CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 Introduction

In the field of education as in other field too, the researcher needs to acquire up-to-date information about the area of research. Availability of adequate information and possession of sufficient familiarity with it, are unavoidable to a researcher. It helps the investigator to decide whether the evidence already available solves the problem adequately without further investigation, and thus to avoid risk of duplication.

The literature provides ideas, theories explanation etc. valuable in formulating the problems and methods of research appropriate to it. It can never be undertaken in isolation of the work that has already been done on the problems, which are directly or indirectly related to a study proposed by researcher. A careful review of the research journals, magazines, books, dissertations, internet and other sources of information on the problems to be investigated are one of the important steps in planning of any research work. In other
research begins in vacuum. The related literature is worthwhile for an effective research.

A research work is not meaningful without a thorough analysis of related works. Such related literature should be completed before proceeding with the actual conduct of the study. A clarity with the literature in a problem area helps the research to discover what is already known, what others attempted to find out, what method attacks have been promising and what problems remain to be solved.

Practically all-human knowledge can be found in books and library. So extensive use of the library and thorough investigation of related literature are essential in planning and carrying out the kind of searching involved.

A brief review of related literature on the administrative behaviour of administrators is given in this chapter to identify the priorities and lacunae in research in this area. This also incidentally attempts to emphasise the virtual need for studies of this type where administrative behaviour of school Heads are subjected to more rigorous valid research analysis. It is also intended that a connoted review of researches in the related areas would expose the gap.s in
the empirical analysis and would adequately support the research stand taken in the present context.

2.2 Previous Studies

Paul (1971) undertook "An Investigation of the Relationship between Principals' Decision Making Attitudes, Leader Behaviour and Teacher Grievances in Public Schools".

The purpose of this study was to determine whether principals' leadership behaviour and attitudes about decision-making were related to the initiation of teacher grievances and principals' success in solving grievances. The findings of the study showed that,

i. Principals in schools with no formal grievances did not differ significantly from principals in schools with grievances on the three decision making styles as identified by the Decision Making Grid.

ii. Principals with different leadership styles did not differ significantly in their perceptions of the difficulty of teacher grievances, which were filed.

iii. Principals with different leadership styles did not differ significantly in their success in solving grievances.
iv. Principals with different styles of decision-making did not differ significantly in their success in solving grievances.

It was concluded that principals in the sample differed on one major dimension of leadership; consideration. Low consideration would seem to be an important factor in the initiation of grievances, but no definite evidence was found that suggested consideration was part of the principal’s behaviour related to success in solving grievances. There were no differences on the initiation of structure scores, which seemed to indicate that consideration was a more important type of behaviour in relation to the initiation of teacher grievances than was initiation of structure.


This study was conducted to: (1) obtain a first approximation reading of the role expectations and performance of administrators in the State Teacher Training Schools of Turkey; (2) explore the relationship between principals and teachers and ministry inspectors for role performance and expectations; and (3) conduct a comparative analysis of the role performance of principals in American and
Turkish educational settings. An adapted form of the Leader Behaviour Description Questionnaire, Form XII, was used to gather data from seventy-six principals, the teaching staffs, and fifty-two ministry inspectors. Findings are compared to those obtained in a study of Iowa elementary school principals and teachers. Multivariance and descriptive statistical procedures were employed to determine the nature of differences between members of the role-set.

Panda (1975) studied “Administrative Behaviour of Headmasters, Some Correlates and Background Factors.”

The major objectives of the study were:

i. To find out the real and ideal trends and patterns of administrative behaviour of the headmasters.

ii. To study the relationship between real and ideal administrative behaviour and between behavioural trends and the reputation of the institution and effectiveness of the school.

iii. To identify the background factors of administrative behavioural patterns.

The study was conducted on 2000 teachers from 168 schools of Rajasthan selected through stratified random sampling technique.
The data on Headmasters behaviour idea and real and background factors were collected through Headmasters Behaviour Description Questionnaire. Ideal and Real Separate and Background Factors Description Questionnaire. The data were analysed by using chi-square test.

The study revealed that:

i. Headmasters in their administrative were more self oriented, authoritarian, traditional, academically apathetic and rejecting on the one hand and less effective in communication, less cooperative, less outcome oriented and less permissive on the other.

ii. The ideal administrative behaviours were other oriented outcome oriented, permissive, cooperative, constructive and adaptable and the least desired traits were authoritarian, academically apathetic, traditional and rejecting.

iii. Headmasters of effective schools were more others oriented, less authoritarian and less rejecting.

iv. The Headmasters of urban schools were more adaptable and outcome oriented and effective in communication and less rejecting.
v. The Headmasters of boys schools were less authoritarian, less communicating, less outcome oriented, and less permissive of compared to the Headmasters of girls schools.

The background factors that were related to Headmasters administrative behaviour were teachers indifference to carry out work, group is among teachers, students indifference to education, level of literacy in the surrounding community interference in administration by authorities and poor self perception.

Cuttitta (1975) studied “Decision-Making Administrative Behavior: Field-Centered Profile of the Urban School Principal”.

This study made an attempt to develop a theoretical model to guide the collection and interpretation of empirical data related to the administrative behavior of school principals. The study selects Griffith’s decision-making theory as the conceptual framework for a study of the administrative behaviors of a group of New York City principals. A feedback system utilizing administrative interns as participant-observers is described, and four categories of decision-making behavior are identified. Although no attempt is made to mold these sets of behaviors into a competency format, the author suggests that his model fosters systematic study of the relationships
between given decision-making patterns and the achievement of organizational objectives.

