CHAPTER II

REVIEW OF RELATED LITERATURE
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2.1 Introduction:

The review of related literature is an important part in the research. The review of the literature provides the researcher the particular field of knowledge which researcher requires in their specialized area. As effective research is based on past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation. Thus the literature forms the foundation upon which all future work must be built.

The researchers had sketched a review of the literature relevant and suffice so that researcher can get started sooner on her own research project. The researcher however should make every effort to complete a thorough review before starting her research because the insight and knowledge gained by the review almost inevitably lead to a better designed project and greatly improve the chances of obtaining important and significant results.

The school headmaster seemingly has more responsibilities than ever before. Time change and new expectations abound.

The headmasters need to be having managerial creativity to identify the problems arises in the upliftment of the school. The position of the
headmaster in a school is like a captain in a ship. The captain leads the ship, the headmaster leads the school it means that he is the manager a person who conducts others, by going in front of them, a person who directs movement of to others, a person who guides actions and opinions and sets the ball rolling. The headmaster should behave like catalyst that inspires teachers to be diligent and vision oriented in fulfilling and obtaining the goals of schools and nation as well. The managerial creativity of the headmasters are the viewpoints of school excellence because “essentially, schools that improve have managers that make a significant and measurable contribution to the development of the school and effectiveness of their staff”. That why the researcher has selected this topic.

On the concept of managerial creativity of the Head of High Schools as a research topic did not get the desired attention before, but some work has been done on the related concept like administrative behaviour, Leadership and role performance of the headmaster all this related research and article is mentioned below.

Nasreen, (1986). A study of principals leadership behaviour in relation to teachers self concept, job satisfaction and some other institutional characteristics at secondary school level, Ph.D. Edu., Gor. U.

The study was conducted to investigate principal’s leadership behaviour in relation to teacher’s self-concepts, job satisfaction and some other institutional characteristics at secondary school level.

Objectives:
1. To study how teachers self-concept was related to the leadership behaviour of the principals,
2. To study the relationship between principals leadership behaviour and teachers job satisfaction and,
3. To study how principals leadership behaviour was related to some other institutional characteristics such as sex and location of schools.

**The hypotheses formulated were:**

1. Leadership behaviour of the principals was significantly related to teacher’s self-concept.
2. Each of the two styles of principal’s leadership behaviour, initiating structure and consideration was significantly related to teacher’s self-concept.
3. Leadership behaviour of the principals was related to teacher’s job-satisfaction.
4. Each of the two style of principal leadership behaviour, initiating structure was significantly related to teacher’s job satisfaction.

The tools used were the education leadership behaviour discribition by P.C. Shukla, Personality differential (a measure of self concept) by K.G. Agarwal and teachers job satisfaction scale by S.P Gupta and J. P.
Shriwastawa the sample comprise 780 teachers from the intermediate colleges of Gorakpur region. Critical ratio was applied to test the hypotheses.

**The findings were:**

1. High desirable leadership behaviour of the principals generated a higher degree of conformity and normalcy in them.
2. The initiating structure styles of principal leadership behaviour appear to be significantly related to conformity and normalcy factor of teacher’s self-concept.
3. The principals leadership behaviour was positively related to teachers job satisfaction.
4. The initiating structure and consideration style of principal leadership behaviour was found to be significantly related with teachers’ job satisfaction.
5. Male and female teachers perceived alike the leadership behaviour of the principals.
6. The rural, urban location of the school was not related with the teacher’s perception of principal leadership behaviour.

**Bhagia, N, M., Junga and D,H, Srikant, (1986)** Role performance of head of colleges, NIEPA.
The objectives of the study were:

1. To identify the role of head of the colleges.
2. To explore the frequency of performance of different types of roles by the head and
3. To find the relationship of some factors with the role performance of the college head.

The study was field survey in randomly selected section of the population of colleges in the national capital region. Out of 129 colleges (Arts, Science & commerce), 51 were selected based on stratified random sample for the purpose of study. The tools used in the study were 1-Role performance questionnaire (RTQ) 2- Personal data questionnaire (PDQ) 3-Cattell’s 16 personality factor questionnaire (16 PF)4- organizational health questionnaire (OHQ) (D.K. Sharma) OHQ, RPQ, 16 PF along with background data were administrated to 51 head of colleges and few lecturer through mail. The data were fed into a computer for tabulation and statistical and computation.

The main findings of the study were:
1. According to lecturer assessment of the performance of various roles by the college head, the roles connected academic and curriculum management were the ones which got the last ranks on the frequency of their performance.

2. The greater frequency of the administrative roles as compared to the roles of supervisors of the institutional programmed, promoter of co-curricular activities and academician and teacher showed that there was a trained in the direction of the principal being more of an administrator.

