CHAPTER II
REVIEW OF RELATED LITERATURE
CHAPTER II
REVIEW OF THE
RELATED LITERATURE
CHAPTER II
REVIEW OF THE RELATED LITERATURE

Research is very important for progress in every field of life. Its constant addition to vast store of knowledge makes possible progress in all areas of human endeavour. In every research work, it is necessary for the researcher to be familiar with the related literature, because it helps in paving the way for understanding the potentialities of the problems in hand.

The study of related literature helps the researcher in acquiring information about the studies done in the field, protects against unnecessary duplication, guides in carrying out the investigation successfully and makes him familiar with the steps. The related literature also can help the investigator to start from a point where others have left.

According to Best (1977), "...a familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what attacking methods have been promising and disappointing and what problems remain to be solved".

As far as researches related to the study in hand are concerned, it can be stated that no researches have been done directly related to this study. However, a few researches have been done which are indirectly related to the concepts involved in the present study.
In the following pages a few studies of some relevance have been given as follows:

Punyasingh and McGlasson (1958) studied the changing secondary education in Thailand. This study revealed that at present a principal has little opportunity to select because of the shortage of teachers. Thus, his major problem is how to assign his teachers the studies in which they will be most successful. They emphasised that improper assignment of individual teachers deprives the school of the full talents of the staff.

Mathur (1959) and Bhoraskar (1964), reported that majority of the educational administrators who joined the service as teachers had no job aptitude, and length of the service in the department was the only criterion for promotion as administrators.

Ezekeil (1966), Sethi (1976), Martoceia (1977) and Frailey (1982) found that educational administrative task was concerned with the academics and school and community relations. Teachers and principals were in disagreement on the type of administrative philosophy of the principals. It was agreed that the personality and administrative philosophy of the principals had an influence on the effectiveness of the communication.

Chongrakse (1969) studied the role of the academic assistant principals in the secondary schools in Bangkok and Thonburi and arrived at the following conclusions:
1. The mean teaching period of the academic assistant principals is 8 hours per week and the mean of their operating period is 15 hours per week.

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

3. To get effective academic achievement, none of the heads of academic departments agrees that the academic assistant principals should plan to operate the academic affairs with them and authorise them, and then follow up the achievement closely.

4. The major qualifications which the heads of academic departments need in the academic assistant principals are: having good knowledge and being ready to counsel teachers about problems and having the ability to criticise their work sincerely at the right time.

Brock (1971) made a study under the title "An investigation of techniques for secondary school principals"
Teachers and principals were in disagreement on the type of administrative philosophy of the principals. Teachers rated principals more democratic than principals rated themselves. It was agreed that the personality and/or administrative philosophy of the principals had an influence on the effectiveness of the communication.

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

- Years of teaching experience showed significant disagreement between teachers who had taught for less than five years and those who had taught for more than ten years regarding the most effective principal-teacher communication techniques. The difference in opinion was discovered in twenty-nine items in the communication appraisal instrument.

Burstiner (1971) made a study under the title "Effect of a workshop in creative thinking for secondary school department chairmen - on their perceptions of supervisory activities on problem-solving and on creative test". He recommended that:

- Similar workshops should be instituted in public school systems for secondary school department
chairmen as a step towards the mitigation and solution of supervisory problems.
- Similar workshops should be considered for administrators, teachers and other educational personnel (both certificated and non-certificated) as a step towards the solution of school problems and towards the smooth integration and functioning of such personnel components within the school for school personnel at the elementary school level as well as the secondary level, and for the members of school boards.
- Training similar to that of the workshop should be considered for incorporation with the curricula of teacher training institutions and graduate schools of education. Such training might be useful in - (a) fostering more creative classroom teaching, (b) improving on the job operation, (c) improving human relations within the school, and (d) solving school problems.

Johnson (1972) made a study under the title, "An analysis of attitude of administrators and teachers towards problems and issues in differentiated staffing" and found that:
- Administrators and teachers feel that the quality of the instruction has been upgraded as a result of
differentiated staffing, and this programme allows for more individual instruction. Also schools using differentiated staffing provide better use of teacher time, talent and other resources. Administrators and teachers both think that differentiated staffing is a very good way to get teachers involved in decision-making process.

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

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

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

Clark (1973) concluded his study as follows: (1) Principals do not have sufficient budgetary authority to be held accountable for the effectiveness of all educational programmes within their schools. (2) Although principals do not have extensive budgetary authority, many have sufficient authority to initiate a system of programme budgetary which could lead to greater budgetary authority for principals. (3) Based on the principle that the best decisions are made as close to the point of impact as possible, principals' staff should be delegated greater discretionary authority than this study has indicated. (4) the initiative of
principals and their staff to be innovative in school management and instructional programmes would be enhanced by greater budgetary authority being accorded to the principals and staff.

Harris (1973) conducted an investigation on "Teachers' Perception of the Principal's Leadership Role and Parental Attitudes in respect of School-Community Conflict". The findings from his study are: (1) Parents in all the schools gave the most favourable responses as to how the principal handles parent concern, maintains safety in the building, encourages friendliness among students of different races and religions, and provides relaxed classroom atmosphere, and the responsiveness by teachers to parent concerns; and (2) the activities receiving the least favourable responses from parents pertained to teaching appropriate study skills, interpreting best result, communicating with parents about student learning and behaviour problems, evaluating student progress in terms of needs and abilities, and using a specific textbook for each subject.

Khanolkar (1974) studied the problem of organization of secondary schools in India with special reference to multipurpose schools and observed that the Indian secondary school instead of being able to influence the society, has itself remained under a class and caste dominated Indian society. Regarding multipurpose schools, he reported that
the courses and content contain many deficiencies though it appears that western patterns are followed.

Wilder (1975) made "A comparative study of functions performed by principals of community schools and principals of non-community schools". The conclusions of his study reveal that: (1) there was a little difference in the functions performed between the non-community school principals and community school principals; (2) There was a need to increase the percentage of time which both non-community school principals and community school principals spent evaluating the innovating; and (3) new emphasis was indicated for the training of future principals, especially community school principals.

