CHAPTER II

REVIEW OF RELATED LITERATURE

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   (7) Competence
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2.1 Need for Review of Related Literature

Practically speaking all human knowledge can be found in books and libraries. Unlike other animals that must start anew with each generation, man builds upon the accumulated and recorded knowledge of the past. His constant adding to the vast store of knowledge makes possible progress in all areas of human endeavour.

A thorough and extensive investigation of related literature is not only essential but extremely helpful in carrying out the kind of searching involved in special field problems.

The search for reference material is a time consuming but fruitful phase of research programme. A familiarity with the literature in any problem area helps the student to discover what is already known, what other's have attempted to find out, what methods of attack have been promising or disappointing and what problems remain to be solved. Thus, it is essential for a researcher to know what sources to use, what sources are available and where and how to find them which will save many hours of aimless activity.
"A final source of ideas for research problems may be suggested by the obvious fact that needed research comprises those problems left when from all the problems in the field of education, or a sub-division of it, are deducted the problems already solved. Thus, to discover problems still requiring research, the field of education should be systematically outlined and summaries made of completed research" — H.H. Ableson (Whitney, 1950)

An extensive and critical reading has been appreciated by many educationists. Inspite of difficulties in securing the works, even such early investigators as Roger Bacon and Leonardo de Vine relied on extensive knowledge of writings of others in their special fields of interest. The inspiration for many of Bacons experiments may be found in the work of other Schools. The 5000 manuscripts, pages of Leonaros note books disclose his indebtedness to other workers and his wide reading. Edward L. Thorudike estimated in 1936 that he had spent well over 20,000 hours reading Scientific books and journals. Even John Dewey grew up an omnivorous reader. As an example of his late professional reading, Dewey's early book on Psychology in 1887 was based largely upon his extensive reading including the American, British, French, German and Italian authors.
2.2 Importance of the Study in the light of related Literature

A thorough and prudent study of various books, journals, research papers and Educational reviews has resulted in the accumulation of certain amount of literature with reference to the topic under consideration.

The area concerning the role expectations of School Principals has been vastly studied in India and abroad. The researches studied by the investigator cover a long span of 60 years. It is interesting to see that historically speaking the Principal's role has been considerably changing.

Few projects analyzing the time spent by the Principals on various activities in School and check lists for School Principals have also been noted by the investigators. Some of the works give us an idea of the leadership styles of Principals and their relationship with the staff members.

But, surprisingly there is hardly any literature or research found on the criterion for selecting School Principals, his personal values, his attitude towards
teaching or the evaluation of his effectiveness or Professional Success. In fact very few researches could be found on Principal effectiveness, thus proposing a challenge to the investigator to undertake such a project.

2.3 Related Literature

The studies concerning School Principals may be broadly classified into eight categories according to the nature of work done in the following way:

(1) Qualities
(2) Supervision
(3) Leadership
(4) Role and Role Conflict
(5) Administration
(6) Job Satisfaction
(7) Competence
(8) Miscellaneous

1. Qualities

NATIONAL EDUCATION ASSOCIATION (1948), a research study prepared for the twenty seventh year book of the Department of Elementary School Principals has summarised the qualities of Principals in the order of preference on the basis of frequency of mention. The
qualities, ability to get along with people, personality and leadership occupy the first three ranks and health, energy and vigour, ability to supervise and help teacher grow and interest in community affairs occupy the last three positions.

