

CHAPTER II

REVIEW OF RELATED RESEARCHES AND LITERATURE

2.1 Introduction

It is generally agreed that education is concerned with the organization of directed experiences to effect learning in a social situation. These social situations are complex due to the involvement of variety of variables. The relationships among these variables are non-linear and inconsistent through time. Exploring and understanding such complex situations in the context of effecting learning and solving problems therein would form the content of educational research.

In the area of administration, where there has been a continuous addition to the body of knowledge, in the last ten years or so there is evident an insightful rethinking not in the sense of negating what has been conceived before - but a certain change in emphasis, a rethinking of priorities and purposes of education. The development of theoretical concepts and the kinds of empirical studies undertaken bear witness to this fact.

Schools being considered by society as important agents for education have been receiving a lot of attention. They have both a formal and informal structure. The network of standardized role behaviour in the organization constitutes its formal structure, while the roles of various educational personnel and the students e.g. constitute its informal structure. Role specification ensures that individuals within the organization engage in the recurring

task behaviour that are appropriately interrelated with the repetitive activities of other members of the organization. The forces that maintain the role system are the tasks demands, the shared values and the observance of rules. Organizational norms and values have the general function of tying people into the organization so that they remain within it and carry out their role assignments. This is an over-all sociological perspective of an educational institution.

According to Lindwell (1969) the purpose of a review of related studies prior to one's research design is that it enables the Investigator to "identify some of the exact spots where there is void in the existing knowledge" and see how the Investigator's problems and findings will relate to other researches and how his efforts when combined with those of others can help to complete the total picture." Hence the review of related literature is presented in the context of the two main components of the Study - values and institutional effectiveness but cross references and inter-comparison will be attempted whenever such an approach is feasible. The Studies are presented in terms of the Indian setting and those studies undertaken abroad.

2.2 Approaches to Value Study

The concern for values had been the result of a better appreciation of their role in all forms of behaviour. The earlier Studies tried to find out the values of different categories of role-incumbents. A real breakthrough was made when Allport, Vernon and Lindzey (1951) devised a tool for measuring instrumental values, which corresponded to six basic interests or

motives in personality the theoretical, economic, aesthetic, social, political and religious. This classification was based upon Edward Spranger's "Types of Men", a work that holds that personalities of men are best known through a study of their values or evaluative attitudes. This tool was used for various studies and there is an Indian version of it prepared by Narain U. in Hindi called "A Value Survey". Once this tool had established its reliability, others were devised and refined, e.g. Personal value scales (Scott 1962) Value Survey (Rokeach 1968). Variations in value orientation (Kluckhohn & Strodtbeck 1961). The value orientation scale is also developed in India by A. Ansari based on Spranger's six types of men. Simultaneously with research work two dominant approaches to value education emerged. The moral development approach of Kohlberg et al and the values clarification approach of Raths, Simon and associates. Up till the early part of this century the idea of the formation of a person's values was for the most part connected to the idea of morality and was seen as an objective reality. i.e. in order to live the authentic life, one had to possess certain values in a given hierarchy. Since the hierarchy was known, it was only a question of how to live them. So educational theories were orientated around the idea of telling the person what the values were in order that they could live them. There was an explicit acceptance of the theory that the cognitive was the most important influence on a person. In other words, if the person understood the information, he would then act. The formation of character was seen as coming from authority outside the young child.

In the new point of view, it was pointed out that formation of the human personality was natural and developmental. Dewey (1963) was concerned not so much with the theory of values, but with a methodology, a way of choosing what option among other options would be the most creative and satisfying. Piaget (1966) gives equal importance to the domain of values and feelings as he does to the cognitive domain. In Piaget, the whole developmental process of the child is related to the whole development of the self which in turn is a valuing self. Therefore, the development of self and the development of values are parallel. Their important contribution is that the child is the most important factor in his own education and development.