Martoccia (1977) studied under the title, "Secondary school principal perspectiveness as it relates to principal-teacher relation", and found that:

- Principals displaying greater perceptions are rated higher by their teaching staff in areas of friendship, mutual trust and respect.
- Principals displaying greater perception are rated higher by their staff in developing channels of communication and efficient patterns of organisation.
- Principal’s length of tenure in his present position, the number of years served as a secondary teacher, his chronological age, his number of administrative assistants, and his educational background do not
measurably affect his ability to perceive staff response.

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

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

Freund (1978) made a study under the title, "Presentational role orientation congruence and the high school principal's innovation propensity" and found that representational role orientation consensus may be of use as a predictor of the success or failure of an innovation by a principal. Its utility is as a general predictor and not as a predictor of the success or failure rate of a particular type of innovation. This study points to the need to re-examine role consensus. Role consensus must be broken down to its basic components. The consensus of different factors of a principal's role may have very different impacts on the functioning.

Gupta (1978) studied the problems of higher secondary schools of Agra District. He found that forty percent of students failed at high school and fifty percent at
intermediate stage because of the lack of interest, poor teaching and overemphasis on English.

Brown (1979) concluded that caution must be used in attributing teachers' perceptions or expectations of administrative behaviour to biographical factors such as sex, age, race, years of teaching and full time or part-time teaching assignment.

Bernth (1980) made a study under the title, "A study of elementary school principals and their time-management planning techniques". The purpose of this study was to determine the extent to which a need existed for continuing education in the use of time-management planning techniques as perceived by members of the national association of elementary school principals. The findings were:

i) There was a significant difference in elementary principals' perceptions of the use of time-management planning techniques and their need for continuing education in time-management planning techniques;

ii) Interest in need for continuing educational in time-management planning techniques was greatest for techniques and items identified as human and conceptual in nature;

iii) When each of the factors was compared, the following sub-groups of elementary principals perceived the greatest need in addition to the sub-group of the age
iv) Principals' roles in professional educational organizations or conferences as having some value as a source of continuing educational experiences in improving their time-management techniques during the past three years.

Cololia (1980) pursued a study under "Fund raising in private higher education: an analysis of the role of the development officer as administrator at selected institutions". The purpose of this study was to analyse the role of the development officer as administrator - as the designated members in the organisational chart charged with the generation and administration of fund raising programme. The context of this analysis was provided by a model developed by Benjamin E. Springer in 1978 for the council for the advancement of Small College. Springer articulated administrative activities relative to (1) Planning, (2) Organization; (3) Staffing; (4) Leading; (5) Evaluating; and (6) Developing.

The study included an historical overview of Philanthropy in American higher education (with an emphasis upon private higher education) and traced the evolutionary process in higher educational administration relative to fund raising.
A series of conclusions was reached relative to the role of the development officer in the organizational structure and implications, this role had for the administration of private higher education in the decades ahead.

The enrolments stabilized or decreased, as inflation affected the financial structure of a particular institution, and as public skepticism increased regarding the value of the baccalaureate degree the sine qua non for entry into the job market, fund raising and other activities associated with the development area would have significant impact upon the viability of private higher education.

Delka (1983) made a study under the title, "The principal's role as a staff developer in Colorado public high school" found that:

- Teachers' principals' and superintendents' perceptions differed significantly from each other on the staff developer competencies actually practised.
- The three status groups held congruent perceptions about most staff developer responsibilities that should be practised.
- Principals were most in agreement about staff developer competencies actually practised and should be practised; superintendents were least in agreement.
- In most staff developer competencies, respondents' expectations were rated higher than actual practice by those with more years of experience in a role.
- No statistical meaningful differences were found along a metropolitan-rural continuum.
- Principals rated competencies which were actually practised generally higher than did teachers and superintendents; however, teachers and superintendents rated competencies that should be practised more highly than did principals.

From the study, the conclusions were: (1) Teachers, principals and superintendents need to be made more aware of the competencies necessary for a high school principal to perform the role of a staff developer; (2) Principals were not currently practising staff developer competencies to the degree that teachers and superintendents perceived they should be practising the competencies; (3) Superintendents had a higher level of expectation from principals to perform the competencies of a staff developer than did teachers or principals; (4) Respondents generally held similar perceptions of the principal's performance as a staff developer regardless of school district stratification; and (5) One can describe a set of competencies which may be used to measure the performance of the high school principal as a staff developer; thus, this competency-based model is valid instrument to evaluate the principal's staff developer role.
Harper (1982) made a study under the title, "Comparison of perceptions of educators and citizens on selected current issues in public education" and found that there were significant differences of perceptions by administrators, citizens, teachers, and teacher educators on forty-nine of sixty statements on selected current issues in public education. Significant differences occurred between Orange, Osceola, and Seminola countries on fifteen of the sixty statements on the selected current issues in public education. Administrators, citizens and teachers by level of position (elementary, middle, junior, high school and district) responded with significant differences on forty-seven of the sixty statements on selected current issues in public education. Differences were indicated in ranking the most important issues by the groups. The groups graded the schools between A or "very good", B or "Good" and C or "Average" on the quality of education.

Jacobs (1982) made a study under the title, "A comparison of measures of attitudes of high school teachers and administrators toward student behavioural problems", and found that in the case of seven of 53 variables, there were significant differences in variance of ratings between teachers and administrators. Variance was a measure of dispersion or scatter of scores. The results of the Chi square analysis of data obtained from the Behaviour-Response Inventory were not conclusive. There was reason to
speculate, however, that teachers chose more serious measures in responding to classroom related problems than did administrators.

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

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

Terrell (1982) made a study under the title, "An investigation of the current perceptions and ideal expectations of senior high school principals and teachers regarding the principal's role in teacher evaluation", and
found that there was a little agreement between teachers and principals concerning the role of the principal as an evaluator. The principals and teachers differed in their perceptions of the principal in communicating, controlling and implementing teacher evaluation procedures.

