CHAPTER -III
REVIEW OF RELATED LITERATURE
AND HYPOTHESES

Review of research literature is an important pre-requisite to actual planning and for the execution of any research work. Realizing the importance of review, Best (1987), says a familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what methods have been promising and disappointing and what problems remained to be solved.

Further the study of related literature helps in avoiding duplication, guides in carrying out the investigation successfully and makes the researcher familiar with the steps and involved in it. Therefore, in this chapter review of related literature has been presented with a view to get generalization and frame the hypotheses.

3.1 STUDIES ON ADMINISTRATIVE BEHAVIOUR

Richard (1971) studied the behaviour of principals and found that the principal’s personal role orientation and his perception of the expectations of his faculty and immediate superior significantly related to his behaviour. Shelat (1978) has reached the conclusions that administrative and leadership behaviour of school heads contribute positively to the effectiveness of school.

Owen (1986) examined the relationship between the administrative experience and leadership style of elementary school principals. There was significant relationship between the administrative experience and leadership style of elementary school principals.
Das (1990) studied the difference in the educational climate of institutions having principals with high and low levels of administrative behaviour. It was found that secondary school principals’ administrative behaviour frequency and effectiveness are not significantly related to climate of their schools in terms of social and learning environments.

Krishnaraj (1989) compared leadership behaviour patterns of principals of autonomous and affiliated colleges. He used LBDQ and found that (i) out of 15 dimensions of leadership behaviour, it is only in two dimensions, namely, representative-ness and integration the two types of colleges vary and (ii) The principals of affiliated colleges take more steps in speaking and acting as representatives of their institutions when compared to the principals of autonomous colleges. Moreover, the principals of affiliated colleges take more efforts in maintaining a well-knit organization resolving inter-member conflicts than the principals of autonomous colleges.

Carr (1988) conducted a comparative analysis of leadership attitudes of male and female California secondary public school principals. Researcher concluded that (1) male and female secondary public school principals in California are similar in attitudes involving leadership style characterized by mutual trust, respect, friendship and warmth between themselves and their respective staff, (2) male and female secondary school principals in California are similar in attitudes involving a leadership style characterized by leader organization, clear definitions of group relationships and well defined patterns of goal attainment, (3) varying demographic variables describing the age, education, and experience of secondary public school principals do not have a significant impact on the leadership attitudes of principals when considering the sex of the individuals.

Bala (1990) investigated the leadership behaviour of college principals as perceived by their respective teachers in the state of
Haryana. The study found that (i) principals’ have been rated high on all the dimensions of leadership behaviour when taken separately, that is, representation demand reconciliation, tolerance of uncertainty, persuasiveness, initiation structure, tolerance of freedom, role assumption, consideration, production emphasis, predictive accuracy, integration, superior orientation and leadership as a whole. The leadership behaviour of the principal is almost distributed on all the dimensions of leadership and leadership as a whole. The classification of principals based on effectiveness reveals that some of them are relatively effective in their task. (ii) The leadership behaviour of college principals in comparison to other professional leaders ranks at numbers two. It cannot be said that the leadership behaviour of college principals is inferior to other professionals. (iii) Leadership behaviour is not significantly related to personality factors, age, sex, teaching experience and administrative experience.

Johnson (1990) examined the relationship between leadership styles of suburban secondary principals and the stress levels of their teachers. The data was collected by using the instruments of LBDQ, the teacher burnout scale and additional demographic questions. Results showed that principals who were perceived by their teachers as above the mean in both initiating structure and consideration had teachers with significantly lower stress on the perceived administrative support and coping with job related stress suburban than high initiating structure and low consideration principals. Consideration was found to be significant correlated to all the stress suburban when controlling for the demographical data and consideration had predictive power with respect to the perceived administrative support suburban.