3. For the roles of office manager, promoter of co-curricular activities and staff evaluator and motivator, there was relatively little difference ranking of perception of teachers about the frequency with which the role was performed and the ranking of the related time taken by the head.

4. On the other hand, for the roles planners and innovators, supervisor of the instructional programmer and academician and teachers the principal reported spending a fairly large or a considerable chunk of their time while the lecturer felt that the role was not been performed to that extent.
5. There was no significantly relationship between personal factor (Age, Qualification and Training of College Head) and role performance expect in the role of promoter of co-curricular activities the age of the college head was significantly and natively related.

6. There was significant negative correlation between factors “Reserved Vs Outgoing” and role ‘staff evaluator and motivator’.

7. There was a significant positive correlation between factors, ‘Sober Vs Enthusiastic” and the performance on the roles, ‘Academician and Teacher’ Representation of College’ and ‘ Bridge Builder’ with the community’

8. There was a significant negative relation between the personality factor ‘Forthright Vs Polished and the role of ‘Staff Evaluator and Motivator’.

9. Three dimensions of organization health namely, ‘Goal focus’ ‘Communication Adequacy’ and ‘Resources Utilization correlated positively and significantly with all the ten dimensions of role performance.

The objectives of investigation were:

1. To study the relationship between principals work values and their administrative effectiveness.
2. To study the relation between principals attitudes and their administrative effectiveness.
3. To study the relationship between principal self-concept and there administrative effectiveness.
4. To study the relation of work values, attitude and self-concept of principals combined together with their administrative effectiveness.

The sample of 45 principal was selected from all the undergraduate and postgraduate colleges affiliated to Meerut University using the systematic random sampling technique. Further, 675 teachers were selected randomly from all colleges who might rate the effectiveness of their respective principals.

The tools used to collect data were the administrative effectiveness scale (Bhatnagar) and Principals work value Inventory (Vasantha). Besides, a five point principals attitudes scales covering five major areas student, teachers ministerial staff, management and higher authorities was constructed along with a principals self—concept scale. The data collected
were analyzed using median test, Chi-square test and Ailken’s pivotal condensation method.

**The findings of the study were:**

1. Work values of the principals were found significantly related with their administration effectiveness.
2. Power-based work values and job freedom based work values were found to be relevant aspects of effective administration.
3. Principal’s attitude towards teacher’s student and ministerial staff was found to be a contribution factors in their administrative functioning.
4. Self-concept was not significantly related to administrative effectiveness.
5. Self-concept combined with confidence was found to be a significantly predictor of administrator effectiveness.
6. Principals work values attitudes and self –concept combined together were found to be significantly related with their administrative effectiveness.
7. The combined relationship of work value and attitude with administrative effectiveness was found to be significant at 0.05 levels.
8. Similarly, the relationship of work value and self-concept with administrative effectiveness was found significant at 0.05 levels.

**Seqeuira, D., (1986)**. A study of Managerial Styles and Achievement Motivation in relation to Institutional efficiency, Ph. D. Edu., MSU,

**The hypotheses that the present study attempted to test were:**

1. There is no significant relationship between a particular managerial style and levels of n-ach among educational and industrial managers.
2. There is no significant difference between the dominant managerial styles of educational managers and those of industrial managers.
3. There is no significant difference between the mean n-ach. Score of educational managers and that of industrial managers. In addition, four research questions were put forward to obtain answers pertaining to the patterns of performance of educational managers with high and low n-Ach. Scores as well as of industrial managers with high and low n-Ach Scores.
The sample for the study comprised 15 educational managers and 15 industrial managers belonging to institutions randomly selected from a list of industries and English – medium schools & colleges of Bangalore rated as relatively efficient by a panel of experts.

The tools used were:

1. The Blake Mouton self Assessment of key Managerial orientations (SAKMO)
2. Murray’s Thematic Apperception Test (TAT) SAKMO was used to classify the sample into a 9.1 Managerial style group representing those having high concern for people. TAT was used to measure n-Ach. In addition to administering these tests, the subjects and their subordinates were interviewed and also, the subjects were observed while they worked. A case study approach was taken to study individual subjects the statistical techniques used in data analysis were bi-serial correlation chi-square test & t-test.

The study generated the following major findings:

1. There was a significant positive relationship between the 9.1 managerial style and high n-Ach scores.
2. The mean n-Ach, score of the 9.1 style managers was more than double the mean n-Ach. Score of the 1.9 style managers.
3. There was no significant difference between the dominant managerial styles of educational managers and those of industrial managers.

4. There was no significant difference between the mean n-Ach. Scores of educational managers and industrial managers.

5. The manager from both education and industry who had higher n-Ach, scores seemed to be more specific and clear in identifying their immediate and long term goals.

