CHAPTER II

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Research is very important for progress in every field of life. Its constant addition to the vast store of knowledge makes possible progress in all areas of human endeavour. In every research work, it is necessary for the researcher to be familiar with the related literature because it helps in paving the way for understanding the potentialities of the problems in hand. The related literature also can help the investigator to start from a point where others have left.

According to Best (1963); "... 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 attacking methods have been promising and disappointing and what problems remain to be solved."

In the following pages a few studies of some relevant current investigations have been given as follows:

Panyasing, and McGlasson (1958) studied the Changing Secondary Education in Thailand. This study revealed that at present a principal has little opportunity to select because of the shortage of teachers. Thus, his major problem is how to assign his teachers the studies in which they will be most successful. They emphasised that improper assignment of individual teachers deprives the school of the full talents of the staff.
Gupta (1967) studied the problems of Higher Secondary Schools of Agra District. He found that forty per cent of students failed at high school and fifty per cent at intermediate stage because of the lack of interest, poor teaching and over-emphasis on English.

Chongrakse (1969) studied the role of the academic assistant principals in the secondary schools in Bangkok and Thonburi (Bangkok Metropolitan) and arrived at the following conclusions:

1. The mean teaching period of the academic assistant principals is 8 hours per week and the mean of their operating period is 15 hours per week.

2. The studies and responsibilities which most of the academic assistant principals operate by themselves are: academic personnel administration, supervising, instruction, controlling teachers' instruction, evaluating students' progress, following up and evaluating the academic achievement, co-ordinating affairs and supervising student teaching. The responsibilities which most of them delegate to others are: providing and buying teaching material aids, and promoting students' learning activities.

3. To get effective academic achievement, none of the heads of academic departments agrees that the academic assistant principals should plan to operate the academic affairs with them and authorise them, and then follow up the achievement closely.
(4) The major qualifications which the heads of academic departments need in the academic assistant principals are: having good knowledge and being ready to counsel teachers about problems and having the ability to criticise their work sincerely at the right time.

Brock (1970) made a study under the title "An investigation of Techniques for Secondary School Principals in the Improvement of Communication with Teachers" and found that:

- Teachers and principals were in disagreement on the type of administrative philosophy of the principals. Teachers rated principals more democratic than principals rated themselves. It was agreed that the personality and/or administrative philosophy of the principals had an influence on the effectiveness of the communication.

- Significant disagreement was found in how male and female teachers viewed the personality and/or administrative philosophy of their principals.

- Years of teaching experience showed significant disagreement between teachers who had taught for less than five years and those who had taught for more than ten years regarding the most effective principal-teacher communication techniques. The difference in opinion was discovered in twenty-nine items in the communication Appraisal Instrument.
Eighty per cent of the principals and teachers were in agreement on eighteen items: that most understanding and strain in human and professional relationships result from poor communication; importance of well-planned communication programme; a need for involving teachers in with grievances; a need for principals consulting with teachers concerning decisions that affect working conditions of the teachers; the importance of oral and face-to-face communication; need for holding faculty meetings to a one-hour minimum and for making attendance compulsory for all teachers; importance of organizing faculty meeting around topics of interest to teachers; need for an advantage of written communication over oral communication in some cases; importance of simple and brief written communication by the principal; importance of a well-written handbook and policies and procedures book for teachers; need for special letters from the principal to teachers concerning with the school programmes; and the importance of listening on the part of the principal.

Burstiner (1970) made a study under the title "Effect of a Workshop in Creative Thinking for Secondary School Department Chairmen - on Their Perceptions of Supervisory Activities on Problem-Solving and on Creative Test". He recommended that:

- Similar workshops should be instituted in public school systems for secondary school department chairmen as a step toward the mitigation and solution of supervisory problems.
Similar workshops should be considered for: administrators, teachers and other educational personnel (both certificated and non-certificated) as a step toward the solution of school problems and toward the smooth integration and functioning of such personnel components within the school for school personnel at the elementary school level as well as the secondary level, and for the members of school boards.

Workshops of this nature should be offered as part of the School Districts' in-service programme.

Training similar to that of the workshop should be considered for incorporation with the curricula of teacher training institutions and Graduate Schools of Education. Such training might be useful in (a) fostering more creative classroom teaching, (b) improving on the job operation, (c) improving human relations within the school and (d) solving school problems.

Institutions of higher education should undertake the training of potential workshop leaders to ensure a continuous supply.

The length of such workshop should be extended to thirty hours from twenty-four hours to allow more time for content presentations and the development of problem-solving skills.
Johnson (1972) made a study under the title "An Analysis of Attitude of Administrators and Teachers towards Problems and Issues in Differentiated Staffing" and found that:

- Administrators and teachers feel that the quality of the instruction has been upgraded as a result of differentiated staffing, and this programme allows for more individual instruction. Also schools using differentiated staffing provide better use of teacher time, talent and other resources. Administrators and teachers both think that differentiated staffing is a very good way to get teachers involved in decision-making process.