Actually all these approaches to value are not new but come out of history. Kant e.g. suggests that the totality of our world is not so much objective by the inner ordering of things must be taken into account. Hence values' clarification is a methodology not a philosophy - to help people to reflect, to explore life and discover meaning for themselves. The aim of value clarification is to reduce the gap between the inward and outward demands and give a sense of direction and purpose to one who attempts the method. Values involve a choice, deliberately made, a stance the self takes to the total environment that gradually leads to the development of the value system in people. Values are developmental and they would grow from "value indicators" to "values". One could possess a value system where some values are actual values meaning, they are consistently acted upon, while others would be ideals that only attract. Hence values could be

studied from the point of view of their classification and type or as a developmental study of values.

2.3 Researches in India

Researchers interested in the field of education in India have conducted studies on the correlates of principal efficiency and effectiveness. They have through empirical studies culled out factors leading to institutional effectiveness.

Studies on values have usually been in the area of naming values and categorizing them, or trying to discover the types of values certain types of people hold. e.g. Madan (1977) made a study of student's personal value systems, their perceptions of managerial values and the relationship of values and precedents to decision-making. The purpose of the research was to study the personal value systems of students majoring in various curricula and their perception of managerial values. His study indicated that the correlation was found significant at the .05 level.

Pandya's study in (1959) consisted in the measurement of modern educational values from different standpoints. His aim had been to study the historical, philosophical, psychological and practical values in education with a view to analyzing the concept and content of modern education. He discovered that educational values were conditioned to time and culture and were not permanent.

Anand (1979) studied teacher values and job satisfaction involving 143 teachers teaching in various schools of Sikkim and

he found that religious and aesthetic values are positively related to job satisfaction.

Others who have undertaken value studies with major variables like ego ideals, change of values in terms of different social strata, the value ideal of students from different disciplines, conceptions about life, the individual differences on social religious and administrative values are Agarwal (1959), Broacha (1959), Tandon (1967), Mehrotra (1968), Bhushan and Ahuja (1967) studied the values among High and Low achieving M.Ed. correspondence students belonging to different socio-economic levels. The important conclusion was that values are not dependent on socio-economic conditions. The correlates of one's value systems are still to be explored.

Basing himself on Pal (1967) study which indicated that students majoring in Engineering, Medicine, Law and Teaching possessed a distinguishing pattern of values, Bhushan and Ahuja (1967) wanted to find out if students taking one and the same specialised course have similar value system.

The study proposed to explore value-systems of two extreme groups - the low-achieving and high-achieving M.Ed. correspondence students. It was hypothesized that achievement is a determinant of instrumental value system.

The sub-system equally preferred (beyond chance) by both the groups has been found to be consisting of values such as self-control, obedient, honest, logical, cheerful, polite, capable, ambitious, courageous and clean. It was found that the two

groups did not differ in their value preferences for about 60% of instrumental values and only 17 to 22 percent of them differentiate between low and high achieving groups. However, certain values seem more emphasized than others in each of the two groups.

In another study value preference and personality pattern was studied by Rao (1950). 315 women students of the Intermediate, B.A. class and married women were given a projective test. Subjects were asked to state qualities which are necessary for "an ideal man & woman". 15 qualities like love, sacrifice, beauty, truth etc. were selected on the merit of frequency of each quality. Three out of 15 were to be assigned to each person which the subjects considered to be very essential. A known group of 32 girls out of 315 students were studied more intensively and according to Sheldon's (1969) temperamental test, were classified. The results showed that education, maturity, social and economic background, sex temperament and mental make-up have a great influence on the sense of values.

2.4 Implications for the present study

Thus the studies quoted above show that values are the underlying factor of all behaviour. The values of the principal would assume significance, for he is endowed both legally and symbolically with powerful sanctions and their approval and disapproval are of concern in varying degree to every organizational member.

To the extent that a system is emotionally intensive, interpersonal relationships are part of the core of each individual self. They are deeply locked into the individual's values, strengthening commitment to the values one one hand and serving as a

behavioural expression of values on the other. The principal needs to ensure his ability on professional knowledge, knowledge of his community, his staff and his pupils. He needs to seek a clarification of values, which people hold for education as the basis for arriving at a rational and operational definition of goals and objectives.

