CHAPTER 2

SURVEY OF RELATED LITERATURE
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In this chapter, an attempt has been made to survey research studies on administrators' problems and leadership behaviour with a view to identifying research trends, so that relevant hypotheses are formulated.

The existing researches that are directly or indirectly related to the present study have been classified and reported under two major headings: (1) Administrative problems, which include problems related to department personnel, department plant, students instructional programmes, department and community relations, and department finances; and (2) Leadership behaviour.

Administrator's Problems

Silverman (1957) conducted a survey among New York City teachers to explore the personal characteristics and daily activities of principals which might affect the teachers' morale. He concluded that the principal's personality and personal relations had more effect on teacher morale than his professional qualifications and other personal characteristics.
The effect of personality and communication of the chairperson on his popularity was studied by Good (1980) on 393 chairpersons in institutions of higher education from Greater New York area. The results revealed that the highest rated chairpersons were viewed to be the most effective in the areas of personality and maintenance, those rated poorly were found to be least effective in the personality and community categories.

McCleary (1957) studied the communication between the administrator and teachers as also its relationship with interpersonal influence within a school staff and found interpersonal relationships of staff members affecting the operation of the school in many important ways. These results were later confirmed by Schultz (1957).

Orr (1975) in his study of selected administrative behaviours of secondary school athletic Directors identified the existence of perceptual differences between athletic directors and coaches in certain areas. He further observed that the athletic director was subjected to a framework of limitations, the greatest being communication. However, the knowledge gained of areas of possible contention between directors and coaches could assist future athletic directors in their preparation of strategies for intra and intergroup work.
Richardson (1979) found that communication between the faculty and administrators was a universally recognised problem; other problems were those arising from decisions made in regard to promotion, tenure, salary and retention of personnel.

Sprayberry (1968) reported that many and varied problems like initiation, implementation, and evaluation were experienced by the administrators and that the recruitment of personnel with skills necessary to work with the disadvantaged, and evaluation were considered to be most troublesome.

Leeastatious (1969) studied the current practices and procedures used to recruit and select teachers by 24 independent public schools in the state of Maryland. His findings were: (i) the most influential factors in recruiting teachers were location, salary, type of community and teaching conditions; (ii) the reasons for teacher shortage was insufficient number of teachers being prepared; and (iii) academic preparation was an important criteria for selection.

Chongrakse (1969) conducted a study on the role of Academic Assistant Principals in the secondary schools in Bangkok and Thonburi (Bangkok Metropolitan).
He concluded that the responsibilities undertaken by most of the academic principals included: academic personnel administration, supervision, instruction, controlling teachers, and evaluating students. The main qualification needed in the case of the academic assistant principals were: ready to counsel teachers about academic problems; and the ability to criticise their work sincerely at the right time.

Brock (1978) in a study of interpersonal relations between the directors and university chief administrators on a sample of sixty-eight athletic directors found that:

(i) athletic directors were satisfied with the administrative structure and the line of authority of the chief administrator,
(ii) the size of the administrative staff was predicted by the number of teams, (iii) number of job titles varied with responsibilities. Further, the implication of this study was that the control by men's athletic directors allowed efficient and expedient decision-making, while that of the women's athletic administrator should have direct access to the university chief administrator. In the same year, Ramirez reported that the administrative competencies needed by the university administrators were directly related to the administrative position — the higher the administrative
position, the greater the number of functions to be carried out by the administrator.

Freek (1981) compared the status, authority and responsibilities of women's athletic directors in the merged and unmerged athletic departments. It was noted that the persons in charge of women's programs had greater status, authority and responsibilities in unmerged athletic programs as compared to the merged athletic programs.

Bell (1991), while making an exploration into the factors of administrative effectiveness, collected the data on 179 senior administrative officials of 47 Southern Baptist Colleges and Universities of the United States. The analysis of the data showed that administrative position, age, and level of educational attainment were not likely predictors of administrative style and effectiveness.

