CHAPTER V

CONCLUSIONS, DISCUSSION AND SUGGESTIONS
"We never know how high we are,
Till we are called to rise,
And then, if we are to plan,
Our statures touch the skies."

—Emily Dickinson.
CHAPTER V
CONCLUSIONS, DISCUSSION AND SUGGESTIONS

CONTENTS
5.1 Introduction

5.2 Conclusions of the Study

5.2.1 Conclusion Related to Primary Level Objectives

5.2.1.1 Administrative Behaviour- Organisational Climate

5.2.1.2 Administrative Behaviour- Innovative Proneness

5.2.1.3 Administrative Behaviour- Managerial Skills

5.2.2 Conclusions Related to Secondary Level Objectives

Influence of Background Factors over:

5.2.2.1 Organisational Climate

5.2.2.2 Innovative Proneness

5.2.2.3 Planning

5.2.2.4 Organisation

5.2.2.5 Operation Management

5.2.2.6 Personnel Management

5.2.2.7 Public Relation Management

5.2.3 Conclusions Related to the Tertiary Level Objectives

5.2.3.1 Classification of Heads into Personality Types

5.2.3.2 Relationship between Personality Types and the Organisational Climate

5.2.3.3 Organisational Climate

5.2.3.4 Innovative Proneness

Prediction by Sixteen Personality Factors of

5.2.3.5 Organisational Climate

5.2.3.6 Innovative Proneness

5.3 DISCUSSION

5.4 RECOMMENDATIONS

5.5 SUGGESTIONS FOR FURTHER STUDIES
CHAPTER - V

CONCLUSIONS, DISCUSSION AND SUGGESTIONS

5.1 INTRODUCTION

The present study was designed to study the Management of Higher Secondary Schools with regard to the Administrative Behaviour of the Heads.

The purpose of the study was

(1) To find out the Administrative Behaviour of the Heads of the Higher Secondary Schools with regard to the prevailing Climate in the Schools.

(2) To determine the Administrative Behaviour of the Heads of the Higher Secondary Schools with regard to their inclination for innovativeness.

(3) To find out the Managerial Skills of the Heads of Higher Secondary Schools with regard to the Modern Management Techniques.

(4) To determine the relationship between Personality Traits and the Administrative Behaviour of the Heads of Higher Secondary Schools.

One Hundred and Seventy Seven Heads of the State Board Higher Secondary Schools were randomly selected from the State of Tamil Nadu as sample for the study.

The Tools used for data collection were,

1. Cattell's 16 Personality Factor Questionnaire
The statistical techniques used to analyse data were

1. Chi-square Test
2. Multiple Regression Co-efficient, by AITKIN'S Method (1937) of Pivotal Condensation.

The conclusion and observation of the study were given in the ensuing pages.

5.2 CONCLUSIONS OF THE STUDY

The conclusions of the study are presented under the following sections:

5.2.1 Conclusions Related to Primary Level Objectives
5.2.2 Conclusions Related to Secondary Level Objectives
5.2.3 Conclusions Related to Tertiary Level Objectives

5.2.1 CONCLUSIONS RELATED TO PRIMARY LEVEL OBJECTIVES

5.2.1.1 To find out the Administrative Behaviour of the Heads of Higher Secondary Schools with regard to the prevailing Organisational Climate.

The percentage of institutions having Open Climate (12.43) is less than the percentage of institutions having Intermediate (63.28) and Closed Climate. (24.29) It is, therefore, inferred
THE HEADS OF HIGHER SECONDARY SCHOOLS DO NOT SEEM TO HAVE AN EFFECTIVE ADMINISTRATIVE BEHAVIOUR SINCE THE INSTITUTIONS SHOW ONLY INTERMEDIATE /CLOSED CLIMATE.

5. 2. 1. 2 To find out the Administrative Behaviour of the Heads of the Higher Secondary Schools with regard to their inclination for Innovativeness.

The percentage of Heads having High Innovative Proneness (43.50) is less than the percentage of Heads having low Innovative Proneness (56.50). It is, therefore, inferred that:

THE HEADS OF HIGHER SECONDARY SCHOOLS DO NOT SEEM TO HAVE INNOVATIVE PRONENESS WHICH IS CONSIDERED AS AN ESSENTIAL FEATURE OF GOOD ADMINISTRATIVE BEHAVIOUR.

5. 2. 1. 3 To find out the Managerial Skills of the Heads of Higher Secondary Schools with regard to their Modern Management Techniques Planning, Organisation, Operation Management, Personnel Management and Public Relation.

The percentage of Heads having High Managerial Skills (55.70) is greater than the percentage of Heads having Low Managerial Skills (44.30). It is, therefore, inferred that:

THE HEADS OF HIGHER SECONDARY SCHOOLS SEEM TO FOLLOW MODERN MANAGEMENT TECHNIQUES.
5. 2. 2 CONCLUSIONS RELATED TO SECONDARY LEVEL OBJECTIVES

5. 2. 2. 1 To find out the impact of the following Background Factors over the Administrative Behaviour of the Heads with regard to the prevailing Climate.

5. 2. 2. 1. 1 Influence of Locality over the Organisational Climate.

The Chi-square value regarding the Locality and the Administrative Behaviour - Organisational Climate is .38 which is not significant at .05 level. It is, therefore, inferred that:

THE LOCALITY OF THE INSTITUTIONS DOES NOT SEEM TO INFLUENCE THE ADMINISTRATIVE BEHAVIOUR OF THE HEADS WITH REGARD TO THE PREVAILING CLIMATE.

5. 2. 2. 1. 2 Influence of Type of Management of the Institutions over the Organisational Climate.

The Chi-square value regarding the Type of management and the Administrative Behaviour - Organisational Climate is 6.95 which is not significant at .05 level. It is, therefore, inferred that:

THE TYPE OF MANAGEMENT DOES NOT SEEM TO HAVE ANY INFLUENCE OVER THE ADMINISTRATIVE BEHAVIOUR WITH REGARD TO THE PREVAILING CLIMATE.

5. 2. 2. 1. 3 Influence of Nature of Institutions over the Organisational Climate.
The Chi-square value regarding the Nature of the Institutions and the Administrative Behaviour - Organisational Climate is 7.17, which is not significant at .05 level. It is, therefore, inferred that:

THE NATURE OF THE INSTITUTIONS DOES NOT SEEM TO HAVE ANY INFLUENCE OVER THE ADMINISTRATIVE BEHAVIOUR OF THE HEADS WITH REGARD TO THE PREVAILING CLIMATE.

5. 2. 2. 1. 4 Influence of Scholastic Achievement of the Institutions over Organisational Climate.

The Chi-square value of the Scholastic Achievement of the Institutions over the Administrative Behaviour - Organisational Climate is 7.32 which is not significant at .05 level. It is, therefore, inferred that:

THE SCHOLASTIC ACHIEVEMENT OF THE INSTITUTIONS DOES NOT SEEM TO HAVE ANY INFLUENCE OVER THE ADMINISTRATIVE BEHAVIOUR OF HEADS WITH REGARD TO THE PREVAILING CLIMATE.

5. 2. 2. 1. 5 Influence of Sex of the Heads over the Organisational Climate.

The Chi-Square value of the Sex of the Heads over their Administrative Behaviour - Organisational Climate is 7.13 which is significant at .05 level. It is, therefore, inferred that:
THE ADMINISTRATIVE BEHAVIOUR OF THE HEADS WITH REGARD TO THE PREVAILING CLIMATE SEEMS TO BE INFLUENCED BY THE SEX OF THE ADMINISTRATORS.

5.2.2.1.6 Influence of Age of the Administrator over the Organisational Climate.

The Chi-Square value of the Age of the Heads over their Administrative Behaviour - Organisational Climate is 8.02, which is not significant at .05 level. It is, therefore, inferred that:

THE ADMINISTRATIVE BEHAVIOUR OF THE HEADS WITH REGARD TO THE PREVAILING CLIMATE DOES NOT SEEM TO BE INFLUENCED BY THE AGE OF THE ADMINISTRATORS.

5.2.2.1.7 Influence of Length of Experience of Heads of the Institutions over the Organisational Climate.

The Chi-Square value of the Experience of the Heads over their Administrative Behaviour - Organisational Climate is 1.62, which is not significant at .05 level. It is, therefore, inferred that:

THE ADMINISTRATIVE BEHAVIOUR OF THE HEADS WITH REGARD TO THE PREVAILING CLIMATE DOES NOT SEEM TO BE INFLUENCED BY THE EXPERIENCE OF THE ADMINISTRATORS.

5.2.2.1.8 Influence of Higher Professional Qualification of the Administrator over their Organisational Climate.
The Chi-Square value of the Professional Qualification of the Heads over the Administrative Behaviour-Organisational Climate is 2.55 which is not significant at .05 level. It is, therefore, inferred that:

THE ADMINISTRATIVE BEHAVIOUR OF THE HEADS WITH REGARD TO THE PREVAILING CLIMATE DOES NOT SEEM TO BE INFLUENCED BY THE HIGHER PROFESSIONAL QUALIFICATION OF THE ADMINISTRATORS.