HARLF, H.G. (1963) has compiled the qualities of a successful Principal which are as follows;
(1) He must possess personal qualities which make for leadership, for acceptance by teachers, pupils and others and for influence with them (2) He should have competence in at least one subject matter area of learning and be some what of a specialist in it (3) He should have several years of successful experience as a high school teacher (4) He should possess physical health and abundance of energy (5) He should have a sound healthy personality and an understanding and practice of good mental health (6) He should be able to express himself accurately and forcefully in writing and speech (7) He should possess a good measure of such virtues as honesty, straightforwardness, fairness, patience when dealing with individuals, good cheer and optimism and the ability to understand the problem of others (8) He should possess a well thought, thorough modern basic philosophy of
education in terms of pupil growth and in terms of the
needs of the young people and society to day and the
life for which we are preparing youngsters (9) He must
possess an adequate social philosophy and an
understanding of American industrial and democratic
society, as well as local communities. He must
understand the relationship of the School to society
and its function as a social institution (10) He should
be interested in people particularly young people and
their activities and problems (11) He should possess an
interest in ideas not only professional ideas but also
social, intellectual and aesthetic ideas and concepts.
Although not limited by books, he should be an
individual who reads widely (12) He should be a person
who possesses ideals higher than those of the average
individual. These include Professional ideals, social
deals and personal ideals.

SINGH M (1983) reveals that the Principal's personal
qualities and his interest in staff plays a great part
in building teachers morale, as long as the teachers
work on the job is not effected, teachers are not
concerned with their Principals private life, many
teachers feel that the Principals should instill awe
and fear among students, teachers lack interest in Principals morale or spiritual qualities and that Principals personality and human relations contact had more effect on teacher morale than his physical or mental characteristics, his Professional background and his activities as an administrator.

(2) Supervision

The researches conducted on the Supervisory activities of the Principal present a poor picture of the incompetency of the Principals in this regard. It has been observed that there are very few Principals who are aware of the Principles of Supervision. There are no guidelines provided either for their improvement through formal training.

The National Education Association (1948) reports a list of Supervisory activities within the School where the Principals feel they do their most effective work. There has been considerably no difference in the opinions of the Supervising Principals and Teaching Principals on the effectiveness of their work in Supervisory activities. It has been found that maximum number of Supervisory Principals (63%) and Teaching Principals (65%) do their most effective work
in the activity of, "helping each teacher with the problems" and the activity which follows next is, "interviewing, studying and adjusting individual pupils", supervisory Principals (18%) and Teaching Principals (17%). Least effectiveness in work is shown in the activities, "asking supervisors to examine and report on classes", and "giving lectures on instructional problems at teachers", Supervisory Principals and Teaching Principals (less than 1%).

PECKHAM, D.R. AND AYER, F.C. (1949) provide us with a checklist for Planning and Appraising Supervision. A higher percentage of judges ranging from 90% to 95% are of the view that a Supervisor should know the objectives of the School and of the field of instruction with which his work is primarily concerned, he should seek to determine the procedures and outcomes which characterize good Supervision and be aware of the philosophy of supervision agreed upon by the instructional staff. A smaller percentage of judges 40% feel that the Supervisor should appraise the effect of Supervision upon the subject matter achievements of pupils and make case studies of the effects of supervision upon teachers.
MAHAJAN, J.M. (1970) has tried to critically examine the supervisory role of the Principals of Delhi Higher Secondary Schools. Some of the important findings are, the Government Schools are better placed as a whole in respect of Principal-teacher relations and academic leadership though the differences are not statistically significant, the Government Girls' Schools have better facilities and academic leadership than the Government Boys' Schools, the Principals in many cases prefer that teachers should confine themselves to the use of chalk and blackboard rather than be enthusiastic to use models, albums and other teaching aids, the Principal-teacher relationships, on the whole, have been satisfactory, most Principals fail to play an effective leaderships role in the academic field in the schools because of limitation of time and energy, the Principals confess that they have to play the policeman role, the observation of classroom teaching is more for inspecting teachers than helping them, diary checking is given an important place in the supervisory role of the Principal.

PUROHIT, J.N. (1972) has interestingly found out that under the planned supervision of the headmaster teachers performance improved in all the subjects and in all the
classes but this improvement was not significant. Further a comparison between the methods of team supervision by the subject teachers and planned supervision by the headmasters, the former was found to be more effective than latter, in terms of improvement in students learning achievement the difference between the mean gains of the two methods were not found significant, though the trend was in favour of planned supervision.

