the innovative proneness of male teachers was higher than that of the female teachers; 

ii. the mean scores of the twelve independent variables of male teachers was higher than that of female teachers; 

iii. mobility and the independent variable were significantly related at .01 level for the whole group (taking sex-wise), the mobility of male teachers was significantly related at .05 level with the criterion variable, whereas the mobility of female teachers was not related at any level; 

iv. four independent variables, namely; age, sex, educational qualifications, and recency in training did not have any significant relationship with innovative proneness; 

v. the correlational analysis revealed that the ten dimensions of teachers' morale were significantly related to the innovative proneness at .01 level; and 

vi. the six variables, namely, teacher rapport with principals, satisfaction with teaching, teachers' salary, community support of education, school facilities and services and community pressures predicted up to 72.3 percent of the total variables of innovative proneness.
Pratibha, (1969) studied innovations in relation to schools in Gujarat. She found that:

i. Some schools tried innovative practices more for prestige value than even for quality and educational worth of the practice.

ii. Only in a few schools, innovations were institutionalized.

The following factors were found to contribute favourably for innovation adoption:

(a) Dynamic leadership qualities of the head,

(b) Progressive outlook of the managing committee of the school,

(c) Teachers' cohesiveness, team spirit and identification with school,

(d) The watchful student community along with an alert and cooperative local community,

(e) Extent of guidance from local extension services department. The detrimental or inhibiting factors for innovation in schools have been identified by her in her study:

i. A traditional and conservative principal,
ii. Over cautiousness of the principal without liberal attitude,

iii. Examination result oriented management,

iv. Teacher's lack of faith in innovation,

v. Interference of local politics into school,

vi. Controlled school climate leading to staff disengagement,

vii. Older age of the faculty members,

viii. Cost factor,

ix. Delay by the departments of education to approve innovations due to non-conformity to departmental participation, and

x. Heavy work load of the teachers.

Ashma, (1973) has identified factors related to innovations and change in secondary schools of Bulsar and Surat District in Gujarat. The highly innovative schools according to Ashma, are found to possess the following characteristics:

1. clarity in perception of philosophy and goal,
2i. better physical amenities,
3. higher innovative proneness of principals,
4. low number of non-innovative teachers,
5. higher mean score of the upward category for the adopters,
higher score on the involvement of teachers,
lower score of downward shift for adopters, and
higher score on the total evaluation of the school.

It is found from Ashma's study that the factors causing change proneness are as follows:

(a) dissatisfaction of the staff,
(b) headmaster's key role in innovation,
(c) identification of a few innovators,
(d) mental calibre of the innovator,
(e) proper planning,
(f) appreciation,
(g) freedom,
(h) encouragement,
(i) involvement and co-operation,
(j) love and dedication for profession.

(b) Innovations and Change

Desai, (1970) aimed at studying the different areas of innovative practices, factors affecting innovations and innovating categories.

The investigator prepared and used the following tools for the study:

1. Questionnaire for studying innovative practices.
2. Interview schedule for studying the factors affecting innovations and change.
3. A tool for studying innovative categories.

In all, 20 schools of different types were selected from Kaira District as a representative sample for the study, keeping in view more or less innovativeness, strength, types of management, type and area of location of the schools.

The following were the main objectives of the study:

i. To find out the area and number of innovative practices adopted by schools.

ii. To study how these innovative practices are implemented and are taken care off.

iii. To study the reactions of teachers implementing new practices.

iv. To locate the source, from where they get the idea of innovations.

The data were collected and interpreted. The following are the main findings of the study:
Findings

Innovative Practices in Secondary Schools

1. Considerable number of I.Ps. (Innovative practices) were found in the area of classroom teaching in Innovative schools. (Ratio 6:1).

2. Greater number of (27:10) Innovative practices were observed in Innovative Schools.

3. Major number of I.Ps. were observed in the area of curriculum, classroom teaching and examinations in I.S.

4. It could be seen that most of the I.Ps. were initiated by the Headmasters in I.Ss. as well as Less-I.Ss. This means that the change-process in school is still authority centred.

5. In most of the schools new ideas came from seminars and workshops attended by teachers and headmasters and visit to other schools and even suggestions made by the inspectors or the members of the managing committee. Majority of new ideas for I.Ps. came from higher authority. It is noticed that change-process is still authority centred.

6. In I.Ss. for implementing the new ideas the willingness of the concerned staff members and other staff members were taken into account.
7. It is evident that individual communication as well as group communication takes more place in I.Ss. than less in I.Ss.

8. It is observed that in implementing the innovative practices, two or more than two teachers are involved. In implementing 10 innovative practices all the teachers of the school are involved in one way or the other. While there is not a single less innovative school under study in which all the staff members are involved.

9. In I.Ss. (Innovative Schools) 74% of innovative practices could bring the desired change to the satisfaction of the innovators. While in less innovative schools the results are quite disheartening. Only 30% of practices could brought the change.