Hoy and Forsyth, (1978) studied "Administrative Behavior And Subordinate Loyalty: An Empirical Assessment"

The theoretical and practical significance of the concept of subordinate loyalty to immediate superior is developed, and then, an empirical exploration of administration behavior that best predicts subordinate loyalty to elementary and secondary principals is undertaken. Data were collected from the principals and faculties in eighty public schools. Those characteristics of principal behavior accounting for the greatest explanation of loyalty are Thrust, Consideration, Initiating Structure, and Nonauthoritarianism; however, somewhat contrasting profiles emerge in predicting teacher loyalty in elementary and secondary schools. While Initiating Structure of the principal has high value in the secondary schools, it is Consideration, not Initiating Structure, which is most salient in elementary schools

The major objectives of the study were:

1. To investigate into the leadership behaviour of the school headmasters in Haryana as described by their teachers and to compare their leadership behaviour with some other professional leaders.

2. To explore the relationship of various such as personality factors like sex, age, teaching and administrative experience with leadership.

The Leadership Behaviour Description Questionnaire and Cattell’s 16 PF inventory, were used to collect the data. It was concluded that:

1. Out of 5 professional leaders, Headmasters occupied the third position on the leadership scale.

2. Total leadership was significantly related to the 4-personality factors namely outgoingness, intelligence, emotional stability and assertiveness.

3. The leadership behaviour of the Heads was not related to sex, except on integration in which women Heads exceeded much heads.
4. The leadership behaviour of the Heads was not related to their age between 25 and 62 years.

5. Total leadership behaviour was not related to academic qualifications in terms of graduate and post-graduate degree; except that, post-graduate Heads were significantly better than graduate Heads on demand reconciliation.

6. The leadership behaviour of Heads was not related to their teaching experiences, between 6 and 35 years.

The leadership behaviour of Heads was not significantly related to their administrative experience.


The major objectives of the investigation were i) to develop and standardize a tool to evaluate administrative behaviour of secondary school principals, ii) to be develop procedures to evaluate effectiveness of the administrative behaviour of school, principals, iii) to study the relationship between the administrative behaviour of principals and pupils control ideology and some personality traits of teachers iv) to find out the relationship between principals perceptions of their own administrative behaviour and the
perceptions of the same of teachers of their schools and v) to study the effect of some personal variables like age, sex, qualification, etc., on the administrative behaviour of school principals. The sample consisted of 277 secondary schools selected from three representative districts of Gujarat on a stratified proportional random basis and 1,084 teachers working in these schools. The research tools used consisted of Administrative Behaviour Description Questionnaire developed by the researcher, the OCDQ developed by Halpin and adopted by Gandhi, the pupils control Ideology Measurement tool developed by Willower, Eidell and Hoy and adopted by Gandhi 16 P.F. Questionnaire of Cattell and work Analysis from devised by Stogdill and Shartle Chi-Square test. T-test, F-test and product moment coefficient of correlation were some of the statistical techniques used for data analysis. The major findings of the study were: i) about 35 percent of the sampled schools belonged to most effective type of administrative behaviour whereas about 37 percent belonged to least effective category, ii) sex, age and experience did not influence administrative behaviour iii) school size, management type, location or advanced status of the place had no influences on the effectiveness of administrative behaviour iv) the teachers and the principals perceptions did not show relationship with the administrative behaviour v) the schools having open climate had more effective
administrative behaviour than the schools having closed climate. vi) The schools with effective administrative behaviour differed significantly in the degree of pupil control ideology.


The role expectation, role performance, and leader behavior of principals in 31 Birmingham, Alabama, elementary schools were studied. Comparisons were made between teachers' and principals' perceptions and between perceptions of teachers in self-contained, team teaching, and departmentalized schools

Shukla (1980) conducted “A Study of Teachers’ Alienation in relation to Principal’s Administrative Styles, Administrative Effectiveness and Some Other organizational Characteristics of the Schools at +2 Level.”

The major objectives of the investigation were: (i) to study the extent of alienation present in the teachers of intermediate colleges, (ii) to study how the alienation of the teachers was related to the administrative styles of the principals of the colleges, and (iii) to study how teachers’ alienation was related to some other organizational characteristics of the school such as its size, location,
type of management, functional effectiveness, etc. Data were collected through teachers' Alienation scale, Administrative Style Questionnaire and Administrative Effectiveness Scale. The K.S. test and Administrative Effectiveness Scale. The K.S.test and Chi-square test were used for testing the hypotheses. The findings of the investigation were: (i) Alienation was present in varying degrees in all the teachers of the intermediate colleges, (ii) In some colleges the degree of alienation in the teachers was less while in others it was more. Thus, the colleges differed among themselves with regard to teachers' alienation, (iii) Alienation was not normally distributed in the sample. (iv) There was linear positive correlation between authoritarianism and alienation, (v) The administratively more effective college principals generated low degree of alienation in the teachers while the administratively less effective principals caused higher degree of alienation in them. Vi) The rural urban location of the colleges was not linked with the level of alienation with college teachers, vii) Sex was linked with teachers' alienation female teachers were more prone to alienation from work, viii) Higher degree of alienation was present in the teachers of large colleges as compared to the teachers of small colleges.