Conflict in a social system are dealt with as a function of existential contradiction in values. Each role incumbent selectively perceives and organizes the relationship in terms of his own goals, experiences and conformation. The criteria by which solutions will be evaluated is a crucial step for "decision-makers always function in a frame-work of variegated values, personal values, cultural values and the values of the organization itself, subtle but complex dimensions to the conflict. (W.Lane Corwin & Manahan 1966).

It is hypothesized that the principal as an administrator will be most effective if he acts independently and utilizes his own strengths and potentialities in the administrative role. This will happen if his behaviour pattern is value based, for an "important" element of behaviour characterized by valuing is that it is marked - not by the desire to comply or obey - but by the individual's commitment to the underlying value suggesting the behaviour - (B. Bloom- 1968). James (1968) stresses another aspect when he declares that the values and ideas to which a man devotes himself become the central driving force of his personal energy.

Studies on the values of Heads of Educational Institution have been of recent origin and the study on the values of the principal with reference to his role performance is first of its kind in India. However, in studying the correlates of the leadership behaviour of the principal or Head of an Educational Institution or in studying the variables in the organizational framework, some insightful implications for values are seen.

2.5 Organizational Climate and Pupils' Academic Motivation as a criterion for effectiveness

The organizational climate has been one of the chief variables. Organizational climate is conceived to be the product of the interplay among the participants; perceptions are produced by interaction between causal variables as structure, objectives, supervising practices etc. with individual personality. The rationale behind the perceptual approach is that the assessment is done by means of the perceptions of the participants themselves and not by an outside observer and therefore it is more dependable and valid. e.g. the Centre of Advanced Study in Education of the M.S. University of Baroda has been on the vanguard with regard to organizational climate. Between 1972 and 1974 several studies on organizational climate were executed in the form of Ph.D. thesis, M.Ed. dissertations and research projects by the C.A.S.E. Staff. So also there have been studies on pupils academic motivation.

Kim Hyo Sum (1967) studied the relationship existing between the developmental value orientation of school personnel and organizational climate of schools. It was an attempt to determine the impact of the school principal's value orientation

and teacher group's value orientation on the organizational climate of the school. The term "value orientation" used in the study means developmental value orientation as a mode of behaviour that levels from conservatism to progressivism, from effectivity to effective neutrality, from particularism to universalism, from aspiration to achievement in viewing politics, economy, culture life and the world. The study yielded two major findings, the 1st being relevant, viz. (1) principals in schools with "open" climate had relatively high development-oriented values and principals in "closed" climate schools had non-development oriented values.

Gandhi (1977) sought to relate the 16 personality factors to teachers of both the open climate schools and closed climate schools. The implications of his findings are that those teachers who are intelligent, emotionally stable, conscientious, adventurous, self-controlled all the twelve dimensions of the OCDQ in a manner indicative of open climate while those teachers who are less intelligent, emotional, worrying, casual, impatient, shy, fussy, assertive and base tend to approach the twelve dimensions in a manner indicative of a closed climate.

He also felt that in the type of organizational climate that a school manifest, the impact of the behaviour of the principal is considerable.

He used the Dogmatism Scale (Form E) developed by Rokach (1960) to measure individual differences in openness or closedness of individuals, organizations and their belief-disbelief system.

Gandhi's (1977) findings were also confirmed by the findings of Sahasrabudhe (1977). The study reveals that in an open climate the actions of the teachers emerge freely and without constraint. It is further stated that if teachers are made to function under constraint and under pressure, the teachers behaviour will be inauthentic. Several influences were found working at the back of the attitude of disengagement on the part of teachers.

1) The leadership was arrogant and authoritarian, there was favouritism patronage and rejection of some staff-members. The investigator also found over-emphasis on task-accomplishment by the Head resulting in an attitude of apathy among the staff members.

Tool used for this study were the Dogmatism Scale (Form E), and The sixteen personality fraction questionnaire developed by Cattell (1956) to ensure comprehensive average of the whole sphere of personality and Students Acts of Indiscipline (the SAI).