10. Almost all the practices were adopted to a considerably satisfactory level (19 out of 20) while less I.Ss. only 2 were adopted.

11. Extension Centre, progressive schools appear to be the source of assistance in the implementation of new ideas as it is seen that six schools have consulted the Extension Centre, three schools have consulted the progressive schools, and five have consulted the progressive managements.
12. It is observed that the factors of resistance are internal - in teachers themselves.

13. The major defect was observed in the communication system and leadership behaviour of Headmasters of less I.Ss, which resulted into resistive climate in schools.

Factors Affecting Innovation and Change in Secondary Schools

14. The value system of the institution and its financial position plays a considerable role in the change-process of I.Ss.

15. The factors of 'value system of the staff' affect change process many a time adversely at 'receiving stage'.

16. The factors playing positive role at the diffusion stage in the institution are as follows:

(a) The leadership of the headmasters
(b) Team spirit among the staff
(c) Physical equipment and financial position of the institution.

17. The factors playing positive role at the adoption stage are as follows:

(a) The behaviour pattern of the Innovators.
(b) Communication system of the change agent.
(c) The staff pattern
(d) The value system of the Institution
(e) Leadership of the Head of the Institution

18. The prestige of the school in the community affects its diffusion process (outside the school) to a considerable extent.

(a) Non-conformist leadership behaviour.
(b) Cohesive Institutional Climate.
(c) The help given by the social organizations and the Extension Department of the College of Education.
(d) Organizational behaviour of the change-agents.

School B

The school 'B' rejected traditionalism to the core. The school ideology respected the values like dignity of labour, simplicity etc. The traditionalism that put the school on the highest peak at one stage of the development has helped up its growth process. Besides this, factors such as (i) over attending to the teacher behaviour in class-room (ii) personal supervising of teachers' behaviour instead of formal or professional one, (iii) over protection of teachers on purely personal level seemed to hold back the school potential from developing into a full-fledged change-agent.
School C

This school presented a picture of a rich school with poor innovativeness. The teachers are not looked after. The richness of the community developed a sense of inflated school ego in the community. The school can be innovative if it changes its organisational climate, if it involves the community, if the community shows a greater concern for the development of the school.

2.3 Review of Studies in the Area of Leadership Behaviour

In this section an attempt will be made to present and discuss studies dealing with the leadership behaviour.

(1) Indian Researches

A few Indian researches done in the area include the work of Bhogle (1969), Rai (1972), Buch (1972), Jhaveri (1972), Bhagia (1973), Patel (1973) and Doctor (1973). Studies of Buch, Bhagia and Patel focus more directly on the role of leadership in schools in adopting or diffusing innovations.

Bhogle (1969) found that headmasters of schools with democratic and favourable attitude towards teaching, advanced in age and getting more salary were found to be more prone to adopt innovations. Though not proved statistically, headmasters having low role conflict and more
teaching experience were found to be showing more readiness to adopt innovations. In this study, it was found that the personality of the headmaster and the organizational characteristics of schools played a more important role in accepting innovations than the personality factor of teachers.

Buch (1972) found that principal's exposure to new ideas, his administrative ability, positive reinforcement from the authority, and community involvement in schools differentiated between school of high adaptability and low adaptability, and the forward step-wise multiple linear regression analysis identified five significant predictor variables, namely principal's inter-school visitation, their self-rated administrative ability, parents' involvement, professional meetings attended, gave an explaining 53 per cent of total criterion variance. It was also found that vicinity of training college and the personality traits of the principals also contributed to the adaptability of the schools.

Rai (1972) attempted to identify the factors related to the diffusion process within school system, especially with a view to finding out what factors contribute to promoting and adopting of innovations by teachers, to identifying the characteristics of teachers for predicting adoption of innovations by them within the school system and
finding out the extent of organizational climate affecting the innovations by teachers. The investigator selected a sample of 442 teachers from 55 schools of Baroda, Broach, Surat and Bulsar Districts of the State of Gujarat. One of the major findings of the study was that the predictors of the diffusion process as a whole perceived change orientation of the principal, teachers' perception of students' benefit from the innovation, ascribed opinion of the leadership, cosmopolitanism, socio-economic status, teachers' perception of students' attitude towards the innovations, experience and general mass media exposure, all together gave 31.98 per cent of the variance in the diffusion process within the school. From the study it emerges that the principal, the teachers and the students as well as the total atmosphere in the school are the determining factors contributing towards the acceptance and diffusion of innovations in the school.

Bhagia's (1973) conclusion of her study on school principal's perception of the characteristics of innovations as related to their diffusion was that for an innovation to be adopted and get diffused, it must appear to the school leadership to have some intrinsic characteristics. Thus, in the success of the diffusion of educational innovations, the school leadership holds the key. It is associated with the principal's better perception of the intrinsic utility and situational characteristics of the
innovations to be diffused. An innovation requires the creation of favourable attitude before it could be adopted by the principals. The creation of such a favourable attitude is easier among the principals manifesting the HH pattern leadership behaviour and more difficult among the principals with the LL pattern of leadership behaviour.