5. 2. 2. 2 To find out the impact of the following Background Factors over the Administrative Behaviour of the Heads with regard to Innovative Proneness.

5. 2. 2. 2. 1 Influence of Locality of the Institutions over Administrative Behaviour - Innovative Proneness.

The Chi-Square value of Locality over Administrative Behaviour - Innovative Proneness is .43, which is not significant at the .05 level. It is, therefore, inferred that:

THE ADMINISTRATIVE BEHAVIOUR OF THE HEADS WITH REGARD TO THE INNOVATIVE PRONENESS DOES NOT SEEM TO BE INFLUENCED BY THE LOCALITY OF THE INSTITUTIONS.

5. 2. 2. 2. 2 Influence of Type of Management of the Institutions over Administrative Behaviour-Innovative Proneness of the Heads.

The Chi-Square value of the Type of Management over the Administrative Behaviour - Innovative Proneness is 4.28, which is not significant at the .05 level. It is,
therefore, inferred that

THE ADMINISTRATIVE BEHAVIOUR OF THE HEADS WITH REGARD TO THE INNOVATIVE PRONENESS DOES NOT SEEM TO BE INFLUENCED BY THE TYPE OF MANAGEMENT OF THE INSTITUTIONS.

5. 2. 2. 2. 3 Influence of Nature of Institutions over Administrative Behaviour - Innovative Proneness.

The Chi-Square value of Nature of the Institutions over the Administrative Behaviour - Innovative Proneness is .59, which is not significant at the .05 level. It is, therefore, inferred that:

THE ADMINISTRATIVE BEHAVIOUR OF THE HEADS WITH REGARD TO THE INNOVATIVE PRONENESS DOES NOT SEEM TO BE INFLUENCED BY THE NATURE OF THE INSTITUTIONS.

5. 2. 2. 2. 4 Influence of Scholastic Achievement of the Institution Over Administrative Behaviour - Innovative Proneness of the Heads.

The Chi-Square value of the Scholastic Achievement over the Administrative Behaviour - Innovative Proneness is 1.54, which is not significant at the .05 level. It is, therefore, inferred that:

THE ADMINISTRATIVE BEHAVIOUR OF THE HEADS WITH REGARD TO THE INNOVATIVE PRONENESS DOES NOT SEEM TO BE INFLUENCED BY THE SCHOLASTIC ACHIEVEMENT OF THE INSTITUTIONS.
5. 2. 2. 5 Influence of Sex of Heads of Institutions over Administrative Behaviour - Innovative Proneness.

The Chi-Square value of Sex of Heads over their Administrative Behaviour - Innovative Proneness is 1.63, which is not significant at the .05 level. It is, therefore, inferred that:

THE ADMINISTRATIVE BEHAVIOUR OF THE HEADS OF INSTITUTIONS WITH REGARD TO INNOVATIVE PRONENESS DOES NOT SEEM TO BE INFLUENCED BY THE SEX OF THE ADMINISTRATORS.

5. 2. 2. 6 Influence of Age of Heads of Institutions over Administrative Behaviour - Innovative Proneness.

The Chi-Square value of the Age of Heads of Institutions over their Administrative Behaviour - Innovative Proneness is 2.25, which is not significant at the .05 level. It is, therefore, inferred that:

THE ADMINISTRATIVE BEHAVIOUR OF THE HEADS OF INSTITUTIONS WITH REGARD TO INNOVATIVE PRONENESS DOES NOT SEEM TO BE INFLUENCED BY THE AGE OF ADMINISTRATORS.

5. 2. 2. 7 Influence of Length of Experience of Heads of Institutions over the Administrative Behaviour - Innovative Proneness.

The Chi-Square value of Experience of the Heads of Institutions over their Administrative Behaviour - Innovative Proneness is .71, which is not significant at the .05 level. It is, therefore, inferred that:
THE ADMINISTRATIVE BEHAVIOUR OF THE HEADS OF INSTITUTIONS WITH REGARD TO INNOVATIVE PRONENESS DOES NOT SEEM TO BE INFLUENCED BY THE EXPERIENCE OF THE ADMINISTRATORS.

5. 2. 2. 2. 8 Influence of Higher Professional Qualification of the Heads of Institutions over their Administrative Behaviour - Innovative Proneness.

The Chi-Square value of Higher Professional Qualification of the Heads over their Administrative Behaviour - Innovative Proneness is 1.00, which is not significant at the .05 level. It is, therefore, inferred that:

THE ADMINISTRATIVE BEHAVIOUR - INNOVATIVE PRONENESS OF THE HEADS OF INSTITUTIONS DOES NOT SEEM TO BE INFLUENCED BY THEIR HIGHER PROFESSIONAL QUALIFICATION.

5. 2. 2. 3 To find out the impact of the following Background Factors over the Administrative Behaviour related to the Managerial Skill - Planning of the Heads.

5. 2. 2. 3. 1 Impact of Locality over Managerial Skill - Planning.

The Chi-Square value regarding the Locality of the Institution and the Managerial Skill - Planning of the Heads is .13, which is not significant at the .05 level. It is, therefore, inferred that:
THE MANAGERIAL SKILL - PLANNING OF THE HEADS DOES NOT SEEM TO BE INFLUENCED BY THE LOCALITY OF THE INSTITUTIONS.

5.2.2.3.2 Impact of Type of Management over Managerial Skill - Planning.

The Chi-Square value regarding Type of management of the Institutions and the Managerial Skill-Planning of the administrators is 1.25, which is not significant at the .05 level. It is, therefore, inferred that:

THE MANAGERIAL SKILL - PLANNING OF THE HEADS DOES NOT SEEM TO BE INFLUENCED BY THE TYPE OF MANAGEMENT OF THE INSTITUTIONS.

5.2.2.3.3 Impact of Nature of the Institution over Managerial Skill - Planning.

The Chi-Square value regarding the Nature of the Institutions and the Managerial Skill - Planning of the Heads is 2.66, which is not significant at the .05 level. It is, therefore, inferred that:

THE MANAGERIAL SKILL - PLANNING OF THE HEADS DOES NOT SEEM TO BE INFLUENCED BY THE NATURE OF THE INSTITUTIONS.

5.2.2.3.4 Impact of Percentage of Results of the Institution over Managerial Skill - Planning.
The Chi-square value regarding the Percentage of Results of the Institution and the Managerial Skill-Planning of the Heads is .37, which is not significant at the .05 level. It is, therefore, inferred that:

THE MANAGERIAL SKILL-PLANNING OF THE HEADS DOES NOT SEEM TO BE INFLUENCED BY THE SCHOLASTIC ACHIEVEMENT OF THE INSTITUTIONS.

5. 2. 2. 3. 5 Impact of the Sex of the Administrator over the Managerial Skill-Planning.

The Chi-square value regarding the Sex of Heads of the Institutions and the Managerial Skill-Planning of the Heads is 1.61, which is not significant at the .05 level. It is, therefore, inferred that:

THE MANAGERIAL SKILL-PLANNING DOES NOT SEEM TO BE INFLUENCED BY THE SEX OF THE ADMINISTRATORS.

5. 2. 2. 3. 6 Impact of Age of the Administrator over the Managerial Skill-Planning.

The Chi-square value regarding the Age of Heads of the Institutions and the Managerial Skill-Planning of the Heads is 1.79, which is not significant at the .05 level. It is, therefore, inferred that:

THE MANAGERIAL SKILL-PLANNING DOES NOT SEEM TO BE INFLUENCED BY THE AGE OF THE ADMINISTRATORS.
5. 2. 2. 3. 7 Impact of Experience of the Administrator over the Managerial Skill-Planning.

The Chi-Square value regarding the Experience of the Heads of Institutions and the Managerial Skill - Planning of the Heads is .05, which is not significant at the .05 level. It is, therefore, inferred that:

THE MANAGERIAL SKILL - PLANNING DOES NOT SEEM TO BE INFLUENCED BY THE EXPERIENCE OF THE ADMINISTRATORS.

5. 2. 2. 3. 8 Impact of Professional Qualification of the Heads of the Institutions over Managerial Skill-Planning of the Heads.

The Chi-Square value regarding Professional Qualification of the Heads of the Institutions and the Managerial Skill - Planning of the Heads is 3.15, which is not significant at the .05 level. It is, therefore, inferred that:

THE MANAGERIAL SKILL - PLANNING OF THE HEADS DOES NOT SEEM TO BE INFLUENCED BY THE HIGHER PROFESSIONAL QUALIFICATION OF THE ADMINISTRATORS.

5. 2. 2. 4 To find out the impact of the following Background Factors over the Managerial Skill - Organisation of the Heads.

5. 2. 2. 4. 1 Influence of Locality of the Institutions over Managerial Skill - Organisation of the Heads.

The Chi-Square value regarding Locality of the Institu-
tions and the Managerial Skill - Organisation of the Heads is .13, which is not significant at the .05 level. It is, therefore, inferred that:

THE MANAGERIAL SKILL - ORGANISATION OF THE HEADS DOES NOT SEEM TO BE INFLUENCED BY THE LOCALITY OF THE INSTITUTIONS.