Reddy (1972) studied organizational climate of some selected schools in terms of organization itself. He used the OCI (Organizational Climate Index) developed by Stein & Steinhooff (1963) which measures personal psychological needs and interacting with the environmental pressures of the organization. He discovered that the size of the school had an influence on the resulting climate e.g. the small size schools were more flexible, that respect for authority was high in small size schools - but that there was little scope for personal expressiveness in small size schools. However, the helping nature and practicalness was comparatively more in big size schools, dependency on others too was seen. Though on the whole big size schools were slow to respond to change, this

study indicated in some big schools changes took place easily and this was due to the authorities and their effectiveness with regard to the organization.

Sharma (1968a) from his study on organizational climate found out that the schools having open and autonomous climate have high achievement index as compared with closed climate schools. M.L.Sharma's (1968b) another study reveals that the organizational climate is more effective where the leaders ability is more. If the leader fails to provide sufficient leadership acts and leadership acts of sufficient quality in that they are accepted and that they also lead to increase group effectiveness. Again (1968c) M.L.Sharma in his study compares organizational climate and academic motivation and finds out that the total influence of the staff and the principal in creating good atmosphere which is conducive to the attainment of higher levels of pupil-achievement plays an important role.

Sharma (1972) found that there was a significant relationship between school climate and teacher-rated school effectiveness. He also found that one significant predictor variable which can be used as predictor of school climate to be principal's effectiveness.

Shelat (1975) found the relationship between leadership behaviour of school principals closely associated with open, autonomous and controlled climates and that it contributed positively to the effectiveness of schools.

The organizational climate has also been studied with reference to teacher morale and school quality-K. Pillai (1973).

The term "quality" has been defined in terms of three Ps - Purpose, Process and Product. The criterial elements selected for his study are adaptability, innovativeness and organizational health to evaluate school quality.

The tools used e.g. the organizational description, the Purdue Teacher Opinionnaire and the Innovative Index Inventory provided the following conclusions, confirming some of the findings of the previous studies.

That pupil performance was significantly better in open autonomous climate schools than that of schools of other climate types that openness of climate did facilitate the capacity of the school to adopt revives educational practices in greater number and shorter time.

That both climate and morale are positively and strongly related to both criteria viz. innovative ability and pupil performance of the schools, and finally that there was a very high correlation between climate and morale indicating that they are highly dependent on each other.

What aspects of motivation are included in a pupil's desire to do good work in school is an important question for educators to understand. Frymier (1965, '70) states value, personality structure, and curiosity effect motivation towards school experiences. These pupils who are very perceptive and who believe in the world of ideas are more apt to desire to do good work in the school than those who feel otherwise.

Frymier's discovery was confirmed by Litwin and Stringer (1968) in their book "Motivation and Organizational Climate". They describe the components of climate which effect the motivation of pupils as being, the teacher inter-action with the pupils, the staff morale, the leadership behaviour as being the chief functions.

In studying responses to the 50 JIM Scale items five characteristics of the low - motivated pupils emerged. They are: (1) low motivated students are unhappy (2) low motivated pupils are thing oriented (3) low-motivated pupils lack confidence (4) low-motivated pupils resist change (5) low-motivated pupils dislike school. They are not interested in formal education.

The achievement motivation of pupils of Std.VIII, IX & X in English medium schools of Bombay was studied by P.A. Parikh (1976). The findings are relevant since the present study covers some of the English medium Secondary schools of Bombay. The study showed that in the Bombay city school, achievement of the pupils is 6.44. The mean n. achievement score of boys is 5.73 and of girls is 6.82. The mean score of JIM (Junior Index of Motivation) for the pupils of Bombay is 93.83. The mean score of general anxiety is 21.65.

Another study on the organizational climate and teacher morale in English medium schools of Baroda city by S.U.Desai (1981) has interesting features characteristics of English medium school and is relevant to the present study since the latter too was conducted in English medium schools. Results showed that majority of these schools possessed high achievement, but they are more closed climate schools. There was no significant

relation between school climate and achievement of the school. The investigation also revealed that majority of the schools are more closed than open.

This was confirmed by Lulla (1973) on the measurement of organizational climate in some selected schools. The findings show that a majority of the schools have a paternal type of climate or the closed type with the principal being aloof and the teachers have high disengagement and low intimacy.