The Organizational climate of the school is undoubtedly effected by the School Supervision. Thus PANDYA, D.C. 1975 in his research concludes, "Teachers of the advanced district Schools seemed to be much more benefitting from the supervision services and the possibility for the adaption of new concepts of supervision was also definitly more in the case of the forward district Schools and a downward trend in the case of the backward district Schools were observed in all the aspects of leadership".

One of the most important studies in the field of Supervisory activities of the Principal could be about his perception and supervisory behaviour.
POWLER (1972) found in his study that Principals' perceptions of supervision appear to be important determiners of their behaviours, motives, limitations and the degree of involvement in the supervision of instruction. Unfortunately the Principals lacked either a definition or a clear knowledge base in supervision. Principals Perception of their goals and beliefs about supervision are not consistent with their actual behaviours. More importantly, they do not perceive the inconsistencies in their perceived beliefs about supervision and their actual behaviour. Principals perceive supervision as being based on their expectations of teacher performance and behaviour and do not perceive supervision within the broader perspective of organizational goals.

(3) **Leadership**

During the Seventies it was found that many researches concentrated on the leadership style of School Principals and their effect on Organizational climate. Few Studies were taken to study the perception of male and female school Principals regarding leadership behaviour and their behavioural characteristics. A critical study made by SINGH, H.M. (1978) studied the personality factors effecting
leadership. Thus it may be concluded that the study of leadership with regard to the School Principal has its own significance in the field of School administration.

PATEL, B.N. (1974) found in his study that leadership organizational climate, teacher morale, supervisory practices and innovation and change were significantly related to the progressive characteristics of high school. He also found out that instructional leadership in high schools was highly correlated with organizational climate and that leadership and organizational climate of the schools influenced morale of their teachers. Finally, where the leadership, organizational climate and teacher morale were of high quality, the supervisory practices for the improvement of instruction were found to be effective and the teachers were more innovative.

DARJI, D.R. (1975) undertook a study with a view to examine leader behaviour and its correlates in the secondary schools of Panch Mahal Districts. It was found that leader behaviour dimensions and patterns were critical indicators of organizational climate, staff morale, academic motivation, school innovativeness and academic status, the percentage of Principals
manifesting the H.H. pattern of leadership behaviour was the highest and all the Principals of the open climate schools manifested the H.H. leadership behaviour pattern and lastly the leader behaviour dimensions and patterns were found to be significant in relation to variables of climate, morale and innovativeness but not in relation to pupil motivation towards school and academic status of Schools.

PANDA, S.N. (1977), the present study seeks to study how headmasters generally behave in normal School situations, because on that effectiveness of the institutions depends. The following are the important findings; Two distinctive categories emerged namely Democratic and Progressive, and Authoritarian and conservative. More than Eighty Percent of the teachers stress that headmasters in general are: less sympathetic regarding difficulties of the teachers, guided by their own norms, values and beliefs without considering those of others, partial, authoritarian, fault finding and condemning, unable to develop confidence, desirous of restoring the old and traditional methods and ways, emphatic in stressing result of the school, less co-operative, poor and ambiguous in taking proper and timely decisions and
Lastly keen in shifting the responsibility to other staff members. On the other hand, the teachers: strongly depreciate groupism and favouratism fostered by headmasters, should have faith in their abilities carry group work and remain sympathetic and friendly. The teachers are of the opinion that 90 percent of the headmasters time should be devoted for instructional purposes, supervision of classes, guiding teachers, discussion of crucial issues regarding the school and undertaking new experiments and innovations.

GUPTA, G.P. (1978) attempted to study the leader behaviour of Secondary School Headmasters in relation to their personality and the climate of their schools. He reports that Headmasters of different climate type of schools were found to differ significantly on eight dimensions of LBDQ. Interestingly tolerance of uncertainty mean score was reported highest for headmasters of 'Paternal' type climate Schools and lowest for the 'closed' climate type Schools. He further reports that School climate is undoubtedly effected by all the different dimensions of LBDQ. Finally there seems to be no relationship between School climate and some of the factors of IGPF.
KING, P.J. (1978) notes that female Principals were more oriented than male Principals towards keeping decision making power to themselves rather than delegating or sharing it with teachers. Male Principals were more oriented than female Principals towards fostering a warm atmosphere in the school by taking into consideration the needs and interests of the teachers. The sex of the Principal does not effect the morale or professional performance of the teachers at a school and their perception of Principal behaviour has no bearing on how the Principal was perceived. Unfortunately there appears to be no justification for the unbalance of male and female elementary School Principals.