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

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

Ward (1982) studied under title "Secondary school principals' perceptions of their role in decision-making as perceived by secondary school principals in northern Illinois". The major findings of this study included the following:

1. In most cases, principals who perceived a decisional issue to be more important both desire to frequently and actively participate in that decision and perceive that they do so. Similarly, those principals who perceive the decisional issue to be less important desire to participate less often and less actively in that decision and perceive that they do so;
2. Three decisional issues constantly produced contrary results. Those respondents who perceived hiring a new faculty member to be less important also indicated that they desired to participate more frequently in that decision. This also was the case for the decisional items of planning a new facility and preparing a new or revised policy recommendations to the educational board; and

3. Analysis of responses to decisional items by age of the principal, years of experience, size of student population and type of district also yielded significant difference.

Ward (1982) made a study under the title, "A comparative content analysis of adult education and the community education journals from 1971 through 1980", and revealed that both journals failed to adequately cover all categorical areas, with adult education mainly reporting "Learning" articles and relying heavily on "Descriptive Research" while community education journal devoted an overwhelming majority of its content to "Programme Planning and Administration", articles of the "Personal Belief" and "New Programme Concern" type. From this study the researcher concluded that there was too little variety in both journals to keep readers sufficiently informed.
Bishopp (1983) made a study under the title, "The effect of selected school and non-school variables on school attendance as assessed by students with three types of school attendance patterns: Good, average and poor" and found that - (1) a majority of students identified the following non-school variables as affecting their attendance: (a) parental attitudes, (b) future plans, and (c) number of friends (2) a majority of students identified the following school variables as affecting their attendance - (a) courses, (b) teacher attitude, and (c) teacher treatment of students. He concluded in his study that - (1) there was a need for an effective communication programme between individual school and parents; (2) schools should emphasize career education and planning; (3) school should pay attention to the development of peer support groups; (4) school should provide a varied curriculum; (5) teachers should need training and instruction on techniques of establishing rapport with students; (6) school attendance policies should include immediate parent notification about student absences; and (7) school personnel can and do exercise with considerable influence on students’ attendance.

Copes (1983) made a study under the title, "The relationship between the teacher’s perception of the bases of power used by selected secondary principals and the management systems of their schools" and suggested that
teachers and principals had different perceptions regarding the principal's base of powers. However, it appeared clear that expert and legitimate power were the principal's predominant power bases. In the urban secondary schools the principal's use of legitimate power was perceived as producing the most effective management system. In the suburban elementary school, expert power produced the most effective management system. In this study, the researcher recommended that administrator of training programmes should placed emphasis on an understanding of one's power base and its relationship to management systems. Training of principals of urban secondary schools should include increased emphasis on managerial as opposed to instructional leadership responsibilities.

Frailey (1983) made a study under the title, "Communication styles and their relationship to evaluations between teachers and students" and found that - (1) There were significant differences between teacher communication style and how they rated their students. The differences existed, however, only for intuitor and feeler teachers and only for the traits of dependability, consideration, punctuality and creativity; (2) There were significant differences between communication style and the grade level of teachers rating students. The differences existed, however, only for feeler and senior teachers and only for certain selected traits; (3) There were significant differences between communication style and the sex of the
teachers rating students. The differences did not exist for thinker teachers, but did exist for intuitor, feeler, and senior teachers. Again, these differences existed only for selected traits; (4) There were significant differences between the communication styles of students and how they rated their teachers, but the differences existed only for thinker and feeler students; (5) There were no significant differences between the communication style and grade level of students in terms of how they rated their teachers; and (6) There were significant differences between the communication style and the sex of the students rating teachers. However, significant differences existed only for senior students.

McBrayer (1983) made a study under the title, "The effect of the administrative behaviour of secondary school principals on the participation and influence of teachers in school decision-making as perceived by teachers", and found that:

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

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

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

- Teachers in class B schools: those schools with a population of 0676-1343 students perceived themselves as being involved less in school decision-making than those in class C schools, those with population of 0349-0676, particularly in curriculum/methodology and student discipline decision categories.

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

Although the conclusions listed above may be affected by limitations such as the population and other variables, the study indicated that decision-making continues to be a primary function of school principal and that teachers need to develop their role in the school decision-making to a greater extent.
Tapaneeyangkul (1983) made a study under the title, "An analysis of the role of secondary school supervisors in Bangkok, Thailand", and found that:

- There were no significant differences in the expectations for the role of supervisors as perceived by supervisors and teachers.
- There were no significant differences in the expectations for the role of supervisors as perceived by teachers with different levels of academic training.
- There were no significant differences in the expectations for the role of supervisors as perceived by teachers in different age groups.
- There were no significant differences in the expectations for the role of supervisors as perceived by teachers with different numbers of years of teaching experience.
- There were no significant differences in the expectations for the role of supervisors as perceived by teachers involved in different areas of teaching.

The study revealed that there were significant differences in the expectations for the role of supervisors as perceived by the teachers and supervisors.

Wold (1983) made a study under the title, "The relationship between the role of the higher school principal as perceived by the principal and school climate as
perceived by teachers and students" and revealed the existence of a different climate perception profile on the part of students, as teachers' significant correlations were always negative. Except for a few exceptions the significant correlations were generally found with the principal's management role. For teachers' composite perception of school climate, demographic factors demonstrated significant results for the principal's change agent role in large high schools, and in high schools with no teacher contract negotiations for the year of the survey. For the students' composite perception of school climate, demographic factors demonstrated significant results for the principal management role and composite total only in schools which had contract negotiations for the year of survey.

Frese (1985) studied "The relationship between school morale and the congruency of perceptions of High School Principals and Teachers Concerning Selected Leadership Styles". The findings of the study were: A significant relationship was found between teacher morale levels and the Formal/Informal Scale scores. No significant relationship was found between teacher morale scores and the principal perceptions of his/her leadership style on the Dominant/Easy-Going or Formal/Informal Scale scores. No significant relationship was found between the agreement of principals and teachers concerning principal leadership styles and teachers morale.
Garba (1985) made a study under the title, "Perceptions of Teacher Student Interactions and Students' Attitudes towards Academic Work in Selected Secondary Schools of Sokoto (Nigeria)" and found that there was a significant relationship between teachers' perceptions of students' academic abilities and teachers' attitudes towards teaching responsibility in 4 of the 9 schools surveyed though the probability that the relationship occurred by chance was high in schools. In 2 schools a significant relationship was observed between students' perception of teachers' attitudes toward teaching responsibility and students.