Davis (1972) in his study on 232 administrator heads of health, physical education and recreation reported that: (i) the average time spent in their present position was 12.09 years; (ii) 75 per cent spent a great deal of time on general administration; (iii) age and experience brought significant decrease in the difficulty faced in performing duties pertaining to decision-making; and (iv) the
academically-prepared administrators had significantly less difficulty in performing duties relating to public relations.

In a study on administrative control and its effect on interpersonal behaviour, conducted by Swafford (1973) involving 29 administrators and 292 subordinates representing twenty-nine institutions, it was found that perceptual differences did occur between subordinates and administrators and that overall subordinates in twenty of the twenty-nine institutions rated the administrators' behaviour more controlling than did the administrators.

Similarities and differences were ascertained by Padfield (1979) in seven western Canadian universities in the value system of academic administrators and full-time members of physical education faculty. He concluded that it would be over-simplification to state that value systems of the two groups were either as similar as some writers would claim, or as great as others had proposed.

Shoemaker (1980) studied the responsibilities and expectations of chairpersons in Community College in Georgia. His study revealed that chairperson (i) carried on many duties and responsibilities; (ii) was faced with conflicting expectations; and (iii) generally middle-aged males were required to possess a doctorate with two-year
service as college teacher or administrator before becoming chairperson.

Mikolusky (1983), in a study of the Management of Decline in university departments, found that the management of most and least successful decline chairs reported similar management style, but the most successful chairs used the greatest number of both cooperation strategies and total strategies of all decline departments. The data indicated that some department chairs were better able to maintain resource than others.

Marsh (1983) conducted a study on 500 subjects randomly selected from American colleges and universities. An analysis of variance was utilized to compare the perceived power of women and the perceived power of men physical educators. No differences were found in the perceived power of males and females except in the area of decision-making at the institutional level, wherein women perceived that they had significantly more power than men (p < .02).

While stressing the importance of 'Plant' in administrative efficiency, Hermann (1931) concluded that every institution must have playgrounds and other laboratories for a great variety of physical tasks and these should be planned for wider use. If layout and design of a plant were properly planned and constructed, adequately maintained,
and intelligently supervised, such a plant would become the most efficient and economical agency for social progress in any community. Bristow and Vibberts (1931) too reported that closely allied with the problem of adapting the programme to meet the various types of situations were those concerning building facilities.

Herrick et al. (1956) studied the processes of planning and the features of school plants. The main stress in the study was laid on the needs of a good school building. The site physical facilities for various activities and problems relating to other fields were also mentioned.

Illustrating the layout of school sites, landscaping and activity areas, Taylor (1953) emphasised the relationship of school site to effective education programmes. Hatfield (1961) collected expert opinion about the area of site for school plant and location of classrooms and playfields. The ideal sizes for a classroom, for a school hall and for furniture have also been discussed in this study. Likewise, the UNESCO Regional Office for Education in Asia, Bangkok (1974) has published twelve papers under the series 'Occasional papers — School Building, concerning various aspects of school building in Asian countries. It provides a comparative study of multipurpose rooms in educational
buildings, environmental control in school buildings and administrative facilities and programmes for school buildings in Asia (papers 7, 9, 10).

In a study on the effect of school size upon teacher satisfaction and participation, on a representative sample of teachers of ten Michigan high schools, Hussein (1968) observed (i) negative correlation between school size and teachers' satisfaction and participation; and (ii) school size as the cause of certain unfavourable organizational changes which leave an impact upon teachers' satisfaction and participation. Finally, the author calls for more theoretical conceptualisation about the effect of size to serve as a guideline for research and practice.

Broom (1971) made a comparative analysis of central administrative agencies of amateur sports and physical recreation in England and Canada. He has highlighted the lack of a nation-wide plan for the provision of future development of amateur sports in Canada. The fact that the facilities of schools do not indicate a proportional increase in the number of school children was also upheld by Reimer (1971).