SINGH, H.M. (1978) aptly enumerates that out of five Professional leaders, headmasters occupied the third position on the leadership scale. Total leadership behaviour although was not affected by academic qualifications and age but it was certainly found to be related with four personality factors, viz, out-goingness, intelligence, emotional stability and assertiveness. Sex did not effect leadership behaviour expect on, 'integration' in which women heads exceed men heads.
MAHJABEEN, S.P. (1982) perceived leader behaviour of male and female Elementary School Principals. Results of the analysis showed that male and female Principals differed in their self-perceived leader behaviour. Teachers perceived male Principals significantly higher on one LBDQ category and female Principals significantly higher on five. The general trend was that male teachers tended to rate male Principals higher and female teachers tended to rate female Principals higher. In addition, to gender, some differences in leader behaviours were found related to the Principals age and years of experience with older and more experienced Principals having higher leader behaviour scores.

ASCARE, D.F. (1982) found in his study that there was a significant relationship between integrated style of leadership and loyalty and between age and interpersonal trust and loyalty. Further the interactions effects between authoritarianism and formal education and authoritarianism and intent to seek advanced degrees were significantly related to loyalty.

BOBNAR, R.F. (1982) attempted to explore the usefulness of 'Fielders' contingency Model' of leadership effectiveness as a guide to the study of Principal leadership in Public Secondary Schools in Ohio,
Correlations between leadership style and leadership effectiveness were calculated and compared to Fielder's predicted values. Some support of Fielder's contingency Theory was found.

BOYER, J.E. (1982) concludes that leadership style accounts for a significant amount of variance in predicting subordinate self actualization and need satisfaction. The most effective leadership style for promoting subordinate motivation is one which is high in dimension of initiating structure. Executive heads desiring improved organization effectiveness should seek and train subordinate managers who are demonstrating the skills which characterize each of these fundamental dimensions.

CASE, O.D. (1982) claims that a positive relationship exists between the Principal's leader behaviour in the dimension of consideration, the Principal's intuitive awareness of selected organizational needs of school and the Principal's self-esteem. A positive relationship also exists between the Principal's leader behaviour in the dimension of Initiating Structure, the Principal's intuitive awareness of selected organizational needs of the School and the Principal's self-esteem.
DUSSEAU, R.L. (1982) study indicates that Principals perceive themselves as having lower levels of anxiety than the national norms for adults. The anxiety levels of the Principals were not found to be related to the ability of a Principal to adapt his or her leadership style appropriately to the specific situation requiring administrative leadership. It appears that we cannot predict adaptability of leadership style from the existing levels in Elementary Principals. Further, regarding the level of adaptability, it was found that there was greater congruity for perception from Principals to teachers in non-public schools as opposed to the Public Schools. Again Public School Principals were not found to be either more or less adaptable than non-Public counterparts.

ENGERT, N.R. (1982) emphasizes that all groups (women, Public Secondary School Principals in Minnesota, their superintendents, counselors, secretaries and teachers) perceived staff and community relations to be of great importance. Program evaluation was viewed as least important.

On performance, Principals rated themselves
highest on staffing, where as superintendents rated them highest on time and space and teachers and counselors rated community relations high. Secretaries agreed with the Principals. Principals showed less discrepancy between priority and performance than aid superintendents. In general Principals were perceived as performing best in areas of highest importance and least well in areas of less important.

GULLIGAW, T.P. (1982) revealed in his findings that leadership style of Elementary Principals was far more task oriented than people oriented.