These studies reveal the urgent need to improve the human relation in educational organizations and aid principal to be 'self-actualized' persons and "helping personality" (A Maslow).

A confirmation of the need for this is shown in the M.Ed. dissertation of H.Mishra (1981). The study involved studying leadership behaviour and values of principals and teachers. For this study the value orientation scale was used and developed by A. Ansari. The classification is based upon Sprangers' six, types of men (50) a classification based on the assumption that the personalities of men are best known through a study of their values. The value orientation scale consists of 60 statements. The subjects are directed to indicate to what extent each statement characterizes their values. The scale covers 5 dimensions conservatism-liberalism; fatalism - scienticism; hereditarianism - environmentalism; authoritarianism - nonauthoritarianism; economic and altruistic.

All the principals show different type of value patterns. Majority of the principals have the same value index on conservation.

And majority of the principals have a tendency to be more fatalistic.

- on teachers value orientation scale, the values, authoritarianism and non authoritarianism have almost the same value index. Almost all the teachers tend to be more fatalistic.
- the scores of teachers about the perception of principals initiation is positively related with the scores of principals on value environmentalism.
- the scores of teachers about the perception of principals consideration is positively related to the scores of principal value liberalism.

The study does not present a very cheerful picture and the generalization offered as a result of its findings that a few principals have no clear picture about the ideal leadership behaviour and lack the direction to be effective leaders point out to an urgent need to plan training programmes that will focus on the person of the administrator and not only on the requisite skills. Another study interesting in its findings was conducted by G.P.Gupte (1978). The variables, leadership behaviour of Secondary School Head-masters in relation to their personality and the climate of the schools bring forth some interesting insights. This study focuses on organizational climate taking its lead from the findings of numerous studies conducted in this area. It assumes that "organizational climate of a school can be described as "an analysis of input-output relationship in which the Headmaster's behaviour, his personality, and the social environment are the input variables which give rise to organizational climate and the achievement of the students as the output variable". This is very

close to the present study which has taken organizational climate and pupils' academic motivation as its main criteria for institutional effectiveness. The study is exploratory to the extent that it looks to the values of the principal as having some relationship to Institutional effectiveness.

The major findings of Shah's study show that Headmasters of different climate type schools were found to differ significantly in rest of the eight dimensions of L.B.D.Q. viz. - demand-reconciliation, tolerance of uncertainty, initiation of structure, tolerance of freedom, role-assumption, consideration, production-emphasis and superior-orientation respectively. Looking into the relationships between school climate and different factors of 16 P.F. it was found that there were no significant relationships between school climate and factor A. (Reserved us out-going) factor C (affected by feelings Vs Emotionally stable). Factor E (Humble Vs Assertive), Factor H (Shy Vs Venturesome), Factor Q (Conservative Vs Experimenting), Factor Q₄ (Relaxed Vs Tense).

They are still other studies undertaken on values with major variables like ego ideals, change of values in terms of different social strata, the value ideal of students from different disciplines, conceptions about life, the individual differences on social, religious and administrative values. While all these studies afford profound insight into the role-performance of the principal the area of his values, still needs to be explored in terms of his role. The present study is the first among the Indian studies to have examined the possible relationship between the values of the principal and institutional effectiveness.

2.6 Studies Abroad

A number of Studies have been conducted abroad on values especially from the point of view of philosophy. But studies on values from the educational point of view are of more recent origin. It is interesting to note the importance values are gaining in research on administrative behaviour.

Posner, Barry & Micheal (1979) doctoral study on "The importance of Values in understanding organizational behaviour" states that the understanding of values aid both managers and social scientists in explaining human behaviour. Evidence indicates that values are related to such practical concerns as decision-making, motivation, selection of personnel, communication, managerial success and organizational context differences. This confirms the importance of the role of values.

Earlier Seashore (1947) found a significant difference between value profiles of two groups of men majoring in health, physical education and applied science. Schefer (1947) found a trend towards increased theoretical and aesthetic values in senior students showing that education did influence the value system. A decade later there was a development - the possibility of treating values as causal variables but researchers handled this concept cautiously it being in the realm of applied research.