Patel's (1973) over all conclusion of this study was that variables like leadership, organizational climate, teacher morale, innovative school practices and progressiveness of the schools are highly correlated. He placed great emphasis on the improvement of school leadership to improve school quality and effectiveness. He has also given three models of programme for training school leadership with a view to raising its effectiveness.

Pillai (1974) attempted to study relation between organizational climate and innovative ability of schools, specifically with a view to examine how far the educational environment or the climate of the school is responsible for the differences that exist among the schools in terms of their ability to innovate and adopt newer educational practices. The study was undertaken on a sample of 190 secondary schools of Tamil Nadu, with about 2200 teachers. The schools were drawn both from urban as well as rural areas, managed both the government and private bodies, and included boys, girls and coeducational school of small,
medium and large sizes. For the collection of necessary data, Organizational Climate Description Questionnaire (OCDQ) by Halpin and Croft and an Inventory Scale, prepared by the investigator to assess the innovativeness were used. It was found that the schools of different climate types did not differ significantly in terms of their innovative ability. In between two extreme groups of 'open' and 'closed' climate, the mean value indicated the openness of the climate facilitating the capacity of the school to adopt newer educational practices in greater number and in shorter time, which was confirmed with positive correlation between openness of climate and innovativeness of schools. Thrust, esprit, and disengagement influenced significantly the innovativeness of the school - the first two positively and the last negatively. From these findings, it can be concluded that open climate is more desirable for successful adoption of innovations. The esprit and the team spirit among the teachers and trust behaviour or the example set by the principal have been found to be at the top in building a climate conducive to change.

Shelat's study (1974) throws significant light on the relationship between leadership behaviour of high school principals and high achievement status and innovativeness of schools. For instance, she found that among the schools having their principals manifesting the HH. pattern of
leadership behaviour, a greater number of them are high achieving and innovative. The high initiating structure of leadership behaviour was found to be interacting positively with the high achieving status of schools. The reverse was the case found with the low achieving schools. She also found that the HH pattern of leadership behaviour of school principals contributes positively to school effectiveness and innovativeness. Her conclusion is that leadership behaviour is positively interacting with school effectiveness and innovativeness.

(2) Foreign Researches

The field of leadership behaviour in relation to innovativeness of schools has not been much investigated.

Barfield (1973) found that most innovative schools had the HH pattern of leadership behaviour. The difference between the learning climate in the innovative and non-innovative schools was not significant. It was also found that while effectiveness of innovation is not contingent upon a completely open climate, the latter does encourage and establish effective staff relations. Further, the school principals and teachers of innovative schools appear to enjoy their rewards gained from the innovative process.

Flanagan (1968), found that where leadership behaviour was ineffective, instructional effectiveness also slided down. His conclusion was that along with other variables, effectiveness
of school is intermover with leadership behaviour of school principals.

The major findings of Dufrey's (1973) research were:

1. There were no significant differences between high average and low innovative schools with respect to leadership behaviour of principals, as perceived by faculty members and openness of the organisational climate as perceived by faculty members.

2. There was no significant relationship between the criterion variable of innovation, and predictor variables of leadership behaviour dogmatism and openness of school climate.

The major conclusions of the investigation were as follow:

1. There was a wide range of the amount of innovation taking place in Jesuit High School, with evidence of a trend to an emphasis on practices that reflected concern for contemporary social problems, changing attitudes on discipline and development and interest in the fine arts.

2. No direct influence could be attributed to the variables of leader's behaviour, dogmatism and openness of school climate in relation to innovation.
3. It was not possible to predict innovation from the variables of leader's behaviour, dogmatism, and openness of the school climate.

Though Halpin was pioneer in the study of leadership behaviour, he has not tried to correlate leadership behaviour with any other correlated factors. However, it should be noted that the studies by Halpin in the area of leadership provide the theoretical frame of reference and instruments for the researcher.

Duffey (1973) undertook his study on relationships between educational innovations, principals' leadership behaviour, faculty belief system and organisational climate in Jesuit High Schools in the United States.

The sample for the investigation constituted of principals and faculty members of 48 Jesuit High Schools in the United States.

To determine the status innovative practices and types of innovative practices, frequencies and percentages of scale values were obtained. To determine distribution of responses of faculty members, means and standard deviations of faculty perceptions of leader behaviour of principals, dogmatism expressed by faculty members and faculty perception of climate openness in high average and low innovative schools, were computed. To determine faculty perceptions
of types of leader behaviour exhibited by principals in high, average and low innovative schools, a quadrant analysis scheme was employed, and to determine types of organizational climate in high average and low innovative schools the procedures outlined by Halpin and Croft were utilized.

