CHAPTER 2

REVIEW OF RELATED LITERATURE
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The review of related literature involves the systematic identification, location, and analysis of documents containing information related to the research problem. The main objective of reviewing the literature is to determine what has already been done that relates to one's problem. This knowledge not only avoids unintentional duplication, but it also provides the understanding and insight necessary for the development of a logical framework into which the problem under study fits. In other words, the review tells the researcher what has been done and what needs to be done. Studies which have been done will provide the rationale for one's research hypothesis; indications of what needs to be done, form basis for justification of the study.

Another important function of the review of related studies is that it points out research strategies and specific procedures and measuring instruments which have and have not been found to be productive in investigating the problem. This information helps to avoid other researchers' mistakes and to profit from their experiences. It may suggest approaches and procedures previously not considered.

Being familiar with previous research also facilitates interpretation of the results of the study. The results can be discussed in terms of whether they agree with, and support, previous findings or not; if the results contradict previous findings, differences between the present study and the others can be described, providing a rationale for the discrepancy.

Srivastava (1985) reports that "the first doctoral dissertation concerning the field of Educational Administration appeared in 1951. But ever since Desai (Bombay) Mukherjee (Lucknow) and Shah (Bombay) submitted their thesis in 1951, there
has been a steady progress recorded in doctoral research work in the area of Educational Administration. Fourth Survey of Research in Education (1983-88) reveals that out of a total of 2272 Ph.D. (Education) degrees awarded by the Indian Universities by 1988, as many as 196 doctoral theses that have been completed since 1941 have been documented as researches classified in the field of Educational Administration. Thus research studies in the area constitute 8.6 per cent of the total studies undertaken since 1941. Table 2.1 shows the number and percentage of doctoral theses in Educational Administration in relation to the total number of doctoral dissertations in Education.

**TABLE 2.1**

**DECADE-WISE GROWTH OF RESEARCH IN EDUCATIONAL MANAGEMENT**

<table>
<thead>
<tr>
<th>Decade</th>
<th>Ph.D. Theses in Education (General)</th>
<th>Percentage in Educational Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>1941-50</td>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td>1951-60</td>
<td>62</td>
<td>04</td>
</tr>
<tr>
<td>1961-70</td>
<td>216</td>
<td>15</td>
</tr>
<tr>
<td>1971-80</td>
<td>887</td>
<td>90</td>
</tr>
<tr>
<td>1981-88</td>
<td>1097</td>
<td>87</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2272</td>
<td>196</td>
</tr>
</tbody>
</table>

While writing the Trend Report on Research in Educational Management for the Fourth Survey of Research in Education (1991), Mukhopadhyay and others have grouped doctoral dissertations in Educational Administration in the following groups. This categorisation has been made keeping in view area/field of the subject.

**Group I**

(a) History and Status

(b) Planning

(c) Special Group and Special Problems

**Group II**

(a) Goals of Management

(b) Decentralization

(c) Participation

(d) Professionalisation

(e) Autonomy

(f) Accountability

(g) Structure

(h) Behavioural Aspects

(i) Resources

(j) Practices

(k) Legal Support
The investigator also consulted 'Educational Research and Innovations' (1993) - a Bibliography, and 'Indian Educational Abstracts' (July'96) recently published by the National Council of Educational Research and Training, New Delhi. Both the documents cover research studies on different aspects of Education for the period 1989-1996. A close examination of the studies reveal that the area of Educational Planning and Administration by and large remained neglected. As a result, restricted number of studies have been undertaken in this field.

2.1 STUDIES ANALYSING PROBLEMS OF THE SECONDARY SCHOOL PRINCIPALS

Broke (1983) conducted a study on “The Problems of New Principals”. Some of the general findings revealed that the ‘curriculum’ and ‘professional personnel’ were the two most difficult responsibility areas for new principals. However, the new Principals spent considerably more time with ‘professional’ and ‘pupil personnel’ than in their preferred area of ‘curriculum’. Interestingly, newcomers hired from within the district and those with administrative experience generally experienced more difficulty than the newcomers hired from outside or those with no administrative experience.

Sharma (1986) worked on the problem “A Study of the Administrative Problems of the Double Shift Secondary Schools of Rajasthan”. The objectives of this study were: (i) To find out the problems of double-shift secondary schools of Rajasthan, (ii) To make
a comparative study of double shift private, aided and government institutions, (iii) To find out the problems faced by the headmasters of these schools and (iv) To make suggestions to the Education Department on how to solve them.

The major findings revealed that (1) It was difficult to adjust 40 minutes for each period in both the shifts, (2) There were problems in changing the time according to the weather and the convenience of students, (3) Mismanagement in changing the seating arrangement and damage to furniture was an acute problem, and (4) The arrangement of double shift system adversely affected teaching particularly when co-curricular activities were given due time. Shortage of time for remedial classes and games, inconvenience in joint staff meeting, indiscipline among students, inadequate use of library, reading-room facilities and difficulty in adjustment of periods of teachers on leave were found to be the other areas of administrative problems.

Sookmaung (1986) conducted "A Comparative Study of the Perception of Problems by the Administrator of Formal and Non-Formal Institutions at the Secondary Stage in Bangkok Area of Thailand". The main objective of the study was to investigate the seriousness of the administrative problems of administrators of formal and non-formal institutions at the secondary stage with respect to administrative personnel, teachers, students, instructional programme, curriculum, security, morale, supervision, school and community relations and school finance.