Problems related to students were analysed by Smitter (1958) in his study entitled 'Study of Teachers'
Beliefs regarding Control of Child Behaviour. He reported a lack of relationship between teacher's apparent knowledge of causes of children's misbehaviour and the kinds of punishment they used.

Discussing the problems related to various 'programmes' and 'facilities' as perceived by the administrators and teachers in his study entitled 'Problems of Organization and Administration of Physical Education in Secondary Schools of Education Region 12 (Thailand)', Kawpalux (1991) concluded that the main difficulties in organizing and administering physical education programmes in schools were lack of equipment and facilities for physical education classes, and documents and handbooks, as also inservice programmes for teachers. These results were later confirmed by Wishayasoonthorn (1983).

Messermith (1959) revealed that the final test of all facilities lies in the extent to which these facilities are made available to the students for participation in the activities which go to make up the programmes of physical education and recreation.

Studies in the area of curriculum have also been made recently. In 1977, Gerald studied the 'Effects of Curriculum
Organisational Structure on Curriculum Innovation in Theory in the Metropolitan Detroit Area High Schools. He concludes:

(i) Respondents desired greater influence for teachers, students, and the community in curriculum decision-making;
(ii) Principals had the greatest amount of influence over curriculum decision-making in these schools; and (iii) the administrator's and teacher's perceptions of a number of different areas related to curriculum did not differ significantly.

Komhlage (1979) conducted a study on "the Problems in implementing the 1975 Syllabus in the Colleges of Physical Education in Thailand". He based his study on 102 physical education colleges. He found that (i) the subject contents of the syllabus were not consistent and suitable to the students' backgrounds; (ii) some contents and credits were not correlated; and (iii) most of the practical subjects were suitable except football for females for whom the study of some other suitable subject should have been more appropriate.

Alvy (1993) concluded in his study conducted on "The Problems of new Principals" that curriculum, instruction and professional personnel were the most difficult responsibility areas of new Principals.

In a study of school and community relations,
Anderson (1968) concluded that all types of information about the schools were desired by the parents. McNeilis (1969) revealed in his study that most of the parents had less than adequate knowledge about schools.

Marnix (1971) examined the opinion of the parents of secondary school students as to their preferences in school-to-home communications. Findings of the study were:

(i) Parents desire information of all types but information concerning the individual students, policies, curriculum, programmes, and school activities was desired more frequently;
(ii) parents in the service occupational group desired more information than parents in professional and semi-professional groups; and (iii) more frequently the parents desired information about the needs and faults of the schools rather than about the schools' strength.

Karges (1977) emphasized, while giving the results of his study, that schools did not approach school-community relations in a pragmatic manner. They lacked objectives, defined roles and responsibilities, and specific evaluation mechanisms. Schools approached community relations as a series of loosely organized activities.

Servedic's (1976) study revealed that there was a significant lack of administrative policies and procedures
in the coordination of the community's utilization of the university's facilities and the lines of communication between the institution and the programme participants.

Stewart (1979) reported that all the respondents in his study supported using community members to help chairpersons in conducting student activities, such as dances, athletic contests, overnight athletic trips, and field trips.

In considering the problem of finance as a crucial problem for the functioning of an educational institution, Clark (1973) emphasised that Principals were without sufficient budgetary authority to be held accountable for the effectiveness of all educational programmes within their schools.

Sangngam (1976), while working on the problems in the organisation and administration of physical education in the upper elementary schools in Ubonratchathani, found that the major obstacle in the way of physical education programmes in these schools was inadequate budget.

Austin (1983) reports that physical educators currently find themselves in both a precarious and an ironic situation: precarious because of the financial stresses in most school budgets; ironic because appropriate physical education is becoming increasingly important in our society.
The review of related literature pertaining to the administrative problems as perceived by physical education administrators in the sub-problems of department personnel, department plant, students, instructional programme, department and community relations and department finances, reveal certain general trends as below:

1. Principal's personality and his interpersonal relations with the staff are viewed as extremely important by the staff. Therefore, communication between the administrators and the faculty was perceived as one of the outstanding problems.