6. Managers with a lower n-Ach, Score seemed to follow a 1.9 managerial style and low concern for production.


Objectives:

1. To study the leadership behaviour of head of the primary schools of Cuttack city as perceived by their respective teachers in terms of two dimensions of leadership, i.e. initiating structure and consideration, and
2. To find out the difference in the leadership behaviour of the head of primary schools in respect of their age, sex, teaching experience and controlling authority.

**Methodology:**

The sample for the present study consisted of 30 primary schools in Cuttack city, 30 head of primary schools and 189 teachers. The leadership behaviour description Questionnaire of helping and craft was used to collect the data. The collection data were treated using mean t-test and chi-square tests.

**Major findings:**

1. Out of 30 head of primary schools in Cuttack city only 10 head were most effective leader.

2. The head of four primary schools were found to show more consideration behaviour and less initiating behaviour which was not desirable for a leader. Ten head of schools were not efficient in initiating structure and in consideration so these head were the most ineffective leaders.

3. Six head of schools were found to manifest a higher type of leadership in initiating structure and consideration items.
4. There was no significant difference between the leadership of male and female head of primary schools in Cuttack city.

5. There was no significant difference in leadership between the head of primary schools in Cuttack city controlled by the Municipality and those controlled by the D.I. of schools.

6. Age and length of experience were not contributing factors in leadership behaviour amongst the head of primary schools in Cuttack city.

Gordon. R. Foxall and Paul M. W. Hackett (March 11, 1993) Styles of Managerial Creativity: A comparison of Adaption Innovation in the United Kingdom, Australia an United states indicates that members of the more externally oriented managerial functions (such as marketing strategies, Planning ) Score more innovatively then more internally oriented managers (e.g. in production management, accounting and quality control) however the research shows that within each of the measure functional areas of the management, relatively internally oriented and relatively externally oriented management groups can be identified more over, the latter score significantly more innovatively then the former. The paper discusses the relevance of the findings to the management of change in organization( specially in view of recent claims that all managers most embrace and cope with radical and turbulent change), and for the composition and management of effective task groups. The proposition of KAI are tested by Employing all three versions of KAI (Kirton Adaption Innovation Inventory) in the analysis.
The result lead to the conclusion that the three versions of KAI produce identical result with respect to the creative styles of managerial functions and sub functions and that use of the sub scales little, if anything, to our understanding of managerial creativity.


**Problem:** It attempt to study the training needs of Head of educational institutions.

**Objectives:**

1. To identify the training needs of executives heading educational institutions like a pace-setting school, and
2. To suggest scientifically designed training programmes for head of pace-setting schools, trainers or training institutions involved in organizing training programmes at the corporate, regional and institutional levels (NIEPA, NCERT, State Institutes of Education, District Institutions of Education and Training), etc.
Methodology:

The sample consisted of 42 principals of Navodaya Vidyalayas. The data were collected using a questionnaire and a 7-point Likert Scale. Unstructured interview method was adopted to discuss the findings of the questionnaire with those concerned with providing training to head of schools so as to obtain their views as trainers.

The collective data were treated with frequencies, average ratings and rank order importance.

Major Findings:

1. Training and development of teaching and non-teaching staff, institutional planning, inter-personal and leadership skills, hostel management skills, coordinating and organizing skills, executive decision making ability, personal management skills, financial management skills, and time management skills were identified as the training needs of Head of Navodaya Vidyalayas.

2. The training needs identified in this study should be given due consideration for designing and implementing orientation or training programmes for head of Navodaya Vdyalas.
3. In future all training programmes should be designed on scientific lines making use of the conceptual framework provided in the study.

4. Training research should be made a continuous process, and identification of training need should be taken again and again after every four to five years for any category of executives, including head of schools.


Problem:
The study centered upon the administrative behaviour of headmasters of secondary schools.

Objectives:

1. To investigate the administrative behaviour of secondary schools in Karnataka with reference to the management pattern of the school,
2. To measure organizational climate of the school and teacher morale,
3. To find out relationship of administrator’s behaviour with teacher morale, self concept, dogmatism, leadership style and organizational climate and,
4. To find out relationship between climate topology and teacher morale.

**Methodology:**
The sample comprised 212 teachers and 54 headmasters from 54 secondary schools of Belgaum Division in Karnataka. The tools used were Administrator Behaviour Description Scale, self-Rating Scale, Teacher Morale Inventory, Dogmatism Scale, Organizational Climate Description Questionnaire, and personal data devised by the investigator. The collected data were analyzed with the help of mean, SD, percentage, t-value, chi-square, and correlation.

**Major Findings:**

1. School head were not appointed on the basis of their leadership competencies though they were in prominent positions to exercise authority and expertise in the management and leadership of school affair.