The findings of the study revealed that (1) The formal school administrators perceived various problems more seriously than the non-formal school administrators, (2) The administrators of formal institutions exhibited greater consciousness than their counterparts in non-formal education concerning problems pertaining to administrative personnel, teachers, students, curriculum and morale, (3) There was no difference in the formal and non-formal school
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administrators about problems pertaining to instructional programmes, security, supervision, school and community and financial matters, (4) The seriousness of the problem was considered to be at the 'moderately serious level' in the case of financial problems in the opinion of formal school administrators, (5) The non-formal school administrators also put the seriousness of the problem at the 'moderately serious level' in the cases of financial matters, and (6) The formal school administrators perceived administrative problems more seriously than their counterparts in the non-formal schools.

2.2 STUDIES INDICATING VARIED FUNCTIONS, ROLES AND POSITION OF SCHOOL PRINCIPALS

Dyer (1965) conducted a study on 'The Principal of the Three-year High School in California' to analyse their position in schools. The purpose of the study was to (1) Investigate the personal characteristics, education, experience, professional growth, and participation in community affairs of principals of three-year high schools in the state of California, (2) Obtain the viewpoints of principals concerning many of the basic issues of public education, together with evaluation of some urgent problems they face as high school principals, and (3) Ascertain whether similarities and differences exist when responses of principals are compared on the basis of school district.

The major findings of the study revealed that (1) The median high school principal is a married male, forty-nine years of age, the father of 2,3 children and saw service during war time as an officer, (2) He secured his pre-college schooling in a California public school, possesses a master's degree conferred by a private institute of higher learning in California and has earned a secondary administrative credential issued by the University of Southern California or the State Department of Education, (3) He administers
a school with an enrolment of 2,045, supervises a staff of 88 teachers and 27.5 classified employees, and in 1962-63 received a salary of $13,400, (4) The median principal has had nine years of high school teaching experience, five years of junior high school teaching experience, seven years of experience in the high school principalship, and has served as a secondary school vice-principal for five years, (5) Concerning certain educational problems, he believes that school teachers and high school principals in California are not adequately paid, (b) school superintendents in California receive adequate compensation, (c) teacher tenure is good for public education in California (d) school districts should not receive federal aid for building purposes only, (e) the high school principalship should be a twelve-months assignment, and (f) he has authority commensurate with his responsibility, and occupies a position of leadership in the community, and (6) With respect to the most serious educational problems they face, principals believe it is most difficult for them to find time for adequate supervision of the instructional programme and to find sufficient time to administer the school and still meet professional obligations away from school.

Ohanian (1967) conducted a study on “The Role of the High School Principal in the Improvement of Instruction”. The purpose of this study was to determine to what extent the high school principal in Colorado is involved in the improvement of instruction. The study resulted from an expressed concern that the contemporary high school principal is not assuming the role that many authorities consider his primary function - instructional leadership.

The investigation attempted to discover to what extent the principal was personally involved in the instructional process by securing information concerning his personal professional background, the organizational structure of his school and his reactions to statements pertinent to instructional leadership tasks.

The main findings revealed that school size was a major
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determining factor concerning the involvement of the principal in the improvement of instruction. The principal's personal involvement varies with school size. In most instances the involvement decreases as schools increase in student enrolment.

The principal's educational attainment and experimental background are not contributing factors to his involvement in instructional improvement.

The number of assistant principals, counselors, other administrative personnel and secretaries do not enhance the principal's personal activity when it comes to his involvement in instructional improvement. Principals appear to be delegating their instructional leadership responsibilities to their assistant principals and retaining other administrative tasks for themselves. They are placing instructional leadership in a position of lower priority than managerial tasks necessary in administering their schools.

Sfortunato (1969) worked on the problem "A Study of the Secondary School Principalship in Arkansas". The purpose of the study was to (1) Investigate the general, personal and professional attributes and participation in community affairs of secondary school principals in Arkansas, (2) Ascertain whether observable similarities and differences exist among principals of secondary schools with respect to size of school, (3) Obtain the viewpoints of principals concerning some of the basic issues of public education, together with their statements of some important problems they face as secondary school principals, and (4) Compare selected data from this investigation with the findings of the 1965 national study of the National Association of Secondary School Principals.

The results of the study provided support for the following conclusions: (1) In comparison with other secondary school principals in the nation, the Arkansas Principal possessed similar background, training experience and professional growth, (2) The typical Arkansas secondary principal was a 40 year old male who graduated from a
public high school, earned a bachelor's and master's degree from a public institution of higher learning in Arkansas, and majored in the field of educational administration in graduate school, (3) There were patterns of similarity among secondary school principals in Arkansas with respect to age, sex and marital status, (4) Inadequate funds, insufficient time and poor teacher quality appeared to obstruct the principal in Arkansas from performing more efficiently as an administrator, (5) There were patterns of similarity among Arkansas secondary school principals in the items pertaining to current educational issues, and (6) The principal of the secondary school in Arkansas was more active in local, civic and political organizations than the principal in the national study.

Lang (1970) worked on the problem, “The Secondary School Principalship in Chicago”. The purpose of this study was (1) To conduct a survey of available literature and research for obtaining a descriptive knowledge of educational leadership qualities which emanate from effective principals, and to discern some tenor for the future preparation of secondary school principals, (2) To provide the personal background characteristics and educational training of the secondary school principals, and (3) To elicit the responses of the secondary school principals regarding educational administration courses, workshops, seminars and in-service programmes designed to prepare them for their present positions.

The major finding of the study based upon the explicit replies of thirty-one responding school principals in the city of Chicago were: (1) Of the forty-three secondary school principals thirty-six were males and the remaining seven were female principals, (2) Thirty of the thirty one respondents were from the city of Chicago, (3) Thirty one of the secondary school principals have obtained an educational level of master’s degree. Seven of the principals were candidates for doctoral degrees and twelve principals have obtained the doctorate degree, and (4) The data showed that the secondary school principals considered supervision of teachers and improvement
of instruction to be the major task of the principal.