2. The problem of shortage of staff is experienced very frequently on account of insufficient number of trained teachers.

3. The type of the community, teaching conditions, location of the institution and salary were the important considerations for teachers to take up a teaching job.

4. The problem of physical facilities in an institution was felt to a serious degree. In almost all studies, a definite trend of negative correlation was identified between the school size and the teachers' satisfaction.
5. Instructional programmes and curricula were perceived to be inconsistent, inadequate and unsuitable for the students, and these were mainly decided by Principals rather than by the community or the students.

6. The community and parents desired all types of information about a school but the administrative policies and procedures lacked in ensuring the community participation and in coordinating the community's utilization of facilities.

7. The lack of finances — insufficient budget — was consistently found to be a problem area with most of the administrators.

Leadership Behaviour

Leadership and administration are very closely linked. Effective leadership is considered to be one of the most important ingredients of administrative success. To review the abilities which go with leadership, the related literature on leadership has been scanned and presented in the following pages, so as to indicate the broad results.

Bell (1967) observed no significant differences of personality characteristics between the superintendents
rated high in consideration and high in initiating structure; between the superintendents rated high in consideration and low in initiating structure; and between the superintendents rated low in consideration and high in initiating structure.

Khoury (1981) compared 'Leader Behaviour of University Department Chairpersons, Secondary School Principals and Elementary School Principals'. The results of the study indicate that, as a group, the administrators perceived that they exhibited 'consideration' and 'initiating of structure' behaviours significantly more frequently than did their respective teachers. With respect to 'initiating of structure' behaviour, this discrepancy existed at all the three levels of educational organizations, and was comparable at all the three levels. 'Consideration' behaviour discrepancy, too, existed at all the three levels, but the differences in perceptions were significant only in secondary schools and universities.

In Catlin's (1982) study conducted on 378 randomly selected teachers from 57 schools in Alabama, the results revealed that the Principals who exhibited strength in both 'Initiating Structure' and 'Consideration' supervised teachers with the widest professional zone of acceptance, and initiating structure was more strongly related to teachers' professional zone of acceptance than consideration.
Knight's (1933) study revealed that most effective department chairpersons with the highest performance ratings by their faculty were those who had high ratings on both initiating structure and consideration, while the least effective had low ratings on both. These results were later confirmed by Barnard (1933).

Olafson (1969) in his study entitled 'Leader Behaviour of Junior College on University Physical Education Administrators concluded: (i) the junior college and university departments of physical education have different departments dimensions; (ii) the overall leader behaviour of the department chairmen at both levels of higher education followed a consistent pattern; and (iii) the superiors as a group perceived the leader behaviour of the department chairmen differently as compared to the behaviour of the faculty as a group.

By employing a sample of twenty physical education chairmen and their faculties in a study, Carlson (1973) concluded that there were no significant differences between chairmen's leader behaviour as self-perceived and as perceived by their faculties.

Grimard (1973) reported that the perceptions of instructional leadership behaviour varied with the personality attitudes, needs and roles of teachers and administrators!
In a study conducted by Buckiewicz (1974) on twenty-four athletic directors of colleges and universities' athletic departments and 103 coaches from these departments, it was reported that athletic directors as a group and coaches as a group generally perceived the leader behaviour of athletic directors as quite similar, and the type of activities of sports coaches had no significant effect on their perception of athletic directors' behaviour.

Finley (1977) conducted a study on thirteen principals, thirty-six assistant principals, seventy department chairmen and one hundred and thirty-two classroom teachers of Missouri high schools. His study revealed no significant differences between principals, and their subordinates on the perceptions of the former's leadership behaviour.

Using 2 x 2 factorial design Christensen et al. (1979) compared faculty members (including department heads) from university and college departments of physical education. The results of the study indicated that the sex of the faculty members and the sex of the department head were important statistically-interacting factor in the perception of the department head on the leadership qualities.