- Administrators and teachers feel that salaries should match with responsibilities. A large majority feel that teacher talent should be encouraged through higher salaries and differentiated roles, and that salary status should be derived from performance and competence. It is the consensus of both groups that administrators and teachers should agree on salary differentiation and there should be classroom teaching responsibility for all teachers at all salary levels.

- Administrators and teachers feel that evaluation should be based on real knowledge from intimate contact and cooperation between teaching professionals. Also, the evaluation of administrators and teachers should be for the improvement of instruction, and when making
evaluation, colleagues should show maturity in their judgements rather than play favourites among teachers. A large majority felt that evaluation should be based on the practical elements of the differentiated staffing programme rather than on theoretical model developed by some far-removed expert, and that teachers should accept supervision from their peers.

- Administrators and teachers feel that teachers should be involved especially in decision-making process related to curriculum, time utilization, and development of relevant in-service programmes and by-product is more relevant since they have the greater awareness of problems. Administrators and teachers should be well acquainted with the concept of differentiated staffing and all those who concerned with it should have an input in the decision-making. These were limited relationships between the demographic characteristics and the attitudes of the respondents.

Clark (1973) concluded his study as follows:

(1) Principals do not have sufficient budgetary authority to be held accountable for the effectiveness of all educational programmes within their schools. (2) Although principals do not have extensive budgetary authority, many have sufficient authority to initiate a system of programme budgetary which could lead to greater budgetary authority for principals. (3) Based on the principle that the best decisions are made
as close to the point of impact as possible, principals' staff should be delegated greater discretionary authority than this study has indicated. (4) The initiative of principals and their staff to be innovative in school management and instructional programmes would be enhanced by greater budgetary authority being accorded to the principals and staff.

Russell (1975) made a comparative study of Functions Performed by Principals of Community Schools and Principals of Non-Community School. The conclusions of his study reveal that (1) there was a little difference in the functions performed between the non-community school principals and community school principals; (2) There was a need to increase the percentage of time which both non-community school principals and community school principals spent evaluating and innovating; (3) New emphasis indicated for the training of future principals, especially community school principals.

Martoccia (1977) studied under the title, "Secondary School Principal Perspectiveness as it Relates to Principal—Teacher Relation", and found that:

- Principals displaying greater perceptions are rated higher by their teaching staff in areas of friendship, mutual trust and respect.

- Principals displaying greater perception are rated higher by their staff in developing channels of communication and efficient patterns of organisation.
A principal perceptiveness does not seem to increase or decrease with the size of the school.

The principal's length of tenure in his present position, the number of years served as a secondary teacher, his chronological age, his number of administrative assistants, and his educational background do not measurably affect his ability to perceive staff response.

Race of principal is not a significant factor when measuring his perceptiveness.

Race appears to be a significant factor when measuring teacher evaluations of principals. Black teachers rated principals higher on both dimensions of L.B.D. than did their white colleagues.

Sex appears to be a significant factor when measuring teachers' evaluations of principals. Female teachers, it would seem, accept the leadership role of male principals less critically than their male colleagues.

Teachers in smaller-sized schools perceive their principals being friendlier and displaying greater mutual trust and respect.

Freund (1978) made a study under the title "Presentational Role Orientation Congruence and the High School Principal's Innovation Propensity" and found that Representational Role Orientation Consensus may be of use as a predictor of the
success or failure of an innovation by a principal. Its utility is as a general predictor and not as a predictor of the success or failure rate of a particular type of innovation. This study points to the need to re-examine role consensus. Role consensus must be broken down to its basic components. The consensus of different factors of a principal's role may have very different impacts on the functioning.

Bishopp (1982) made a study under the title, "The Effect of Selected School and Non-School Variables on School Attendance as Assessed by Students with Three Types of School Attendance Patterns: Good, Average and Poor" and found that (1) a majority of students identified the following non-school variables as affecting their attendance: (a) parental attitudes, (b) future plans, and (c) number of friends; (2) a majority of students identified the following school variables as affecting their attendance; (a) courses, (b) teacher attitude, and (c) teacher treatment of students. He concluded in his study that (1) there was a need for an effective communications programme between individual school and parents (2) schools should emphasize career education and planning (3) school should pay attention to the development of peer support groups (4) school should provide a varied curriculum (5) Teachers should need training and instruction on techniques of establishing rapport with students (6) School attendance policies should include immediate parent notification about student absences (7) School personnel can and do exercise with considerable influence on students' attendance.
Copes (1982) made a study under the title "The Relationship between the Teacher's Perception of the Bases of Power Used by Selected Secondary Principals and the Management Systems of their School" and suggested that teachers and principals had different perceptions regarding the principal's base of power. However, it appeared clear that expert and legitimate power were the principal's predominant power bases. In the urban secondary school the principal use of legitimate power was perceived as producing the most effective management system. In the suburban elementary school, expert power producted the most effective management system. In this study the researcher recommended that administrator training programmes placed added emphasis on an understanding of one's power base and its relationship to management systems. Training of principals of urban secondary schools should include increased emphasis on managerial as opposed to instructional leadership responsibilities.