Mahajan (1970) conducted a “Study of the Supervisory Role of the Principals of Delhi Schools”. The study aimed at testing the following hypotheses: (i) The supervisory role has become much of a routine activity, more in time with checking and inspection, (ii) There is a gulf between what teachers expect the principal to do and what the latter actually does, and (iii) For most of the time, the principal is busy in administrative work and gets very little time for supervision of school education. Some of the important findings of the study were: (i) The Government schools were better placed as a whole in respect of principal-teacher relations and academic leadership though the differences were not statistically significant, (ii) The principals in many cases preferred that teachers should confine themselves to the use of chalk and blackboard rather than be enthusiastic to use models, albums and other teaching aids, (iii) The principal-teacher relations, on the whole were satisfactory, (iv) Staff meetings, individual conferences, orientation and induction as instruments of teachers growth and specific in-service education techniques such as action research inter-class visitation, inter school visitation, seminars, workshops at school level, found little place in school life, (v) Most of the principals failed to play an effective leadership role in the academic field in the schools because of limitation of time and energy, (vi) The principals ignored helping and guiding teachers in the area of subject content and even though they were distinctly related to classroom teaching, (vii) The principals confessed that they had to play the policeman role but felt that despite their best efforts they could not do much in respect of teachers who wasted time in classes and go to classes, unprepared, (viii) The principals in most of the cases had failed to win confidence of the teachers and the visits to their classes offered little help to them.

McCarthy (1971) made a critical study on “The Role of the Secondary School Principal in New Jersy”. The purpose of the study was to find out the answers of the following questions: How
does the secondary school principal perceive his role? How do others working with the principal in the school setting perceive their role?

The following results and conclusions were drawn from the study: (1) There are differences in the way principals were drawn from the study, their superordinates and their subordinates perceive the role of the secondary school principal, (2) Disagreements are generally greatest between subordinates and superordinates, least between superordinates and principals, (3) Superordinates generally place the highest value and subordinates the lowest value, on the various aspects of the principal's role, (4) Subordinates strongly disagree with superordinates and principals on the principal's role in observing, evaluating and assigning the professional staff, and on the responsibilities of the central office staff in making final decisions, (5) There is general agreement among the three groups that the educational and administrative philosophies of the school are the most important responsibilities of the principal and that principal should be involved minimally, or not at all, in professional negotiations, and (6) There is a relationship between the extent of agreement among educators in a district and the nature of the instructional programme in high school.

Lindquist (1973) worked on the problem, “Critical Tasks for the Secondary School Principalship of the Future”. The purpose of the study was to forecast the critical tasks for the secondary school principalship of the future, as viewed by two selected groups of “expert” namely (a) Currently practising secondary school principals in the states of Oregon and Washington who have been identified as "thoughtful practitioners", (b) Professors of Education, nominated by deans or department chairman and currently employed in one of the four-year colleges or universities in the states of Oregon and Washington.

The general conclusions of this study revealed that (1) Professors and Principals do not generally agree upon the make-up
of critical tasks within the administrative operational areas of secondary school administration used in this study, (2) The primary focus of the secondary school principalship and principalship of the future will be on instructional leadership and principal will be regarded as an agent of change. Other important administrative operational areas will be those of schools organization and community involvement, and (3) Secondary school principals will retain authority and responsibility for school management, but will delegate the bulk of their operational duties to subordinates.

Boonme (1976) made an investigation on the topic, "A Description of the Secondary School Principalship as Perceived by Selected Principals and Teachers in Bangkok, Thailand". The purpose of the study was (1) To collect selected demographic data about the secondary school principals and teachers in government and private schools, (2) To measure and determine the relative effectiveness of principals of government and private secondary schools in Bangkok, Thailand as perceived by school principals and teachers.

The analysis of the data indicated that (a) Majority, 70.2 per cent of secondary school principals were male, (b) The mean age of all principals was 45 years and the mean age of all the teachers was 35 years, (c) 66.7 per cent of government secondary school principals had bachelor’s degree and 63.0 per cent of the private secondary school principals had the bachelor’s degree, (d) 49.1 per cent of the principals had over twenty years of experience in the teaching profession, and (e) In both government and private secondary schools, there was a significant difference between principal’s self-perception of principal effectiveness and teacher’s perception of principal effectiveness.

Roberts (1979) conducted a study on "Role of the Public and Private Senior High School Principals in Liberia, Africa". The purpose of the study was (1) To determine and compare the perceptions of the supervisors, principals and teachers with respect
to the expected and actual roles of the senior high school principals in Liberia, Africa, (2) To ascertain the frequency of reasons for the discrepancy between the expected and actual roles of the principals as perceived by the supervisors, principals and teachers, and (3) To determine whether or not significant relationships existed between the perception of supervisors, principals and teachers with respect to the expected and actual roles of the senior high school principals and the dimensions and subdimensions and each of the variables of sex, position, age, experience, education and nationality.

The major findings of the study revealed that (a) The majority of the supervisors, principals and teachers perceived that the secondary school principals should always or frequently engage in the majority of the role dimensions and subdimensions more extensively than they actually did, (b) The perceptions of the supervisors, principals and teachers revealed that discrepancies existed between the expected and actual roles of secondary school principals for most of dimensions and subdimensions, and (c) The investigation revealed that the principals perceived themselves as being actually engaged in most of the role functions more frequently than the supervisors and teachers perceived them.