Harris (1999) examined the relationship between principal leadership styles and teacher stress as perceived by the teachers. Analysis of the data indicated that the majority of the school,
teachers perceived the dominant principal leadership style to be selling (High Task/High relationship). School two, teachers perceived the dominant principal leadership style to be delegating (low task/low relationship). School three, teachers perceived the principal leadership style as telling (High task/low relationship. Thirteen percent of the teachers perceived themselves in the high stress range. Sixty five percent perceived themselves in the moderately stressed range. She indicated that psychological/emotional symptoms and stress management had higher stress level in school 2 and 3. The overall score showed school 1 with the high task and relationship had significantly lower levels of teacher stress than school 2 and 3. Teacher stress is multifaceted problem and a indicated the leadership style that balances task relationship orientation showed lower levels of teacher stress.

**Floyd's (2000)** study was on leadership styles of principal and its relation to teachers' perception of school mission and student achievement. This study found a significant relationship between the perceived degree of transformational leadership and shared school mission. No relationship was found between the perceived degree of transformational leadership, shared school mission and student achievement. There was a significant correlation between principal and teacher scores on one of the leadership practices. There was a significant difference between principals scores and teacher's scores on another leadership practice, a chi square analysis of leadership turnover and no turnover by the school's level of achievement yielded no significant difference. This study also found an inverse relationship between principal’s perceptions of their own leadership behaviour and teachers' perceptions of their principals leadership behaviour when classified by level of achievement.

**Bare-Oldham (2000)** studied leadership styles of Kentucky public school principals as determinates of teacher job satisfaction. Analysis of the data indicated the following findings, there was a
significant relationship between public school principals' consideration leadership style, as perceived by the teachers, and teacher job satisfaction. There was also a significant relationship between public school principals initiating structure leadership style, as perceived by the teachers, and teacher job satisfaction. Significant results were also indicated in the ancillary findings of the study.

Leary, Sullivan and Mc Cartney (2001) studied the relationship of leadership styles of selected West Virginia deans and department chairs to job satisfaction of departmental faculty members by using leadership behaviour description questionnaire. The data analysed relating to LBDQ and job Satisfaction Scale indicated a strong relationship between overall job satisfaction and both dimensions of leadership style. The results indicated that the more evident the characteristics of the consideration dimension or the initiating structure dimension of leadership behaviour, the greater the degree of self-reported job satisfaction. A greater degree of extrinsic job satisfaction was reported when the leaders behaviours fell within the consideration dimension. The correlation between leadership style and intrinsic job satisfaction was statistically significant, but not as strongly correlated.

Lin (2000) examined relationship between principal’s leadership style, and school effectiveness in selected public secondary schools in New Jersey. She suggested that the principals leadership did not have a significant correlation with school effectiveness as measured by student’s academic achievement. Moreover, the principal’s leadership style, leadership effectiveness, and leadership flexibility were independent of the socio-economic status of the school or school size.

Smith (2000) investigated the relationship between teacher perception of the leadership style of the principal and teacher motivation associated with a particular leadership style. Two styles
of leadership were examined in this study, initiation and consideration. He found that (1) the more democratic the leadership style the higher the level of teacher motivation. (2) Gender had no effect on teacher motivation. (3) Years of experience had no effect on motivation or job satisfaction. (4) Years of experience had no effect on teacher perception of the principal’s leadership style based on findings of the research; investigator indicated that principal’s leadership styles is a key factor in teacher motivation. Principals who practice a democratic leadership style are more likely to have staff with higher motivational levels. Teachers’ gender had no effect on their motivational level, job satisfaction, or perception of the principal’s leadership style.

Smith, M. (2000) analysed the relationship between principal leadership style and teacher job satisfaction. He used Hersey and Blanchard’s situational leadership model, principal leadership style was based on the perception of teachers as measured by the “LEAD Others Form.” The results in this study indicated that there was no statistically significant difference in teacher job satisfaction based upon the principal’s leadership style. However, the mean scores implied that teachers in the sample who perceived their principals as high task oriented and high relation oriented were most satisfied with their jobs. Teachers in the sample were least satisfied with high task oriented and low relationship oriented principals.

