SUMMARY AND CONCLUSIONS

The concept of administration in social and educational setting has gradually undergone a change over the past two decades. In the past, administration was considered synonymous with supervision and direction. The scientific understanding of the concept of administration has brought to focus that in any system, administration involves three basic elements - input, output and the process by which the input is transformed into output. For maximising the output for a given input, the process has to be refined and enriched through optimum utilisation of available resources, which are both physical and human in character. To control the human resources, the administrator has to get an in-depth knowledge of human aspects of administration. That is the reason why the present day emphasis has been placed on participative management, production incentive and organisational morale. This is all the more significant in educational settings where one set of human beings (students) are developed and enriched by another set
of human beings, called teachers. The administrator of this educational set-up, called headmaster or principal has to ensure optimum output through his unique style of functioning.

Many research studies have shown that the style of functioning of the head of the institution is influenced by a variety of personality dispositions and situational factors. Therefore if changes are to be brought about in administrative practice of the heads of educational institutions in tune with the modern trends emphasising more openness and participation in administration, it involves primarily changes in their attitudes and perceptions.

The present study hence aims to probe the relation between the administrative style of heads of schools and their personality dispositions like perception of motivation, ego states, cognitive style of thinking and perceived organisational climate.
The administrative style of functioning of heads of schools has been analysed in terms of their levels of sharing the activities undertaken in the schools, with the other staff. For this purpose, the Educational Administrative Practice Questionnaire has been constructed and validated with 30 items, falling in three areas (i) academic (ii) administrative and social.

The perception of motivation of heads of schools has been assessed using McGregor's Assumption Inventory, which consists of 10 items of paired statements, each statement representing an assumption about people. This test classify people as intrinsic or extrinsic according to the way they perceive others.

Hermann's cognitive style of thinking questionnaire has been made use of to assess the style of thinking of the heads of schools. This questionnaire consists of 20 items dealing with the style of thinking in terms of intuitive and analytical thinking.
The Ego state inventory constructed by James has been adapted suitably to measure the ego states of the heads of schools. This inventory consists of 42 items and assesses the relative strength of the child ego, parent ego and adult ego states of the respondents.

The organisational climate has been viewed in the present study from two angles.

(i) the perceived personality dispositions of the heads of schools such as thrust, consideration, production emphasis, and aloofness behaviour which influence the inter-personal relations in the school, forming an aspect of school climate; and

(ii) the situational factors forming the morale of the school such as disengagement, hindrance, esprit and intimacy behaviour among teachers which constitute the other aspect of organisational climate.
Owen's organisational Climate Description Questionnaire has been suitably adapted and used in this study to elicit the responses for the 63 items in the questionnaire from senior teachers of higher secondary schools. This questionnaire deals with the personal qualities of heads of schools like thrust, consideration, production emphasis and aloofness behaviour as well as factors of inter-personal relations like hindrance, disengagement, esprit and intimacy, prevailing among the teachers of the school.

Using the above tests, the characteristic personality dispositions of the three groups of heads of schools who are high, moderate and low in their levels of sharing administrative practices with regard to their perception of motivation, cognitive style of thinking, ego state and the organisational climate they promoted, have been studied.

In order to gain a proper theoretical perspective, the research literature pertaining to the behaviour of the four psychological variables - perception of motivation, cognitive style of thinking, ego states and organisational
climate selected for the present study, have been reviewed, and having the previous findings as reference points, null hypotheses have been framed to verify the relationships which are considered in the present investigation:

1. In general, the sharing practice of the heads of schools will follow normal pattern.

2. The heads of schools with high, moderate and low sharing practice will not differ significantly in their

   (i) perception of motivation

   (ii) cognitive style of thinking and

   (iii) ego states

3. There will be no true difference in the perception of senior teachers working under the high, moderate and low sharing heads of schools in respect of the 'disengagement' 'hindrance', 'esprit'
and ‘intimacy’ behaviour of other teachers.

4. There will be no true difference in the perception of senior teachers working under the heads of schools with high, moderate and low sharing practice in respect of the ‘thrust’, ‘consideration’, ‘production emphasis’ and ‘aloofness’ behaviour of their heads of schools.

A primary study with 50 heads of schools and senior teachers helped to standardise the procedure of the tests and also establish the reliability and validity of the tests. The main study conducted on 412 heads of higher secondary schools in Madras with five and more years of experience has yielded the following findings.