JEYARAJ, M. (1982) found in his study that the subjects, Priests were as sociable as sisters, they were slightly less comfortable in exercising authority as Principals than sisters and most important of all they expressed emotional closeness more easily than sisters. Just like sisters, Priests were not competitive in conflict situations and even resembled them in not facing up to confrontations. The subject possessed adequate interpersonal skills in non-conflict situations. This seemed only partly due to their childhood experience.

O'DONNELL, H (1982) found in his study that concerning initiating structure, there were no significant
differences between the perceptions and expectations of the Principals and faculty concerning consideration, no statistical difference was obtained between the perceptions of the Principals and the teachers. However a significant difference was realized in the expectations of these two groups. Principals expected more warmth and concern than did the teachers. Principals self scores of their own leader behaviour indicated significant difference between their Real and Ideal behaviour.

WILLIAMS, D.C. (1982) is of the opinion that there is a significance difference between leader behaviour and teacher stress.

(4) Role And Role Conflict

The Principal's role has been studied from time to time. Speculations have been drawn from various researches as to, what should be the role of the Principal in the administrative machinery of the School? Few observations have also been made on the role conflict of Principals and its repurcussions on job satisfaction and location of School, etc. Abroad a comparative study of Supervising Principals and Teaching Principals has been successfully analyzed.
FIRST YEAR BOOK (1922) included a large number of studies of different types which had for their main purpose the description of the various types of activities which concerned the work of the Elementary School Principal. These Principals have been categorized as the Supervising Principals and Teaching Principals whose duties have been grouped under various dimensions as Administration, Supervision, Pupil Personnel, Clerical, Teaching etc. The Supervising Principals have given maximum weightage to administration and least weightage to teaching where as Teaching Principals have given maximum weightage to teaching and minimum to Community and Miscellaneous.

VERMA, P.L. (1975) states that role conflict is positively related to worry. On the whole there is a disagreement between the Perception of the Headmasters and the expectations actually held by any of the four counter position incumbents, when compared.

No significant correlation is found between role conflict and other institutional factors (location of School, level of School and management of School). The study did not confirm that Headmasters and Headmistresses with higher qualifications experience higher role conflict than those with lower qualifications.
When exposed to role conflict situations, Headmasters experiencing high role conflict perform their roles mere to seek compromise between the conflicting expectations than full conformity to or complete avoidance of the same. Those experiencing low role conflict tend to confirm to one of the two conflicting expectations against the other rather than compromising them or avoiding them. Those experiencing moderate role conflict also confirm to one of the two conflicting expectations against the other rather than showing compromising behaviour or avoiding the situations.

**KNIGHT, B.O. (1982)** has compared the perceptions of Principals and Superintendents regarding the Principals job. He concludes that Elementary Principals and Superintendents do not have similar perceptions of Principalship job functions, Elementary Principals and Superintendents had a predominately positive leader-member relationship, however, a significant minority of Principals did not agree with the majority of their colleagues.

When Fielder's situational favourableness theories are applied to research findings, it would
appear that the Elementary Principalship could be classified as 'moderately favourable'. Further these Principals considered staffing decisions, central office concerns, Community concerns, Curriculum change, special studies needs communicating expectations and attending meetings as their most important job functions.

PETIT, A. (1982) found in his study that only subjective conflict was making a significant contribution to explaining the variance of SAIS (Satisfaction with immediate supervisor); when all the three independent variables were included in the model. Only objective role conflict had a significant negative relationship with SATW (Satisfaction with Work itself). Results also indicate that the correlations between the three dimensions of the received role and SATS are significantly higher for high self esteem people and internals than for low self esteem people and externals. Again, however, when SATW is taken as the dependent variable, results are generally non-significant.

TILTON, R.W. (1982) has shown that the only significant relationship worthy of note existed between the Principals perception of his or her personal/professional skills and their perceived role accomplishment. A strong positive correlation existed between the
perceived skills and the perceived accomplishment of role expectations.

(5) Administration

Administration is undoubtedly one of the most important aspect of Principalship. Principal has often been called an administrator who has to look after the administrative task of the School. Various researchers have made valuable contribution towards this phenomenon.