5. 2. 2. 4. 2 Influence of Type of Management of the Institutions over Managerial Skill - Organisation of the Heads.

The Chi-Square value regarding Type of Management of the Institutions and the Managerial Skill - Organisation of the Heads is .18, which is not significant at the .05 level. It is, therefore, inferred that:

THE MANAGERIAL SKILL - ORGANISATION OF THE HEADS DOES NOT SEEM TO BE INFLUENCED BY THE TYPE OF MANAGEMENT OF THE INSTITUTIONS.

5. 2. 2. 4. 3 Influence of Nature of the Institutions over Managerial Skill - Organisation of the Heads.

The Chi-Square value regarding the Nature of the Institutions and the Managerial Skill - Organisation of the Heads is 7.53, which is significant at the .05 level. It is, therefore, inferred that:

THE MANAGERIAL SKILL - ORGANISATION OF THE HEADS SEEMS TO BE INFLUENCED BY THE NATURE OF THE INSTITUTIONS.
5. 2. 2. 4. 4 Influence of Percentage of Results of the Institutions over Managerial Skill - Organisation of the Heads.

The Chi-Square value regarding Percentage of Results of the Institutions and the Managerial Skill - Organisation of the Heads is 1.06, which is not significant at the .05 level. It is, therefore, inferred that:

THE MANAGERIAL SKILL - ORGANISATION OF THE HEADS DOES NOT SEEM TO BE INFLUENCED BY THE SCHOLASTIC ACHIEVEMENT OF THE INSTITUTIONS.

5. 2. 2. 4. 5 Influence of Sex of Heads of the Institutions over Managerial Skill - Organisation.

The Chi-Square value regarding Sex of Heads of the Institutions and the Managerial Skill - Organisation of the Heads is 1.87, which is not significant at the .05 level. It is, therefore, inferred that:

THE MANAGERIAL SKILL - ORGANISATION OF THE HEADS DOES NOT SEEM TO BE INFLUENCED BY THE SEX OF THE ADMINISTRATORS.

5. 2. 2. 4. 6 Influence of Age of the Heads of Institutions over Managerial Skill - Organisation.

The Chi-Square value regarding the Age of Heads of the Institutions and the Managerial Skill - Organisation of the Heads is 6.52, which is significant at the .05 level. It is, therefore, inferred that:
THE MANAGERIAL SKILL - ORGANISATION OF THE HEADS SEEMS TO BE INFLUENCED BY THE AGE OF THE ADMINISTRATORS.

5. 2. 2. 4. 7 Influence of Experience of Heads of Institutions over Managerial Skill - Organisation of the Heads.

The Chi-Square value regarding Experience of the Heads of Institutions and the Managerial Skill - Organisation of the Heads is .82, which is not significant at the .05 level. It is, therefore, inferred that:

THE MANAGERIAL SKILL - ORGANISATION OF THE HEADS DOES NOT SEEM TO BE INFLUENCED BY THE EXPERIENCE OF THE ADMINISTRATORS.

5. 2. 2. 4. 8 Influence of Qualification of the Heads of the Institutions over Managerial Skill - Organisation of the Heads.

The Chi-Square value regarding Qualification of the Heads of Institutions and the Managerial Skill - Organisation of the Heads is 7.07, which is significant at the .05 level. It is, therefore, inferred that:

THE MANAGERIAL SKILL - ORGANISATION OF THE HEADS SEEMS TO BE INFLUENCED BY THE HIGHER PROFESSIONAL QUALIFICATION OF THE ADMINISTRATORS.

5. 2. 2. 5 To find out the impact of the following Background Factors over the Administrative Behaviour Managerial Skill - Operation Management of the Heads.
5. 2. 2. 5. 1 Influence of Locality of the Institution over Managerial Skill - Operation Management. The Chi-Square value regarding the Locality of the Institutions and the Managerial Skill - Operation Management of the Heads is 1.05, which is not significant at the .05 level. It is, therefore, inferred that:

THE MANAGERIAL SKILL - OPERATION MANAGEMENT OF THE HEADS DOES NOT SEEM TO BE INFLUENCED BY THE LOCALITY OF THE INSTITUTIONS.

5. 2. 2. 5. 2 Influence of the Type of Management of the Institutions over Managerial Skill - Operation Management of the Heads. The Chi-Square value regarding the Type of Management of the Institutions and the Managerial Skill - Operation Management of the Heads is 1.24, which is not significant at the .05 level. It is, therefore, inferred that:

THE MANAGERIAL SKILL - OPERATION MANAGEMENT OF THE HEADS DOES NOT SEEM TO BE INFLUENCED BY THE TYPE OF MANAGEMENT OF THE INSTITUTIONS.

5. 2. 2. 5. 3 Influence of the Nature of the Institutions over Managerial Skill - Operation Management of the Heads. The Chi-Square value regarding the Nature of the Institu-
tions and the Managerial Skill - Operation Management of the Heads is 3.80, which is not significant at the .05 level. It is, therefore, inferred that:

THE MANAGERIAL SKILL - OPERATION MANAGEMENT OF THE HEADS DOES NOT SEEM TO BE INFLUENCED BY THE NATURE OF INSTITUTIONS.

5. 2. 2. 5. 4 Influence of Percentage of Results of the Institution over Managerial Skill - Operation Management of the Heads.

The Chi-Square value regarding Percentage of Results of the Institution and the Managerial Skill - Operation Management of the Heads is .49, which is not significant at the .05 level. It is, therefore, inferred that:

THE MANAGERIAL SKILL - OPERATION MANAGEMENT OF THE HEADS DOES NOT SEEM TO BE INFLUENCED BY THE SCHOLASTIC ACHIEVEMENT OF THE INSTITUTIONS.

5. 2. 2. 5. 5 Influence of the Sex of the Administrator over Managerial Skill - Operation Management of the Heads.

The Chi-Square value regarding the Sex of Administrator and the Managerial Skill - Operation Management of the Heads is 1.15, which is not significant at the .05 level. It is, therefore, inferred that
THE MANAGERIAL SKILL - OPERATION MANAGEMENT OF THE HEADS DOES NOT SEEM TO BE INFLUENCED BY THE SEX OF THE ADMINISTRATOR.

5. 2. 2. 5. 6 Influence of the Age of the Administrator over Managerial Skill - Operation Management of the Heads.

The Chi-Square value regarding the Age of the Heads of Institutions and the Managerial Skill - Operation management of the Heads is 2.49, which is not significant at the .05 level. It is, therefore, inferred that:

THE MANAGERIAL SKILL - OPERATION MANAGEMENT OF THE HEADS DOES NOT SEEM TO BE INFLUENCED BY THE AGE OF THE ADMINISTRATORS.

5. 2. 2. 5. 7 Influence of Experience of the Administrator over Managerial Skill - Operation Management.

The Chi-Square value regarding the Experience of the Administrator and the Managerial Skill - Operation Management of the Heads is 2.16, which is not significant at the .05 level. It is, therefore, inferred that:

THE MANAGERIAL SKILL - OPERATION MANAGEMENT OF THE HEADS DOES NOT SEEM TO BE INFLUENCED BY THE EXPERIENCE OF THE ADMINISTRATORS.

5. 2. 2. 5. 8 Influence of Higher Professional Qualification of the Administrator over Managerial Skill -
The Chi-Square value regarding the Qualification of the Administrator and the Managerial Skill - Operation Management of the Heads is 1.39, which is not significant at the .05 level. It is, therefore, inferred that:

THE MANAGERIAL SKILL - OPERATION MANAGEMENT OF THE HEADS DOES NOT SEEM TO BE INFLUENCED BY THE HIGHER PROFESSIONAL QUALIFICATION OF THE ADMINISTRATORS.

5.2.2.6 To find out the impact of the following Background Factors over the Administrative Behaviour Managerial Skill- Personnel Management.

5.2.2.6.1 Influence of Locality of the Institution over Managerial Skill- Personnel Management.

The Chi-Square value regarding the Locality of the Institution and the Managerial Skill - Personnel Management of the Heads is .64, which is not significant at the .05 level. It is, therefore, inferred that:

THE MANAGERIAL SKILL - PERSONNEL MANAGEMENT OF THE HEADS DOES NOT SEEM TO BE INFLUENCED BY THE LOCALITY OF THE INSTITUTIONS.

5.2.2.6.2 Influence of Type of Management of the Institution over Managerial Skill- Personnel Management of the Heads.

The Chi-Square value regarding the Type of Management
of the institution and the Managerial Skill - Personnel Management of the Heads is 1.59, which is not significant at the .05 level. It is, therefore, inferred that:

THE MANAGERIAL SKILL - PERSONNEL MANAGEMENT OF THE HEADS DOES NOT SEEM TO BE INFLUENCED BY THE TYPE OF MANAGEMENT OF THE INSTITUTIONS.

5. 2. 2. 6. 3 Influence of Nature of the Institution over Managerial Skill - Personnel Management of the Heads.