Thomas W. Wiggins (1972) of the University of Oklahoma did a comparative study of principal's behaviour and school climate. This research suggests that climate of schools influences the behavioural characteristics of school principals as they relate to school climate. The method included the collection of data on 31 randomly selected schools and the behavioural characteristics of their principals. Statistical analysis was accomplished by means of canonical correlation analysis and trend analysis. A significant relationship was revealed between the principals' interpersonal orientation and the school climate, which remained stable over a period of 8 months. As the length of the principals' incumbency increased, the level of significance of the relationship between his behavioural characteristics and school climate increased. The findings indicated the presence of compelling school climate stability which had an effect of socializing the principals' behaviour.

John Marshall Wheeler (1973) attempted to study the relationship between leadership style, organizational atmosphere and student absenteeism. The research was
designed in the development of an understanding of a school principals' leadership styles and their association with student absenteeism. The study intended to demonstrate that in a high school where the principals' leadership style is more directive than permissive the atmosphere of that school is viewed by the student to be more accepting than rejecting and the frequency of student absenteeism is lower.

The leadership style of the high school principal, as measured on directive/permissive continuum, was considered to be the independent variable. The students' perception of the school atmosphere as measured on rejecting/accepting continuum was identified as intervening variable. The dependent variables were identified as the students' absence frequency and the students' absence duration.

A significant correlation was found among the variables of principal leadership style, student perceptions of school atmosphere and students' self frequency. Here it was implied that the leadership style of principal is an important factor in organizational perceptions of students and teachers.

Claypool (1973) undertook a study of organizational Climate Leader Behaviour and their relationship to Collective bargaining. He sought to determine the perceived
behaviour of the chief school administrator and the organizational climate of the secondary schools are related to the school districts involvement in a collective bargaining impasse which the basic classroom teacher's bargaining unit.

The LBDQ was administered to building principals, teacher association officers and a ten per cent random sample of classroom teachers in each participating district of the Eastern Pennsylvania countries. The OCDQ was administered to twenty per cent random sample teachers in each participating district.

The preliminary two-way classification of analysis of variance disclosed:

(a) differences at .01 level of significance between the chief school administrators on both behaviour dimensions;

(b) differences at the .01 level of significance between the perception of classroom, teachers, building, principals and teacher association officers, as to the perceived behaviour of chief school administrators on the behaviour dimensions.

There were no significant relationships between the leader behaviour of chief school administrators as perceived by classroom teachers, building principal and teacher
association officers, and the incidence of schools districts reaching and not reaching an external collective bargaining impasse.

An examination of the distribution of climate disclosed 39 of the 40 secondary schools were in the closed tendency classification.

Preston (1973) tried to make a comparative analysis of learning climate and teacher behaviour of open space schools. The study was intended to investigate:

1. the learning climate of open space schools and traditional schools and,
2. the leader behaviour dimensions of the principals in open space schools and traditional schools.

Data for the study were collected by administering the Learning Climate Inventory (LCI) and the LBQD to 114 teachers in five open space elementary schools and 101 teachers in five traditional elementary schools. A t-test was used to compare the raw scores of teacher responses to the two instruments.

Responses to the LCI indicated that there was no significant difference in the learning climate of open space, elementary schools and traditional elementary schools.

In comparing teacher responses of perceptions of their principals' leader behaviour effectiveness, it was
found that there was a significant difference. The teachers of the traditional schools perceived their principals to be more effective.

In comparing the 'initiating structure' and 'consideration' scores of principals in open space and traditional schools, it was found that there was a significant difference. Both groups of teachers perceived their principals to be more effective in consideration.

The significant difference in total leader effectiveness scores in favour of the principal was due to:

1. the teachers' perception of the principals may be different due to different settings;
2. the lack of congruency in personality characteristics of the principals and teachers in the open space schools;
3. a conflict in role expectations as perceived by different referent groups.

Both groups perceived their principals to be more effective on 'consideration' dimension of leadership behaviour due to:

i. the nature of the two dimensions,
ii. the openness of the learning climate and
iii. the effectiveness of the principals as perceived by their subordinates.
Guests (1962) supported the thesis that the educational administrator who wishes to provide for productive change, needs to promote the open climate. Here, there is an indication that innovativeness and openness of the school go hand in hand. This thesis is again supported by the research findings of Carl Fredrick Christian (1973). He found a significant positive relationship on the .01 level of significance between openness of organizational climate as perceived by the teachers and the rate of introduction and utilization of innovations. The findings showed significant positive correlation for the innovation scores and the climate dimensions of Esprit and Thrust, at the .01 level of significance and for Aloofness at the .05 level of significance, a significant negative correlation at the .01 level of significance was found for the innovation scores and the climate dimension of disengagement. No statistical significant relationship was found between the innovation scores and the following climate dimensions: Hindrance, Intimacy, Production, Emphasis and Consideration. No statistically significant relationship was found between staff size and the perceived degree of openness of organizational climate or between size of the staff and utilization of innovation.