The teachers' expectation of students' level of academic achievement was found to be dependent on their perception of students' attitudes toward academic work. Also, students' attitudes toward their school was significantly related to their perceptions of teachers' attitudes toward teaching responsibility.

There did not seem to be strong meaningful interaction between teachers and students due to frequent and indiscriminate transfer of teachers.

In general, students' attitudes toward academic work were found to be poor.

Gertsema (1985) made a study under the title "Teacher Absenteeism in Four Selected North Central Plain states for Public Schools and Private Colleges" and found that:
1. A majority of the teachers at public schools and private colleges do not abuse teacher absenteeism policies. Private colleges indicated less trouble and concern with the whole question of teacher absenteeism than did public school administrators.

2. Most public schools and private colleges do not employ a particular formula in budgeting the anticipated absences.

Lobban (1985) made a study under the title, "Problems that confront junior high school administrators in contrasting socio-economic settings". The major purpose of this study was to identify the differences between problem situations confronting junior high school administrators of schools in higher socio-economic communities and those confronting administrators of schools in lower socio-economic communities. A second purpose was to determine whether differences in problem situations encountered by administrators exist within higher and lower socio-economic settings schools.

Each problem situation observed was classified according to the functions of the administrators: educational programme, development personnel, community relations, and managing the school; and problems types: technical, human, conceptual; and the origins of decision: appellate, intermediary, and creative. The interview with each principal was used to collect information related to
staff and school variables and to validate the data previously collected. (1) No significant differences existed between the higher and lower S.E. School Principals on the functions, problem types, and origins of decision dimensions. (2) Significant differences existed between the higher and lower S.E. School Principals and assistant principals on the functions and originating of decision dimensions. (3) Principals and assistant principals in the lower S.E. Schools had significantly more developing personnel problems and appellate and intermediary decisions than administrators in higher S.E. Schools. (4) There were greater significant differences in the distribution of problems within the higher and lower S.E. setting than between the contrasting S.E. groups.

Peretomode (1985) made an investigation on, "Faculty development needs and preferred development practice as perceived by faculty members and academic administrators in public research universities". The purposes of this study were; (1) to describe the responses of deans, department heads and faculty members in United States regarding personal, instructional and institutional development, need categories of development, and regarding individuals and group activities of faculty development practices; and (2) to determine whether deans, department heads, and faculty members differed significantly from one another with regard to the five categories.
Findings and conclusions were; deans and faculty members' level of perception was higher than that of department heads with regard to all five categories. Faculty members' level of responses was slightly higher than that of deans with regard to the personal development needs and individual development practices though lower than those of deans in the other three categories.

Shaughnessy (1985) undertook a study on the title, "Student and teacher rights in the private school legal consideration for the private school administrator". The findings revealed that contract law is the predominant law governing private school cases. Both public and private school administrators are charged with providing for the safety and well-being of persons in their care; failure to do so may result in the administrators being found liable in a court suit.

In cases involving student and/or teacher discipline in the private school, courts seem to expect that persons accused of wrong doing will be given notice of the accusation against them and an opportunity to defend themselves before an impartial party before discipline is imposed private school administrators who are expected to have policies governing student and teacher behaviour and adhere to those policies.

1. There was no statistically significant relationship between level of school and reported level of stress.
2. Though no significant relationship existed between level of school and level of job satisfaction for either teacher or administrators, it is interesting to note that elementary school administrators reported the highest level of job-satisfaction, followed by middle school and high school administrators in that order.

3. Among various coping methods most frequently identified by study participants were: exercising, reading, eating excessively and talking with friend.

Alwon (1986) made a study under the title, "Effects of In-Service Training and Action Plans on Child Care Supervisors". The findings substantiate the conclusion that the role of the supervision in residential treatment centres is very stressful. The data also support that the training experience helped to reduce role stress for participants. Close interaction and press struggling with similar issues in other organizations helped to provide role clarity, placing role conflicts in a more comfortable perspective.

Jamieson (1986) made a study under the title, "Supervision: A Critical Inquiry into the Meaning of Relationship Between Teachers and Principals" and revealed that the teachers and the principals described the success and purposiveness of the supervisory relationship by the degree to which trust, reciprocity and credibility could be established and sustained.
Kennedy (1986) made a study under the title, "Students' Perceptions of School Discipline Codes and Their Relationship to School Behaviour Patterns". It was found that the students' behaviour patterns did have a significant effect on their perceptions about the discipline code. Eighteen percent of the variance in these perceptions was explained by the students' behaviour. A causal sequence was identified among the variables. Other variables found to have causal effects were home support for school discipline, parents' and students' opinions of the school, grade level, course of study, family size, and family intactness.

Abutojo (1987) makes recommendations for the following actions:

- Follow-up studies of roles and skill requirements of Indonesian development managers, particularly in departments with high priority development programmes.

- Simultaneous establishment of the infrastructure for ongoing research and its applications and validation in training, including research based review and revision of job description and skill specification, and of curricula and learning methods.

- Focus on application of research findings in training.

- Application of the ongoing findings to the national
Beattie (1987) made a study under the title, "An Assessment of Factors that Influence Teacher Morale". This study investigated the influences of selected demographic characteristics and other factors on the morale of teachers. Five demographic characteristics were broken into sub-categories and the corresponding data compared with each of 12 factors that may influence morale. In addition, the scores on these 12 factors among the study population were compared with national norms.

It was concluded that the type of leadership exerted within individual school units was the factor most significantly related to the level of teacher morale. Additionally, focusing on specific morale factors was found to be a useful means for identifying areas of strengths and weaknesses.

Eubanks (1987) made a study under the title, "Principals' and aspiring principals' perception of skills and knowledge important in a principalship". The main findings of this study are:

- There are significant differences in the perception of principals and aspiring principals. Each group indicated that each of the twelve skills is important for job performance.
There are significant differences in the perception of principals and aspiring principals concerning the importance of the course, human growth and development, curriculum development and techniques of instruction. Each group indicated that each of the eleven courses is important to job performance.

There are significant differences among the six geographical regions of South Carolina in the perception of principals and aspiring principals concerning the importance of the courses supervision of instruction and staff personnel.

There are significant differences among age groups in the perception of the courses, human growth and development, curriculum development, research techniques, techniques of instruction and school and community relations.