BUGGE, C.W. (1982) revealed that a majority of School administrators of small Schools in the State of Oregon expressed confidence in the organizational components of special education, but they lacked confidence in supervising the actual special education operation or providing instructional technical assistance to teachers while most administrators had received some type of special education training, few had attended a college class in special education. Evaluation of personnel selection of appropriate material and interpretation of special education regulations were identified as potential areas in which technical assistance would be helpful.
DAVID, P.A. & COLLINS, J.S. (1956) studied the information that would indicate, what the Public High School administrator does or avoids doing to enable him to meet adequately the expectations of those with whom he works or associates. His analysis of data suggests that all acceptable and unacceptable action of or behaviour of the Principal can be categorized into eleven areas as follows: (1) Organizing, managing and co-ordinating components of the school (2) Improving Curriculum and teaching (3) Gaining confidence and support of staff members (4) Winning respect and approval of students (5) Enlisting supporting and cooperation of the community (6) Delegation, authority and responsibility (7) Increasing his Professional competence (8) Participating in community affairs (9) Making Policies and decisions (10) Working with higher administration (11) Executing Policies and Decisions.

PANDA, S.N. (1975) conducted his study in order to evaluate the administrative behaviour of Headmasters. The major findings were (1) 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; (ii) the ideal administrative behaviours were others-oriented, outcome oriented, permissive, co-operative constructive and adaptable and the least desired traits were authoritarian, academically apathetic, traditional and rejecting; (iii) the headmasters of urban Schools were more adaptable, outcome oriented and effective in communication and less rejecting (iv) the headmasters of Boys' School were less authoritarian, less communicating, less outcome oriented and less permissive as compared to the headmasters of Girls' Schools and (v) the background factors that were related to headmasters administrative behaviour were teachers' indifference to carry out work, groupism among teachers, students indifference to education, level of literacy in surrounding community, interference in administration by authorities and poor self-perception.

HARIRI, H.B. (1982) found in his study that the training of Principals did not account for any significant portion of the variation in the dependent variables (competency of Principals as perceived by teachers, the School climate as perceived by teachers). Based on the teachers perceptions the statistically significant
factor between trained and untrained Principals competency was the location of the School in which they worked.

NWADIKE, C.G.S (1982) has interestingly reached the conclusion that Principals and teachers saw the Principals as better administrators than leaders. Teachers were significantly more negative in their ratings of all five categories of Principals administrative behaviour than were the Principals themselves and significantly more negative on five categories of leader behaviours. Parents were generally positive towards the Principals administrative behaviour but saw some specific areas of weakness.

(6) Job Satisfaction

For the Principal to be effective it is important that the Principal be contented with his job. The job should not only be to his liking but must also cater to his socio-economic needs. The investigator has been able to collect two researches conducted abroad which throw light on the job stresses and its rewards.
MILLIGAN, J.S. (1982) has tried to analyze job related stresses of Michigan School Principals. The conclusions may be summarized in the following way; High School Principals were more frequently bothered than elementary School Principals by administrative responsibilities and were frequently and more intensely bothered by administrative constraints and intra personal conflicts. School Principals under 34 years of age were more frequently bothered by inter personal stresses than Principals between the age of 35 and 54 were more intensely bothered than Principals between 45 and 54 by inter personal relations and intra personal conflicts.

Principals of Schools with enrolments of over 700 students were more frequently and intensely bothered than Principals with under 300 students by administrative constraints and were more intensely bothered by intra personal conflicts stressers "Administrative constraints", was the job stresser category which most frequently and most intensely bothered School Principals.

MORPHY, M.L. (1982) reveals that there is a negative relationship between stress and job satisfaction of elementary School Principals, Stress will tend to reduce the job satisfaction of elementary School Principals.
regardless of socio-economic level of students, students enrolment or sex of the Principals and for Principals 40+ years of age or with 6+ years of experience. There was no relationship between stress and job satisfaction for Principals under 40 or those with 1 - 5 years of experience. In addition, job satisfaction was significantly greater for Principals who are females.