2. Headmaster’s behaviour was not conducive to high morale and open climate.

3. Most of the head were neglecting their responsibilities and their lines of communications were almost closed.

Objectives:

1. To delineate the characteristics of a good school;
2. To understand the organizational structure of secondary schools under different managements viz. Government/Government aided and private schools; and
3. To study the school climate of two different sets of schools viz. Government/ Government aided and private schools; and
4. To analyse the basic behavioural styles, managerial styles and administrative effectiveness of principals of schools and its relationship with school climate and performance.

Method:

A sample consisted of 100 Principals, 50 Teachers and 50 Parents selected from 60 Government/ Government aided and private secondary and senior secondary schools. LEAD self- questionnaire (Paul Hershey and Blanchard, 1964), Management Style Diagnostic test (Bill Reddin, 1987), Administrative effectiveness Scale (Amita Bhatnagar, 1980) and school climate scale (Gupta, 1987) were used for data collection. Central
tendency, dispersion, correlation coefficient, ‘t’ test and F-ratio were employed for data analysis.

**Findings:**

1. Effective Leaders/ Principals of Government aided and private schools were administratively effective and managerially flexible. They followed mostly a dominant Missionary managerial style; rejected deserted style of management and provided most favourable climate for learners to learn and teacher to teach.

2. Effective private school principal, used participatory, related basic behaviour style, i.e. high relation low – task orientation. Whereas effective Government/ Government aided school principals use selling style, which was an integrated style of high task and high relation orientation.

3. Good school leadership was observed in the school plant maintenance, clean surroundings, high academic achievement at 10+2 examination, high profile in curricular and co-curricular activities and clear philosophy and objectives.
4. Private good principals spent more time in teaching regular classes, planning school activities and spending extra hours in schools, whereas Government/ Government aided good school principals spent more time on resolving the problems of the students and teachers and on miscellaneous and co curricular activities.

5. Private good school principals had better communication channels with the members of the management.

6. Government/ Government aided good schools situation in closer proximity to the management, were benefited with the better and faster communication facilities.

7. There was a negative correlation between autocrat style and favourable school climate.

8. There was a positive correlation between the age of the principal and favourable school climate, teaching experience and administrative effectiveness, and teaching experience and favourable school climate. The Government/ Government aided school principals of higher age-group used autocrat style. The study cites 173 reference.
Dr. Ekiert-Grabowska (1996). Creative Approach to school Management this article was published in the International creativity Network Newsletter, Volume 4, Number 2, 1996 which focus on the course in creativity for school principal. School management demands not only knowledge about education and management but also a creative approach ability to use productive thinking skills. There is need in Poland as in other place to include creativity course training institution and also in professional development programmes and post graduate studies for principal, long learning materials, and in service courses so that their will be more creative work with parents, teachers.

G. David Hughes, (February 10, 1998). Add Creativity to your Decision Process, Innovation is the spark that makes good companies great. After studying 17 companies that grew shareholder return by 35% or more per year, researches concluded that their secret ids strategic innovation that either defined new industries, such as the digital industry, or redefined existing industries, as home Depot did to the home improvement industry. He suggested,” we have reached the end of instrumentalism in the quest to create new wealth. Quality, cost, time-to-market, process important, but we are hitting the point of diminishing returns”. He note further that “opportunities they emerge from novel experience that can create opportunities for novel insights”.

Firestien reports a success story from the Meade fine papers papeterie marketing group. The problem was creating a paper that was 95% bright. One 100% brightness means that it reflects all light. Meade was only the backup supplier to one of the largest greeting card
manufacturers. The prime supplier’s paper was 95% bright. Loading the paper with expensive dyes achieved less than 94%. After attending a creativity workshop, the team set a goal moving the standard product from an 89 to a 92 and the top line product above 95. The result was a new process that raised the standard line to 93 and the top line to 98, which matched the high standards in Europe, thereby making them a global player. Thus, Creativity can produce measurable results.


Problem :

This study attempts to examine the managerial style of primary school head teachers in Nigeria.

Objectives:

To study the managerial style of primary school head teachers within the framework of McGregor’s X and Y theory.
**Methodology:**

A sample of 257 head teachers of primary schools were drawn from four political divisions of Ogun state. The assumptions contained in McGregor X and Y theories were built into a questionnaire which was used to collect the data. In the questionnaire, the head teachers were requested to indicate the extent to which they agree or disagree with the statements. The mode of responses were presented in a Likert manner. The collected data were analysed using percentages.

**Major Finding:**

Head teachers preferred the democratic managerial style, as contained in theory Y, over the autocratic managerial style, as described by theory X.