The Chi-Square value regarding the Nature of the Institution and the Managerial Skill - Personnel Management of the Heads is .05, which is not significant at the .05 level. It is, therefore, inferred that:

THE MANAGERIAL SKILL - PERSONNEL MANAGEMENT OF THE HEADS DOES NOT SEEM TO BE INFLUENCED BY THE NATURE OF THE INSTITUTIONS.

5. 2. 2. 6. 4 Influence of the Percentage of Results of the Institution over Managerial Skill - Personnel Management of the Heads.

The Chi-Square value regarding the Percentage of Results of the Institution and the Managerial Skill - Personnel Management of the Heads is .14, which is not significant at the .05 level. It is, therefore, inferred that:
THE MANAGERIAL SKILL - PERSONNEL MANAGEMENT OF THE HEADS DOES NOT SEEM TO BE INFLUENCED BY THE SCHOLASTIC ACHIEVEMENT OF THE INSTITUTIONS.

5. 2. 2. 6. 5 Influence of the Sex of the Administrator over Managerial Skill - Personnel Management.

The Chi-Square value regarding the Sex of the Administrators and their Managerial Skill - Personnel Management is .44, which is not significant at the .05 level. It is, therefore, inferred that:

THE MANAGERIAL SKILL - PERSONNEL MANAGEMENT OF THE HEADS DOES NOT SEEM TO BE INFLUENCED BY THE SEX OF THE ADMINISTRATORS.

5. 2. 2. 6. 6 Influence of Age of the Administrator over Managerial Skill - Personnel Management.

The Chi-Square value regarding the Age of Administrator and the Managerial Skill - Personnel Management of the Heads is .63, which is not significant at the .05 level. It is, therefore, inferred that:

THE MANAGERIAL SKILL - PERSONNEL MANAGEMENT OF THE HEADS DOES NOT SEEM TO BE INFLUENCED BY THE AGE OF THE ADMINISTRATORS.

5. 2. 2. 6. 7 Influence of the Experience of the Administrator over Managerial Skill - Personnel Management.

The Chi-Square value regarding the Experience of the
Administrator and the Managerial Skill - Personnel Management, of the Heads is 1.35, which is not significant at the .05 level. It is, therefore, inferred that:

THE MANAGERIAL SKILL - PERSONNEL MANAGEMENT OF THE HEADS DOES NOT SEEM TO BE INFLUENCED BY THE EXPERIENCE OF THE ADMINISTRATORS.

5. 2. 2. 6. 8 Influence of the Higher Professional Qualification of the Administrator of Institution over Managerial Skill - Personnel Management.

The Chi-Square value regarding the Qualification of the Administrator and the Managerial Skill - Personnel Management of the Heads is .54, which is not significant at the .05 level. It is, therefore, inferred that:

THE MANAGERIAL SKILL - PERSONNEL MANAGEMENT OF THE HEADS DOES NOT SEEM TO BE INFLUENCED BY THE HIGHER PROFESSIONAL QUALIFICATION OF THE ADMINISTRATORS.

5. 2. 2. 7 To find out the impact of the following Background Factors over the Administrative Behaviour Managerial Skill - Public Relation Management.

5. 2. 2. 7. 1. Influence of Locality of the Institution over the Managerial Skill - Public Relation Management of the Heads.

The Chi-Square value of the Locality of the Institution over the Managerial Skill - Public Relation Management of the Heads is 0.18, which is not significant at the .05 level.
It is, therefore, inferred that:

THE MANAGERIAL SKILL PUBLIC RELATION MANAGEMENT
OF THE HEADS DOES NOT SEEM TO BE INFLUENCED BY
THE LOCALITY OF THE INSTITUTIONS.

5. 2. 2. 7. 2. Influence of Type of Management of the Institution
over Managerial Skill - Public Relation Management.

The Chi-Square value of the Type of Management of the
Institution over the Managerial Skill - Public Relation
Management of the Heads is .86, which is not significant at
the .05 level. It is, therefore, inferred that:

THE MANAGERIAL SKILL PUBLIC RELATION MANAGEMENT
OF THE HEADS DOES NOT SEEM TO BE INFLUENCED BY
THE TYPE OF MANAGEMENT OF THE INSTITUTIONS.

5. 2. 2. 7. 3 Influence of Nature of the Institution over the
Managerial Skill - Public Relation Management.

The Chi-Square value of the Nature of the Institution
over the Managerial Skill - Public Relation Management of
the Heads is 1.26, which is not significant at the .05 level.
It is, therefore, inferred that:

THE MANAGERIAL SKILL PUBLIC RELATION MANAGEMENT
OF THE HEADS DOES NOT SEEM TO BE INFLUENCED BY
THE NATURE OF THE INSTITUTIONS.

5. 2. 2. 7. 4 Influence of Percentage of Results of the
5. 2. 7. 5 Influence of the Sex of the Administrator over Managerial Skill - Public Relation Management.

The Chi-Square value of the Sex of the Administrator over the Managerial Skill - Public Relation Management of the Heads is .13, which is not significant at the .05 level. It is, therefore, inferred that:

THE MANAGERIAL SKILL PUBLIC RELATION MANAGEMENT OF THE HEADS DOES NOT SEEM TO BE INFLUENCED BY THE SEX OF THE ADMINISTRATORS.

5. 2. 7. 6 Influence of the Age of the Administrator over the Managerial Skill - Public Relation Management.

The Chi-Square value of the Age of the Administrator over the Managerial Skill - Public Relation Management of the Heads is 1.43, which is not significant at the .05
level. It is, therefore, inferred that:

THE MANAGERIAL SKILL PUBLIC RELATION MANAGEMENT
OF THE HEADS DOES NOT SEEM TO BE INFLUENCED BY
THE AGE OF THE ADMINISTRATORS.

5. 2. 2. 7. 7 Influence of Experience of the Administrator
over the Managerial Skill - Public Relation Management.

The Chi-Square value of the Experience of the Administrator
over the Managerial Skill - Public Relation Management of the
 Heads is 2.75, which is not significant at the .05 level. It
is, therefore, inferred that:

THE MANAGERIAL SKILL PUBLIC RELATION MANAGEMENT
OF THE HEADS DOES NOT SEEM TO BE INFLUENCED BY
THE EXPERIENCE OF THE ADMINISTRATORS.

5. 2. 2. 7. 8 Influence of Higher Professional Qualification of the Administrator over
the Managerial Skill - Public Relation Management.

The Chi-Square value of the Qualification of the Administrator
over the Managerial Skill - Public Relation Management of the
 Heads is 3.71, which is not significant at the .05 level. It
is, therefore, inferred that:

THE MANAGERIAL SKILL PUBLIC RELATION MANAGEMENT
OF THE HEADS DOES NOT SEEM TO BE INFLUENCED BY THE
HIGHER PROFESSIONAL QUALIFICATION OF THE ADMINISTRATORS.
5. 2. 3 CONCLUSIONS RELATED TO THE TERTIARY LEVEL OBJECTIVES

5. 2. 3. 1 To classify the Heads of Higher Secondary Schools according to the Personality Types - Extravert, Introvert and Ambivert.

The percentage of Ambiverts (69.49) is greater than the percentage of Introverts (25.99) and Extraverts (4.52). It is, therefore, inferred that:

THE HEADS OF HIGHER SECONDARY SCHOOLS SEEM TO BELONG TO THE PERSONALITY TYPE - AMBIVERT.

5. 2. 3. 2 To find out the relationship between the Administrative Behaviour with regard to the Climate and the Personality Types - Extravert, Introvert and Ambivert.

The Chi-Square value regarding the Personality Type and the Administrative Behaviour - Organisational Climate is 11.60, which is significant at the .05 level. It is, therefore, inferred that:

THE PERSONALITY TYPES OF THE HEADS SEEM TO HAVE INFLUENCE OVER THE ADMINISTRATIVE BEHAVIOUR WITH REGARD TO THE ORGANISATIONAL CLIMATE.

5. 2. 3. 3 To find out the relationship between Administrative Behaviour with regard to the Organisational Climate and the following Personality Factors.
5. 2. 3. 3. 1 Personality Factor A Reserved/Outgoing vs Organisational Climate.

The Chi-Square value regarding the Personality Factor A Reserved /Outgoing and the Administrative Behaviour of the Heads - Organisational Climate is 2.84, which is not significant at the .05 level. It is, therefore, inferred that:

THE PERSONALITY FACTOR A RESERVED / OUTGOING DOES NOT SEEM TO HAVE ANY RELATIONSHIP WITH THE ORGANISATIONAL CLIMATE.

5. 2. 3. 3. 2 Personality Factor B Intelligence vs Climate

The Chi-Square value regarding the Personality Factor B Intelligence and the Administrative Behaviour of the Heads - Organisational Climate is 1.53, which is not significant at the .05 level. It is, therefore, inferred that:

THE PERSONALITY FACTOR B LESS INTELLIGENT / MORE INTELLIGENT DOES NOT SEEM TO HAVE ANY RELATIONSHIP WITH THE ORGANISATIONAL CLIMATE.