(7) Competence

Many researchers have tried to discover the attributes which contribute towards Principal effectiveness. The Principals personality has been studied by one of the researcher. The following researches give us an idea of Principal competency.

H.C. ROSE (1961) attempted to determine if there are specific unique competence needed for Junior High School Principals. Opinions were sought from selected superintendents and Principals. The conclusion was that identical competence are desirable in Junior and Senior High School Principals. Further, there are discrete factors considered important by superintendents in the selection of Junior High School Principals.
These factors include; (1) Superintendents prefer Junior High School Principals to be 25 to 35 years of age upon entrance to the Profession as compared to 36 to 45 years of age for Senior High School Principals. (2) Superintendents suggested that the following factors are particularly desirable for Junior High School Principals; (a) A thorough knowledge and understanding of adolescents (b) A desire to work with his age group (c) Teaching experience in the Elementary School and Junior High School (d) An interest in Junior High School Curriculum Problems.

GREENWOOD, H.A. (1977) prepared a contingency model in relation to the study of School Principal effectiveness. The contingency model postulates that a group's performance is contingent upon two interacting variables, (i) the leaders basic motivation to either relate to members of the group or to achieve test success and (ii) the degree to which the leadership situation is favourable in allowing the leaders to exercise power and influence.

According to the contingency model, given the contribution of independent variables secured from the
data in this study, i.e. task leadership style, strong position power, a specific task and good Principal teacher relationship, a Principal should be an effective leader. Effectiveness is defined as the groups performance on the groups Primary assigned task, e.g. teachers promoting the academic growth of their students as measured by standardized test scores.

CASTRIVITA, R.M. (1982) found out that competencies in personnel selection, teachers performance evaluation, staff motivation, problem solving techniques, positive climate development, knowledge of the various curricular areas, decision making processes and techniques of open staff communication were very important to the Secondary School Principals. Principals were found to spent most of their time with evaluation conferencing, public relations, students discipline and meetings. Principals identified district staff development programs as the best means to help identify competence while serving as a site administrator.

DOCKETT, D.C.M. (1982) reports that fifty percent of the Principals agreed that the competencies were very important. Competencies relating to equitably with other were considered the most important of all.
Principals identified strengths, needs and resources in each of five domains. It was also found that the vast majority of Principals (82 percent) would attend professional development activities if they were offered. The first preference for time of Professional development was "on contract time".

HANEY, J.D. (1982) designed his study to measure Public School Principals perceived levels of competency and importance ratings in relationship to skills and abilities identified by the Assembly Education Committee. He reports that Principals perceived their levels of competency and rated the importance of each criterion significantly below the assumed standard of 3.0 for exemplary Principals. He further reports that Principals perceived their levels of competency significantly below their perceived importance ratings in 24 of the 26 survey items. There were significant differences in self perceptions of Principals among competency levels and importance ratings when examined by sex of the Principal.

(8) Miscellaneous

This category consists of a variety of researches.
Topics like, criteria of selecting School Principals, relationship between teachers and Principals, etc., have been dealt with very aptly by the researchers. The relations of the Principals with the community have also been analyzed.

**NATIONAL EDUCATION ASSOCIATION (1948)** In an investigation carried out by the committee which produced twenty-seventh year book of Department of Elementary School Principals of N.E.A. is found that the functions of Elementary School Principals have not changed much in twenty years but that what was improved is in the duration of providing more time for supervision.