The general objective of this descriptive study is to identify the decision-making processes of principals and to identify recurring patterns in those processes, for both the group of principals considered as a whole and for individual principals. The study was implemented upon all ten principals in a small school district. A structured interview was also employed to garner additional information on the individual administrator's perceived style of decision-making as well as his views of his decision-making authority within the district. The results of the decision logs were analyzed by utilizing the computer method of discriminant analysis. The results indicate, briefly, that two factors directly affect the principals' decision-making: (1) the job description listed in the school district policy book, and (2) the superintendent's administrative behavior.

Lynn (1980) conducted "A Study of the Relationship Between Administrative Behaviour of Principals and Goal Accomplishment of Schools."
The objective of this study was to propose to determine the relationship between administrative skill and goal accomplishment. The study begins with a review of the literature and a discussion of the Halpin model to promote the development of a theory of administration. Next, the proposed study is explained. The Ledbetter rating scale was administered to all principals in the Orleans Parish Public School System and a questionnaire on organizational climate was administered to participating teachers. In addition, data pertaining to student achievement scores and suspension records was collected from the schools. Specifically, the proposed study investigated the use of human, technical, and conceptual skills by administrators in their job performance, measure the effectiveness of the school via its goals, and determine the relationship between the administrator's use of skills and the effectiveness of the school.

Mikkelsen, Vincent P.; Joyner, Wilton (1981) studied "The Relationship between the Administrative Behavior of Elementary Principals and Reading Achievement"

Nine elementary schools enrolling 852 sixth grade students participated in a study that examined the relationship between the organizational climate of elementary schools (whether the school was "open" or "closed") and the reading achievement of students. Each
school's organizational climate was determined by administering the Organizational Climate Description Questionnaire to staff members at the schools. Reading achievement and academic ability measures were obtained from the California Achievement Test and California Short Form Test of Academic Ability. An analysis of the data indicated that the students enrolled in the school that best exemplified an "open" organizational climate performed significantly better on each of the reading measures than did those students who were enrolled in a "closed" organizational climate school. Comparison between schools of intermediate organizational climate and "closed" schools was not conclusive: there was a weak relationship between intermediate level schools and reading vocabulary scores, and there were no differences between intermediate and "closed" schools when reading comprehension was considered. Although not conclusive, the results indicated that a positive relationship existed between the organizational climate of a school and the reading achievement of students in the school.


This study applied the structured observation technique developed by Mintzberg to the high school principalship. Observation
of the activities performed by five principals resulted in a characterization of school administration that paralleled private sector management in many respects. Principals exercised building-level authority over such matters as organizational maintenance, the administration of the instructional program, pupil control, and extra-curricular activities. They spent comparatively little time on affairs external to the school organization. Although their work pace was hectic, there were certain cyclic features which could be identified.


The major objectives of the study were: (i) to measure the administrative behaviour of the principals or headmasters/headmistresses of the secondary schools in Tamil Nadu, (ii) to measure and find out the relationship among administrative behaviour, organizational climate and teachers’ morale, (iii) to measure and establish relationship between the administrative behaviour and the traditional or progressive character of schools, (iv) to measure teachers’ morale and find out its relationship with the traditional or progressive character of the school, and (v) to measure the perceptions of teachers about their principals on the ABDS and
find out its relationship with the principal's perception of themselves on the ABDS. A random sample of 150 schools was drawn from among the secondary and higher secondary schools in Tamil Nadu; Data were collected using the Administrator Behaviour Description Scale (ABDS), Organizational Climate Description Questionnaire (OCDQ), Teacher Morale, Inventory, Dogmatism scale, the Traditional Progressive School Scale, etc. These tools were administered to the headmasters and the teachers of the selected schools. The data were analysed by percentages, t-test, coefficients of correlation, Chi-square test and analysis of variance. The major findings of the study were:

(i) There was no significant relationship between the administrative behaviour principals and organizational climate of the schools, (ii) The organizational climate tended to be more closed than open, (iii) There was significant relationship between the climate of the schools and the morale of the teachers (iv) There was close relationship between the HH pattern of the administrative behaviour of the school principals and their supervision work resulting in high achievement of teaching-learning, (v) Progressive schools showed significant upward trend in mean achievement than the traditional schools, (vi) The administrative behaviour of the school principals influenced the traditional or progressive character of the schools, (vii) There was negative relationship between the dogmatism of the school principals
and the teacher's morale, (viii) There was no significant difference between the perception of the teachers about the administrative behaviour of their principals and the perceptions of the principals about their own administrative behaviour.


The objectives of the study were: (i) to find out decision-making process used by the headmasters of progressive schools in Coimbatore district, (ii) to find out the components of decision making process, (iii) to find out communication patterns followed by decision makers, (iv) to find out decision making styles followed by decision makers and (v) to find out constraints for decision making.

The sample consisted of thirty school Headmasters and three teachers selected from each of the schools selected for the study. The collected data were analysed by chi-square and t-test. The major findings of the study were: (i) The headmasters followed a process while arriving at a decision. The decisions were not based on subjective judgement (ii) The decision making process took place at two levels. The first level was the individual level and the second level came into operation when the headmaster communicated the ideas of innovation and tried to get ideas translated into action through
teachers. (iii) Very rarely an innovation was introduced for the same of prestige. (iv) The Headmaster sometimes consulted all teachers and other Headmasters while analysing the felt need. (v) The headmasters clearly understood the dis-equilibrium and cause for it. (vi) The source of innovation was the headmaster's own thinking. (vii) The headmasters tentatively decided to introduce the innovation if the evaluation was favourable the headmasters followed three methods for evaluating the innovation. These were observation, evaluation of consequences in meeting, and informal enquiry.