Hawkins (2002) examined the perceptions of principal leadership behaviours on school climates in international school settings. Three indicators for principal openness behaviour supportiveness, directiveness, and restrictiveness, were examined. Three indicators for teacher openness behaviour: collegiality, committedness and disengaged behaviour were examined. The researcher found that principal leadership behaviours significantly impacted the overall openness of the schools, and that the more supportive and less directive the principal behaviour was perceived,
the more open the school climate. In schools where the principal scored well above average on the standardized openness index, the teachers perceived the climate of the school to be open. In schools where principals scored below average on the standardized openness index, the teachers perceived the climate of the school to be closed or engaged (meaning that the teachers carried on in spite of the leader behaviours of the principal). Without an open school climate, transformational leadership on the part of either the principal or the teachers cannot develop.

Paine (2002) examined the relationship of superintendent instructional leadership behaviour and student achievement in high-performing high schools that work network public high schools in West Virginia. Findings of the study showed that a statistically significant relationship including instructional planning, organizing for instruction and human resource development are those that relate to student achievement in high performing high schools. Of the top 14 instructional leadership behaviours identified by superintendents and principals in two separate ranked lists, eight instructional leadership behaviours were common to both lists, which fall within the three instructional leadership behaviour areas, and its impact on student achievement in high performing high schools.

Sanchez-Perkins (2002) examined the relationship between teachers’ perceptions of the principal’s leadership behaviour, in either initiating structure or consideration and work motivation of elementary school teachers. The three dimensions of motivation are Intrinsic, Extrinsic and General satisfaction. The two instruments used to gather the data from elementary school teachers were the Leader Behaviour Description Questionnaire and the Minnesota Satisfaction Questionnaire. The findings of this study indicated the following:
(1) There was a positive relationship between extrinsic and intrinsic motivation and principals' leadership behaviours (consideration and initiation), and teachers' age, work experience, and student enrolment of the school;

(2) This model was fit for the extrinsic motivation of leadership behaviour consideration;

(3) The model was fit for the intrinsic motivation of leadership behaviour consideration;

(4) There was a difference between the model for extrinsic motivation and consideration and the model for intrinsic motivation and consideration.

**Vaughan (2002)** studied the relationship between student performance and the leadership behaviour of superintendents in Texas public school districts. Findings revealed that Texas public school district superintendents were transformational, with all participants rating themselves higher in transformational leadership than transactional leadership and non-leadership. Analysis of the dimensions for the Multifactor Leadership Questionnaire (MLQ) also revealed a number of significant relationships between transformational leadership, transactional leadership, non-leadership factors, and demographic variables of size and gender. No statistically significant relationships were found between scores on the MLQ scales and dimensions and students performance.

**DeMarco (2002)** determined the relationship between the leadership behaviour of principals and the degree of teacher organizational commitment at the elementary school level. The hypothesis, that collegial leadership would predict commitment, is not supported by the data. However, a regression analysis relating other climate measures, of which collegial leadership is a part, is significant in its impact on the organizational commitment of teachers at the elementary level.
Farahbakhsh (2003) conducted his study on a sample of 500 ninth and tenth grade teachers teaching in government high / senior secondary schools of Chandigarh and Esfahan cities of Iran. It was concluded that principals of secondary schools Chandigarh and Esfahan cities differed in respect of overall leadership behaviour and consideration dimensions. However, there was no difference in term of initiating structure dimension between the two groups. Observation of the mean values indicated that principals of secondary school of Esfahan city were superior to the principals of secondary school of Chandigarh city regarding the leadership behaviour as a whole and its consideration dimension. It was further concluded that from the analysis of leadership behaviour with respect to gender of principals, there was difference between male and female principals in respect of overall leadership behaviour, initiating structure and consideration in both the Chandigarh and Esfahan cities. From the findings of the study, it is found that female principals of secondary schools of Chandigarh and Esfahan cities were higher than male principals in respect of leadership behaviour and its dimensions.