In another study Woods M.T. (1978) analysed the perceived personal values of educational administrators and business managers in the Midwest and western regions of U.S.A. He found there existed a significant difference in how educational administrators and business managers responded to items related to ideas associated

with people. There was a significant difference between the two groups on value concepts related to the goals of the organization.

B. John Philip (1980) conducted a doctoral study on the relationship among values, leadership styles and organizational effectiveness in a large local manufacturing company. His study indicated that different value factors significantly predicted Theory X and Theory Y tendencies. Respondents leaning towards theory X they were power-authority based and scored low in compassion, trust and co-operation. They scored high in risk and force. Respondents were found to learn towards theory Y if they valued compromise, fairness rationality.

Roundy C.Q. (1977) studies the relationships of principal's values to effectiveness in a selected MBO program. He discovered that while cause and effect characteristics were not firmly established, the relationship between value and effectiveness was positive. Another similar study but in the area of industry was conducted by Boy John Philip (1981) "An investigation of the relationships among values, leadership styles and organizational effectiveness as examined at large local manufacturing Co. The study showed that different value factors significantly predicted Theory X and Theory Y tendencies.

Getlner B.B. (1981) too studied Teacher perceptions of the Principal's leadership behaviour as related to school effectiveness. The data revealed that the teachers of effective schools did experience their principal as an important leader, a clarifier of purposes, uniting and directing staff in a meaningful purposeful effort.

The effect of personally held values on perception was studied in a laboratory experiment by Postman, Bruver & Mc Ginnies (1948). The experimental question was : would there be a systematic relationship between the value profile or disposition of the individual and the kinds of words he recognized most quickly and correctly. A number of college students were given the Allport Vernon study of Values, on the basis of which they were divided into six value groups - each composed of individuals scoring highest on either religious, political, social, economic, aesthetic and theoretical. The students were then shown for a fraction of a second each of 36 words, 6 representing the religious value, 6 political value, 6 economic value and so on. The results were highly significant. There was a systematic relationship between the values held by the individual and the ease with which he recognized the relevant value work. This discovery encouraged further empirical studies on values and role-perception.

Bruner and Taguiri (1959) speaking on selective perception say that it is not yet clear on how needs, dispositions and values influence perceptual processes and consequently inter-personal relationships, but they do have powerful effect and a greater understanding is called for in this domain. The values people hold effect their definition of institutional roles and their perception of institutional events. In order to prove this the perception and values of Principals, teachers & pupils were studied in their inter-relationships as well as the pupil values, school performance, career choice was considered.

R.P.Prince (1957) constructed a questionnaire on the basis of the formulation of traditional and emergent values called the Differential Values Inventory a forced-choice questionnaire containing 64 pair of items, one item in each pair representing a traditional value, the other an emergent value. Prince (1957) administrated the Differential Values Inventory to principals and a sample of 100 teachers of varying ages in 20 schools. The mean value score for all teachers was 33.28 and for all principals was 35.55. Thus confirming Spindlers hypothesis that teachers are more emergent than principals. He also studied value orientations and relations in role-sets firstly of teachers and pupils. He found a greater difference in pupil-teacher values in the low-teacher-effectiveness group than in the high teacher-effectiveness group meaning. Student A whose values were similar to his teacher's described his teacher more favourably than did student B whose values were dissimilar to his teachers.

Prince also hypothesized that there would be a relationship between teacher-principal values and teacher confidence in the principal's leadership and evaluation of his effectiveness. He found that teachers with emergent values tended to have most confidence in and perceive as most effective a principal who also had emergent values. Prince concluded it was not the values themselves but their fitness in the role-set that seems important in the teacher's estimate of principal performance.

Richard Prince : "Individual Values & Administrative Effectiveness" in school situation. Administrator's Note Bk 6 (Dec.1957) 3.Ph.D. Uni. of Chicago, 1957.

Richard Prince "A Study of the relationship between individual values and administrative effectiveness in the school situation", University of Chicago 1957.

He developed the differential values inventory (DVI) a forced-choice questionnaire containing 64 pair of items, one item in each pair representing a traditional value and the other an emergent value.