Delka (1982) made a study under the title "The Principal's Role as a Staff Developer in Colorado Public High School" and found that:

- Teachers', Principals' and Superintendents' perceptions differed significantly from each other on the staff developer competencies actually practised.
- The three status groups help concurrent perceptions about most staff developer responsibilities that should be practised.
- Principals were most in agreement about staff developer competencies actually practised and should be practised; superintendents were least in agreement.
In most staff developer competencies, respondents' expectations were voted higher than actual practice by those with more years of experience in a role.

- No statistical meaningful differences were found along a metropolitan-rural continuum.

- Principals rated competencies which actually practised and generally higher than did teachers and superintendents. However, teachers and superintendents rated competencies that should be practised more highly than did principals.

From the study, the conclusions were: (1) Teachers, principals and superintendents need to be made more aware of the competencies necessary for a high school principal to perform the role of a staff developer. (2) Principals were not currently practising staff developer competencies to the degree that teachers and superintendents perceived they should be practising the competencies. (3) Superintendents had a higher level of expectation from principals to perform the competencies of a staff developer than did teachers or principals. (4) Respondents generally held similar perceptions of the principal's performance as a staff developer regardless of school district stratification. (5) One can describe a set of competencies which may be used to measure the performance of the high school principal as a staff developer; thus, this competency-based model is valid instrument to evaluate the principal's staff developer role.

Dumonceaux (1982) made a study under the title "A Comparative Study of the Self-Concept of Graduating Seniors..."
from Public High Schools and Catholic High Schools in a North Central State and found that the data obtained in the study was partially support the hypothesis, in the moral-ethical self variable discriminated between the two groups in the direction of the catholic high school in two of the four studies. A study of the group means in the four studies indicated that two of the four studies showed higher self concept for the public high school group, and one study showed no difference between the groups. Therefore, it could be concluded that, as measured by the Tennessee Self Concept Scale, the self concepts of these two groups are similar.

Frailey (1982) made a study under the title "Communication Styles and Their Relationship to Evaluations between Teachers and Students" and found that (1) there was a significant difference between teacher communication style and how they rated their students. The differences existed, however, only for Intuitor and Feeler Teachers and only for the traits of dependability, consideration, punctuality creativity. (2) There was a significant difference between communication style and the grade level of teachers rating students. The differences existed, however, only for Feeler and Sensor Teachers and only for certain selected traits. (3) There was a significant difference between communication style and the sex of the teachers rating students. The differences did not exist for Thinker Teachers, but did exist for Intuitor, Feeler, and Sensor Teachers. Again, these differences existed only for selected traits. (4) There were significant differences between the
communication styles of students and how they rated their teachers, but the differences existed only for Thinker and Feeler Students. (5) There was no significant difference between the communication style and grade level of students in terms of how they rated their teachers. (6) There was a significant difference between the communication style and the sex of the student rating teachers. However, significant differences existed only for sensor students.

Harper (1982) made a study under the title "Comparison of Perceptions of Educators and Citizens on Selected Current Issues in Public Education" and found that there were the significant differences of perceptions by administrators, citizens, teachers, and teacher educators on forty-nine of sixty statements on selected current issues in public education. Significant differences occurred between Orange, Osceola, and Seminole countries on fifteen of the sixty statements on the selected current issues in public education. Administrators, citizens, and teachers by level of position (elementary, middle junior, high school and district) responded with significant differences on forty-seven of the sixty statements on selected current issues in public education. Differences were indicated in ranking the most important issues by the groups. The groups graded the schools between a B or "good" and C or "average" on the quality of education.

Jacobs (1982) made a study under the title "A Comparison of Measures of Attitudes of High School Teachers and Administrators Toward Student Behavioural Problems", and found that in
the case of seven of 53 variables, there was a significant difference in variance of ratings between teachers and administrators. Variance was a measure of dispersion, scatter or heterogeneity of scores. The results of the chi-square analysis of data obtained from the Behaviour—Response Inventory were not conclusive. There was reason to speculate, however, that teachers chose more serious measures in responding to classroom related problems than did administrators.

Overall findings support and substantiate the underlying premises of the dissertation that work roles (those of teachers and administrators) and task related experiences have an impact upon attitude development. Further, incumbents of differing role tend to develop differing attitudes.