2.4 Review of Studies in Administrative Behaviour

(1) Indian Researches:

Sharma (1972) studied relationship between principals'
effectiveness as administrative and teacher-satisfaction. The findings indicated a positive relationship between principal's effectiveness in his administrative tasks, behaviour and teachers' satisfaction.

Kothai Pillai (1973) found in her doctoral study a significant relationship among variables, such as openness of school climates, effectiveness of principals' leader behaviour, teacher morale and high pupil motivation towards their schools. These findings are also endorsed by studies of Darji (1975), Pandya (1975), Samrong Pengnu (1976) and Shelat (1975).

Pandya (1975) found that effective leader behaviour is significantly related to effectiveness of supervisory practice and openness of climate of secondary school.

Sharma (1974) found negative correlation between faculty age, leadership behaviour of school principals and psycho-physical hindrance.

Pillo Buch (1972) also found that principal's age and experience are not significantly related to his adaptiveness to educational innovativeness and academic change in school.

Patel (1972) has shown that school principal's age and seniority do not contribute to his effectiveness of leadership in moving a traditional school towards progressiveness. Similar findings were recorded by Pandya (1975).

Mahant (1976) in his study expressed the opinion that if the principal is to provide leadership to his colleagues in educational matters, two changes should invariably occur. Firstly, they should generate a 'we' feeling instead of 'I' king of management. Secondly, there should be a two way flow of communication where orders are handed down from the principal to teachers, and understanding and feedback from the subordinates to the superiors are to be provided.

He concludes that the horizontal flow of communication will have to be stimulated at the levels of teachers and principal's associations because it is through such communications among teachers and principals that it would be possible to decide whether the choice and sequence of the content in a discipline will lead to the attainment of the objective of the new syllabus and provisions of flexibility lies in the variety of instructional situations to retain the relevance in the immediate environment.

Mahant (1978) further mentions in his findings that leadership in secondary school can not be left to be guided by factors such as age or seniority in the school, but more rational basis or criterion will have to be adopted while recruiting leaders for secondary schools. These
criteria will have to be the dimensions or constituent elements of effective leader behaviour or administrative behaviour of school executive. Development of training programmes for principals of secondary schools will prepare them to perform the expected leadership tasks or develop the suitable administrative behaviour in secondary school principals.

(2) **Foreign Researches**

Many studies were undertaken in U.S.A. which have a bearing on the leadership of principals, organizational climate of the school, teacher morale, and teacher performance, student control, ideology, school effectiveness and so on.

Halpin (1966) developed a paradigm for research on Administrative Behaviour which consisted of four panels, viz:

1. The organization task: defined in terms of behaviour or behavioural products.

2. Administrator "Behaviour" of the officially designated leader in his administrative role.

3. Variables associated with Administrator Behaviour on the part of group members other than the leaders, products of the behaviour of group members, specified conditions under which the administrator and other group members are required to operate, patterns of
administrative organization and community factors that bear upon the formal organization. It is stipulated that these variables be reported objectively and measured reliably.

4. Criterion of administrator "Effectiveness", two levels of criterion are postulated:

i. Intermediate criteria such as evaluations or ratings of the leaders' behaviour and

ii. Outcomes of behaviour measured in terms of organization products and changes in these products.

Lipham (1960) used some additional instruments as Edward's Personal preference schedule, together with interviews to determine the personal variables related to judge the effectiveness of public school principals. His findings indicate the conditions and qualities of effective principals. In the large school system effective principals are:

(a) inclined to engage in strong and purposeful activities,

(b) able to relate to achieving success and position of high status,

(c) able to relate well to others, and

(d) secure in their home and work environment.

Ineffective principals revealed that they were:
(a) deliberate and pre-occupied with speculative
reasoning,
(b) satisfied with the present level of achievement
to status,
(c) both to work with teachers but anxious to
assist children,
(d) highly dependent on others for support, and
(e) likely to exhibit strong emotional reactions in
upsetting situations.

Halpin (1955) in a study on the observed leader
behaviour and ideal leader behaviour of 132 aircraft
commanders and 64 educational administrators aimed at
determining relations between a leader's ideal (how he thinks
he should behave as a leader) and his actual leadership
behaviour by his subordinates. It was found that the mean
scores of the administrators exceeded the mean scores of the
commanders for consideration but reverse was true for
initiating structure. These differences were all significant
at the .01 level, for both "real" and "ideal" scores. The
consideration behaviour of educational administrators is
described as relatively independent of their initiating
structure, whereas, there is greater tendency among aircraft
commanders for those who exhibit consideration, also exhibit
structuring behaviour.
Only a low correlation was found between the "real" scores and the "ideal". The highest correlation was that between the "real" and "ideal" structuring behaviour of educational administrators. It can be said in general, the leaders belief about how he should behave as a leader is not highly associated with his behaviour as described by his followers.