Prince administered the DVI to the principals and a sample of 100 teacher of 20 schools. He divided the 20 principals into 10 youngest and 10 oldest and found the difference in values was significant - the older principals were more traditional. He further hypothesized that there would be a relationship between teacher-principal values and teacher confidence in the principal's leadership and evaluation of his effectiveness. When the 5 schools with the greatest difference in teacher principal values were compared with the 5 schools with the smallest difference in teacher principal values it was found that teacher rating, of confidence in the principal's leadership and of his effectiveness were higher in the second than in the 1st set of schools, i.e. teacher with traditional values had more confidence in principals with traditional values and vice-versa.

In an earlier study Sargent (1967:7-10) had examined the relationship between principal's personality and school climate. He reached the conclusion that principal's personality relates "somewhat" to the organizational climate of his school. In order to arrive at this, he had used 2 personality tests and measured 22 facts of principal's personality.

The theoretical concepts have developed side by side with empirical studies. The result is that it has been possible to call out criteria for both principal as well as institutional effectiveness. Recent theories of leadership effectiveness suggest that both task oriented and relationship oriented leaders are able to perform effectively in a group, given conditions appropriate to and supportive of their leadership style.

Castetter (1971) commenting on leadership styles...
"Personnel are quick to detect how the superior feels about organizational intent and formal procedures. The actions of an administrator always convey meaning to those under his direction. The extent to which the leader is committed to achieving the goals of the organization - the activities he pursues to further his own self-development - his inclination to retain responsibilities which he alone can and should perform - his effectiveness in dealing with organizational problems - his willingness to support subordinates, conditions the behaviour of his subordinates.

Kimborough (1959) developed the Tennessee Rating Guide to discriminate between effective and ineffective school leadership. For the former the essential ingredients were found to be;

- (a) interpersonal relations, (b) intelligent operation,
- (c) emotional stability, (d) ethical moral strength,
- (e) adequacy of communication, (f) operation as a citizen.

Lipham (1960) used some of the same attitudinal instruments as well as the Edwards Personal Preference Schedule together with interviews to determine the personal variables related to judgement of effectiveness of public-school principals.

Thus the area of values opens up infinite realms for the researcher and is, in its own right a wealthy subject of research. The allied studies that have been discussed offer positive encouragement to undertake such a research for they contain profound but incomplete elements of truth, hence the possibilities are immense, and the scope is wide and deep. Above all the possibility of CHANGE that it could bring about in principal behaviour is tremendous, for once principals learn to get in touch with their inner source of power they could be dynamic in their role execution and find lasting self-fulfillment. The table given below shows the areas covered by previous studies and how the present study which is concerned with Principal's values in relation to institutional effectiveness fits into their context.

General covered by previous studies in Values, Organizational Climate, Pupil Motivation and School Effectiveness

Question	Values studied within a chosen framework	(A) Values and leadership behaviour	(A) Values & Organizational Behaviour	Principal's Leadership Behaviour - his personality and the climate.
7)	1. Rao (1950)	1. Mishra M.Ed. (1981)	1. Posner, Barry & Michael (1979,	1. Gupta (1978)
7)		(B) Principal's Values and his Effectiveness	(B) Values & Administrative Effectiveness.	
9)		2. Roundy (1977)	2. Prince (1957)	
7)			(C) Values, Leadership Style & Organizational Effectiveness.	
8)			3. John Phillip (1981)	
(A)	Organizational Climate - Teacher rated effectiveness. 1. Sharma (1972)	(A) Organizational Climate & Principal personality Sargent (1967)	(A) Organizational Climate & Achievement 1. Sharma (1966)	(A) Organizational Climate & Academic Motivation 1. Litwin & Stringer (1968) 2. Sharma (1968)
(B)	Organizational Climate & Teacher Behaviour. 1. Gandhi (1977)	(B) Organizational Climate & Leadership 1. Sharma (1968) 2. Shelatt (1975)		
(C)	Organizational Climate & Teacher Morale 1. Desai (1981) 2. Lalla (1973)			
	Organizational Climate & Values of School Personnel 1. Kim Hgo Sum (1967)			