3.2 JOB-STRESS AND ADMINISTRATIVE BEHAVIOUR

Freudenberger (1977) in his study revealed that high stress in occupation seems to be responsible for lower productivity at work.

Pines and Maslach (1977) examined burnout in the human service and reported that working longer hours in direct service with clients lead to burnout.

Kyriacou and Sutcliffe (1985) in a series of studies on secondary school teachers in England found that about 25 percent of the teachers responded to their survey question by using the categories ‘very’ stressful or extremely stressful.

Shahidenpour’s (1980) determined the relationship between stressful variable and the leadership styles of the secondary school
principals. It was found that secondary school principals in stressful situations demonstrate consultative leadership behaviour.

Neuman (1990) determined the degree of reported stress difference for school managers at the level of central office administrators, managers at the level of central office administrators, local school administrators and teachers. On the stress performance index questionnaire, statistical significant differences were found between central office level and local school administrators and between central office level administrators and teachers.

Stevens and O’Neill (1983) reported that teachers who were able to develop confidence in their skills were less likely to experience burnout.

Singer (1986) analyzed the relationship between teacher burnout and leadership style of the Principal as perceived by teacher. A sample of 15 – 25 teachers each from 10 schools was taken for study. The investigator found significant relationship between teacher burnout and the perceived leadership style of the Principal. Teacher enthusiasm was positively related to each of the two leadership styles. Whereas teacher frustration and alienation were found negatively related to each of two styles. Teacher in schools with Principals who demonstrated high level of initiating structure behaviour or consideration behaviour were enthusiastic and experienced fewer symptoms of frustration and alienation. Teachers in schools with Principals who demonstrated low levels of initiating structure behaviour or consideration behaviour were prone to the feeling of frustration and alienation.

In another study Kyriacon and Sutcliffe (1985) found that stress can affect a teacher in job satisfaction and their effectiveness with pupils. Stress can also result in mental and physical illness and impair the working relationship between teachers and students as well as the overall quality of teaching. Teacher often lower their level of time and energy in job involvement as a result of stress, prolonged
stress can result in burnout consequently burnout include diminished job satisfaction, reduced teacher pupils rapport and pupils motivation and decreased teacher effectiveness in meeting education goals.

Nagi (1985) in the study of burnout and selected variables as component of occupational stress, revealed that moderate to high burnout in the categories of emotional exhaustion, depersonalization and personal accomplishment. The burnout constructs were positively correlated with each other and inversely correlated with the measures of work orientation. This relationship suggested that individuals who were more work oriented were likely to experience burnout.

Cooper (1987) in his study researched the occurrence of burnout phenomenon among special education administrators and found the following result: 13.5 percent of special education administrators experienced burnout, 39.6% of administrators considered to be in danger of burnout; 46.9% were the administrators who experienced no significant burnout. The investigator further revealed that burnout does exist among administrators and considerable numbers of administrators were in the potential danger of burnout.

Adams (1988) investigated the effects of various demographic variables, including leadership behaviour of school Principals, on the level of teacher burnout. A significant relationships, found between the demographic variables of consideration and initial structure on levels of teacher burnout. Teachers showed lower levels of burnout which perceived their Principals high on consideration or initial structure. Teacher which were involved in activities useful for reducing stress have showed lower levels of burnout.

Malhotra (1976) studied the burnout and job-satisfaction amongst architects of Chandigarh. A sample of 100 architects both male and female from different levels and from both Govt. and
private organizations were selected. It was found that architects with more job-satisfaction have less of emotional exhaustion and depersonalization and high degree of personal accomplishment. A negative correlation was established between job-satisfaction and the first two dimensions of burnout i.e. emotional exhaustion and depersonalization whereas positive correlation was found between job-satisfaction and the last dimension i.e. personal accomplishment.