Campbell's (1978) study conducted on teachers and principal's perception of the Secondary principal's
instructional leadership, indicated that principals were viewed positively by the teachers in the following leadership categories: (i) sharing decision-making with teachers concerning instruction; (ii) encouraging teachers to give instructional assistance to other teachers; (iii) playing a strong role in curriculum change; and (iv) encouraging the development of leadership among staff members.

Lambert (1968), in determining the relationship between teacher morale and principals' leader behaviour, reported that the teachers and principals' behaviour were significantly related. Level of position, years of experience, sex, college degree, and school size did affect the correlation between morale and leader behaviour.

Cummings (1979), in his study on 'Interrelationships of Principal's knowledge of Reading, Principal's Leader Behaviour, Teacher Morale and Academic Achievement', reported that there was a significant relationship between teachers' perception of the principals' leader behaviour and the morale of the teaching staff. The higher the regard for the leader behaviour of the principal, the higher the morale of the staff.

A study conducted by DeVault (1981) on the relationships between Principal's leadership style and teacher morale in the secondary schools of Virginia, reported that there was a statistically significant relationship between leadership styles of principals and teacher morale in Virginia's
secondary schools.

In a study conducted by Beolisres (1979) on 300 secondary school teachers in Bangkok the following conclusions emerged: (i) all the teachers in the study perceived their principals as effective leaders; (ii) there was a significant relationship between organization climate and principals' leadership behaviour. No matter how teachers perceived their school organization climate, they perceived their principals as effective leaders.

Case (1931) observed that the leader behaviour of high school principals in the dimensions of 'consideration' and 'initiating structure' was influenced by his perception of the teachers perceptions of the organizational climate and leadership of the school.

Palmer (1982) reported that no statistical significant relationships were found between leadership behaviour and organizational climate in the selected colleges and universities in Canada and the United States.

Ogbuekiri's (1984) study revealed that there was a significant relationship between the organizational climate of the school and the leadership style of the principal. Educational administration background, experience and higher student enrolment improved the organizational climate of a school.
In an attempt to identify different methods of administrative leadership that might be evidenced in undergraduate physical education departments representing institutions of higher education in Ohio, Douglas (1969) observed that the faculty members were desirous of having greater inaction-influence in the administration of physical education organizations and that administrators must rely on a participation form of governance for the sake of organizational compatibility.

The investigation done by Sprandel (1973) on seven athletic departments in colleges of a selected midwestern athletic conference, observed that college athletic directors:

(i) failed to view their leader behaviour as their staff viewed them;
(ii) favoured a 'consideration' style of leadership in their actual administrative behaviour;
(iii) failed to conform to the standards of leadership that they had set for themselves; and
(iv) seemed to feel most comfortable with a dominant style of leadership.

Thomson (1980), in his study on the 'Relationship of Leadership Behaviour of Secondary School Principals to Educational Experimental Variables' using LBDQ reported that there was a statistically significant interaction between principal's leadership dimension 'initiating structure' and principal's experience and size of school.
The review of related literature presented in this section leads to the emergence of some general trends in findings, and the same are mentioned below:

1. Administrators who exhibit strength in both 'initiating structure' and 'consideration' were considered to be more effective as leaders.

2. Both at college and university level leadership behaviour of administrators was perceived somewhat similar by the faculty.

3. There was significant relationship between leadership style and teacher morale.

4. Significant relationship existed between organizational climate and principal's leadership behaviour.

Hypotheses

Emanating from the trends identified through the review of related literature, the following hypotheses were formulated for the present study:

1. The administrative problems of physical education administrators in the departments of physical education in Thailand universities are significantly different from those of Physical Education Colleges.
2. Leadership behaviour of physical education administrators in the departments of physical education in universities is at variance with that of the administrators in Physical Education Colleges.

3. Significant differences exist on the perception of administrative problems between the high and low groups of administrators as identified on the basis of leader behaviour.