There are significant differences among age groups represented in the study in the perception of the skills' educational values and sensitively.

Farokhi (1987) undertook a study under the title, "Teachers' satisfaction with their principal and selected
teacher’s and principal’s characteristics. The purpose of
this study was to compare teachers’ satisfaction with their
principal for sub-groups determined by principal’s highest
degree earned. A second concern of this study was to compare
teachers’ satisfaction with their principal for sub-groups
determined by the grade level of the school. These
comparisons were made while adjusting for differences based
on the following characteristics:

(a) Teacher’s highest degree earned;
(b) Teacher’s and principal’s age;
(c) Teacher’s and principal’s race;
(d) Teacher’s and principal’s gender; and
(e) Teacher’s and principal’s years of experience in
   education.

Eighteen hundred teachers (10 each from 180 randomly
selected Georgia School) constituted the sample used in this
study. Mullen’s Leadership Problem Interaction Survey
(LPIS) was used to measure teacher’s satisfaction with
selected leadership qualities of their principals.

Analysis of variance was used to test for
significance at the .01 level for sub-groups based on the
principals highest degree earned grade level of the school,
selected teachers’ and principals’ characteristics such as
age, race, gender and years of experience in education.

Smith (1987) conducted a study on "Teacher Evaluator
Skills: Principals’ Perceptions". The purpose of this study
was to examine principals' perceptions of the importance of selected skills used in the evaluation of teachers and the principals' perceptions of their present level of confidence to perform these skills. The population sample included 54 principals from 25 randomly selected school systems in Alabama.

The means of principals' ratings of importance and confidence were examined. The comparisons were made between elementary and secondary and, "A", "AA" of Doctorate. There was no significant difference between the sample groups.

Additional examination of the data revealed that the greatest difference in ratings assigned by principals to importance and confidence included most of the items that addressed helping teachers grow professionally. The mean of importance was at least 5 higher than the mean of confidence. A comparison between the categories of skills revealed that pre-observation skills were considered the least important category.

Barbarino, (1988) made a study under the title, "A comparison of the perceptions of high school principals and parent organization presidents regarding actual and ideal parental involvement in the school, district and community", and found that the results indicate general agreement between the principals and presidents regarding perceptions of actual parental involvement. However, the findings show sharp difference between the groups with respect to ideal involvement, particularly in the areas of programmes policy
and personnel. The presidents want more parental involvement in the evaluation and consideration of course, programmes policy, and activation of teachers and administrators. The high school principals also want more involvement, but not to the same degree, nor in the same areas.

Bunch (1988) made a study under the title, "The Effect of an In-Service Education Model for Team Problem Solving on Teacher's Attribution, Self-Concept and Effect Toward teaching Variables". The purpose of this study was to investigate the relationship between the implementation of a group problem solving process known as the Behaviour Action Team and the Motivational characteristics of teacher. The aim of the behaviour action team process was to provide a means of assistance to teachers who were experiencing difficulty with student behaviour problems of academic or social nature in the regular class rooms.

Results indicated a significant difference at the .05 level in perceived attribution for student failure. The Behaviour Action Team members had a higher mean score than did the group of teachers who elected not to participate in the model. There were no significant differences perceived in responsibility assumed by teachers for the academic success of students for teaching. No differences were found for demographic variables related to years of teaching experience or for regular versus special education.
instructional responsibility. Recommendations to encourage service participation were included.

Cosenstein (1988) made a study under the title, "The identification of competencies required by administrators of early childhood education", and found that - (1) Age of respondents was not a factor in administrators' rankings; (2) Pre-school experience was a significant factor in the rankings; (3) level of education of respondents was not a factor in administrator's rankings; (4) Size of school enrolment was not a factor in administrators' rankings; (5) Professional support staff was a significant factor in the rankings and varied support staff was not a factor in the rankings and varied support staff was not a factor in administrators' rankings.

Davis (1988) found that majority of the administrators agreed on who is primarily responsible for administrative functions connected with the special education programme. Functions which involved daily activities at the building level were seen as administered properly through shared responsibility between the principal and the director.

Josey (1988) made a study under the title, "The role of the assistant principals for curriculum and instruction in the public secondary schools of Georgia as perceived by principals and assistant principals. The purpose of this study was to analyse perception of principals and assistant principals of Georgia’s High Schools as to the roles of the
assistant principals for curriculum and instruction. The sample included the assistant principals with the greatest responsibility for curriculum and instruction and the principal in each of the public high schools in Georgia. The members surveyed indicated on a survey instrument their perception as to whether the assistant principal of curriculum and instruction does or should have major responsibility for seventeen roles related to curriculum and instruction. The responses were examined to see if there were differences between the perceptions of the two population groups as to whether the assistant principals: (a) presently had the major responsibility for these roles; and (b) if they should have the major responsibility for these roles.

Statistically significant differences were found for only two of the roles for which assistant principals do have major responsibility. They were - (a) supervising the budget for instructional materials; and (b) presenting strategies for managing classrooms. Analysis of responses concerning roles for which the assistant principals for curriculum and instruction should have major responsibility resulted in statistically significant differences for the following four roles:

(a) Evaluating curriculum for improvement of instruction;
(b) Supervising the budget for instructional materials;
(c) Assigning classes to teachers; and
(d) Evaluating applicants for faculty positions.

Lynn (1988) made a study under the title, "Effective and Less Effective School Differences in Morale and Leader Behaviours as revealed by Selected Observation" and found that there was a significant difference between effective schools and less effective schools in the leader behaviour persuasiveness. Significant differences were also found in the correlations between teacher rapport with principal and initiation of structure and consideration.

No significant differences were found in the total mean scores of leader behaviour and total mean scores of teacher morale, or the correlation between the total mean scores of leader behaviour dimensions of representation, demand reconciliation, tolerance of uncertainty, initiation of structure, tolerance of freedom, role assumption, consideration production emphasis, predictive accuracy, integration, or superior orientation.

No significant differences were found in teacher morale dimensions of teacher rapport with principal, satisfaction with teaching, rapport among teachers, teacher salary, teacher load, curriculum issues, teachers categorized into four dimensions.