The study further revealed that large departments (in an organization) tended to receive higher reputation scores. Except for the size, all other characteristics of the department showed no significant relationship to the reputation for good administration.

The above finding is corroborated by Hemphill (1950) using LBDQ on some staff members of liberal arts colleges. He found that there is only a slight positive relationship between the way the leaders believe they should behave and the way in which their group members describe them as behaving.

Most of the studies dealing with the principals' behaviour used one of the two tools (LBDQ) developed by Hemphill and Coons (1950) and LBDQ constituted by Halpin and Winer (1952) for measuring the leader or administrator's behaviour.
Josselyn Louis S. Jr. (1974) mentioned about the development of another tool named 'Principal Behaviour Questionnaire' (PBQ) by the Ohio State Leadership Studies. Using PBQ, in her study she made the following observations:

i. The PBQ is a valid measure of principal's effectiveness from a teacher's point of view.

ii. When staff and principal agree on their perception of leader's behaviour the principal tends to be viewed as being more effective than when staff and principal disagree.

iii. In general those principals who are active in professional and non-professional organizations tend to be perceived as more task oriented than human relations oriented.

iv. From the staff's point of view, these principals who are more effective tend to be less active in professional and non-professional organizations and tend to be more human relation oriented than task oriented.

v. The ability to administer a Massachusetts secondary school is composed of a variety of complex factors which are extremely difficult to measure in simplistic fashion.
The Ohio State Leadership Studies developed yet another instrument for measuring administrative behaviour of school principals. It consists of 22 items distributed under four components viz., Communication, Representation, Organization and Integration. Items 1, 11, and 21 of the tool describe the communicative behaviour of the principals, items 2, 12 and 22 the representing behaviour, items 3 and 13 organization behaviour and items 4 and 14, integrating behaviour of the principals.

These four components are collapsed into the two dimensions of initiating structure (communication and organization) and consideration (representation and integration).

The two dimensions of initiating structure and consideration are similar to the dimensions in the LBDQ of Halpin and Winer (1952).

Nicolai (1972) designed a study to investigate:

1. The administrative behaviour of the superintendent of schools;

2. to determine the elements of the effective and ineffective administrative behaviour of the superintendent of schools as perceived by high school principals, and
3. also to determine the principal's recommendations for the optimum level of the superintendents' administrative behaviour.

The study ought to find if the principals' reaction to the administrative behaviour of the superintendents differed according to age, sex, the number of years served as high school principal, the type of school system, the number of years, the superintendent held his position, and the estimated age of the superintendent. Participants included 137 high school principals in California.

The general findings were:

1. The majority of high school principals surveyed, believed that the following categories of effective administrative behaviour were significantly important.

2. The superintendent communicates effectively with school board members, administrators, parents, students and community.

3. The superintendent makes firm consistent decisions in demonstrating administrative leadership.

4. The superintendent supports the high school principals.

5. The superintendent initiates change and innovation.

II Most of the high school principals felt that the following categories of ineffective administrative behaviour were significantly important.
i. The superintendent does not use good judgement in managing personnel and the administrative affairs of the school system,

ii. the superintendent does not communicate effectively with school board members, administrators, leaders, students and the community,

iii. the superintendent does not practise good human relations techniques,

iv. the superintendent does not make firm consistent administrative decisions, and

v. the superintendent does not support the high school principals.

The major conclusions were as follows:

i. Crucial elements of effective and/or ineffective administrative behaviour as perceived by high school principals involve;
   (a) communication,
   (b) human and public relations, and
   (c) decision making.

ii. High school principals perceive the area of communicating skills as the most vital concern in their relation with the superintendent of the schools.

iii. The administrative behaviour of the superintendent of schools is generally evaluated positively by the principal.
iv. Younger, less experienced high school principals generally view the administrative behaviour of the superintendent differently from the way it is viewed by older, more experienced high school principals.

v. Many high school principals are reluctant to discuss the administrative behaviour of their superintendent in California.

Robert Hale (1973) in his doctoral study investigated the relationship between selected variables of faculty members and academic Deans and faculty perception of the leader behaviour the administrative behaviour and effectiveness of the academic Dean. A secondary purpose of the study was to investigate relationships between the leader behaviour dimensions of consideration and initiating structure.

The following were his findings:

1. An increase in years of experience as academic Dean resulted in decrease in consideration scores.

2. An increase in years of experience as academic Dean resulted in an increase in the initiating structure.

Cohen (1978) remarked in her findings that principal, teacher and parent groups felt that the principal was friendly, found time to talk to people and was not primarily concerned with managerial aspects of administration. All groups viewed the principal as a people-oriented administrator.
This last fact is most important as it refers some of the literature which states that administrators lack human relations skills.