Broons (1981) conducted research on “Study the Managerial Role of the Public School Principal”. An analysis of the data revealed that (1) As a group, principals overwhelmingly desired more engagement in the managerial aspect of their role as defined by the study, and (2) The study clearly demonstrated that concerns about management were important components of the duties of a principal and that additional attention must be given to assisting individual principals to function.

techniques, positive climate development, knowledge of the various circular areas, decision-making processes and techniques of open-staff communication were very important to the secondary school principals, (2) Principals were found to spend most of their time with evaluation conferencing, public relations, student discipline, and meetings.

Chaudhary (1982) conducted a study on “The Principalship in Higher Secondary School in India”. The main findings of the study revealed: (1) The significant differences were found between perception of the actual and ideal role of the principal as perceived by all respondent groups combined and by the teacher in the sum of all task items performed by the principal, and (2) Significant differences were found between perceptions of the actual and ideal role of the principal as perceived by all respondent groups combined in six task areas: Instructional leadership and Curriculum Development, Staff-Personnel Administration, Student-Personnel Administration, Organization and Structure, School-Plant Administration and School Community Relations. Significant differences were not found in the task area of Financial Management.

Al-Tammar (1985) conducted a study on “The Role of the Secondary School Principal in the State of Kuwait”. This study was designed to determine the role of Secondary School principal in Kuwait.

The results revealed that (1) The principals were in their positions for two to five years, (2) They generally had a social science background, and (3) They mainly participated in professional meetings of colleagues although they desired to meet with the ministry and with national and local professional groups.

Austin (1990) made a study on “Selected Roles/Functions of Michigan Secondary Principals: A Study of Perceived Needs for Preparation and Continuing Professional Development”. The researcher’s purpose was to better understand three important areas...
related to the Michigan Secondary School Principalship: (a) Principals perceptions about the range and importance of their job roles, (b) Needs principals identify for further preparation and continuing professional development to respond to their job roles, and (c) What principals identity as the primary source of the preparation and continuing professional development.

The four major roles/functions were perceived to be very important to the principal’s job. However, ‘Leadership’ and ‘Instructional Supervision’ were perceived as relatively more important than ‘Curriculum Development’ and ‘Staff Development/Personnel Management’. The findings further revealed that (a) Female perceived roles/functions to be more important than did males. However, significant differences were noted only for ‘Instructional Supervision’ and ‘Curriculum Development’ implementation, (b) No significant differences were found in principals perceptions of the importance of the four major roles according to age group, (c) Differences in the importance of the roles emerged for principals who had been employed for 11 to 15 years as compared to those in other experience categories, and (d) Similarly, those who had earned Ed.D. or Ph.D degrees perceived the roles to be more important than did those who held the specialise or master’s degree.

2.3 STUDIES ANALYSING THE ADMINISTRATIVE AND LEADERSHIP BEHAVIOUR OF THE SCHOOL PRINCIPALS

Vats (1972) worked on the problems, “Leadership Roles in Educational Administration in Punjab”. The main objectives of undertaking this research study were: (i) To portray the leadership behaviour pattern of educational administrators and to assess their relevance and efficiency for implementation of educational policy and programme, (ii) To identify differences in self-role perceptions of educational administrators vis-a-vis the role expectations of teachers or observers, and (iii) To pin point the inadequacies in the
existing leadership role of educational administrators and to suggest
the directions for improvement.

The major observations were as follows: (i) The most important aspect of career development was an officers' own motivation and his effort for self-development, (ii) New stresses and strains had developed within the administrative system, hence there was a need for improvement of personnel efficiency, discipline, and methods and practices. In education department of Punjab there was hardly any provision for pre-professional or inservice training of officers, (iii) It was noted that administrators at all levels had a reasonably clear perception of their role if they were given more time for self-development and were suitably trained, they might be able to play a meaningful leadership role, and (iv) The interference of the politicians in day-to-day administration was found to be non-conducive to a flourishing leadership role.

Singh (1973) conducted a "Study of Leadership Behaviour of Heads of Secondary Schools in Haryana and its Correlates." The study proposed (i) To investigate into the leadership behaviour of the school headmasters in Haryana as described by their teachers, and to compare their leadership behaviour with some other professional leaders, and (ii) To explore the relationship of variables such as personality factors, sex, age, teaching and administrative experience with leadership.

The main findings of the research were: (1) The leadership behaviour of the heads was not related to sex, except or integrational 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 qualifications in terms of graduate and postgraduate degrees, except that post graduate heads were significantly better than graduate heads on demand reconciliation, (4) The leadership behaviour of heads was not related to their teaching experience
between six and thirtyfive years, and (5) The leadership behaviour of heads was not significantly related to their administrative experience.

**Panday (1975)** worked on the problem “Administrative behaviour of Headmasters”. The major objectives of the study were: (i) To find out the real and ideal trends and patterns of the administrative behaviour, (ii) To study the relationship between real and ideal administrative behaviour and between the behavioural trends and the reputation of the institution and the effectiveness of the school, and (iii) To identify the background factors of administrative behavioural patterns.

The study revealed that (1) The headmasters in their administrative behaviour were more self-oriented, authoritarian, traditional, academically apathetic and rejecting on the one hand and less effective in communication, less co-operative, less outcome-oriented and less permissive on the other, and (2) The ideal administrative behaviours were others-oriented, outcome-oriented, permissive, cooperative, constructive and adaptable and the least desired traits were authoritarian, academically apathetic, traditional and rejecting.

**Das (1983)** conducted a “Study of the Administrative Behaviour of Secondary School Principals in Relation to Selected School Variables”. The major objectives of the study were: (i) To study the secondary school principals’ administrative behaviour frequency and effectiveness ratings in relation to teachers’ attitude towards work and work setting of the institution climate and student achievement, (ii) To study the relationship between teachers attitude toward work and work setting of the institution and student achievement, and (iii) To study relationship between school climate and student achievement.