The objectives of the investigation were: (i) to study the leadership behaviour of the headmasters of the secondary schools of South Gujarat, (ii) to study the morale of the teachers of the secondary schools of South Gujarat, (iii) to examine the relationship between different dimensions of leadership behaviour of the headmasters and different dimensions of the teachers' morale, (iv) to find out the relationship between the leadership behaviour of the headmasters and the area, sex, size and management of the school, and (v) to study the relationship between the teachers' morale and
the area, sex, size and management of the school. The sample for the study consisted of 100 schools drawn from the five educational districts of South Gujarat. The sample included all types of schools, namely boys', girls', urban, rural, large, small, government and private. Using Leadership Behaviour Descriptive Questionnaire (LBDQ) and Teacher Morale Inventory collected data. The major findings of the investigation were: (i) There was significant and positive relationship between building facilities, evaluation of students, special services, supervisory relations and colleague relations. (ii) Integration (leadership behaviour dimension) was significantly related to material and equipment, special services and to supervisory relationships. (iii) There was no significant relationship between the twelve dimensions of LBDQ and the experience of the headmaster. (iv) Teachers' morale had no significant relationship, with the type of school, area of the school, and size of the school. (v) LBDQ had no significant relationship with the type of school, area of the school, and size of the school.


Comparison was done on ‘initiating structure’ and ‘consideration’ dimensions of leadership. It was revealed that the
heads and the Headmasters perceived themselves to be existing both kinds of behaviours significantly more frequently than their respective teachers with regard to ‘initiating structure’ the discrepancy. Finally on both the dimensions of leadership behaviour negative correlation appeared to be existing between the administrators and the teachers.


From the study it was found that there were significant and positive relationship between building facilities evaluation of students, special services, supervisory relations and colleagues relations, there was no significant relationship between the twelve dimensions of LBDQ and the experience of the headmasters, morale as well as LBDQ had no significant relationship with type, area or size of school.

The major objectives of the study were (i) to study the secondary school principals' administrative behaviour (frequency and effectiveness ratings) in relation to teachers' attitude towards work and work setting of the institution, school climate, and student achievement, (ii) to study the relationship between teachers' attitude toward work and work setting of the institution and student achievement, and (iii) to study the relationship between school climate and student achievement. The sample of the study consisted of 26 principals, 260 teachers, and 1020 class IX students of 26 English medium secondary schools from Gujarat State and Daman in the Goa, Daman, Diu Union Territory. The instruments used for the study were the Principal Performance Description Survey developed by the University of Georgia (1973-77) and modified by the investigator, the Teacher Attitude Inventory (Ellet and Masters, 1977), and My School Inventory for measurement of school climate.

Agunga (1983) studied “The Education Extension Officers’ Perception of Their Role Performance”

The study showed the relative importance of various functions with their role and also the problems faced by these EEOs in performing their jobs. It was found that professional growth through
supervision and leadership was ranked the highest. The significant activity of interest emerged to be organization of examinations and tournaments as EEOs re basically teachers first and administrators later.

Robson and Davis (1983) undertook "A Study On Administrative Authority, Leadership Style And The Master Control".

Findings of this study tend to support the work done by Halpin and the Ohio state group. That is the widest professional zone of acceptance was found among teachers who perceived their Headmasters in high in both initiating structure and consideration. It is also found that contract type was shown to be significant factor in determining the teachers professional zone of acceptance.

Misra (1984) studied "Administrative Behaviour of Principals and Attitude Towards Teachers".

The data were analysed with the use of descriptive statistical techniques, Pearson's product-moment correlation, t-test, rank-difference correlation, and the Mann-Whitney 'U' test. The major findings of the study were: 1. The secondary school principals were moderately effective in their performance of
administrative tasks. 2. There was significant positive relationship between principals' administrative behaviour and teachers' attitude toward work and work setting of the institution. 3. There was no significant relationship between principals' administrative behaviour and the climate of their schools. 4. There was no significant relationship between principals' administrative behaviour and students' achievement. 5. The teachers manifested most favorable attitude towards supervisory relations as compared to administrative policies and support, staff relations, work load, and student evaluation practices. 6. There was no significant relationship between teachers' attitude towards work and work setting of the institution and student achievement. 7. There was no significant relationship between school climate and students' achievement.

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Virmani (1984) conducted "A Study to Find out the Basic Style of Heads of Schools".

Style flexibility of Heads of schools was related out of the Board examination. Creativity of Heads of schools was related to their style
flexibility. Intelligence, creativity, and humour of Heads of schools were not directly related to the pass percentage.

Singh (1985) conducted "A Study of School Climate, Leadership Behaviour and Moral Development."

The important findings were as follows: Elementary and secondary schools more found to be similar in teacher behaviour in a task-oriented situation, teacher thinking with regard to their Headmasters and the Headmasters efforts to move the organization. Elementary school teacher were higher in spirit and intimacy than secondary school teachers. Initiating structure as a dimension of leadership behaviour was significantly related to the dimensions of school climate like spirit, intimacy, production emphasis thrust and consideration.