2.5 Review of Studies in the Area of Personality Characteristics

(1) Indian Studies

Shah (1977) studied the characteristics of innovative teachers. He developed a construct of innovative teachers and innovativeness on the basis of literature and prepared statements to fit the paradigm. Q-sort was used to find out certain patterns of behaviour characteristics of the innovative teachers. Cluster analysis and factor analysis by centroid method were utilized for analysis of the data collected by Q-sort technique from innovative teachers. The study arrived at different factor arrays regarding the patterns of behaviour characteristics of innovative teachers.

Nihish quotes four types of administrative styles as follows:

Four types of Administrators

1. Administrator with what and how.
2. Administrator with what but without how.
3. Administrator with how but without what, and
4. Administrator without what and how.
Administrative Leadership Skills

He also summarises these skills in the tabular form shown as under:

A. At the self level
   (a) Sensitivity to men and situations.
   (b) Flexibility in behaviour expressions
   (c) Tolerance of ambiguity

B. At the role level
   (a) Organisational skills.
   (b) Human relations skills
   (c) Technical skills.

B. Basic Administrative Skills

Skills of Administration

1. Planning:
   i. Setting objectives,
   ii. Formulating broad policies and programmes,
   iii. Planning procedures,
   iv. Fixing targets, etc.

2. Organising:
   i. Determining,
   ii. Dividing assignments.
   iii. Assigning authority.
   iv. Establishing a chain command and co-ordination and channels.
   v. Determining span of control, and
   vi. Setting out guiding principles.
3. **Establishing and Maintaining Controls.**

4. **Communicating**
   
i. Expressing oneself clearly and precisely, both orally and in writing.

   ii. Skill in conference leadership.

   iii. Instructing employees, and

   iv. Securing participation of employees.

5. **Forecasting**
   
i. Interpreting data.

   ii. Evaluating information and resources etc.

6. **Decision making**
   
i. Collecting data,

   ii. Evaluating data,

   iii. Interpreting data

   iv. Comparing courses of action, and

   v. Making the choice.

7. **Reviewing and Appraising**
   
i. Judging people, and

   ii. Evaluating performances standards

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(2) **Foreign Studies**

Dr. Hart of the California University a specialist in school administration had enumerated seven abilities which every administrator and superior should possess in ample degree to discharge his duties well. They are:
i. the ability to recognise the especially worthwhile things, that are taking place in the school system,

ii. to organise the school system so that essentially worthwhile things discovered are spread throughout the system,

iii. to overcome the inefficiencies of others without losing their good will,

iv. to set goals that are within the reach of an individual,

v. to make every one in the school system feel worthwhileness of his job, and

vi. to help every one in the system to grow professionally and grow in service to society, and

vii. to make those who work for or with the administrator or supervisor personally happy.

American Association of School Administrators gives the following characteristics of leadership in the field of educational administration.

i. It sets the pattern and guides the outcomes of co-operative action.

ii. It guides the educational programme, but relies in shared decision.

iii. It gives common understanding to common purposes.
iv. It produces cohesiveness without which co-operation is impossible.

v. It communicates throughout the school personnel a sense of mutual understanding and mutual loyalty to the ideals of education.

vi. It generates enthusiasm for a project and inspires work towards its solution; and

vii. It resolves the differences which frequently arise in growing organisation.

The 'Report of the Teacher Education Workshop' of the George Peabody College for Teachers, Nashville, gives the following principal characteristics of leadership.

i. It must contribute to the growth and development of boys and girls and to the quality of living in the community.

ii. It emerges from the needs of the total schools.

iii. It is based upon long term plans with broadly defined goals.

iv. It is a democratic enterprise.

v. It is realistic and practical.

vi. It maintains balance.

vii. It contributes to wellrounded scholarship, to professional competence, and to the social understanding of all teachers in service.
viii. It develops in teachers an awareness of the values in resources and their own obligation with respect to resource education.

ix. It co-ordinates the efforts of many individuals and agencies.

x. It discovers and develops leaders.

xi. It discovers, develops and uses teachers with special talents.

xii. It promotes professional advancement.

xiii. It works towards the security of teachers, and

xiv. It is continuous and provides for continuous evaluation in the light of its purposes.

Barr and others give the chief characteristics of a leader as:

1. A leader is selected for a given special ability or fitness to lead a specified co-operative project. A leader has ordinarily demonstrated some ability or power of other members of the group.

2. A leader has the willingness and ability to create a truly co-operative spirit and procedure. For that they have pinpointed as:

(a) Ability to substitute the more civilised and mature urges to aid, encourage, inspire, to guide followers in defining, understanding and attacking a problem.
(b) Willingness and ability to secure sympathetic insight of the mental processes, attitudes, prejudices, ideals, motives and aims of other individuals in group.

(c) Willingness to listen to, to understand, to try out if practicable, any well thought out proposal of a group member.

(d) Willingness to recognise leadership in others.

(e) Willingness to wait patiently for the more sure results which come from understanding the nature of learning; understanding the specific levels of the group members rather than to seek the quicker and so-called more efficient results of authority, and

(f) Willingness to accept with consideration and attention the contributions of slower and duller individuals.