The major findings of the study were: (1) The secondary school principals were moderately effective in their performance of
administrative tasks,(2) There was significant positive relationship between principals' administrative behaviour and teachers' attitude toward work and work setting of the institution, (3) There was no significant relationship between principals' administrative behaviour and the climate of their schools, and (4) There was no significant relationship between principals' administrative behaviour and students' achievement.

2.4 STUDIES ON SELECTION, JOB COMPETENCIES AND TRAINING OF SECONDARY SCHOOL PRINCIPALS

Clark (1963) undertook “A Study of Critical Requirement of the Public Secondary School Principalship in Pennsylvania.” The study was made to determine the effective and ineffective behaviours of the public secondary school principals in Pennsylvania. Superintendents, secondary teachers and secondary principals were the observers and reporters of the actions of secondary principals. The following conclusions were drawn from the study: (1) The number of effective behaviours reported about secondary principals indicated that superintendents believed that the principal did the most effective job in the following three areas, (ranked according to the frequency of actions reported) Area-I: The Principal’s Relationship with Pupils; Area-II: The Principal’s Relationship with The Faculty; Area-III: The Principal’s Relationship with Parents, (2) The number of effective behaviours reported about secondary principals indicated that secondary teachers believed that the principal did the most effective job in the following three ranks according to the frequency of the action reported: Area-I: The Principal’s Relationship with Pupils; Area-II: The Principal’s relationship with Parents. Area-III: The Principal’s relationship with Faculty, and (3) The number of effective behaviours reported about secondary principals indicated that the secondary principals believed that the principal did the most effective job in the following three areas ranked according to the
Rawlins (1964) conducted "A Career Pattern Study of Secondary Principals in the Los Angeles City School." The purpose of this study was to lay ground work for the development of a theory concerning the personal characteristics who become secondary school administrators. The problem was that of (1) Discovering means for identifying personal, educational and professional characteristics of secondary school principals in the Los Angeles City school system, (2) Determining whether there are discernible elements that are common in their career patterns, and (3) Ascertaining whether criteria can be established to support a theory concerning the personal, social and professional characteristics that mark those who succeed in becoming secondary school principals.

The study revealed that (1) It is possible to identify career patterns of secondary principals. The results states that a typical Los Angeles city secondary principal (a) was an above average student in high school and college, (b) exhibited leadership tendencies early in life in sports and in clubs, (c) holds a Master's degree and is above the national norm in professional training and experience, (d) was influenced by his principal in making a decision to enter administration, (e) is typically a married man with children, (2) Career patterns of men and women principals differ markedly, particularly with respect to scholarship in high school and college, family composition, longevity of service prior to becoming a principal, seeking of leadership role, teaching major, level of administrative service, participation on civic and district committees, workshop experiences, reason for entering administration, and study-group experience, and (3) In working towards a secondary principalship in Los Angeles city, the most competitive period for men is when they move into the vice-principalship; for women, it is when they move from the vice-principalship to the principalship.
Mutunga, (1977) conducted a study to find out “Current Practices in the Recruitment, Selection, Training and Retainment of Kenyan Secondary School Heads: A Case Study of Kenya’s Government Maintained Secondary Schools”. The findings revealed that (a) There were differential and disparities existing among the organizational type of government maintained secondary school in Nairobi, (b) There were no written policies for recruiting, selecting, training and retaining secondary school heads, and (c) There was a lack of effective co-ordination, articulation and planning by the Ministry of Education and the Teachers Service Commission.

Hariri (1982) conducted a study on “School Climate, Competency and Training of Principals in Intermediate Schools of Saudi Arabia”. The purpose of this study was to answer two research questions concerning the adequacy of educational administrators preparation in Saudi Arabia and to determine: (1) Are there differences in the competencies of trained and untrained principals as they are perceived by the teachers? (2) Are there differences in the “climate” of the schools staffed by trained and untrained principals as these principals perceived by teachers? The following were the main findings of the study: (i) The training of principals did not account for any significant portion of the variations in the dependent variables: (a) competency of principals as perceived by teachers (b) the schools’ climate as perceived by teachers, and (ii) Based on the teachers perceptions, the statistically significant factor between trained and untrained principal’s competency was the location of the school in which they worked.

Taleringson (1984) undertook “A Study of the Perceived Importance of Managerial Skills of Educational Administrators”. The following conclusions were derived from the findings: (1) Four managerial skills of educational administrators emerged as follows: - (a) Job management skill - an administrative dimension which referred to activities concerning decision making, problem solving and establishing administrative procedures; (b) Employee-oriented skill
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- an administrative dimension which involved communication activities and group interactions; (c) Organizational skill- an administrative dimension which referred to efforts to control fiscal and human resources; (d) Programme advancement skill-an administrative dimension which involved commitment to education and concerns about learning and teaching activities, (2) Top educational administrators and line administrators perceived that employee orientation skill was at the most important position, and (3) Educational staff administrators perceived that the job management skill and employee orientation skill were more important and should be more important to their positions than organizational skill and programme advancement skill.