**Sharing practice of heads of schools**

The heads of schools have been found to be distributed equally in all the three levels of ‘sharing’ - high, moderate and low without following normal
pattern. The heads of schools in the sharing group believe in delegation of work and responsibilities among the staff and favour a team approach as a whole. However, the low sharing heads of schools themselves shoulder themselves almost all the activities in the school and they want to direct and supervise all the activities microscopically. The style of administrative functioning – 'sharing' or 'shouldering' responsibilities – has found to have significant relationship with other psychological variables, like perception of motivation, ego states, cognitive style of thinking and personal characteristics of the heads of schools that contribute to the organisational climate of the school.

**Sharing Practice and Perception of Motivation**

The high sharing heads of schools have a perception of intrinsic motivation and a non-directional attitude towards the other staff working under them while the low sharing heads of schools have a perception of extrinsic motivation and a directional attitude towards the other staff working under them. The moderate sharing heads of schools have perception of motivation very similar to that
of the high sharing heads of schools, but the intensity being at a low level.

**Sharing Practice and Cognitive Style of Thinking**

Levels of sharing educational administrative practice has been found to have no significant association to cognitive style of thinking among the heads of schools. All the heads of schools have an intuitive style of thinking.

**Sharing Practice and Ego States**

The sharing practice of the heads of schools bears no significant association to the three ego states namely the child, the parent and the adult ego state. All the heads of schools have been found to display an adult ego state.

**Sharing Practice and Perceived Organisation Climate**

The high sharing heads of schools provide a climate where the senior teachers perceive high intimacy and esprit among teachers. Disengagement and hindrance behaviour among the teachers was
perceived to be very low. As a contrast to this, the low sharing heads of schools provide a climate where the senior teachers perceive high disengagement and hindrance and low esprit and intimacy behaviour among the teachers.

However, the moderate sharing heads of schools resemble the high sharing heads of schools in that they provide a school climate in which senior teachers perceive low disengagement and hindrance and high intimacy and esprit among the teachers.

The personality disposition of the heads of schools such as thrust, production emphasis, consideration and aloofness have been found to contribute significant pattern of organisational climate. Senior teachers working under high sharing heads of schools, have perceived their heads as men of high thrust and consideration but of low aloofness behaviour. On the other hand senior teachers working under low sharing heads of schools have perceived their heads to display low thrust and consideration and high aloofness behaviour. However, all the heads of schools have been found to give equally high importance for production emphasis.
The moderate sharing heads of schools were found to exhibit personality dispositions of thrust, consideration and aloofness behaviour very similar to that of low sharing heads of schools.

Thus, the present study has found a significant association between sharing practice of heads of schools and some of the psychological variables influencing their personality dispositions such as perception of motivation, organisational climate. Summarising the findings, it could be said that high sharing heads of schools perceive their staff to be intrinsically motivated; they believe in participative management, production incentives and open school climate. They are found to take new initiatives, display qualities of human consideration and intimacy behaviour which in turn promotes high esprit and intimacy among the teachers working under them. The organisational climate in those schools are such as to minimise the hindrance and disengagement behaviour among the staff.

The low sharing heads of schools on the other hand seem to shoulder themselves most of the responsibilities and to believe in directional
approach in dealing with the subordinate staff and provide closed climate in schools which in turn promotes teachers' behaviour of disengagement and hindrance. Teachers in such schools display low esprit and intimacy among themselves. Low sharing heads of schools keep distance from their teachers marking their characteristic aloofness tendency and lack of warmth and consideration in inter-personal relations. However, the moderate sharing heads of schools do not display such distinct pattern of characteristic behaviour.

**Educational Implication of the Study**

The findings of the study have brought to light the bearing of the relationship of the psychological variables with the administrative style of functioning of the heads of schools. The sharing or shouldering tendencies of the heads of institutions affect the tone and organisational climate of schools.

In the present days, managing organisational affairs has become complex and involves the active participation of staff of the organisation. This is compounded further by the fact that the staff tend
to be more conscious of their privileges and rights than the awareness of their responsibility. It has become increasingly difficult to get things done or manage people for any administrator who has not acquired the ability of carrying people with him. This requires an indepth knowledge and practice of human relations approach on the part of administrator. To tone up the efficiency of educational administration, as in other fields, headmasters or principals should be provided with an opportunity to take part periodically in programmes where they can be sensitised to inter-personal, inter-action skills, behaviour modification and favourable attitudes towards their subordinates. Through such programmes of developing team spirit and sharing responsibility, educational administration can be made more effective wherein all the staff participate and the school climate become cohesive and open-ended. In such educational settings, there will be mutual trust and warmth among the teachers and with the heads of schools. Thus the present study brings to focus the important aspect of leadership in educational setting throwing light on the significance of the participatory activity of all the staff in the school programme.