**Objective:**

To study the factors, structures and processes involved in facilitating and sustaining innovations in schools in the areas of teaching methodology, curriculum design, evaluation, resource mobilization or administration.
Methodology:

A qualitative research design was used with a focus on processes associated with innovation generation and sustenance in schools. Each innovative school was studied with respect to its historical background, the nature of innovation being practical and arrangements made both within the school system and outside of it to effectively carry out the innovation. Initially 50 schools were contacted considering the nature of innovative practices, the time period of their existence and the extent to which they are practiced in the schools. Then on the basis of information supplied to them 6 were short-listed and after preliminary visits two schools were dropped and four were included in the final study. Based on preliminary information about the pedagogy, structure and various aspects of functioning a semi-structured questionnaire was developed for interviewing principals and teachers.

Findings:

1. Leadership was found to be crucial factor. There were distinct similarities in the behavioral characteristics of principals/head of the schools.

2. The leadership was able to provide the different kinds of support and encouragement as required in the different phases of innovation.

3. The schools had extensive networking with community (including parents) and corporate leaders.
4. Openness in communication and team effort was another common feature of all the four schools.

5. The schools have created elaborate system of review and monitoring of various functions and procedure which facilitate the management of the innovations made by them.

**Peter Dermerjian , University of Michigan,(Nov 20, 2006).** Baruch lev, new York University, Mc vay, New York University, Managerial Ability & Earning Quality.

The survey was conducted by the above researchers on the Managerial Ability & Earning Quality in the survey they found that managers have a real impact on the firms they manage that firm decision-making reflects the “style” of different managers.

To measure managerial ability, they use DEA frontier efficiency and characterize superior managers as those that use inputs efficiently in the production process, Leverty and Grace (2005) and use DEA to estimate managerial ability, In “switching firms” subsample, examine CFOs as we expect these manages abilities to have the greatest effect on the estimation of accruals. As noted in Bertrand and choar (2003, P.1181) different types of managers matter for different decisions, and CFOs matter more for financial decisions. Accruals are managerial estimates intended to provide a better forecast of performance than cash flows. Improved estimation of accruals results in higher quality earnings. In this paper they examine
The more able a manager, the higher the quality of her estimations of accruals.


**Objectives of the study:**

The researcher intents to identify,

1. The relationship between headmaster’s managerial ability under SBM and school improvement.

2. The relationship between headmaster’s managerial ability under SBM and teachers professional development activities.

3. The relationship between teachers professional development and school improvement.

4. The relationship between selected headmasters demographics and school improvement.

5. The relationship between the management ability of headmaster and school improvement moderated by teachers professional development activities.

6. The predictive relationship between factors of headmaster’s managerial ability under SBM and school improvement.
7. The predictive relationships between factors of headmaster’s managerial ability and the dimensions of teachers professional development activities.

8. The predictive relationships between the dimensions of the teachers professional development and school improvement.

**Hypotheses:**

1. There is no significant relationship between headmaster’s management ability under SBM and school improvement.

2. There is no significant relationship between headmaster’s management ability and teachers professional development activities.

3. There is no significant relationship between teachers professional development activities and school improvement.

4. There is no significant relationship between headmaster’s demography and school improvement.

5. Teachers professional development does not moderate the relationships between the headmaster’s management ability under SBM and school improvement.
6. There is no significant headmaster’s managerial ability variable predictor or the unified headmaster’s Managerial roles variable that predict school improvement factors.

7. There is no significant managerial ability variable predictor or the unified headmaster’s managerial roles variables that predict teachers professional development activities dimensions.

8. There is no significant variable of teachers professional development activities to predict school improvement factors.

Major findings:

This study seeks to describe the school–based management system in Bangladesh and explores the hypotheses about the relationship between headmaster’s managerial roles and school improvement and also determines the moderator effect of teachers’ professional development activities on this relationship. Data from a representative sample of City secondary schools from Bangladesh (n = 127) were gathered through questionnaires from 127 Headmasters and 697 teachers where the total population for headmasters and teachers were 338 and 10634 respectively. Multiple Regression and Hierarchical Multiple Regression data analyses were used in this research. This study found significant impacts of some of the factors of headmaster’s managerial roles variables under school-based management on school improvement and teachers professional growth. Headmaster’s strategic planning ($\beta = .333, p = .004$), supportive ($\beta = .368, p$
and comprehensive planning ($\beta = .184, p = .040$) roles have the greater impact on school improvement. The study also found that the maximum school improvement can be achieved if schools put more emphasis on teachers’ collaboration ($\beta = .953, p = .001$), in service training ($\beta = .469, p = .05$) and classroom observation ($\beta = .512, p = .010$) and less emphasis on individual action enquiry. Headmaster’s comprehensive planning ($\beta = .571, p = .001$) and facilitator ($\beta = .449, p = .003$) roles under school-based management have been found the best predictor for school improvement whereas headmaster’s shared decision-making ($\beta = -.338, p = .009$) has been found the significant predictor to the negative direction. Teachers’ collaboration ($\beta = .287, p = .009$) and classroom observation ($\beta = .341, p = .002$) as teachers’ professional development activities have been noted as significant predictors for school improvement to the positive direction. The findings of this study provide important information for the policy makers, educational managers and especially for the headmasters and teachers concerned with the improvement of well-being of secondary schools under the school-based management system. Although prior research investigated the influence of different antecedents on school improvement, it’s still scanty to work on moderator variable in educational field especially taking teachers’ professional development activities as moderators. In this inquiry an attempt is made to overcome this sterility. This study adopts a Concurrent approach of data collection and analysis.
Nachimuthu. P. & Rekha, K.N. (2007). Decision-Making style of Male and Female Managers Comparative study. This paper attempt to understand whether there exist any gender differences in Decision-Making style between male and female managers.