2.5 STUDIES ASSESSING THE POSITION OF THE DIRECTORS OF INSTRUCTION

Barrows (1964) conducted a “Study of the Position of Director of Instruction in Missouri Public Schools”. The purpose of this study was to provide fundamental data which may be useful to boards of education and superintendents in determining the role of existing and future directors of instruction, and to Missouri colleges, universities, and certificating agencies in their planning and recommendations concerning the professional training of such personnel. Specifically, the purpose of this study was to identify emerging practices and characteristics of this position in Missouri with reference to the training and background of those persons holding the position, the special characteristics of school districts relative to providing the position, the history and current status of the position, the relationships of the position with other positions in the school system, the major responsibilities of the position and functions performed by those holding the position. The following conclusions were drawn: (a) The person appointed to this position typically has had a wide experience of holding a variety of educational positions.
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in various segments of school systems. He possessed Master's degree and was promoted to this position from among the personnel within the district, (b) The position was established in districts where the electorates have apparently desired improved service and are willing to tax themselves at a rate higher than the average for the state of Missouri, (c) The directors of instruction and their superintendents were not in agreement as to certain aspects of relationship between this position and other positions in the school system. They opined that supervisors of instruction and curriculum staff members should be directly responsible to this position, and (d) The director of instruction is a part of the "team" approach to administration, as borne out by the major responsibilities of this position that are shared in some degree with other members of the administrative staff.

Berger (1964) conducted "A Study of the Position of Chief Education Officer in England and Wales". The purpose of the research was to analyse the position of the Chief Education Officer (CEO) in England and Wales as an officer of a local, general government authority, tracing the historical development of the post, and surveying present-day chief education officers in regard to desirable training and experience and problems which confront the CEO as a local government official. The following were the main findings: (a) Present-day officers have had little formal training in educational administration; there is however, a feeling by a majority of them that a training in administrative affairs was desirable, (b) Officers of the urban counties and large county boroughs tended to hold similar views regarding training, experience and local problems opposed to those held by CEO's of rural counties and small county boroughs. All officers, however emphasised personal qualifications over specific administrative competencies, and (c) The most important problem of education reported by the CEO's was that of the finance. They believed that the local financial base for education must increase or major alterations in the local control of education would be inevitable.
Wentzel (1964) conducted a “Study of the Perceptions of Selected Administrators, Supervisors, and Teachers toward the Position of Director of Instruction in Pennsylvania.” This study sought to determine the perceptions of selected administrators, supervisors, and teachers regarding the director’s (1) Professional qualifications and experiences prior to assuming the position, (2) Status and position in the organizational structure, and (3) Role, value of his role, and ways to increase his effectiveness within eight selected functions of the curriculum and instructional programme.

The findings revealed that (1) ‘Teaching and the principalship’ were ranked highest as essential background experiences for directors of instruction, (2) A large majority of each respondent group agreed that directors of instruction should report directly to the chief school administrator, (3) The range of agreement of the respondent groups with the director of instruction regarding his activities varied greatly from district to district, (4) The range of agreement of the respondent groups with the director of instruction regarding his activities varied greatly among the different types of respondents within each district, and (5) There was agreement that the director’s work would be more effective if his duties were more limited, and more funds were available, clerical and professional help were increased and his lines of responsibility were more clearly defined and understood.

Hall (1965) made an “Analysis of the Position of Director of Secondary Education with Particular Emphasis on his Relationship to Secondary School Principals”. It specifically attempts to determine (1) The personal and professional qualifications of the directors, (2) The actual professional responsibilities of the directors, and (3) The professional relationship of directors to secondary school principals.

The following were main findings of the study: (a) The position of director of secondary education is a relatively recent creation in the administrative organisation of school districts. The
position appears to be utilized primarily in city and suburban school districts operating a minimum of two secondary schools. It is usually occupied by a male who is approximately fifty years of age, (b) The formal education of the directors of secondary education participating in this study consists of liberal arts, training in undergraduate school and training in some aspects of professional education while pursuing a graduate degree, (c) Generally, the professional experience of the directors is comprised of about twelve years of classroom teaching and nine years of administrative work. Less than half of the directors had experience as a secondary school principal before becoming a director of secondary education. All of the directors were serving in the position of director of secondary education for the first time, and most of them were the first directors employed by the district, (d) In the administrative organization of the school, the directors consider themselves as an intermediary, operating between the level of the secondary school principalship and the superintendent’s staff, (e) The major responsibilities of the typical director of secondary education were in the areas of curriculum, instruction, supervision and personnel. Although coordination of these programmes was one of their prime functions, their responsibility usually was to direct the entire programme, (f) The directors and the principals reported that they work cooperatively to develop a sound educational programmes for their schools. The principal was considered to be the educational leader of his school and the director usually worked with or through the principal when dealing with matters that affected the individual school, (g) According to the directors, majors problems existent between themselves and the principals were related to professional responsibilities and acceptance of the directors by the principals. The principals and assistant principals listed ill-defined professional relationships and incompetences of the directors as sources of major problems, and (h) Administrative organisational changes suggested by some of the participants to permit the director to carry out his role as they perceived. It were to provide the director with more authority, and to clarify his authority and responsibilities.
2.6 STUDIES ON THE ROLE OF THE DIRECTOR OF EDUCATION

Duffy (1965) made a study on "The Role of Director of Instruction - Tasks Interactions, and Processes". This study focused on observed and perceived roles of the director of instruction in school systems included in the population of the United State Office of Education Project 1913. Four incumbents of this position were observed by the investigator.

The main findings of the study revealed that a director of instruction devotes (a) Approximately 70 per cent of his observed time and frequency of behaviours to the tasks of curriculum and instruction and of staff personnel. The largest proportion of both time and frequency of behaviour are directed to tasks of curriculum and instruction. In this task area, most of the time and behaviour are directed to the maintenance of the existing programme and least to long-range curriculum planning, (b) Approximately 30 per cent of the time of a director of instruction is spent in interactions with people, and (c) The observed tasks, interactions, and processes were found to be common among the four observed directors of instruction.