5. 2. 3. 3. 3 Personality Factor C Affected By Feelings / Emotionally Stable vs Organisational Climate.

The Chi-Square value regarding the Personality Factor C Affected By Feelings / Emotionally Stable and the Administrative Behaviour of the Heads - Organisational Climate is 0.21, which is not significant at the .05 level. It is, therefore, inferred that:
THE PERSONALITY FACTOR C (AFFECTED BY FEELINGS / EMOTIONALLY STABLE) DOES NOT SEEM TO HAVE ANY RELATIONSHIP WITH THE ORGANISATIONAL CLIMATE.

5.2.3.3.4 Personality Factor E Humble/Assertive vs Organisational Climate.

The Chi-Square value regarding the Personality Factor E Humble /Assertive and the Administrative Behaviour of the Heads - Organisational Climate is 1.72, which is not significant at the .05 level. It is, therefore, inferred that:

THE PERSONALITY FACTOR E (HUMBLE / ASSERTIVE) DOES NOT SEEM TO HAVE ANY RELATIONSHIP WITH THE ORGANISATIONAL CLIMATE.

5.2.3.3.5 Personality Factor F Sober/Happy-go-lucky vs Organisational Climate.

The Chi-Square value regarding the Personality Factor F Sober /Happy-Go-Lucky and the Administrative Behaviour of the Heads - Organisational Climate is 10.11, which is not significant at the .05 level. It is, therefore, inferred that:

THE PERSONALITY FACTOR F SOBER/HAPPY-GO-LUCKY SEEM TO HAVE SIGNIFICANT RELATIONSHIP WITH THE ORGANISATIONAL CLIMATE.

5.2.3.3.6 Personality Factor G Expedient/Conscientious vs Organisational Climate.

The Chi-Square value regarding the Personality Factor G
Expedient / Conscientious and the Administrative Behaviour of the Heads - Organisational Climate is 2.81, which is not significant at the .05 level. It is, therefore, inferred that:

THE PERSONALITY FACTOR G EXPEDIENT / CONSCIENTIOUS DOES NOT SEEM TO HAVE ANY RELATIONSHIP WITH ORGANISATIONAL CLIMATE.

5. 2. 3. 3. 7 Personality Factor H Shy/Venturesome vs Organisational Climate.

The Chi-Square value regarding the Personality Factor H Shy/Venturesome and the Administrative Behaviour of the Heads - Organisational Climate is 1.30, which is not significant at the .05 level. It is, therefore, inferred that:

THE PERSONALITY FACTOR H SHY / VENTURESome DOES NOT SEEM TO HAVE ANY RELATIONSHIP WITH THE ORGANISATIONAL CLIMATE.

5. 2. 3. 3. 8 Personality Factor I Tough/Tender Minded vs Organisational Climate.

The Chi-Square value regarding the Personality Factor I Tough/Tender Minded and the Administrative Behaviour of the Heads - Organisational Climate is 2.95, which is not significant at the .05 level. It is, therefore, inferred that:

THE PERSONALITY FACTOR I TOUGH / TENDER MINDED DOES NOT SEEM TO HAVE ANY RELATIONSHIP WITH THE
ORGANISATIONAL CLIMATE

5. 2. 3. 3. 9 Personality Factor L Trusting / Suspicious vs Organisational Climate

The Chi-square value regarding the Personality Factor L Trusting / Suspicious and the Administrative Behaviour of the Heads - Organisational Climate is 0.59, which is not significant at the .05 level. It is, therefore, inferred that:

THE PERSONALITY FACTOR L TRUSTING / SUSPICIOUS DOES NOT SEEM TO HAVE ANY RELATIONSHIP WITH THE ORGANISATIONAL CLIMATE.

5. 2. 3. 3. 10 Personality Factor M Practical / Imaginative vs Organisational Climate.

THE PERSONALITY FACTOR M (PRACTICAL VS IMAGINATIVE) DOES NOT SEEM TO HAVE ANY RELATIONSHIP WITH THE ORGANISATIONAL CLIMATE.

5. 2. 3. 3. 11 Personality Factor N Forth Right / Shrewd vs Organisational Climate.

The Chi-square value regarding the Personality Factor N Forth Right / Shrewd and the Administrative Behaviour of the Heads - Organisational Climate is 1.98, which is not significant at the .05 level. It is, therefore, inferred that:

THE PERSONALITY FACTOR N FORTHRIGHT / SHREWD DOES NOT SEEM TO HAVE ANY RELATIONSHIP WITH THE ORGANISATIONAL CLIMATE.
5. 2. 3. 3. 12 Personality Factor O Self-Assured/ Apprehensive vs Organisational Climate.

The Chi-Square value regarding the Personality Factor O Self-Assured/ Apprehensive and the Administrative Behaviour of the Heads - Organisational Climate is 8.32, which is not significant at the .05 level. It is, therefore, inferred that:

THE PERSONALITY FACTOR O (SELF-ASSURED / APPREHENSIVE) SEEM TO HAVE SIGNIFICANT RELATIONSHIP WITH THE ORGANISATIONAL CLIMATE.

5. 2. 3. 3. 13 Personality Factor Q1 Conservative/ Experimenting vs Organisational Climate.

The Chi-Square value regarding the Personality Factor Q1 Conservative/ Experimenting and the Administrative Behaviour of the Heads - Organisational Climate is 1.70, which is not significant at the .05 level. It is, therefore, inferred that:

THE PERSONALITY FACTOR Q1 CONSERVATIVE / EXPERIMENTING DOES NOT SEEM TO HAVE ANY RELATIONSHIP WITH THE ORGANISATIONAL CLIMATE.

5. 2. 3. 3. 14 Personality Factor Q2 Group Dependent/ Self-Sufficient vs Organisational Climate.

The Chi-Square value regarding the Personality Factor Q2 Group Dependent/ Self-Sufficient and the Administrative Behaviour of the Heads - Organisational Climate is 4.62, which
is not significant at the .05 level. It is, therefore, inferred that:

THE PERSONALITY FACTOR Q2 GROUP DEPENDENT/ SELF SUFFICIENT DOES NOT SEEM TO HAVE ANY RELATIONSHIP WITH THE ORGANISATIONAL CLIMATE.

5. 2. 3. 3. 15 Personality Factor Q3 Undisciplined Self-Conflict/ Controlled vs Organisational Climate.

The Chi-Square value regarding the Personality Factor Q3 Undisciplined Self-Conflict/ Controlled and the Administrative Behaviour of the Heads - Organisational Climate is 0.04, which is not significant at the .05 level. It is, therefore, inferred that:

THE PERSONALITY FACTOR Q3 UNDISCIPLINED SELF CONFLICT VS CONTROLLED DOES NOT SEEM TO HAVE ANY RELATIONSHIP WITH THE ORGANISATIONAL CLIMATE.

5. 2. 3. 3. 16 Personality Factor Q4 Relaxed/ Tensed vs Organisational Climate.

The Chi-Square value regarding the Personality Factor Q4 Relaxed/ Tensed and the Administrative Behaviour of the Heads - Organisational Climate is 0.83, which is not significant at the .05 level. It is, therefore, inferred that:

THE PERSONALITY FACTOR Q4 RELAXED / TENSED DOES NOT SEEM TO HAVE ANY RELATIONSHIP WITH THE ORGANISATIONAL CLIMATE.
To find out the relationship between the Administrative Behaviour - Innovative Proneness and the following Personality Factors:


The Chi-Square value regarding the Personality Factor A Reserved/Outgoing and the Administrative Behaviour of the Heads - Innovative Proneness is 2.68, which is not significant at the .05 level. It is, therefore, inferred that:

THE PERSONALITY FACTOR A RESERVED VS OUTGOING DOES NOT SEEM TO HAVE ANY RELATIONSHIP WITH INNOVATIVE PRONENESS.


The Chi-Square value regarding the Personality Factor B Less Intelligent / More Intelligent and the Administrative Behaviour of the Heads - Innovative Proneness is 0.66, which is not significant at the .05 level. It is, therefore, inferred that:

THE PERSONALITY FACTOR B LESS INTELLIGENT VS MORE INTELLIGENT DOES NOT SEEM TO HAVE ANY RELATIONSHIP WITH INNOVATIVE PRONENESS.


5. 2. 3. 4. 3 Personality Factor C: Affected by Feelings/Emotionally Stable vs Innovative Proneness.
The Chi-Square value regarding the Personality Factor C Affected by Feelings / Emotionally Stable and the Administrative Behaviour of the Heads - Innovative Proneness is 2.22, which is not significant at the .05 level. It is, therefore, inferred that:

THE PERSONALITY FACTOR C AFFECTED BY FEELINGS/ EMOTIONALLY STABLE DOES NOT SEEM TO HAVE ANY RELATIONSHIP WITH INNOVATIVE PRONENESS.

5. 2. 3. 4. 4 Personality Factor E Humble/ Assertive vs Innovative Proneness.