**Objective:**

To identify whether there exists any gender differences in the decision-making styles of male and female managers.

**Samples:**

The sample constituted 100 managers (50 male & 50 female) chosen from various organizations in Hyderabad city.

**Tool used:**

Decision making styles questionnaire developed by leonn Mann (1982), consisting 6 dimensions of Decision-making patterns viz., Vigilance, Hyper vigilance, Defensive avoidance, Rationalization, Buck passing & procrastination.

**Statistics used:**

The data obtained were subjected analysis such as mean, S.S., standard error and ‘t’-test.
Conclusion:

There is no significance difference in the decision making patterns/styles of male and female managers.


Objectives:

The duties and responsibilities of the school managers comprise of many skills. The school managers are the people who determine the direction towards improvement of their respective schools.

Method of study:

This study uses purposive sampling taking in time, finance, location and the respondent number. The respondents of the study are chosen within the headmasters who have participated in teacher’s post graduating special program in university Pendidikan Sultan Idris. 120 respondents have been given questionnaires, only 106 (88.3%) of the questionnaires were completed and analyzed. The question of entrepreneurship characteristics is taken from “Test for personal Entrepreneurship Competencies”. The questions will then be collected to form 13 characteristics of entrepreneurship i.e. the initiative, the observing and seizing of opportunities, perseverance, information retrieval, high work quality focus, duty commitment, orientation towards higher capability, systematic planning, problem solving qualities confidence, resoluteness, good persuasion capabilities and the ability to use influence strategy.
The major finding of the study was the entrepreneurship characteristics within the headmasters were average and poor in “initiative” and “information retrieval”.

Fred, B. Dixion and Clarence, H. Spain in their article “The search for creativity” states that while the search for creativity should be relentless, it must be properly structured. In developing creativity we come to one of the basic questions facing secondary school principals. The high school principal should be creative, they should encourage staff members to adopt creative teaching methods and allow them to do experimentation. The principal oil the administrative machinery so that experimentation is not difficult.

Kal Bishop in the MBA dissertation on Managing creativity and innovation, mentioned that if you think creativity as problem identification and idea generation, then it follows that problem identification and some of the more straightforward ideas will be generated in an office environment. An office environment is also helpful in that, with goals, target, people management and so on, it forces output, which produces better results than a “do your best” approach. There is a positive relationship between the quantity of the ideas an quality.

The School Principal: State Standard Versus Creativity published in the June 2001 Journal of instructional psychology. The purpose of this paper is to examine both the points of view which offer solution to the dilemma confirmative to what is mandated can be quite different as compared to a
principal who is continually seeking unique ways to provide for individual differences in the classroom in order to improve the curriculum.

**Jeanie Goertz (April 2000).** Creativity: An essential component for effective leadership in today’s schools.

The purpose of this exploratory research, exploratory is a type of research conducted because a problem has not being clearly defined. Exploratory research help to determine the best research design data collection method and solution of subjects. Study was to investigate the possibility that a relationship can be establish and supportive between creativity and leadership by determining levels of use of selected creativity traits as they relate to the variables under study. If a relationship between creativity and leadership is establish and supportive could the relationship be developed of educational leaders further more, if the study establishes a relationship between creativity and leadership, than that relationship suggest emphasizing creativity in traditional administration training programmes. If a link can be establish between creativity and leadership, then that link indicates that the group in the study bring to leadership some skills that may not be taught in traditional, administration programs.

**School based management changing roles of the principal. (Oct 1996)** this article focuses on the changing role of principals in SBM districts. The finding reported here are based on an in depth study of 25 elementary and middle schools in 11 school districts in the united states, Canada and Australia. The district study had been operating under the SBM umbrella for about four years, although some had being working at
much longer. School exhibited a range of success in implementing SBM had achieved varied levels of success in improving school performance. Some of our schools were characterized as actively restructuring meaning that reform efforts had produced changes in curriculum and instructional practices: other schools were identify struggling, meaning they were going to the notions of SBM but instructional change had occurred. The role of the principal in this two categories of schools differed considerably. The differences offer guidance to help principals develop management strategies to top the potential of SBM and improve school performance.