McCarty (1988) made a study under the title, "A study of the relationship between teacher perceived staff development needs and type of school district, school
district size, level of assignment, and teaching experience". The purpose of this study was to determine the perceived level of staff development needs of teachers in selected public schools in Mississippi. The research was also designed to measure the relationship of staff development needs of teachers and the type of school district levels of assignment, school district size and teaching experience. Subjects consisted of the population of classroom teachers in two municipal school districts, two country unit school districts, and two consolidated school districts.

The following conclusions were drawn:

1. There was a significant composite relationship between each of the criterion variables of teacher perceived staff development needs and the combined set of predictor variables.

2. The predictor variable type of school district, was significant in the areas of techniques, classroom organization enthusiasm for subjects taught, and helping pupils gain a positive self-concept.

3. There were significant relationships between the predictor variables, level of assignment in the area of reinforcing and encouraging pupil performance.

4. There was not a significant independent relationship between each of the criterion variables of teacher
perceived staff development needs and size of school
districts.

5. There was a significant independent relationship
between each of the criterion variables of teacher
perceived staff development needs and teaching
experience.

Naji (1988) made a study under the title, "Leadership
Behaviour of Secondary School Principals and Teacher Morale
in Southern Saudi Arabia". This study investigated the
relationship between leadership behaviour of Secondary
School Principals in Southern Saudi Arabia, as perceived by
teachers in their schools showed that:

1. There were statistically significant relationships
between teacher morale and each of the 12 leadership
behaviour dimensions.

2. There were statistically significant effects of the
Teachers' Nationality on teachers' perception of
their principals, leadership behaviour dimension of
Representation of Tolerance of Freedom, and teacher
morale factor of Satisfaction with Teaching, Teacher
Salary, and Teacher Status. There were no
statistically significant effects of the principals' age and years of experience on their leadership
behaviour.
Other conclusions of the study were:

1. Although teacher morale is multidimensional, the principal plays an important role in promoting his teachers' morale.

2. In predicting the overall level of teacher morale a high level of confidence can result when the school principal is perceived as having the ability to use argument effectively and is perceived to exhibit strong conviction.

3. High teacher salary does not necessarily ensure teacher satisfaction with teaching. Rather, others are more critical, such as competence, recognition, and believing in the future of teaching as an occupation.

4. Principals who are concerned about the morale of their teaching staff need to devote attention to self-analysis of their leader behaviour and its effect on teacher morale.

Staff (1988) made a study under the title, "A study of the responsibilities and authority of the high school assistant principal as perceived by principals, assistant principals, and staff". The major findings were:

- The assistant principals are broadly involved in the management of schools;
- The typical responsibilities of the assistant principals are the supervision of the school in the
absence of the principal, student behaviour, and teacher evaluation;

- Principals and assistant principals generally agreed on the assistant principals’ responsibility and authority for the sixty-five administrative tasks;

- Where differences existed between the assistant principals’ and principals’ perception of current and ideal authority and responsibility, principals indicated more responsibility and authority for most tasks than that indicated by assistant principals;

- The comparison of the assistant principals’ current and ideal responses for responsibility and authority was desired by the assistant principals; and

- The ideal definition of the assistant principals’ role as defined by work activity was: supervising the school in the absence of the principal, monitoring student attendance, monitoring student behaviour, dealing with student awareness of discipline code, supervising school discipline code, planning pre- and post-observation conferences, consulting with parents and students, rewarding students for acceptable behaviour and conducting pre- and post-observation conferences.

Terry (1988) made a study under the title, "Secondary school teachers’ perceptions of principals’ leadership behavior in selective and effective and regular secondary
school". The major findings emphasized that -
(a) significant relationship exists between teachers' perceptions of teachers in effective schools and teachers in regular schools concerning the leadership behaviors of both "real and ideal" principals in the area of initiating structure when respondents were grouped by sex, age or level of education; and (b) in the area of consideration, significant differences exist between the perceptions of teachers in effective schools and teachers in regular schools concerning only the real "principal". When respondents were grouped by sex or age, the following prominent conclusions were drawn:

1. In both regular and effective schools the faculty perceives a similarity between "real and ideal principals";
2. Teachers in regular schools have a different perception of their real principal than the teachers in effective schools; and
3. The manner in which teachers perceive that they are actually treated by the principal appear to be effected by the teachers' age and/or sex.

Al-Maghamessi (1989) made a study under the title, "Leadership behaviour of secondary school principals as perceived by teachers and by principals in Saudi Arabia". The investigation was structured by seeking answer to the following five questions:
1. Will there be any significant difference in the perceived behaviour of secondary school principals as viewed by teachers and by the principals themselves?

2. Will there be any significant difference in the perceived behaviour of secondary school principals who received training and those who did not?

3. Will there be any significant difference in the perceived behaviour of secondary school principals when they are grouped according to their major (subject specialization of teaching)?

4. Will there be any significant difference in the perceived behaviour of secondary school principals when they are grouped according to years of experience (as teachers, assistant principals and principals)?

5. Will there be any significant difference in the perceived behavior of secondary school principals when they are grouped according to their job?

Data were collected through the use of the leader behaviour description questionnaire (LBDQ) and principals demographic questionnaire. One way analysis of variance revealed that there was no statistically significant difference between principal's and teacher's perceptions of leadership behaviour of secondary school principals. There was a statistically significant difference in the perceived behaviour of the secondary school principals when examining
trained and untrained principals. There was no statistically significant difference in the perceived behaviour of secondary school principals when grouped according to age majors (subjects of specialization) and experience.

Berkburgler (1989) made a study under the title, "Relationship among teachers' perceptions of secondary school structure, principal leadership style and principal effectiveness". The purpose of this study was to research on relationships among school structure, principal leadership style, and principal effectiveness in order to determine whether principal effectiveness could be predicted by knowing the school's structure.

The findings revealed that there were no significant relationships found between principal leadership style and principal effectiveness. However, there were significant correlational relationship between principal leadership style and principal effectiveness. Significant correlational relationships were also found between secondary school structure and principal leadership style. Also, factors of principal leadership style and organization structure do serve as predictors for principal effectiveness.