The major objectives of the study were (i) to investigate the behaviour of administrators of secondary schools of Bangladesh, with reference to the management pattern of the schools, particularly the organisational climate of the schools and teacher morale, and (ii) to find out the relationship between administrators' behaviour and
teacher morale, administrator's behaviour and his self-concept, his dogmatism, his leadership style, and organisational climate, and also between the climate topology and teacher morale. The study was conducted in the 54 secondary schools of Bangladesh. The sample consisted of 54 Headmasters and 212 teachers. The data were collected with the help of the following tools: the Administrator Behaviour Description Scale (Baroda Version III), the Self Rating Scale developed by Strustar and Wetzler (1958), the Teacher Morale Inventory devised by Dekhtawala (1977), the Dogmatism Scale by Milton (1960), OCDQ (Baroda Form I), and the Proforma for Personal Data devised by the investigator. The obtained data were analysed by computing percentages and mean and employing the chi-square test and the t-test. The major findings of the study were: 1. The majority of headmasters of secondary schools of Bangladesh manifested average administrative behaviour. 2. The perceptions of teachers about their headmasters (real self) and the perceptions of headmasters about themselves (real self) in regard to administrative behaviour differed significantly. 3. Sex, age, experience, training, qualifications, social background and economic background did not influence the administrative behaviour of headmasters. 4. Administrators' self-description was found to be significantly related to their self-evaluation of their administrative behaviour. 5. The
organizational climate in the secondary schools of Bangladesh
differed from school to school. 6. The effectiveness of the
administrative behaviour was found to be significantly related with
the organizational climate. 7. Teacher morale was found to be
significantly related to the climate topology.

Boyer (1988) studied “The Level of Implementation of
Instructional Management Systems (IMS) in Elementary School as
Related to the Administrative Behaviour of the Principal.”

Results of the study suggested that:
i. No clear relation existed between administrative behaviour and
level of implementation of instructional management system.
ii. Principals in high implementing schools were slightly young, more
highly educated than principals in low implementing schools.

Husain Mustafa (1988) studied “The Contributions of
Psychology to the Study of Administrative Behaviour”

The study discusses psychology’s contributions to
understanding administrative behaviour. Beginning with a general
theoretical search for what moved people to act, psychologists
provided analytical and descriptive content to understanding
individual and group behaviour. They observed individuals in real life
and experimental situations and designed laboratory experiments to simulate organizational situations. By focusing on factors most related to interpersonal interaction, productivity, motivation, and morale, they provided insights for evaluating administrative arrangements and managerial practices.


Using a structured observation technique, five secondary principals from school districts in a large metropolitan area of Korea were observed for 27 days. Extensive interviews were conducted to help explain the meanings of the observed managerial behaviours and to compare the reported behaviours to those of their American counterparts. Korean principals spent more time at their desks, on trips away from their schools and on personal matters than American principals and less time in meetings, monitoring, touring and personal exchanges. Both groups allocate their time according to their stated priorities of programme development, personnel issues and school management. However, neither actually spend as much time on programme development as they believe they do.
Das (1990) studied “Principal’s Administrative Behaviour And The Differences In Educational Climate Of The Institutions”

The study consisted of schools having principals with high and low levels of administrative behaviour, with the sample of 26 principals, 260 teachers and 1020 class IX students.

The findings of the study showed that secondary school principals’ administrative behaviour frequency and effectiveness, ratings are not significantly related to climate of their schools in terms of social and learning environments.

Fletcher (1990) studied on “The Relation of the School Environment to Role Efficacy”.

This study defines efficacy for Principals as a sense of ability to function as an instructional leader in the institution, and knowledge of, and contribution to, school instructional policy. The data used in the study were from the High School and Beyond Program. The sample for analysis consisted of 6,173 teachers in 315 schools. Variable measures are described and the methodology used to analyze the resulting data is explained. Results indicated that role efficacy is affected by principals beliefs about ability to run an institution, faculty influence over school policy, and faculty beliefs
about student behavior. Role efficacy also appeared to be related to the degree teachers are involved in decisions regarding curriculum and student grouping for instruction.

Smith, Julia B.; (1992) studied “Relationship between Personal and Contextual Characteristics and Principals’ Administrative Behaviors”

Presents results of an exploratory study of the role of contextual and personal factors in modifying principals’ administrative behavior. Of the personal characteristics, principals’ goals, particularly those of providing leadership had the most influence on administrative behavior. Of contextual influences, the district’s psychological environment influenced management behaviors but not leadership behaviors.


The study focused on the administrative behaviour of Headmasters of secondary schools in Karnataka with reference to the management pattern of the school and relationship between an administrative behaviour and a teacher morale, his self concept, his leadership style, dogmatism and organizational climate. He found
significant relationship between administrative behaviour of the headmaster and type of the management, morale and organizational climate.

Killum (1993) studied "The Relationship Among Principal Leadership, School Effectiveness, Teacher Morale, and Selected Demographic Variables in Secondary Schools with different Organizational Structures". Fourteen schools, representing 82% of the population of secondary schools in a large metropolitan school district, were the units of analysis for this study. The schools were classified as having bureaucratic or loosely coupled structures relative to the organizational dimensions of goal consensus and horizontal and vertical communication. The results indicated that there were no significant differences in the characteristics of the two groups of schools in principal leadership, school effectiveness, teacher morale, and selected demographic variables. Eight schools in the sample were classified as loosely coupled and six schools were bureaucratic based on the images of the two organizational types described in the literature. However, a comparative analysis of the two groups indicated no significant differences in characteristics of principal leadership effectiveness, school effectiveness, teacher morale, and selected demographic variables.
Taylor (1994) studied "Predicting Teachers’ sense of Efficacy and Job Satisfaction Using School Climate and Par Decision Making”

This study examined the relationship of teacher decisional participation and school climate sense of efficacy and their job satisfaction. Data came from the National Education 1988. The final data set involved 9,876 teacher sand 27,994 students indicated that school climate has a noteworthy association with job satisfaction: however, between climate and sense of efficacy is limited. Climate was found to be composed of principal leadership, faculty collegiality and student discipline. Each of these climate were relatively strong association with teachers feelings of job satisfaction as the climate variables and very little of the variance of teacher sense of efficacy. Results tentatively suggest that mediates the relationship between perceptions of school climate and a sense of efficacy.