In studying actively restructuring and struggling schools found that the SBM plans most successfully improving performance were those that not only empowered people at the school. Site to make decisions, but also trained people at the school site for their new roles, provided information to guide decision-making, and rewarded people for performance. Thus, the most successful principal were effectively moving for resources, power knowledge and skills training, information and rewards to teachers and community members.

**Wayne Morris, (Feb.2006) Creativity its Place in Education.**

He says that teachers can do a lot to encourage creativity in their classes but it’s a job only half done without the support of the school leadership. School leader has the ability to build an expectation of creativity into schools learning and teaching strategies. They can encourage, recognize and reward creativity in both pupils and teachers.
SUMMARY OF REVIEW OF RELATED LITERATURE

The researcher has summarized all the review of related studies and literature so that it reflect entire work done with related researcher study the research project may be better designed and greatly improve chances of obtaining important and significant results. The above listed summary is a brief account of research and literature, the study done by various researcher mention in review of related research has focus on the administrative behaviour, leadership, Creativity, Managerial Style, and Role performance of the headmasters.

The research conducted by Nasreen,(1986) A study of principals leadership behaviour in relation to teachers self concept, job satisfaction and some other institutional characteristics at secondary school level, Ph.d. Edu.,GO. U. the study shows that High desirable leadership behaviour of the principals generated a higher degree of conformity and normalcy in them. The initiating structure styles of principal leadership behaviour appear to be significantly related to conformity and normalcy factor of teacher's self-concept. The principals leadership behaviour was positively related to teachers job satisfaction. The initiating structure and consideration style of principal leadership behaviour was found to be significantly related with teachers’ job satisfaction. This study matches with present study that is staff is satisfied than there is effective work done and ultimately it add to the principal’s managerial creativity.

Next research is by Bhagia, N, M., Junga and D,H, Srikan, (1986) Role performance of head of colleges, NIEPA. The finding of the study
reveals that, According to lecturer assessment of the performance of various roles by the college head, the roles connected academic and curriculum management were the ones which got the last ranks on the frequency of their performance. The greater frequency of the administrative roles as compared to the roles of supervisors of the institutional programmed, promoter of co-curricular activities and academician and teacher showed that there was a trend in the direction of the principal being more of an administrator. For the roles of office manager, promoter of co-curricular activities and staff evaluator and motivator, there was relatively little difference ranking of perception of teachers about the frequency with which the role was performed and the ranking of the related time taken by the head. On the other hand, for the roles planners and innovators, supervisor of the instructional programmer and academician and teachers the principal reported spending a fairly large or a considerable chunk of their time while the lecturer felt that the role was not been performed to that extent.

The role performance of the head compared by the teacher proved that role performance is important for the success of all activities held in the school, hence role performance of the head is one of the aspect of the present study.

Kumar, V., (1986) A study of colleges principals administrative effectiveness in relation to their work values, Attitudes and Self-concept, Ph.D. Edu., Mee,U. The study reflects the Work values of the principals were found significantly related with their administration effectiveness. Power-based work values and job freedom based work values were found to be relevant aspects of effective administration. Principal’s attitude
towards teacher’s student and ministerial staff was found to be a contribution factors in their administrative functioning. Self-concept was not significantly related to administrative effectiveness. Self-concept combined with confidence was found to be a significantly predictor of administrator effectiveness. Principals work values attitudes and self –concept combined together were found to be significantly related with their administrative effectiveness. The combined relationship of work value and attitude with administrative effectiveness was found to be significant at 0.05 levels. Similarly, the relationship of work value and self-concept with administrative effectiveness was found significant at 0.05 level.

Sequeira, D., (1986) A study of Managerial Styles and Achievement Motivation in relation to Institutional efficiency, Ph. D. Edu., MSU, The study found that there was a significant positive relationship between the 9.1 managerial style and high n-Ach scores. The mean n-Ach, score of the 9.1 style managers was more than double the mean n-Ach. Score of the 1.9 style managers. There was no significant difference between the dominant managerial styles of educational managers and those of industrial managers. There was no significant difference between the mean n-Ach. Scores of educational managers and industrial managers. The manager from both education and industry who had higher n-Ach , scores seemed to be more specific and clear in identifying their immediate and long term goals. Managers with a lower n-Ach, Score seemed to follow a 1.9 managerial style and low concern for production.

Nanda, A. R. (1992), A study of the leadership behaviour of primary school headmaster of Cuttack city, M.Phil., Edu. Utkal Univ. reported that,
Age and length of experience were not contributing factors in leadership behaviour amongst the head of primary schools in Cuttack city.