Childress (1989) made a study under the title, "A state survey of the perceptions of secondary teachers and principals towards leadership behaviors of principals" and the major findings were as follows:
There were significant differences in secondary teachers' and principals' perception of the secondary principals' real and ideal leader behaviour.

There were no significant differences in the secondary teachers' perception of deserved and ideal leader behaviour of secondary principals.

There were significant differences in the secondary principals' perception of the observed and ideal leader behaviours of secondary principals.

There were no significant differences in the observed leader behaviour of secondary principals when student scores on the Mississippi Basic skills assessment programme were considered, and

There were no significant differences in the real and ideal leader behaviours of secondary principals when the demographic variables of gender, certification level, race, school size, and experience were considered.

Dromnes (1989) made a study under the title, "A survey of managerial motivation of secondary public school administrators", and found that results indicated no difference in managerial motivation as measured by administrators and teachers. It was concluded that the I.C.E. is not an appropriate measure of managerial motivation among public school administrators since it did not differentiate successful managers from less effective
managers, nor did it differentiate administrators from teachers.

Earley (1989) made a study under the title, "The relationship of educational background and administrative experience to selected aspects of principal effectiveness in elementary and secondary schools". The main findings were:

1. Using the .05 level of significance, there were no positive relationships between any of the three factors of principal effectiveness and educational background or administrative experience;
2. There were no positive relationships between any of the moderating variables and the three factors of principal effectiveness;
3. When particular moderating variables were introduced into the relationship of educational background and administrative experience to principal effectiveness in a multivariate analysis, several positive relationships were produced. These relationships were:

- Instruction leader/goal achievement, administrative experience with the moderating variables of school level and size of student population;
- Instructional leader, goal achievement, educational background with the moderating variables of number of years of principal, school level and size of student population;
- Climate of high academic expectations, educational background with the moderating variables of school level and the size of student population.

Halstead (1989) made a study under the title, "The effectiveness of a teacher evaluation process as perceived by teachers and building - level administrators". The result of the study indicated that teacher grade level may have a significant impact upon a teacher's perception of the evaluation process, but gender, age and teaching experience may not have significant impact upon the teacher perceptions. The data further showed that grade level may not be significant in building administrator perception. With regard to comparing teacher and building administrator perceptions, it was found that these two groups may have different perceptions of a teacher evaluation system and process.

Hollensteiner (1989) made a study under the title, "The effectiveness of years of experience and other selected variables on attitude of teachers toward aspects of the teaching profession". This study described differences in attitudes of teachers in comparison to selected independent variables, tested for interaction between intervals of experience and other selected independent variables and the dependent variables of attitude, and predicted attitude of teachers based upon the selected independent variables. The independent variables were gender, educational level, years
of experience, marital status, teaching assignment, district size and whether teachers were parents or nonparents. The dependent variables were attitudes toward teaching, teaching as an occupation, teaching skills, frustrations of teaching with supervisions and students, classroom climate, professional responsibilities of teachers' and internal and external pressures of teaching.

The procedure used to gather data for this study consisted of a broad surveying technique. Teachers in Alaska Hawaii Idaho, Montana Neveda, Oregon and Washington were sent a job-item survey instrument and asked to respond on a Likert Type Scale to the attitudinal questionnaire. 823 responses were used for statistical analysis.

Significant differences were found between teachers with different years of experience. Teachers with 5-9 years of experience were found to have more positive attitudes towards teaching skills than those with 20-24 years of experience. Teachers with 5-14 years of experience showed more positive attitude than those with 0-4 years.

Leis (1989) made a study entitled "A study of relative importance of principals and their supervisors assign to criteria used to evaluate principals". The purpose of this study was to examine the perceptions of principals and their supervisors relative to the importance of criteria used to evaluate principals. The major findings relative to the school system studied were:
1. There was little variation between and among principals' supervisors in the weights they placed on the various evaluative standards.

2. The supervisors, elementary principals, and secondary principals had similar perceptions of difference in the relative importance of the eight generic performance standards.

3. The principals and their supervisors were closer in their expectations relative to the importance of the evaluative standards than most principals thought they were.

4. There were few differences among principals based on any of the several demographic variables studied.

Lucero (1989) made a study under the title, "Relationships among teacher morale, global attitude and foreign language proficiency of American teachers in DODDS". The findings indicated low morale, positive global attitude and high foreign language proficiency. No significant relationships emerged between morale and global attitude, or morale and foreign language proficiency. A moderated significant correction (32) emerged between foreign language ability and global attitude. Concern best predicted global attitude. Age and length of residence abroad produced significant differences in morale. Significantly higher global attitude scores resulted for: highest age, longest residence abroad, most degrees, various methods of language
Suriyamance (1989) made a study under the title, "Perceived administrator communication behaviours by selected teachers in Bangkok, Thailand".

The results of this study indicated that there were no significant differences in the male and female principal communication behaviours as perceived by their teachers. However, male principals perceived higher scores than did female principals in most of the items and in all four dimensions of both male and female principals were viewed as encouragers, informers, developers, and effective involvers, in that order. The findings also revealed that school enrolments did not have any effect on the communication behaviour of principals. Significant differences in the teachers' mean perceptions of principals' communication behaviours based on the demographic variables did not exist, except for the teachers' years of teaching experience and whether the teachers had administrative responsibilities in the buildings. The teachers with more years of teaching experience and with administrative responsibilities rated their principals' communication positively.

Taylor (1989) made a study under the title, "The relationship between teacher - principal values, congruency and confidence in leadership effectiveness and satisfaction". This study investigated the value
orientations of teachers and principals in public and private secondary schools in West Virginia and how difference of values among these complementary role incumbents may have measurable effect upon the way they view each other and, therefore, upon relevant administrative relations.

Teachers in schools with greater perceived values congruency gave significantly higher ratings for confidence in their principals' leadership and their principal's effectiveness. Higher values congruency also resulted in higher scores for teacher satisfaction, but only when such congruency assisted for all three value dimensions. No significant relationships were found between the following factors and value orientations of teachers and principals; age, marital status, educational experience, teaching area, professional education, parents' education, parents' occupation, school socio-economic level, region of state, rurality of community, years of residency, or sex.