Evans and Johnson (1990) examined the relationships between job-satisfaction, job related stress and teacher’s perception of Principal’s leadership behaviour. It also determined that which factors or subscales of Principal’s leadership behaviour influenced job-satisfaction and job related stress among teachers. The questionnaire was completed by 166 middle and high school teachers in Florida. It was concluded that Principal’s leadership behaviour was significantly related to job-satisfaction and job related stress of middle and high school teachers.

Cooper and Kelly (1993) studied a wide range of senior educators ranking from primary school heads to principals of higher education institutions. The two main sources of occupational stress that emerged as predictors of teacher job-dissatisfaction and mental ill health were “work overload” and “handling relationships with staff”. The researches further revealed that burnout does exist among administrators and considerable number of administrators were in the potential degree of burnout.

Henry (1993) in his investigation of burnout as perceived by public high school principals explored the degree of the burnout among high school principals within categories of demographic variables of age, years spent in present assignment. Sex, total years in education, school enrolment, support groups planned degree programmes and enrolment in college courses, there were significant differences found to exist within three of the eight principal demographic variables. These three variables were age, total years in
education and enrolment in college courses. He also found that the
principals who were forty years old or younger had higher feelings of
personal accomplishment than principals of fifty and above age and
indicated that male teachers tend to score higher than female
teachers on the depersonalization subscale.

Torelli (1994) examined occupational stress and burnout in
educational administrators and noticed that:

1. Elementary and secondary school principals perceived
   significantly higher level of task-based and conflict mediating
   stress than superintendents.

2. Levels of boundary-spanning stress were significantly higher
   with superintendents as compared to building principals.

3. Androgynous administrators had significantly lower level of
   role-based stress, boundary spanning stress, emotional
   exhaustion and depersonalization

4. Task-based stress was the best predictor of emotional
   exhaustion.

Singh (1996) in his study on principals found that ‘On the
measure of Enthusiasm (Ev₁) a low score indicates a high level of
teacher burnout while on the measures of Frustration (Fv₂) and
Alienation (Av₃) a high score indicates a high level of teacher
burnout. Initiating Structure (Isv₄) and also with a principal who
scored high on Consideration (Cv₅) Teachers are found to be
enthusiastic regardless of the leadership style of the principal.

Davies (1997) in his study suggests that private school
teachers experience moderate levels of burnout or stress.
Comparisons between types of private schools revealed that there
were no significant differences between the stress of teachers in large
schools experience significantly higher levels of stress than teachers
in small and medium size schools. However, the measurable
difference between them translates into a very small difference in
terms of the real stress levels of these teachers in their professional lives. A significant difference was found between the stress levels of public $ (m=2.60) $ and private school teacher $ (m=2.27) $. Although private schools teachers experience lower than average levels of stress, the stress levels of teachers in public schools fall in the higher than average range.

Durgin (1999) determined to find out the prevalence of burnout among full time faculty members in higher education and also to find out relationship between demographic variables and burnout tendency. The six points Burnout assessment Inventory (BAI) analyzed data on 169 numbers. He found out that the faculty members scored moderately higher in enthusiasm. Significant differences were found (at 0.05 level) between subscale of BAI and six demographic variables namely – tenure, race, age, academic rank, marital status and sex.

Khaleque (2001) in his study revealed that male teachers were found to be more depersonalized than female teachers and were possessing better score of personal accomplishment than female teachers.

Pal (2001) in his study on a sample of 140 physical education teachers revealed significant difference among physical education teachers working in Government, public and private schools in their job stress and job satisfaction.

Korla (2004) in his study on 100 teachers of Govt. Senior Secondary schools of Chandigarh found significant difference between male and female teachers on the three measures of job stress i.e. role ambiguity, role boundary and role insufficiency.

3.3 JOB – SATISFACTION AND ADMINISTRATIVE BEHAVIOUR

Brown (1967) reports that well satisfied school principals were described higher than poorly satisfied principals on all subscales of effectiveness except tolerance of uncertainty.