Gorden R. Foxcall and Paul M.W. Hackett, (March 1993), In the paper Style of managerial creativity: and comparison of adoption. Innovation in the united kingdom Australia and United State discusses the relevance of finding to the management of change in organization (specially in view recent claim of all managers must embrace and cope with radical and turbulent change) and for composition and management of effective task group.

Malik, Achal Kumar, (1994). The study reveals that training and development of teaching and non-teaching staff, institutional planning, inter-personal and leadership skills, hostel management skills, coordinating and organizing skills, executive decision making ability, personal management skills, financial management skills, and time management skills were identified as the training needs of Head of Navodaya Vidyalayas.

Patil. Basanagouda Channappagouda.(1994). Found that School head were not appointed on the basis of their leadership competencies though they were in prominent positions to exercise authority and expertise in the management and leadership of school affair. Headmaster’s behaviour was not conducive to high morale and open climate. Most of the head were neglecting their responsibilities and their lines of communications were almost closed.
Dr. Ekierd-Grabousk, (1996), In his article creative approach to school management highlights the important of creativity for school principal. School management demands not only knowledge about education and management but also a creative approach ability to use productive thinking skills.

G, David Hughes, (Feb 1998). State that innovation is simply creative that adds value. This Study presents a brief overview of the Osborn-Parnes creative problem solving (CPS) process, the oldest and most widely used creativity process. The element of the process is presented in a simple “Creative problem solving cycle” so executives can experiment with introducing it into the current decision process facilitate positive relationship in organization to produce profitable growth through innovation. Case example illustrates its effectiveness in making a company innovative.

Arikewuyo, M. Olalekan. (1999). In his research he found that Head teachers preferred the democratic managerial style, as contained in theory Y, over the autocratic managerial style, as described by theory X.

Peter Demerjian (University of Michigan) Baruch lev (New York University) Sarah Mc vay (New York University) November 20, 2006, conclude that the relation between managerial ability and earnings quality, while empirical literature in the area of earnings quality has largely focused on firm specific effects by creating a measure of managerial ability using frontier analysis and isolation managers specific effects from firm specific effects by following managers across firms. The study is in the vein of the
Bertrand and Scholar (2003) to find that managers have an effect on firm choices such as acquisition or a research and development expenditures and Francis et al., (2005) who find that earning quality appears to vary with CEO reputation. It was found that earning quality, measured by the extent that accruals map into cash flows, is increasing with managerial ability. This finding is consistent with the premise that the more capable the manager better they are able to estimate accruals.

Kazi Enamual Hoque, December 2007. This study with head masters managerial ability under school based managements and its relationship with school improvement: A study in city secondary schools of Bangladesh. The finding of the study reveals that there is significant impact of some of the factors of head masters managerial roles variable under school based management on school improvement and teachers professional growth, head master strategy planning supportive and compressive planning roles have the greater impact on school improvement. There study also found that the maximum schools improvement can be achieved if school put more emphasis on teacher’s collaboration, in service training and class rooms observation and less emphasis on individual action enquiry. Headmaster’s comprehension planning and facilitator role sunder based management and have been found the best predictor for school improvement.

Mohd Sahandri Gani Hamzah focuses in the study that headmaster who has the entrepreneurship characteristics is a headmaster who can succeed in administrating his school. This is because an entrepreneur is usually creative, innovative, understands the risks and competitions, able to get hold of opportunities and giving others opportunities especially teachers
and students in his school. The study showed that the entrepreneurship characteristics within the headmasters are average and poor in “initiative” and “information retrieval”.

Fred B., Dixon and Clarence, H. Spain Focus in their article “The research for creativity” that school principal should be creative and encourage the staff members to use creative teaching methods and helps student to become more creative.

The School Principal: State Standard Versus Creativity published in the June 2001 Journal of instructional psychology revealed from the study that the school principals of today have many challenges that need careful study and consideration. He/She need to be involved in curriculum more so than ever before. Principal need to be actively involved in the assistance teaches in the classroom being holed up in an office makes for a shunning of responsibility.

School based management: changing roles for principals (October, 1996) this article state that effective principal was creative in obtaining professional development for the school. Looking beyond the district principal tapped private industries for leadership training and university to optimized resources. Bringing these resources was part of a large staff development strategy in which the principal and various stakeholders define the schools knowledge and training needs and how services could be delivered.
Wayne Morris (Feb, 2006) In his article creativity- its place in education state that individual teachers can have a huge influence on encouraging student to be creative but for creativity to flourish it needs to be build into whole schools ethos. This domain of the principals and other school leaders.

Nachimuthu, P. & Rekha, K.N.(2007). In his study Decision-Making Style of Male and Female Managers Comparative Study reveals that there is no significant difference in the decision making patterns/ styles of male and female managers.

Thus the review of related literature has a close look at the various aspects of head of institution, like effective leadership, administration, management styles, role performance of the head which more or less has the effect on school success and to some extent related with managers creativity.