Pederson (1968) worked on the problem "The Role of the Director of Instruction as Perceived by Superintendents, Principals and Directors of Instruction". The problem investigated in this study was the amount of agreement existing between directors of instruction, superintendents, secondary principals, and elementary principals on the role of the director of instruction in the local school systems.

Factor analysis of data gathered by the Q-sort instrument produced three significant factors. In this study, these factors were identified as Type I, Type II, and Type III. Type I consisted primarily of respondents from large and medium sized school districts. They
feel, as do the other two types, that the instructional programme should be of primary concern but hold the broader view that position of director of instruction is part of a team of administrators carrying out the organisation's goals. Items of low acceptance by this group substantiates this point as they assume research and development type personnel, as well as other specialists, are available in the system. Respondents on the type I factor can be called "participatory" because of their broad view on involvement in the instructional programme. Type II consisted primarily of respondents from small school districts. This type gave high acceptance to the instructional programme, as did the other types. The items of acceptance by this group which were higher than all others included research and development, distribution of instructional materials, federal programmes, public relations and special education responsibilities. Items of low acceptance by Type II, which were lower than all others, dealt with recruitment, supervision and rating of personnel, planning of facilities and other administrative type tasks. Respondents on the Type II factors held a narrow view on involvement and more need for control." The Type III respondents who identified with this group were primarily those from large and medium sized schools who did not identify with Type I. Characteristics of this type located them between the other two types but more oriented towards Type I. Because of these characteristics, Type III can be called "Limited participatory."

Hurtling (1969) made an analytical study to understand the "Functions and Characteristics of Directors of Secondary Education". The objectives of this study were (1) To determine the functions and characteristics of a selected group of directors of secondary education, (2) To classify the functions which were or should be performed by directors of secondary education as major or minor in terms of importance, and (3) To determine the percentage of time which directors of secondary education devoted and should devote to the performance of six broad categories of functions.
Some of the significant findings revealed that (1) In all, 11 major functions were identified which should be performed by directors of secondary education, (2) Directors of secondary education and authorities perceived that directors should devote largest percentage of their time to the performance of functions dealing with curriculum change and/or curriculum improvement, (3) Function involving the improvement of instructions were the second most important group of functions in terms of the amount of time which directors of secondary education devoted, and which both they and the authorities perceived that directors should devote, to the performance of these functions. However, directors of secondary education devoted less time to these functions than either they or the authorities perceived that directors should devote to this group of functions, and (4) Functions dealing with general administration commanded a greater percentage of the time of director of secondary education than either the directors or the authorities perceived they should command.

Simms (1970) worked on the problem “A Study of the Role of Director of Secondary Education in Missouri Public School”. The purpose of this study was to provide fundamental information about directors of secondary education and to determine the degree to which role conflict existed within the position of the director and secondary education itself as well as between the director and other administrators with whom the director works. The following were the major findings: (a) The director of secondary education had mean age of 44.7 years. All directors had master’s degree and, 31.8 percent had degrees beyond the master’s level. They had an average of 21.2 years of experience in education with 11.4 years in their present school districts. A total of 81 percent of directors had served as secondary school principals and most came to their new position directly from the principalship. The Director has held their present position an average of 3.3 years and the post had existed in the district an average of 3.5 years. The major responsibilities of the directors of secondary education as seen by the directors were chiefly in the
area of the instructional programme, (b) School districts had a director of secondary education with an average of 4.3 secondary school and 271.1 secondary school teachers. The mean number of secondary school students was 5,271. Only 50 per cent of the school districts provided a written job description for the director of secondary education, and (c) There was a significant difference between the average factual-ideal correlation of superintendents and high school principals. Considerable difference was found between the average actual-ideal correlation of directors of secondary education and high school principal although this difference was not significant with respect to the confidence level adopted for this study.

2.7 MISCELLANEOUS

Sinha (1962) conducted a study on “Developing Principles and Practices of Educational Administration in India”. The main objectives of the study was to develop principles and practices of educational administration for India.

A model of educational administration in India was presented as a means of suggesting answers for the many questions and issues growing out of the main problem. The model was divided into three parts: (1) Consideration of why educational administration should be distinguished from other types of administration. (It occurs in a school community and consists of facilitating the development of goals and policies basic to teaching and learning. Planning at different levels should be done on a co-operative basis. This means that all the learning activities should be planned by the administrators, teachers and students as far as practicable), (2) Organisational efficiency, which can be brought about by giving specialists increased responsibility for curriculum construction, guidance, research, examination and evaluation, textbook and business management, and (3) Professional preparation of the administrators of school system in India.
Lulla (1963) conducted a comparative “Study of Educational Administration in the United States with Implication for India” with special reference to the development in the study of educational administration. There were two major purposes in view: (1) To analyze the factors that have contributed to the study of educational administration in the United States - its aim and approach, and (2) To draw some implications for the development in the study of educational administration suited to India’s new democratic social order.

The significant directions that the study and programmes in school administration in America suggest in regard to India were as follows: (1) Teacher’s colleges of India should reorient the aim and approach of the graduate programmes in educational administration in the light of the national goals of India, (2) They should revise and expand their courses in school administration to prepare the kind of educational leadership needed by the changing society, (3) The learning experiences for school administrators should be extended beyond the class-room lectures. The seminars, workshops, case studies, interdisciplinary sessions, simulation of schools, field visits, internships should be gradually incorporated, (4) There should be increasing emphasis on the empirical research and experimentation related to the problems of school administration, (5) The state department of education should adopt a new role in India and coordinate in preparing better school administrators, (6) The certification requirements for school administrators should be gradually raised and should be higher than those of the teachers, and (7) The educational organizations need to be strengthened so that they can serve the interests of education.