The Chi-Square value regarding the Personality Factor E Humble/ Assertive and the Administrative Behaviour of the Heads - Innovative Proneness is 0.20, which is not significant at the .05 level. It is, therefore, inferred that:

THE PERSONALITY FACTOR E HUMBLE/ ASSERTIVE DOES NOT SEEM TO HAVE ANY RELATIONSHIP WITH THE INNOVATIVE PRONENESS.

5. 2. 3. 4. 5 Personality Factor F Sober/ Happy-go-lucky vs Innovative Proneness.

The Chi-Square value regarding the Personality Factor F Sober/ Happy-go-lucky and the Administrative Behaviour of the Heads - Innovative Proneness is 1.15, which is not significant at the .05 level. It is, therefore, inferred that:

THE PERSONALITY FACTOR F SOBER VS HAPPY-GO-LUCKY
DOES NOT SEEM TO HAVE ANY RELATIONSHIP WITH INNOVATIVE PRONENESS.

5. 2. 3. 4. 6 Personality Factor G Expedient/ Conscientious vs Innovative Proneness.

The Chi-Square value regarding the Personality Factor G Expedient/ Conscientious and the Administrative Behaviour of the Heads - Innovative Proneness is 3.83, which is not significant at the .05 level. It is, therefore, inferred that:

THE PERSONALITY FACTOR G EXPEDIENT/ CONSCIENTIOUS DOES NOT SEEM TO HAVE ANY RELATIONSHIP WITH INNOVATIVE PRONENESS.

5. 2. 3. 4. 7 Personality Factor H Shy / Venturesome vs Innovative Proneness.

The Chi-Square value regarding the Personality Factor H Shy / Venturesome and the Administrative Behaviour of the Heads - Innovative Proneness is 5.66, which is not significant at the .05 level. It is, therefore, inferred that:

THE PERSONALITY FACTOR H SHY/ VENTURESONE SEEM TO HAVE SIGNIFICANT RELATIONSHIP WITH INNOVATIVE PRONENESS.

5. 2. 3. 4. 8 Personality Factor I Tough/ Tender Minded vs Innovative Proneness.

The Chi-Square value regarding the Personality Factor I
Tough/Tender Minded and the Administrative Behaviour of the Heads - Innovative Proneness is 0.14, which is not significant at the .05 level. It is, therefore, inferred that:

THE PERSONALITY FACTOR I TOUGH/TENDER MINDED DOES NOT SEEM TO HAVE ANY RELATIONSHIP WITH INNOVATIVE PRONENESS.

5. 2. 3. 4. 9 Personality Factor L Trusting/Suspicious vs Innovative Proneness.

The Chi-square value regarding the Personality Factor L Trusting / Suspicious and the Administrative Behaviour of the Heads - Innovative Proneness is 0.07, which is not significant at the .05 level. It is, therefore, inferred that:

THE PERSONALITY FACTOR L TRUSTING / SUSPICIOUS DOES NOT SEEM TO HAVE ANY RELATIONSHIP WITH INNOVATIVE PRONENESS.

5. 2. 3. 4. 10 Personality Factor M Practical/Imaginative vs Innovative Proneness.

The Chi-square value regarding the Personality Factor M Practical / Imaginative and the Administrative Behaviour of the Heads - Innovative Proneness is 1.79, which is not significant at the .05 level. It is, therefore, inferred that:

THE PERSONALITY FACTOR M PRACTICAL/IMAGINATIVE DOES NOT SEEM TO HAVE ANY RELATIONSHIP WITH INNOVATIVE PRONENESS.
5. 2. 3. 4. 11 Personality Factor N Forthright/Shrewd vs Innovative Proneness.

The Chi-Square value regarding the Personality Factor N Forthright / Shrewd and the Administrative Behaviour of the Heads - Innovative Proneness is 0.55, which is not significant at the .05 level. It is, therefore, inferred that:

THE PERSONALITY FACTOR N FORTHRIGHT / SHREWD DOES NOT SEEM TO HAVE ANY RELATIONSHIP WITH INNOVATIVE PRONENESS.

5. 2. 3. 4. 12 Personality Factor O Self-Assured / Apprehensive vs Innovative Proneness.

The Chi-Square value regarding the Personality Factor O Self-Assured / Apprehensive and the Administrative Behaviour of the Heads - Innovative Proneness is 0.66, which is not significant at the .05 level. It is, therefore, inferred that:

THE PERSONALITY FACTOR O SELF-ASSURED/ APPREHENSIVE DOES NOT SEEM TO HAVE ANY RELATIONSHIP WITH INNOVATIVE PRONENESS.

5. 2. 3. 4. 13 Personality Factor Q1 Conservative/Experimenting vs Innovative Proneness.

The Chi-Square value regarding the Personality Factor Q1 Conservative / Experimenting and the Administrative Behaviour of the Heads - Innovative Proneness is 1.70, which is not significant.
at the .05 level. It is, therefore, inferred that:

THE PERSONALITY FACTOR Q1 CONSERVATIVE / EXPERIMENTING DOES NOT SEEM TO HAVE ANY RELATIONSHIP WITH INNOVATIVE PRONENESS.

5. 2. 3. 4. 14 Personality Factor Q2 Group Dependent/ Self Sufficient vs Innovative Proneness.

The Chi-Square value regarding the Personality Factor Q2 Group Dependent/ Self Sufficient and the Administrative Behaviour of the Heads - Innovative Proneness is 0.66, which is not significant at the .05 level. It is, therefore, inferred that:

THE PERSONALITY FACTOR Q2 GROUP DEPENDENT VS SELF SUFFICIENT DOES NOT SEEM TO HAVE ANY RELATIONSHIP WITH INNOVATIVE PRONENESS.

5. 2. 3. 4. 15 Personality Factor Q3 Undisciplined Self - Conflict/Controlled vs Innovative Proneness.

The Chi-Square value regarding the Personality Factor Q3 Undisciplined Self Conflict/Controlled and the Administrative Behaviour of the Heads - Innovative Proneness is 1.23, which is not significant at the .05 level. It is, therefore, inferred that:

THE PERSONALITY FACTOR Q3 UNDISCIPLINED SELF CONFLICT VS CONTROLLED DOES NOT SEEM TO HAVE ANY RELATIONSHIP WITH INNOVATIVE PRONENESS.
5. 2. 3. 4. 16 Personality Factor Q4 Relaxed / Tensed vs Innovative Proneness.

The Chi-Square value regarding the Personality Factor Q4 Relaxed / Tensed and the Administrative Behaviour of the Heads - Innovative Proneness is 0.80, which is not significant at the .05 level. It is, therefore, inferred that:

THE PERSONALITY FACTOR Q4 RELAXED VS TENSED DOES NOT SEEM TO HAVE ANY RELATIONSHIP WITH INNOVATIVE PRONENESS.

5. 2. 3. 5 To identify the Personality Factors that may help in predicting the Administrative Behaviour with regard to the prevailing Climate.

Among the Sixteen Personality Factors, only the following 7 factors viz., (i) E Humble/Assertive, (ii) H Shy/Venturesome, (iii) I Tough/Tender Minded, (iv) O Self-Assured/Apprehensivive, (v) Q Conservative/Experimenting (vi) Q2 Group Dependent/Self Sufficient and (vii) Q3 Undisciplined Self Conflict/Controlled seem to predict the Administrative Behaviour of the Heads of Higher Secondary Schools with regard to the prevailing Climate. Hence, it is, inferred that:

ADMINISTRATIVE BEHAVIOUR - ORGANISATIONAL CLIMATE CANNOT BE PREDICTED WITH THE HELP OF THE SIXTEEN PERSONALITY FACTORS.
To identify the Personality Factors that may help in predicting the Administrative Behaviour with regard to Innovative Proneness

Among the Sixteen Personality Factors only the following 3 factors viz., (i) L Trusting /Suspicious, (ii) M Practical/Imaginative and (iii) Q3 Undisciplined Self Conflict /Controlled are observed to be helpful in predicting the Administrative Behaviour of the Heads of Higher Secondary Schools with regard to Innovative Proneness. It is, therefore, inferred that:

THE ADMINISTRATIVE BEHAVIOUR - INNOVATIVE PRONENESS CANNOT BE PREDICTED WITH THE HELP OF SIXTEEN PERSONALITY FACTORS.
5.3 DISCUSSION

The present study tends to throw light on certain aspects of the administrative behaviour of the Heads of Institutions.

The Heads of Higher Secondary Schools neither enjoy Open Climate in their institutions nor do they create one. It is further learnt from the study that they do not possess adequate level of innovative Proneness. This strongly supports the view that, because of lack of openness on the part of the Heads to bring about changes in their administrative set up and introduce novel and challenging programmes, the institutions are run on the traditional, mechanical lines of administration.

Another interesting finding is that, these Heads of Institutions are not ignorant or incapable of using modern Management Techniques. As they have to face quite a large number of constraints, even in discharging the most essential duties, they find it rather difficult to be innovative.

From the Secondary Level Investigation, when the Organizational Skills are studied, it has been found out that they are good at planning. However, when the Background Factors that may influence this skill are analysed, it is learnt that the skill of planning is not very much influenced by their Qualification, Age, Experience, Sex, Locality, Type of Management, Nature of Institution or Scholastic Achievement.