Michael (1994) studied on “Principal Self-Efficacy and the Use of Power.”

This study presents findings of a study that examined the relationship between principal self-efficacy and the principal’s use of various power bases. Phase 1 involved a survey of 121 elementary, middle, and secondary principals in a large metropolitan school
district in a western state. In phase 2, 25 principals from the first phase completed a self-efficacy questionnaire, and a random sample of their teachers completed a survey that described their principals' use of power. Findings confirmed the research hypothesis that efficacy was positively related to expert and referent power and negatively related to legitimate, coercive, and reward power. Specifically: (1) principals with higher self-efficacy are more likely to use internally-based power when carrying out their instructional leadership role; (2) as principal experience increases, so too does the likelihood that principals will use externally-based power; and (3) the longer principals spend in one assignment, the more likely they are to use externally-based power.

Leithwood (1999) studied “The Relative Effects of Principal and Teacher Sources of Leadership on Student Engagement with School”

Survey data from an achieved sample of 1,762 teachers and 9,941 students in one large Canadian school district were used to explore the relative effects of principal and teacher leadership on student engagement with school. Results demonstrated greater effects of principal as compared to teacher sources of leadership on student engagement. The effects of principal leadership were weak but significant, whereas the effects of teacher leadership were not
significant. Both forms of leadership were mediated by many of the same elements of the school organization.

Walker (2000) made "An Analysis of the Administrative Behaviour of Three Female High School Principals"

The purpose of the study is to contribute to the growing body of research on female leaders necessary to challenge the existing theories on school administration, which are based on traditional business management theory and formulated using an andocentric conceptual framework.

Major conclusions include: (a) Each principal demonstrated a unique style of administrative behaviour which seemed effectively matched to the needs of the school organization; (b) Each principal demonstrated a strong set of collegial or relational behaviours that focused on building community in order to support the school programs; and (c) Each principal demonstrated an ethic of care informed by a sense of fairness and loyalty to the policies and procedures associated with their bureaucratic organizational environment. The ethic of care that guided each principal’s style suggests that these principals exercise a kind of power associated
more with "effective agency" than with "command and control" power typically associated with traditional leadership.


This study analyzed district policy, curriculum and fiscal decision-making processes to ascertain whether factors present in schools that were successfully restructuring were evident in district level decisions. A descriptive qualitative case study of three district level decisions was conducted in a small suburban school district with one high school, one middle school and two elementary schools in the mid-west during the 1998-1999 school year. While the level of involvement was strong for the majority of participants, the groups never fully integrated into a cohesive unit. The lack of group connectedness resulted in decisions, which refined, but did not alter the status quo. In the absence of fully functioning groups, influence exerted by the leader on the decision process can be used to achieve the leader's desired decision outcome.

Casello (2001) undertook "A Study of Site-based Decision-Making Based on the Perspectives of the Participants".
The framework for this study was based on the identification of common characteristics found in the research that depict successful Site-Based Decision Making elements, which help to affect behaviour in a productive way. This study focused on the collaborative efforts that occurred in each Site Council, the steps and procedures the committees used to make decisions, and the perceptions of the participants as they saw themselves in the shared decision making process. The purpose of this study was to examine the key elements, phases and products that resulted in a collaborative, shared decision making environment that was introduced and implemented in two elementary schools by the schools' principal, the author of this study. Data was collected through the use of surveys, interview/discussions with focus groups, and observations documented in a journal. This study demonstrated the powerful impact Site-Based Decision Making has on a group's behaviour. When teachers, administrators, parents and community members regularly work together to improve the learning environment for the children of their school, a desire to purpose excellence in education prevails.

Objectives of the Study were:

i. To develop a tool to measure the administrative behaviour of secondary school heads.

ii. To investigate the relationship of attitude, job satisfaction and personal interpersonal social adequacy on administrative behaviour of secondary school heads.

iii. To find out the main effect of each of the situational variables, namely, sex, type of school management, educational qualification, field of specialisation and length of experience on the administrative behaviour of secondary school heads.

iv. To find out the joint effect of situational variables, namely, sex type of school management, qualification, field of specialisation and length of experience with attitude towards profession on the administrative behaviour of secondary school heads.

v. To find out the joint effect of each of situational variables namely, sex, type of school management, qualification, field of specialisation and length of experience with job satisfaction on the administrative behaviour of secondary school heads.
vi. To predict administrative behaviour of secondary school heads from their attitude towards profession, job satisfaction and personal, interpersonal, social adequacy.

Operational hypothesise were stated non-directionally, in the null form for testing in this research.

Major findings of the Study:

1. Male and female administrators did not seem to differ significantly in their administrative behaviour.

2. Type of school management did not produce any significant difference in the administrative behaviour of secondary school heads.