Teacher who were firm religious believers were significantly more traditional and less emergent in their values than teachers who were somewhat believers. Protestant, church-sponsored school teachers had more traditional and less emergent values, higher teacher-principal values congruency and a higher rating for confidence in their principal's leadership and for principal's effectiveness than public school teachers. Teachers in schools with more accurate perceptions of
principal's values gave significantly higher rating for confidence effectiveness and satisfaction.

Vivone (1989) made a study under the title, "A study to determine the relationship of stress among secondary school administrators to the demographic backgrounds of their school". The results of their study show that there were no relationships among the secondary school administrators experiencing stress and school enrolment, school setting or school type.

This study was based on the analysis of the data compiled, and the following conclusions can be drawn:

- Secondary school administrators' stress is not related to the demographic backgrounds of their schools, specifically school enrolment, school setting or school type; and the secondary school administrator's experience stress is not related to school enrolment school settings or to school type.

Bland (1990) made a study under the title, "The use of teacher input in the evaluation of principals as viewed by teachers, principals and superintendents". A statistically significant difference was found in the opinions of teachers as compared to the opinions of principals and superintendents on the use of teacher input in the evaluation of principals by superiors. Statistically significant differences were noted in the opinions of teachers as compared to the opinions of principals and
superintendents on whether teachers can judge with reasonable accuracy the performance in the area of emphasizing curriculum supporting teachers, and facilitating effective communication.

No statistically significant differences were noted in the opinions of the three survey groups in the abilities of teachers to judge principals' performance in the areas of evaluating student performance, emphasizing student achievement providing an effective instructional environment and developing instruction improvement plans. Also, no statistically significant differences were found in the opinions of the survey groups on whether principals would react negatively on unsatisfactory evaluation by teachers.

Goni (1990) made a study under the title, "The relationship of behaviours of secondary school principals to school effectiveness in Kaduna State of Nigeria". The findings and conclusions drawn from this study were: (1) that behaviours of principals in effective schools in Kaduna State are similar to those of their counterparts in the United States. However, the criteria of effectiveness for Nigerian principals are broader than achievement in schools, even though some principals tend to focus on students' passing examinations; (2) Behaviours of principals are being influenced to a large extent because of their culture, values, attitudes and the environment of the
Nigerian schools; and (3) Kaduna State secondary school principals are very strict disciplinarians.

Groover (1990) made a study under the title, "Perception of the co-principalship as implemented in high point, North Cordina", and reported the major findings as follows:

- The conceptual framework of the co-principalship involved two distinct areas of responsibility with a number of less visible roles and responsibility that must be shared by the team;
- The majority of the respondents were able to identify the major role/responsibilities;
- The co-principalship has a number of strengths and weaknesses;
- A majority of the sub-groups who participated in this study preferred having one principal over having co-principals; and
- Weaknesses of the co-principalship can be reduced through a number of strategies.

Ikemi (1990) made a study under the title, "An analysis of public school administrators' perceptions of equalization of school funds in Texas". Among the findings of the study were:

- There was no significant correlation between school administrators' level of experience and their perception of full state funding of public education.
Again there was no significant correlation between school administrators' ratings of educational lobby groups in the state and their perceptions of full state assumptions;

- Significant correlation was found between school administrators' knowledge of educational finance and their perception of full state funding model/support level of full state funding of public education.

- The mean differences of school administrators' perception of full state funding between male and female school administrators were significant. Female school administrators had better perception of the concept than their male counterparts. Among the different races of the school administrators, significant differences were found among the mean perceptions of whites, blacks, browns or hispanics, and the all other school administrators in the State.

Lepiane (1990) made a study under the title, "The relationship between prior teaching experience of principals and their leadership behaviour as perceived by teachers". The findings derived from the study showed no relationship between teachers' perceptions of their principal's leadership behaviours and prior teaching experience of the principal. Areas that did show statistical significance, were the principal's undergraduate and graduate major,
particularly social science, fine arts and education, salary, age, school level and years of experience. The study showed that there was a positive correlation between the principal’s leadership behaviours and the salary of the principal. Salary is indicator of a combination of the principal’s age, experience and education. The principal’s age, under graduate and graduate major that is his/her academic training are related to the perception of leadership behaviours of the principal. The conflict between the principal’s role as manager and/or instructional leader need to be clarified. This conflict effects the areas in which the principal is trained and his/her behaviours on the job.

Schnur (1990) conducted a study under the title, "The training of educational administrators: perceptions of building principals". The responses indicated that the number of years of experience as a principal led to different levels of perceived importance of specific job skills. The number of years of experience in the principalship was negatively related to the perceived level of importance of concrete tasks; the number of years of experience in the principalship was positively related to the perceived levels of importance of abstract tasks; and the level of dissatisfaction with graduate level training was positively related to years of experience in the principalship.
Setterlund (1990) made a study under the title, "Perception of teachers and principals towards teachers' evaluation by principals in Tennessee public secondary schools", and concluded that a significant difference was found between the responses of principals and teachers in all areas.

Principals indicated more positively than teachers that the evaluation process was successful in assisting teachers in improving their skills. It was also found that those individuals who had received evaluation training had a more positive perception of the effectiveness of the process of teacher evaluation than did those who had not received training. Recommendations include the need for all teachers and principals to be trained in the evaluation process. The need for the evaluation process to be examined is to ensure that there is a correlation between evaluations of teacher performance and student learning. The need for further efforts to improve the teacher evaluation process is to be joint efforts to teachers and principals, the need for principals to increase the member of classroom observations in order to have a true picture of teachers' performance, and the need for a clear separation between formative and summative evaluation.

Wey et al. (1990) made a study under the title, "Teacher morale and teachers' perceptions of principal's leadership style and power". This study focussed on identifying differences in teacher morale based upon several
agreement variables. The study was designed to determine if relations exist between teacher morale and the agreement between - (a) Principal identified and teacher perceived leadership style and power; and (b) Teachers' perceived and ideal leadership style and power.

The results indicated that higher teacher morale is associated with agreement between - (1) Teachers' perceived and ideal leadership style; and (2) Principal identified and teacher perceived power base usage.

All studies mentioned above had been conducted in the field of educational administration by educationists, researchers and research scholars in Thailand and some other countries. The problems treated in these studies include all the vital problems which form the content of the present study.