Table: Percentage of Principals time given to major functions in 1928 and 1948

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<thead>
<tr>
<th>Group of duties</th>
<th>Supervising Principals 1928</th>
<th>Supervising Principals 1948</th>
<th>Teaching Principals 1928</th>
<th>Teaching Principals 1948</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Administration</td>
<td>30.2</td>
<td>29.3</td>
<td>9.9</td>
<td>10.4</td>
</tr>
<tr>
<td>2. Supervision</td>
<td>33.8</td>
<td>38.9</td>
<td>10.0</td>
<td>12.4</td>
</tr>
<tr>
<td>3. Clerical</td>
<td>18.3</td>
<td>15.1</td>
<td>9.5</td>
<td>10.7</td>
</tr>
<tr>
<td>4. Teaching</td>
<td>4.3</td>
<td>2.3</td>
<td>64.4</td>
<td>59.5</td>
</tr>
<tr>
<td>5. Other duties</td>
<td>13.4</td>
<td>14.4</td>
<td>6.2</td>
<td>7.0</td>
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<td></td>
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CONRAD, B. (1960) studied the qualities superintendents look for in selecting subordinate administrators. He reveals that the appraisals were based upon information grouped according to: Physical and Character image: - Age, Sex, race, appearance, mannerisms, sense of humanity, family and social group relationships, personal interests and a variety of values; levels of professional and personal potential: Quality of oral and written conceptualization of the purpose and need for Public education, educational and social philosophy academic training personality, cooperation with others and use of rational techniques in observing and interpreting and educational problem; Levels of Demonstrated Professional and Non-Professional Competence: - Performance of administrative and teaching functions, use of special educational and non educational knowledge, oral and written recommendations and professional contributions.


The way a Principal works -
(1) Do I set up a schedule of activities for each week? for each day?
(2) Am I flexible in my schedule without becoming disturbed?
(3) Do I get upset when my plans don't go as I hoped?
(4) Do I check of the things I have accomplished?
(5) Do I get my feelings hurt?
(6) Am I able to take criticism?
(7) Am I able to put myself in other people's position?
(8) Am I making a sincere effort to learn more about the staff?
(9) Do I consult those who will be affected by an action before I take it?
(10) Do I line up to my commitments?

SHARMA, (1972) reports that Principals' effectiveness as rated by teachers and teachers satisfaction were positively related to School climate. Sharma's prediction study prognosticating School climate, revealed that headmasters effectiveness is a significant predictor of organisational climate.

BALOK, D.W. (1981) found in his study that a significant relationship existed between teacher stress and leader behaviour of the Principals.
BRANT, R.A. (1982) have classified and compared the work performance requirements and the actual performances of the Principals assigned to special education centres operated by the School district of Pittsburg and Allegheny Intermediate unit.

A comparison of the two classification systems resulted in the following differences: (1) The major category, "compiles with directive from the central administration", was included in the work performance requirements classification system but absent from the actual work performances (2) The major category "Organizes Development Procedures", had a high rank order in the work performance requirements but a low rank order in the actual work performances, and (3) the major category "Communicates with Parents", had a low rank order in the work performance requirements but a high rank order in the actual work performance.

SEPULDEVA, N.M. (1982) in his study found that community members show a more positive and facilitative attitude towards community participation in schools than administrators do. Parents and Community leaders report a lack of School information and communication. Parents
believe that administrators are responsible for good School community relations. Most participants agree that administrators must be trained for this task and also think present procedures need to be improved. School resources are not maximally utilized for School community relations.

KHALIL, B.A. (1982) tried to identify and synthesize the behaviours/strategies of effective change agents based on a review of the literature and to validate the behaviours/strategies change agents use and find effective in practice. The findings validated the literature in the following areas: developing a warm and trusting climate was an effective change strategy; having a vision, conceptualizing alternatives, and being committed to change was an effective strategy; multiple strategies were effective; an involved staff was critical to change, the Principal is the key to change, the findings did not validate the use of shared decision making strategies or problem showing strategies/behaviours.

KVETZ, J.T. II (1982) described the work behaviour of elementary School Principals. The analysis of purpose showed that organisational maintenance duties comprised
53.7% of the Principals task and 38.6% of their time, School program activities accounted for 12.3% of tasks and 27.1% of time. Other purpose areas included pupil control (23.6% of time) and extra curricular activities (3.7% of time). Further elementary School Principals have more contact with parents, devote more time to instructional matters; and have more flexibly organized work routines than Secondary Principals.

It may be noted that the review of related literature encompasses a period of 34 years that is from 1948 to 1983 but most of the researches have been confined to the years 1982 and 1983 for latest information.