Malavia (1977) studied the relationship between job satisfaction and job effectiveness of administrators. It was observed that there was a positive relationship between job satisfaction and job effectiveness. The study of Gambel (1978) reports that affective high school principals need not be thoroughly satisfied with their jobs.

The objective of Reddy and Ramkrishnaiah (1989) study was to study the job satisfaction of college teachers in relation to the management under which they work, their sex and level. The sample for the study was 440 college teachers equally distributed between the two sexes (male and female), two management (Govt. and Private) and two levels (junior and senior lecturers). It was found that women teachers were more satisfied and teachers teaching in private schools were more satisfied. There was no significant difference between the junior and senior lecturers with regard to their job satisfaction.

Kennedy (1980) examined the role of individual organizational and structural variables in explaining job satisfaction and sense of efficacy. A survey instrument including questions from the Minnesota Satisfaction Questionnaire was developed and administered to a nation wide population of high-level women administrators currently employed in the sectors selected for study. The findings include the following:

1. Organizational power was the strongest predictor of job satisfaction and sense of efficacy and organizational opportunity was of second importance as a predictor.
2. The individual organizational variables, years in position, number of related position, salary and gender of peer were statistically significant in predicting job satisfaction.

3. The individual and organizational variable level of education, years in position, number of related positions and salary were statistically significant in predicting sense of efficacy.

Umstoff (1987) studied the relationship of leadership effectiveness and leadership style to job satisfaction. Style was measured with least preferred (LPC) scale, effectiveness was assessed using LPC scale in addition to the leader match scales. And satisfaction was measured with Minnesota satisfaction questionnaire (MSQ).

1. The null hypothesis stating that there is no significant relationship between effectiveness and satisfaction and between style and satisfaction of the entire sample could not be rejected.

2. The null hypothesis that there is no significant relationship between effectiveness and satisfaction and of the task oriented leaders were rejected.

Kaur (1986) in her study found that the newly appointed teachers were more satisfied with their job as compared to experienced teachers. Also female teachers were more satisfied as compared to male teachers.

Montgomery (1988) investigated the relationship between the perceptions of certain job characteristics among public school principals and their level of job satisfaction using the Hackman and Oldman model of work redesign. The impact of gender and level of the public school setting on this relationship was also examined. The results revealed that a significant and positive relationship exists between the job characteristics and job satisfaction. Both genders
and level moderated only the relationship between job feedback and job satisfaction.

**Ashegbeyeri's (1988)** study aimed at determining work-oriented career training, central life interests, job performance, job satisfaction and problem area levels among classifications of Nigerian high school administrators. The hypotheses were tested for significance using Multi-variate Analysis derived from the Analysis of variance (ANOVA) and correlational techniques.

The two important conclusions of the study were:

1. Work-oriented administrators are not more satisfied with their job than non-work-oriented colleagues.
2. Salary levels may not affect job satisfaction levels.

**Smith (1989)** studied the relationship between job satisfaction and programme effectiveness, and to identify what factors (i.e. leadership style) influenced jobs satisfaction. The Minnesota Satisfaction Questionnaire was administered to three subordinate groups under separate leaders, and a general job-satisfaction score was determined. The results indicated that there was not a significant difference in job satisfaction. There were, however, lower levels of satisfaction for the categories of company policies and procedure’s and ‘compensation’. It is recommended that these factors be investigated to determine their relationship to job satisfaction and programme effectiveness.

female principals and male principals for twelve dimensions of leadership effectiveness. The female principals were reported to be the more effective leaders.

**Das and Panda (1995)** studied the job satisfaction of college and higher secondary teachers in terms of their sex and experience. 100 teachers (54 from college, 46 from higher secondary schools) formed the sample of the study. The results showed no difference in the job satisfaction of college and higher secondary teachers and it
was also found that sex and experience are not related to job satisfaction of college and higher secondary teachers.