It becomes crystal clear that the present position in
the Higher Secondary Schools of Tamil Nadu does not permit the administrators to plan and execute on their own. This condition may be due to the constraints created by the rules and regulations of the Government and the expectations of the Management and the Public. The Heads are not to be blamed entirely for any ineffectiveness.

Of the eight Background Factors studied, the Qualification and the Age of the Heads and the Nature of the Student Population (Mixed or Single Sex) have notable influence on the Organizational Skills. Experienced Heads and those belonging to the Middle Age group are better than others. Similarly, the Heads with Higher, Professional Qualifications are superior to their counterparts. Heads of Mixed Schools are ahead of those of Single Sex Schools. All these are in accordance with the expectations.

Another interesting feature of the present study is, its aiming at an understanding of how far the institutions are getting modernised and how far the Heads are prepared to meet the challenges of modernization. The Operation Management study against the eight Background Factors brings this into limelight.

Here the findings are totally contrary to the expectations. None of these factors seem to have any influence over the skills of Operation Management, which is supposed to be the essential mode of executing the programmes chartered out for the realization of the set goals. It tends to lead to
the conclusion that this component of Managerial Skill entirely depends on the inclinations of the individual Heads themselves.

This study probes also into the Personnel Management skill of the Heads of Higher Secondary Schools. Though they seem to possess effective Personnel Management skill, there is not any variation in relation to the Locality in which the school is situated, the Type of Management under which they work, the Nature of the Institution and the Percentage of Results they produce. In the same way, the personal facets of the Heads, namely, Qualification, Experience and Age have not any significant influence over the Personnel Management Skill.

This may be due to the fact that the Heads of Higher Secondary Schools are more directed by the immediate goal such as, producing a good percentage of passes, than in the long range ones of producing challenging students and reciprocative effective staff, through attempting novel procedures. It may be put in a nut-shell, that the Heads of Higher Secondary Schools do fall short of the longer and wider vision of Management.

Through this present study it is identified that all the Heads are generally Task-Oriented. When the aspect of the Managerial Skill - 'Public Relation' is studied in relation to the eight Background Factors, it is found that this has no relation with these dependent variables. The seemingly modern and sophisticated Higher Secondary Schools
in the state of Tamil Nadu are in no way better than the traditional, and ordinary schools. They only bask in the glory set by the 'heritage' from the past.

The tertiary level investigation has shown that seventy percent of the Heads of Institutions fall under the Personality Type - 'Ambivert'. Only a few, it seems, come under Introvert (26%) and Extravert (4%). Can it be that the demands of their profession has moulded the individuals into commonness that is 'Professional Moulding'.

This finding sharply points out the reason why generally the Heads of the Institutions are not innovative and why they do not differ in some of the essential Managerial Skills, such as Operation Management and Personnel Management. They are all 'balanced' and to certain extent 'predictive' in their behaviour expectations. But it is questionable, whether they are all capable of rising to the 'Occasion' when demands are made on them, in the rapidly modernising educational set up.

It may be assumed that the restrictive Governmental impositions, the fetters of the stereotype curricula, public 'maniac' expectations of good results in the external examinations, stand in the way of the 'Heads' in spite of their longing for real 'Progressiveness'. The study wants to suggest that the concerned quarters should create a more 'Feasible Environment' for the Heads to function effectively. Faith is the cornerstone of success and freedom is the arch of progress. Let us therefore presume and hope, given free
reigns, the Heads will be able to act as 'Flywheels', since they are all mostly balanced personalities, either due to 'nature' or to 'nurture'.

A very happy note is struck by the study. It unfathoms the identifying factors, which can predict the Administrative Behaviour of the Heads. Related to the 'Climate', the factors Tough/Tender—Minded, Group Dependent/Self-Sufficient are strongly predictive.

The factors Humble/Assertive, Shy/Venturesome, Self Assured/Apprehensive, Conservative/Radical and Undisciplined, Self-Conflict/Controlled are moderately predictive of the behaviour related to the Climate.

As pointed out by different studies, the present study also reveals that Heads who are tough at one time, tender minded at another, depending on groups at one time, stressing self-sufficiency at another are found to have a congenial Organizational Climate in their institutions. This being the condition, why not tone up the Administrative Behaviour of the Heads by suitable programmes and projects. Pioneer work is the challenge made on the Educational Authorities and Planners.

Out of the 16 Personality Factors studied, only the three following factors are found to be helpful in predicting Innovative Proneness. Trusting/Suspicious, Practical/Imaginative, Undisciplined Self-Conflict/Controlled. The traits which are positively related to 'Innovative Proneness' are to be enhanced.
We can therefore, safely presume that if we want to bring out concrete changes in the Administrative Behaviour of the Heads, attempts should be made to bring out changes in the Psychological dimensions of the Heads.

This is a challenge directed at the NCERT-SCERT or any Voluntary Organization interested in the Field of Education. Suitable Programmes may be organized to create New Personalities of the Heads of Institutions.

It is not an impossible measure with the possibility of 'adult conditioning' techniques, and with all sorts of incentives. The seven Personality Factors pointed out in the above paragraphs are the points where we have to work at. Let us hope, if studies of these type act as eye openers, the Heads of Institutions can act really as spear heads of change and progress to create a new world.

The investigator ventures to give certain informations, which have been gleaned as an 'appendicular' investigation, using interviews and a simple schedule. This was a tripartite one, directed at the Organisational Climate, Managerial Skills and Innovative Proneness.

The interviewees were from three strata, namely, individuals belonging to the Inspectorate, Headmasters themselves, who are also the subjects of study, and their co-workers and subordinates, namely the teachers. This attempt had been undertaken out of interest and with the motive of validating the conclusions arrived at. Further the
investigator believed that plausible recommendations can be attempted on the strength of the findings.

The observations of the Inspectorate point out the lack of Open Climate in most of the schools. The office itself agrees that it is mainly due to the restrictions placed on the Heads by the different forces already pointed out. They also point out that the lack of involvement and initiative, neglecting to recognise individual worth and encouragement, lack of interest in the teachers' welfare all add to the defective situation. They also feel that there is a general fall in teachers' morale, their distraction from work, and the negative attitude they develop towards certain procedures. Student population indiscipline is a scourge which is ever increasing and is also contagious, conducive factors being political influence, groupism and impact of Teacher's Organisations and their private interests.

They are also quite conscious of the intrusion and interference of public and parents, who expect the teachers and their Head to be 'Miracle Merchants'. Even though they accept the student clientele where 'fun' and 'truant' culture are ever increasing, they strongly believe that it is a very easily remediable factor, as far as the creation of an Open climate is concerned.

Regarding the Managerial Skills concerned, we are given to understand that all the Heads do not have proper understanding or breadth of knowledge to develop a depth of
vision. Lack of mobility to adapt to the demands of situation and flexibility to adopt newer techniques to tackle emerging conditions is another situation prevalent. Naturally they are moved to suggest fruitful modern and intensive Preservice and Inservice courses, on the components of Managerial skills.

As to the low degree of innovative Proneness, these higher authorities mainly hold the Heads to be responsible for that, though they do recognise lack of co-operation and reluctance on the part of the staff, which they believe can be overcome by an enthusiastic and resourceful Head.

The remediable defects they observe on the part of the Head are lack of breadth on the academic aspect and of updatedness of knowledge regarding innovations, narrow orientation of goals, examination results orientation and lack of interest in the long range development of either the Institution or the Clientele.

They do not fail to point out personal individual problems such as domestic situations, lack of social recognition and idiosyncracies.

An important aspect of the findings we have discussed previously, as pointed out is the age group of Headmasters - who are rather in the declining period of their vigour, with the liability to the 'academic syndromes of age.' This is felt as a cause of the conventionality. This leads the investigator to put a rhetoric question - Why not give chance to the
younger age group also the opportunity to act as Heads? The optimum age range may be from 35 to 50. The appointment and selection may be based on aptitude, confidential reports on behaviour pattern, general outlook, leadership qualities and knowledge of the 'task'. From the age of 50 onwards the Heads may be made either associate or honorary Heads, receiving the same scale of pay. In such a set up the complexes related to the reverting of position may be overcome and further enthusiasm can be infused into the academic circle.

The gist of the observations made on the reports of the Heads is that they do accept that some of the Heads do not possess personality traits required for the office. However championing their cause, they point out certain situations which stand in the way as goal blockers.

The 'Climate' creation is spoilt by financial barriers, lack of proper grant-in-aid, which interferes with proper budgeting, lack of necessary equipments and facilities, which create a restrictive physical set up which has its own effect on the open climate.

They do agree with their superior authorities on their observations on the attitude and behaviour pattern and morale of the teachers. They endorse the remarks of the Inspectorate on the attitude of teachers towards authority and the influencing forces.

They do enthusiastically demand special in-service programmes on the Managerial Skills, Knowledge of innovations,
and also on Rules and Regulations. One justifiable demand suggested is the issuing of Magazines on Administrative aspects free of cost.