Dodds (1971) worked on the problem, “Perceptions of Selected Educational Administrators Towards the Relationships between Secondary School Principals and Directors of Instruction”. The purpose of the investigation was to study the perceptions of selected educational administrators of the relationships between
The main findings of the study were: (1) The Director of instruction should be responsible for articulation between grades and school units and for preparing curriculum guides, (2) The Director of instruction and principals should be equally responsible for selection of textbooks, providing materials for teachers, in-service training for teachers, and solving problems relating to curriculum, (3) There was general agreement among the respondents that the amount of authority the director of instruction had in the secondary school was appropriate, (4) Problems of authority and communication between the principals and directors were serious enough to limit progress in some schools, (5) The following areas of professional responsibility were considered to be most important for directors of instruction as perceived by the directors: (a) curriculum coordination (b) supervision of personnel (c) in-service training (d) recruitment of personnel (e) procurement of supplies (f) research, and (6) It is necessary for the principal to prepare a climate for educational change in the school, and to work harmoniously with all of the school personnel, including the director of instruction, to bring about the needed changes which will improve the quality of education in the school.

Joshi (1974) conducted a study on "The Preparation of Educational Administrators: Applications for India. The major purpose of his research work was to review preparation programs developed in India, and suggest recommendations to improve them in the light of such programmes conducted in the United States and Canada.

This research relied mainly on library work. The relevant data and information available through the published materials indicated that very little work had been done in India with regard to the education of school administrators. A careful review of the available preparation programmes for India showed, however that
very little attention is paid towards the selection and recruitment procedure. Also the programmes gave the impression that the purpose of training was to prepare school administrators as caretakers of schools rather than as educational leaders or change agents.

It is evident from the history of educational administration in India that this low key emphasis on organized training for school administrators had been derived from the years of British rule in India. Some progress in improving preparatory programs has of course taken place since independence but the effort is too inadequate to achieve any significant results.

The systematic approach to selection and recruitment, emphasis on the theory of educational administration, the concept of administration as a process, introduction of systems analysis, and field and laboratory oriented teaching techniques were some of the features of preparation programmes developed in the United States and Canada which are found to be useful in improving the training programmes in India. They are considered in the overall outline of a preparation program proposed in the dissertation.

Gupta (1976) conducted a study in order to make "An Exploratory Investigation into the Present Education Administration with a view to Streamlining it". The objectives of the study were: (i) To examine critically the existing educational administration with a view to mirroring such aspects as administrative roles, functions, rigidities, individual idiosyncrasies, hold-ups, which tend to slow down, deteriorate or in any way adversely affect the process of education, (ii) To dig out the factors which underline the naivete of the existing educational administration, and (iii) to suggest on the basis of the data, the steps for improving the existing educational administration.

The findings of the study were: (i) The educational administration at the time of the study was not serving education as it should. The educational administration was not distinct from the
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general administration. The educational administration was so bureaucratic that it could not extricate itself from rigid rules and regulations. The approach in administration left no scope for mutual communication from top to the bottom. There was no communication from teacher to the administration. The administration was poor in decision taking, (ii) Political influence seemed to hamper or spoil the normal process of educational administration. The educational administration was not periodically evaluated, and (iii) The teachers were put on administrative assignment just on the basis of seniority in educational administration. There was no special recruitment of personnel for educational administration. There was no pre-service training for educational administrators. The whole structure was mechanical with least regard for human hopes, aspirations, and objectives, and (iv) The school administration did not encourage teachers to express their feelings and wishes about purposes, plans and methods of work. The situation in schools failed to arouse active participation of teacher community. The teacher’s dissatisfaction with school administration made them distrusted and discontented. The teacher seemed to be suffering from a paralysing idea that no improvement in school was possible. The school administration was found to lack democratic procedures.

From the review of the researches conducted in the field of Educational Administration and Management in India so far, two distinct trends can be discerned in the research studies from 1950 to 1988. From 1951 to 1965, the dominant trend had been to study, describe and evaluate the educational structure and the role of authorities and agencies at different stages of education in historical and comparative perspective. Most of the research work done during this period is found to be related to the study of organizational structure, rules and regulations, inspection, control and finance etc. Almost all of these studies were status studies and stressed mainly the practical or operational aspect of the administration of education. During this period there is not a single study which has shown concern to evolve some base or seek support in the theory of Educational
Administration. Research in Educational Administration even today suffers from this limitation. During the period from 1966 to 1988 there is evidence of some impact of the type of research studies and investigations done in business and industrial settings on researches in the field of Educational Administration and Management in that the coverage of the field has become varied and attention has shifted from the study of structures and procedures, rules and regulations to the study of leadership behaviour in education, organization climate and greater reliance on human relations approach in administration. There are a couple of doctoral studies and also sponsored researches completed in the recent past which have analysed problems of better functioning of education institutions in terms of effective personnel management, satisfaction of staff’s social and psychological needs and considerate use of the skill of human engineering on the part of the administration. The change in the focus of the studies in the field of educational administration has affected change in the design of the research studies and in the methodology and treatment of data. In place of the use of descriptive and aggregate compilation approach prevalent till 1965, the treatment now has tended to be more analytical and interpretative. Statistical designs and case study methods have also been used during this period. Case studies of some educational organizations as a whole including the processes of administration such as planning, organizing, direction, communication and evaluation have also been conducted.

The researcher tried to conduct a meticulous study of the Indian and foreign research studies on the subject to build up a proper conceptual perspective of Educational Administration and Management. The theoretical frame work of the review gave rise to infuse vitality in the present work. Besides, an attempt was made to synthesize research finding in an effort to discover a comprehensive design or scheme that would serve as an adequate base for present study.