**Kaur (2001)** in her study on NTT, ETT and B.Ed. teacher educators of Punjab State found that 95% NTT teacher educators were very much satisfied on their job. Similarly it was also revealed that 82% of ETT teacher educators and 92% B.Ed teacher educators were satisfied on their job.

**Taj (2002)** in her study on headmasters/headmistress, who were working in the secondary schools of Bangalore city, found that job satisfaction of secondary school heads was found to be significantly related to their administrative behaviour at 0.01 level of significance.

Studies on job satisfaction and administrative behaviour subscribe to the following view points:

1. Work-oriented administrators are not more satisfied with their job than non-work-oriented colleagues and salary levels may not affect job satisfaction levels.

2. The individual and organizational variables, level of education, years in position, number of related position and salary were statistically significant in predicting a sense of efficiency.

3. The results revealed that a significant and positive relationship exists between the job characteristics and job satisfaction. Both gender and level moderated only the relationship between job feedback and job satisfaction.

4. The findings indicated that the administrators who were high in initiating structure and consideration behaviour were significantly more satisfied with their subordinates and co-workers.

5. Principals’ perception of their satisfaction with work were significantly related to their leadership effectiveness.
6. The well-satisfied school principals were described higher than poorly satisfied principals on all sub-scales of effectiveness.

7. Job satisfaction was not found to be a significant predictor of principal’s administrative behaviour.

As per Grewal’s (2004) study insignificant difference was obtained between the mean scores of male and female teacher educators of B.Ed. Colleges on the variable of job-satisfaction.

3.4 ATTITUDE TOWARDS PROFESSION AND ADMINISTRATIVE BEHAVIOUR

Panda (1975) studied the behaviour trends and the reputation of the institution and the effectiveness of the school along with other objectives. The tools used were: Headmaster’s Behaviour Description Questionnaire, Ideal and Real Separate and Background Factors Description Questionnaire – the data was analyzed with the help of chi-square. The findings of the study indicates that the heads perception of teachers indifference to carry out work, groupism among teachers, students’ indifference to education, educational process and interference in administration by authority leads to ineffective administrative behaviour.

Zibrin (1987) undertook the study to identify factors related to leadership effectiveness, especially between modes of thinking (cognitive style) and preferred strategies for change (administrative style). The findings showed that principals with positive attitude towards innovation and change proneness were effective administrators.

Skrapits’ (1986) purpose of study was to find out the nature of the relationship which existed between effective leadership and interpersonal communication styles and teachers satisfaction. It was found that more effective principals were friendlier, relaxed, more open, attentive to students and teachers and had a better communicator image with pupils and staff.
Steven (1987) found effective principals to have a firm but human control of students, availability and human relation and communication skills.

Erwin's (1987) study investigated the task performed by secondary school principals, to determine what effect principals have on the teaching practices of classroom teachers, the tasks chosen for this study were categorized into five areas — administrative, evaluative, public relations, interpersonal and organizational. A questionnaire was developed from the North Carolina Appraisal Instrument for Principals. The major findings of the study were that the teachers perceived the principals to be more effective, who showed more importance for developing an annual plan for school, praising and recognizing student with positive feedback, communicating the purpose of observations and classroom visiting, praising outstanding academic achievement and allotment of time for planning, preparation and evaluation and involving students and teachers in developing rules to participate in community programmes.

In her study on 192 secondary schools head of Bangalore city, Taj (2002) revealed that attitude towards profession was found to be significantly related to administrative behaviour of secondary school heads at 0.01 level.

Studies on attitude and administrative behaviour reveal the following major points:

1. Principals who positively communicate the goals in general, involve in curriculum, provide materials, effective supervision of teachers, monitor students' progress and sensitive towards members of the school were found to be more effective leaders.

2. Principals with positive attitude towards innovation and change proneness were effective administrators.
3. Effective principals were more open, attentive to students and teachers, and had a better communicator image with pupils and staff.

4. Effective principals were found to have firm but human control of students and skill in communication and human relations.