They resent the groupism and community resistance, and demand freedom and permissible degree of autonomy. They require a type of 'Mental Preparation', to be made by the Inspectorate. Further they express their difficulty in exercising authority over their subordinates, who can create 'power' to resist the normal authority system.

The teacher's opinion is also more or less like that of the other two categories of interviewees. They do agree to the impediments a Head meets when he tries to create an Open Climate. Regarding the managerial techniques they do agree almost with the social, academic, political, personal-psychological factors, which stand in the way. However in an emphatic way, they point out certain important aspects. For all the three areas studied, they want a Head who can act as a democratic leader in all aspects of Administrative Behaviour.

They desire 'decentralization' of authority under one legitimate Head, namely the Head of the institution. They demand participative planning and corporate functioning. They desire delegation of duties and recognition of abilities. As expected from subordinate workers, they are totally against favouritism and spying. They further believe in the 'age group theory' which has evolved out of this investigation.

This study, though it happens to form the tail end
of the work, the investigator feels that it has paved the way for the recommendations that follow.

5. 4 RECOMMENDATIONS

Administration is a social invention. It operates in social organisations and affects relationships among people and institutions in society. It deals with men and materials. Thus it should be based on empirical laws and be guided by the rules of human relations.

Educational Administration has to be distinct from other types of Administration. It should differ in purpose and functions from others, as the Administration of any educational institution derives its character from the unique nature, functions, and technical operation involved in facilitating the Teaching - Learning process.

Educational Administration must be conceived of as a technical subject based on specific goals with definite policies and programmes. It requires training in the techniques of education, the art of human relationship and the management of an organizational structure. In a democratic country like India, it must involve the community, administrators, teachers and students in the formulation of a broad policy. But the execution of the policy requires technical knowledge and practice. Only with sufficient experience and good training in Educational Administration will the Administrators be able to do justice to the management of Educational Institutions.

5. 4. 1

Educational Administration should be considered a
specialized job and not a component of general administration. So it is recommended that Administrators of all levels should be prepared by a well-planned training programme. There should be at least one Training College in every State, fully staffed by specialists and generalists, for the preparation of School Administrators. This training programme should cover both preservice and inservice education. The preservice course should entail a minimum of two years study. The inservice courses should be of one month duration, and conducted periodically.

5. 4. 1. 1 WHOM TO ADMIT IN THE TRAINING COLLEGES FOR ADMINISTRATORS?

A rich background of experience is a great asset for Educational Administration. Experience can lead to competency only through mental activity. But one has to be careful about experiences. In the words of Dewey, Experience and education cannot be directly equated to each other, for some experiences are mis-educative.

'Right pegs should fit in right holes'

It is recommended to admit the prospective and on-the-job Administrators of age group 35-40 years, having minimum of 10 years of teaching experience. The commendability of this age group is justified by the following reasons.

5. 4. 1. 1

Being of flexible and unassuming age and having no mental rigidity set in, flexibility is ensured in this group. They are, therefore, more prone to innovation and modernisation
The problem of Administration begins with the selection of right pegs to fit the right holes. What we need is young and energetic personnel in the Administrative field. The above age group is sure to possess the qualities—youthfulness, enthusiasm and energy.

It will be expected that the time, energy and money spent on such a programme should justify itself by its utility over a considerable period. A programme, scheduled for this particular age group, will have the chance of usage over a longer duration.

OBJECTIVES OF THE TRAINING PROGRAMME

To develop in the Administrators

Positive relationship through right self concept, self estimation and self esteem.

Right relationship with the personnel—teaching, non-teaching and other educational administrators through right attitude towards fellowmen and life in general.

Proper relationship with the community through development of right concept of community, community work and school as a community in itself.
An adequate functional knowledge in each of the major areas of the curriculum.

Understanding of Psychological make-up underlying the structural and functional role of the individuals associated with his administration - Teaching team, Non-teaching team and students.

A strong and consistent philosophical basis for action, so that they become persons of conviction.

Leadership qualities, such as initiative, originality, persistence, communication skill etc.

The Psychological Traits such as emotional stability, sociability, and strong will power.

The skill to maintain group solidarity through common goal orientation. Nobody should think of becoming an administrator unless he gets training in administration which is both a skill and an art. He should be conversant with the principles and practices of the educational system in which he works, without which it is very difficult to do full justice to his various tasks. Thus it is clear that Educational Administrators need special training.

In order to realise the above objectives the training
The programme should proceed in the light of a real understanding of the social, economic and political factors operating in the community and nation.

A course of Educational Administration should develop in the administrators, an appreciation for people of different cultural, racial, religious, economic and national background and enable them to provide equal opportunity to all, irrespective of the different backgrounds.

Educational administration should reflect the practices and values of democracy, accepting both the freedom and responsibilities involved.

The training programme should develop in the Administrators the ability and responsibility for planning, guiding, and evaluating their own education and the education of others, in its true sense.

This programme should orient the trainees towards the activities and agencies of local communities and a working knowledge of the principles governing the formation and functioning of social groups.

To achieve the above said objectives the following programmes are recommended for the training of the
Administrators.

5. 4. 1. 4. 1

The training should provide sufficient knowledge to the trainees about the purposes, the development of the programme, the financial support and the organization of educational activities.

5. 4. 1. 4. 2

Seminars, symposia, workshops and conferences can be arranged for the Headmasters and the correspondents of schools to participate in. This would help in bringing them to the same plane and reduce the gap in their viewpoints. This togetherness would reduce the high handedness of the correspondents and their domineering status, which otherwise might curtail the freedom of the Headmasters to assume proper attitude and responsibility towards educational innovations and modern managerial skills, involving Human Relationships.

5. 4. 2 TEAM ADMINISTRATION

The Principal is the Leader, Manager or Administrator of a school. When we think of the responsibilities of the Administrator, two fundamental aspects come to mind.

a) Concern for institutional performance — institutional outcomes and achieving institutional goals, which means goal orientedness.

b) Concern for people — teachers, office staff, students and parents, which leads to human relationship.

Principals can be described in terms of their concern for performance and for people and how they deal with these
two basic dimensions. Theoretically speaking there are various combinations. Here the investigator recommends a "Team Approach" as a most distinctive approach to Management.

In this approach there is high concern for institutional performance combined with high concern for people. This integration must be carried out in ways that encourage subordinates, to achieve the highest possible performance in terms of quality, quantity, and personal satisfaction. This in turn would make the subordinates develop a personal commitment to organisational achievements. Involvement will be generated in people who are able to pool in their individual efforts for the accomplishment of meaningful goals that are both sound and creative.

5.4.3 BETTER INTERACTION

It is recommended that the Administrative Organization be made more compact through more co-ordination in functions, activities, interests, and assignments necessary for the successful accomplishment of results. Assignments of individual responsibilities should be based on work loads, individual capacity, interests and homogeneity of tasks. Co-ordinations and Co-operation should be obtained by appropriate division of works and delegation of responsibilities, and proper social interaction.

5.4.4 EFFECTIVE COMMUNICATION

"Learning takes place where minds meet". For the meeting of minds effective communication is needed. Personnel Management much depends on this. The following are enlisted by the
Indian Institute of Personal Management as objectives of communication:

1) Satisfying basic human needs like recognition, self-importance and sense of belonging.
2) Discouraging misinformation.
3) Preparing for a change.
4) Encouraging ideas of subordinates.
5) Releasing emotional strain.

The suggested major groups of communication channels are,

1) Individualized personal contacts.
2) Group personal contacts.
3) Written media.
4) Demonstration and displays.
5) Radio, Television, Films and Recording.

Koontz and O'Donnell have suggested following sound principles of communication.

1) Principle of clarity: Communicate in commonly understood language.
2) Principle of attention: Give full attention to receiving communication from all sources.
3) Principle of integrity: Make communication support Organisational objectives.

Development of communication skill is very basic in Administration. Proper "Education" should therefore, be given
to the educational administrators with a planned format based on the above mentioned principles. With the modern technological developments, effective programmes are possible.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

1. The same study can be extended over a sample of
   (1) CBSE School Administrators.
   (2) ICSE School Administrators
   (3) Principals of Colleges.
   (4) Administrative personnel in Department of Educational Administration of Tamil Nadu.

2. The same study can be done over special areas
   (1) Metropolitan society.
   (2) Tribal society (Government Tribal Residential Schools) of Tamil Nadu.

3. The same study can be shifted over to the different States of India.

4. The same study can be done about the Heads of Minority and Non Minority Schools.

5. An intensive study of the usage of Modern Managerial Techniques by different School Administrators.

6. A study may be intensified to enlist and confirm the determinants of effective Administration.

7. A study may be undertaken to find out the relationship between the administrative motivation and the educational management of the administrator.

As is the Administrator so is the Institution.
especially Educational Institution. The characteristic of the Administrator is a tinge that diffuses and pervades into the climate of the school, which in turn affects the quality of teachers and their enhancement. This indeed results in better quality of education which is imperative for a society and a nation which is on the wheels of progress.