3. A leader has better than average intelligence and emotional balances.

4. A leader has confidence in self, ability, aims but also at times a profound feeling of humility, sometimes even distrust of self. Both attitudes contribute directly to leadership.

5. A leader has confidence in human nature, its improbability, the creativity of all individuals.
A leader recognises critical points in the democratic development of policy, recognises when issues must be brought into the open thoroughly discussed and decisions secured. The following eight skills have been recommended:

i. High communication skill.

ii. High discussion skill.

iii. High compliance skill.

iv. High analysis skill.

v. High relationship skill.

vi. High work organisation skill.

vii. High outside orientation skill, and

eight. High work direction skill.

Smith, Stanley and Shores list the following competencies needed in order to fill the role of a functional group leader:

1. Competencies needed in working in face to face situations.

a. Skills in handling group processes.

b. Skills in presenting reports, representing opposing points of view, explaining difficult points and the like.

c. Skills in helping others learn the techniques of group processes.
2. Competencies required by the Process of Fact finding.
   a. Skills in making surveys to ascertain facts about school problems — constructing and administering questionnaires and other survey instruments, tabulating and interpreting responses.
   b. Skills in making surveys of various aspects of the community to ascertain the proper conditioning the schools, and to find facts about any educational problem involving aspects of the total community constructing and administering questionnaires and other survey instruments, tabulating responses, interpreting findings.
   c. Skills in helping laymen and teachers learn how to conduct school community surveys.

3. Competencies required by the process of Mass Communication.
   a. Skills in preparing informational reports and releasing them to the community through the press and the radio.
   b. Skills in assessing the effects of mass communication.
   c. Skills in helping teachers and laymen to learn the skills of mass communication.
4. Competencies needed in the job of selecting individuals to do particular tasks:

a. Skills in identifying and keeping records of the activities and achievements of school and community personnel.

b. Skills in judging the interests and capabilities of individuals on the basis of data bearing on their activities and achievements.

2.6 Some Pertinent Findings

From the review done in the foregoing pages, it is very clear that the efforts of the most of the research workers in India and abroad are concentrated more on innovations as such rather than on innovators, adopters or the practitioners of innovations. In this section some major findings of the above reviewed researches are highlighted.

1. So far as this area is concerned the lead is taken by other disciplines, namely, anthropology, sociology, medical sociology and industry. From these disciplines the trend of innovations has percolated down to the field of education.

2. In the field of education the initiative was taken by U.S.A., and research workers began to explore the area from late sixties and it was accelerated in India by the Centre of Advanced Study in Education, Faculty
3. The researches in the field of innovations and change in the field of education owe much to certain antecedents, specifically the recommendations of Mudaliar Commission (1952-53) and the Kothari Education Commission (1964-66), followed by the innovative activities done by AICSE, NCERT, CASE, and lastly State Institution of Education, State Council of Education Research and Training. These institutions have given very valuable contribution to accelerate the innovation and change process in our country.

4. Most of the studies done on innovations and change have been identified with innovative ideas as such and the circumstances favourable or unfavourable for them to float and institutionalise.

5. Researchers have tried to identify the roots of innovations with seminars, workshops, orientation courses, etc., organised by various agencies.

6. Researches have also found out that leadership behaviour, style or pattern of the school principal, organizational climate, and teacher morale are the powerful forces responsible for the growth or the decay of innovations.
Most of the researches are related to institutions or the forces working in the institutions, either accelerating innovations or crushing them, but very few researches are done on administrators as the promoters of innovations and research is done on studying the characteristics of innovative educational administrators.

Lastly, the investigator who has tried to study the characteristics of innovative teachers has used his own tool to do so, and nobody has prepared the tool to study characteristics of the educational administrators and hence the importance of the present investigation.

The main purpose of the present investigation is to study characteristics of innovative educational administrators of Gujarat State, and to develop a tool for that purpose.

2.7 Implications for the Present Study

From the above review, it is evident that almost no study has been conducted in the specific area of the characteristics of innovative educational administrators. The studies on personality aspects of superintendents, principals as well as teachers' leadership behaviour and administrative behaviour, specially the cosmopolitanness, radicalism Vs, traditionalism, attitude towards innovations, exposure to wider environment, prompt the need of studying all such
dimensions in more comprehensive way. In fact, this personality trait and characteristics indicate the tendency of an individual to think and act to an innovation, and hence the investigator has tried to study the characteristics of innovative educational administrators, with a tool designed by himself to measure it, which is a step far ahead of past researches. The educational administrators are the sources of innovative ideas to be implemented by the teachers and professors in the schools and colleges. The innovative educational administrator is much more important person in the field of education, so it is all the more important to prepare a tool for innovative educational administrators and to use it. The next chapter deals with the plan and the procedure of the study in hand.

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