Jordan (1982) made a study under the title, "Comparison of the Opinions of Secondary School Administrators, Counsellors and Teachers toward the Concept of Mainstreaming in Selected Mississippi Public School" and found the opinions of selected secondary administrators and counsellors to be significantly more positive than the opinions of secondary teachers toward the concept of educational mainstreaming in the State of Mississippi, and he revealed a significant relationship between the demographic factor of educational level and opinions of the selected groups toward educational mainstreaming in the State of Mississippi. As the educational level of the respondents went up, the more positive opinions toward mainstreaming became.

on the Participation and Influence of Teachers in School Decision-Making as Perceived by Teachers" and found that

- The present study demonstrated that teachers and principals differed significantly in their participation and influence in decision-making. Teachers perceived themselves as having less significant participation and influence in four areas of decision-making examined.

- There were no significant differences between administrative leadership styles and the participation and influences teachers in school decision-making.

- The study revealed that teachers perceived their participation in school decision making as significantly related to job satisfaction and morale. Positive correlations were computed between teacher decision-making in curriculum, methodology and administration, and job satisfaction and morale.

- Teachers in class B schools; those schools with a population of 675-1,345 students perceived themselves as being involved less in school decision-making than those in class C schools, those with population of 349-676, particularly in curriculum/methodology and student discipline decision categories.

- There were no significant differences found between sex, age, and teaching experience and teacher participation and influence in decision-making. Tenure was
- not tested due to the fact that only four respondents were non-tenure teachers.

Although the conclusions listed above may be affected by limitations such as the population and other variables, the study indicated that decision-making continues to be a primary function of school principal and that teachers need to develop their role in the school decision-making to a greater extent.

Tirrell (1982) made a study under the title, "An Investigation of the Current Perceptions and Ideal Expectations of Senior High School Principals and Teachers Regarding the Principal's Role in Teacher Evaluation" and found that there was a little agreement between teachers and principals concerning the role of the principal as an evaluator. The principals and teachers differed in their perceptions of the principal in communicating, controlling and implementing teacher evaluation procedures.

The ideal expectations of principals and teachers showed a close philosophical agreement between them regarding the principal's role in evaluation.

Reviewing the comparisons of the current perceptions and ideal expectations in responses within each group showed that in majority of cases neither teachers nor principals believed that principals were performing as they should in the role of evaluation.

Ward (1982) made a study under the title "A Comparative
Content Analysis of Adult Education and the Community Education Journal from 1971 through 1980 and revealed that both journals failed to adequately cover all categorical areas, with Adult Education mainly reporting "learning" articles and relying heavily on "Descriptive Research" while Community Education Journal devoted on overwhelming majority of its content to "Programme Planning and Administration" articles of the "Personal Belief" and "New Programme Concern" type. For this study the researcher concluded that there was too little variety in both journals to keep readers sufficiently informed.

Wold (1982) made a study under the title "The Relationship between the Role of the Higher School Principal as Perceived by the Principal and School Climate as Perceived by Teachers and Students" and revealed the existence of a different climate perception profile on the part of students, as teachers' significant correlations were always negative. Except for a few exceptions the significant correlations were generally found with the principal's management role. For teachers' composite perception of school climate, demographic factors demonstrated significant results for the principal's change agent role in large high schools, and in high schools with no teacher contract negotiations for the year of the survey. For the students' composite perception of school climate, demographic factors demonstrated significant results for the principal management role and composite total only in schools which had contract negotiations for the year of survey.
Tapaneeyangkul (1983) made a study under the title "An Analysis of the Role of Secondary School Supervisors in Bangkok, Thailand" and found that -

- There were no significant differences in the expectations for the role of supervisors as perceived by supervisors and teachers.

- There were no significant differences in the expectations for the role of supervisors as perceived by teachers with different levels of academic training.

- There were no significant differences in the expectations for the role of supervisors as perceived by male and female teachers.

- There were no significant differences in the expectations for the role of supervisors as perceived by teachers in different age groups.

- There were no significant differences in the expectations for the role of supervisors as perceived by teachers with different numbers of years of teaching experience.

- There were no significant differences in the expectations for the role of supervisors as perceived by teachers involved indifferent areas of teaching.

The study revealed that (1) there were significant differences in the expectations for the role of supervisors
as perceived by the teachers and supervisors. (2) There were significant differences in the expectations for the role of supervisors as perceived by teachers with different levels of academic training, different age groups and different numbers of years of teaching experience. (3) There were no significant differences in the expectations for the role of supervisors as perceived by teachers involved in different areas of teaching. (4) There were no significant differences in the expectations for the role of supervisors as perceived by male and female teachers.

All studies mentioned above had been conducted in the field of educational administration by educationists, researchers and research scholars in Thailand and some other countries. The problems treated in these studies includes all the vital problems which forms the content of the present study. Hence these studies were very useful for investigators to study the hidden problems in the formal and non-formal school administrations.