5. Effective principals showed more importance for developing annual plan for school, and praising and recognizing outstanding academic achievement.

3.5 SITUATIONAL CORRELATES OF ADMINISTRATIVE BEHAVIOUR

Singh (1978) explored the relationship of variables such as personality factors such as sex, age, teaching and administrative experience with leadership.

Panda (1975) has shown that school principals age and seniority do not contribute to his effectiveness of leadership in moving a school towards progress. The study had the following findings:

1. The leadership behaviour of the heads was not related to sex except on integration in which women heads exceeded men heads.

2. The leadership behaviour of heads was not related to their age between twenty five and sixty two years.

3. Total leadership behaviour was not related to academic and post-graduate degrees except that post-graduate heads were significantly better than graduate leads on demand reconciliation.

4. The leadership behaviour of heads was not related to their experience between 6 and 35 years.

5. The leadership behaviour of heads was not found significantly related to their administrative experience.
Owen (1986) examined the relationship between the number of years of administrative experience and leadership style of elementary school principals. There was a significant relationship between the administrative experience and leadership style of elementary school principals.

Matula (1986) examined the relationship between the performance of students and the leadership style of the high school principal as measured on Black and Mounton managerial grid questionnaire model. The study had the following findings:

1. Age, years of experience, years as principal and years in current position of high school principals had no significant relationship with student outcome.

2. The leadership style of the high school principal was not significantly related to student performance.

McMurray (1987) in his study determined whether a relationship existed between situational leadership effectiveness of administrators in hospital and principals in high schools in a selected geographical area. The data gathering instruments were LEHD self and a one page demographic sheet. Descriptive statistics were used to analyze the data gathered. The descriptive analysis of the study warranted the following conclusions:

1. The person’s correlational studies revealed little or no relationship between effectiveness and respondent’s age, number of employees reporting directly, monthly in-service/continuing education and years of administrative experience.

2. The correlational study revealed little or no relationship between effectiveness and respondent position or educational level.

Steven (1987) identified the qualities that are essential for effective instructional leadership. The findings of this study revealed...
that the effective principals were slightly older and more experienced as principals than the national sample of principals surveyed in 1981.

Phillips (1990) investigated if age stereotypes influenced the outcome of administrative decisions. Four versions of the questionnaire were developed with only age (older and younger) and sex (female and male) of the subjects of each situation differing per version. The total questionnaire analysis yielded no significant findings. Results from the situational analysis yielding significant effects of age of ratee and sex of the rate in one situation and sex of ratee and a triple interaction of ratee sex, ratee sex and ratee sex in another situation. No significant relationship were found between occupational demographics of the raters and outcomes for either analysis. Overall, the age and sex of the decision-maker had little effect on the outcomes of these decisions, specific situational contexts was seen to influence findings.

Mahant (1979) studied the relationship between the administrative behaviour of the faculty members, type of management and location of the colleges. The findings of the study showed that irrespective of the location, size and sex of the faculty members and type of management of the colleges, the teachers group behaviour was uniform and so were the principal's leadership behaviours.

3.6 HYPOTHESES

1. There will be significant relationship between job stress and administrative behaviour of the principals.

2. There will be significant relationship between job satisfaction and administrative behaviour of the principals.

3. There will be significant relationship between attitude towards administration and administrative behaviour of principals.
4. There will be significant difference in the
   a) Administrative behaviour of principals due to different levels of educational qualification.
   b) There will be significant difference in the administrative behaviour of principals due to different levels of professional qualification.
   c) There will be significant difference in the administrative behaviour of principals due to different levels of teaching experience.
   d) There will be significant difference in the administrative behaviour of principals due to different levels of administrative experience.
   e) There will be significant difference in the administrative behaviour of principals due to sex-differences.
   f) There will be significant difference in the administrative behaviour of principals due to type of management.
   g) There will be significant difference in the administrative behaviour of principals who have been recruited directly and those who have been promoted.