3. Heads with higher qualifications were found to have higher level of administrative behaviour.

4. Field of specialisation of heads did not have any significant effect on the administrative behaviour.

5. On comparing relative length of experience of as administrators and as teachers, it was found that heads with more administrative experience than teaching experience and significantly higher administrative behaviour than Heads with lower administrative experience than teaching experience.
6. Heads with more administrative experience had higher administrative behaviour.

7. Teaching experience of heads was not found to produce any significant difference in the administrative behaviour of secondary school heads.

8. Attitude towards profession, job satisfaction and personal interpersonal social adequacy were found to be significant predictor of administrative behaviour of secondary school Head.

9. The job satisfaction predictor was found to be distinct among the predictor, Attitude towards profession contributed the lowest towards the predictor of Administrative Behaviour.

Bray (2002) studied “Role Efficacy, Role Clarity, and Role Performance Effectiveness”.

The main purpose of the study was to examine role clarity as a moderator of the role efficacy-role performance relationship. A Secondary issue was to investigate the influence of role clarity on role efficacy and role performance. On the basis of Bandura’s theorizing, it was hypothesized that role efficacy should be a good predictor of role performance effectiveness only under conditions of high role clarity.
Individuals reporting higher role clarity were expected to be more efficacious and perform better than those with lower role clarity. Consistent with hypotheses, role clarity moderated the prospective relationship between role efficacy and role performance effectiveness in the predicted direction for offensive role functions. Individuals who reported higher role clarity also reported higher role efficacy and performed better than those with lower role clarity.


Research studies strongly support the fact that the leadership of the school principal impacts directly on the climate of the school and, in turn, on student achievement. National statistics relating to principal turnover and dwindling supplies of qualified replacements show clearly that principal turnover has reached crisis proportions. Increasing demands upon the work life of the principal, low salary levels, time constraints, lack of parent and community support and lack of respect are among the reasons that principals are leaving the position. It is essential that the principal’s job description be reexamined and new strategies implemented in order to allow the principal to focus on teaching and learning. Specific recommendations for improving the current problem of principal...
turnover in schools are presented. Introduction Studies on school effectiveness, school climate, and student achievement all reveal one commonality, the fact that good happenings in schools depend to a great extent on the quality of school leadership.

Marks (2003) studied "Principal Leadership and School Performance: An Integration of Transformational and Instructional Leadership".

Focusing on school leadership relations between principals and teachers, this study examines the potential of their active collaboration around instructional matters to enhance the quality of teaching and student performance. The analysis is grounded in two conceptions of leadership—transformational and instructional. The sample comprises 24 nationally selected restructured schools—8 elementary, 8 middle, and 8 high schools. In keeping with the multilevel structure of the data, the primary analytic technique is hierarchical linear modeling (HLM). The study finds that transformational leadership is a necessary but insufficient condition for instructional leadership. When transformational and shared instructional leadership coexist in an integrated form of leadership, the influence on school performance, measured by the quality of its pedagogy and the achievement of its students, is substantial.

This study shares preliminary findings from a study of the development of leadership self-efficacy in the principals of a statewide middle-school network in the Midwest. The study was conceptualized to be carried out in three phases. As this paper was being written, the data collection for the first two phases had been completed, and preliminary analyses were being conducted. This study is a work in progress that reflects some thinking out loud by the researcher as the study continues. The paper reports some of the preliminary findings and discusses how the findings may shape both the final phase of the study and future inquiry into the nature of principal leadership self-efficacy and the implementation of key reforms in middle-level schools. The study examined the educational preparation, career path, and professional development of the principals; the leadership self-efficacy of the principals in relation to the major components of effective middle-level schools; the processes by which principals develop leadership self-efficacy specifically related to components of effective middle-level schools; and the process by which middle-
school principal leadership self-efficacy engenders implementation of middle-level design components in the network's schools


This study investigates the extent to which junior secondary school headmasters in Botswana differ in their beliefs about the impact of their activities in instructional supervision, school management, and communications between the school and the community about student achievement. The study reveals that groups of headmasters who differ in these beliefs also differ in the way they view the dynamics of their school.

Caldwell (2006) studied “The Measurement of Principal Rule Administration Behavior and its Relationship to Educational Leadership”

A study of research on the theoretical development, instrumentation, and subsequent investigations of the rule administration behavior of public school principals is the basis of this study. Findings indicate that principals can reduce conflict and increase leadership perception by utilization of representative rule administration.
Bulache (2006) investigated on "Analyzing the Leadership Behavior of School Principals"

The opinions of the researcher in this study are consistent with existing research that suggests a principal's human relations skills, levels of trust and the way decisions are made, the failure to empower subordinates, and deal with conflict are often the reasons why principals are either successful or not successful as educational leaders. Finally, the strong relationship between the way principals interact with teachers and the overall climate and culture of the school has tremendous potential for taking a proactive approach in the leadership of school systems. Research has documented the relationship of student achievement and a school's culture and climate. The finding by Bulach and Corvers in six Louisiana schools that there is a strong relationship with the way principals supervise teachers and climate is worthy of future research. A principal’s leadership behavior is as an early indicator of what is happening to a school's culture and climate and eventually student achievement.

Chen (2007) studied on "Role Efficacy in Administration"

Role efficacy studied the factors that contributed to the confidence of Heads to successfully achieve their goals related to classroom instruction, reflective teaching, classroom management,
engaging students, motivating institutions and other stakeholders in the educational process, as well as other related areas that contribute to the growing understanding of what makes teachers efficacious. This study showed theoretical and practical approaches and analysed Role efficacy and encouraged contributions that examined the construct from both a quantitative and qualitative methodology. In addition, this study showed Role efficacy of racially/ethnically of diverse Heads of the institutions.


This study is a survey carried out in all the government-owned secondary schools in Asaba metropolis of Delta state. 240 teachers randomly selected from these schools made up the sample. The instrument was a questionnaire titled “Questionnaire on Instructional Leadership Employed by Principals (QILEP). The two research questions were answered using mean statistic, while the lone hypothesis was tested using the Pearson’s Product Moment Correlation Coefficient. The results indicate that the principals play their instructional leadership roles to high extent and these roles affect the work performance of their teachers.
Adenuga (2008) studied “Principals’ Personal Variables as Determinants of Administrative Effectiveness and Efficiency”

This study investigated Principal Personal Variables as determinant of administrative effectiveness and efficiency using descriptive design of correlation type. Three hundred principals selected through simple random sampling technique from secondary schools in Ogun State participated in this study. The researcher developed and validated questionnaires tagged Leaders Personal Variable Questionnaire (LPVQ) and Personal Effectiveness Scale (PES) for data collection. The Multiple Regression and Analysis of Variance (ANOVA) were the major tools used for data analysis. Findings from the study revealed that a low, positive correlation (R = 0.20) exists between the four predictor variables (age, sex, experience, qualification) and principal personal effectiveness. It was recommended among others that principals’ and head of schools should be subjected to regular training and workshops boost their effectiveness and efficiency. The principals’ personal variables of experience and qualification should be one of the factors in appointing teachers to position of authorities in schools.

Ofojebe (2009) studied "Principals' Planning Styles as a Correlate of Teachers' Classroom Task Performance in Secondary Schools in Anambra State, Nigeria"

This study centred on the relationship between principals' planning styles and teachers' classroom task performance in secondary schools in Anambra State. The study was guided by three research questions. The sample stood at 630 respondents (30 principals and 600 teachers) selected through stratified sampling. The co-relational research design was used. Mean and Standard deviations, and the Pearson product Moment Correlation coefficient were used to provide answers for the research questions. The findings revealed that the principals used more of the autocratic and consultative planning styles, and teachers' classroom task performance was poor. There was a low correlation between principals planning styles and teachers’ task performances in Anambra state secondary schools. Some recommendations were made.
Adeyemi (2010) studied “Principals' Leadership Styles and Teachers' Job Performance in Senior Secondary Schools in Ondo State, Nigeria”

The researcher investigated principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. The study population comprised all the 281 secondary schools in the State. Out of this population, a sample of 240 senior secondary schools was taken and selected through the stratified random sampling technique. Out of 7460 teachers (including principals) in the schools, a sample of 2040 teachers was selected through the stratified random sampling technique. Principals' leadership style questionnaire and the teachers' job performance questionnaire as used. The data collected were analyzed using frequency counts, percentages, correlation matrix and the t-test. It was found that the democratic leadership style was the most commonly used leadership style among principals of senior secondary schools in the State. Teachers' job performance was also found to be at a moderate level in the schools. Teachers' job performance was found to be better in schools having principals using autocratic leadership style than in schools having principals using democratic or Laissez-faire leadership styles

This study investigated the implementation and effects of a school-level leadership model intended to institutionalize quality principal-teacher interactions into the culture of a high school. The purposes of this study were to document the implementation of the principal-teacher interactions; to analyze changes in instructional practices; to analyze any effects changes in instructional practices had on student performance (operationalized as classroom grade performance and discipline related behavior); and to analyze the frequency and focus of teacher conversations. Results from the analysis of teacher instructional practices showed that those practices improved, but to varying degrees among different groups of teachers (high, medium, and low performing). Results from the analysis of student performance (grades and discipline) demonstrated greater improvement than would be predicted had the treatment not occurred. Data analyzes further suggested that improvement in classroom grade distributions and discipline referrals were affected both by a change in the quality of teacher instructional practices and increased principal visibility. Survey data indicated that the
frequency and focus of some teacher conversations changed, but did not indicate that the frequency and focus of principal-teacher conversations or teacher-student conversations changed during the course of the study.

Wade Smith (2011) studied “Effective Teaching and Learning Environments and Principal Self-Efficacy”

This study discusses the results of an exploratory study of principal self-efficacy beliefs for facilitating effective instructional environments at their schools. Participants included 284 principals from 12 states. Participants completed the Principal Self-Efficacy Survey. Three questions were addressed: (a) the relationship between principal self-efficacy beliefs and various demographic factors; (b) differences between perceived beliefs and actual practices of principals; and (c) outcome expectancy for principals to facilitate effective teaching and learning at their respective schools. Findings indicate that, in general, principal self-efficacy beliefs tended to increase with the complexity of the job; principals spend a significantly greater amount of time in management as compared to facilitating instructional effectiveness; and an overwhelming majority of the principals felt their efforts to facilitate an effective teaching and
learning environment were productive. Implications include the placement of principals at compatible schools and exploration of self-efficacy in professional development.

2.3 Conclusion

The above study reveals that there are very few studies conducted on Administrative Behaviour, Role Efficacy of Heads of Schools. It also showed that very fewer studies on Role Performance of Head Masters of Schools have been done. After going all the reviews, the investigator undertook A Study on Role Efficacy and Role Performance of Secondary School Head Masters in relation to their Administrative Behaviour.

The succeeding chapter is followed by the methodology.