

APPENDICES

LIST OF APPENDICES

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 - 2) Personal data sheet for principals.
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 - 5) Value Scale.
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- B) LIST OF SCHOOLS TAKEN FOR THE PRESENT STUDY :
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TOOL NO.1PERSONAL DATA SHEET FOR TEACHERS

- 1) Name :
- 2) Residential Address :
- 3) Name of the School :
- 4) Code No. :
- 5) Sex : Male/Female :
- 6) Age : _____ Years.
- 7) Academic & Professional. : Qualifications :
- | | | |
|-----------------|---|---------------|
| B.A., M.A. | : | B.Ed., M.Ed., |
| B.Com., M.Com., | : | B.Ed., M.Ed., |
| B.Sc., M.Sc., | : | B.Ed., M.Ed., |
- 8) Total teaching experience. : _____ Years.
- 9) Any other worth information. :

TOOL NO.2PERSONAL DATA SHEET FOR PRINCIPAL

- 1) Name :
- 2) Residential Address :
- 3) Name of the School :
- 4) Code No. :
- 5) Sex : Male/Female :
- 6) Age : _____ Years.
- 7) Experience as a Principal. : _____ Years.
- 8) Academic Qualifications. : B.A., M.A.,
B.Sc., M.Sc.,
B.Com., M.Com.
- 9) Professional Qualifications. : B.Ed., M.Ed.,
D.Ed., etc.
- 10) Any other information worth mentioning. :

TOOL NO.3LEADERSHIP BEHAVIOUR DESCRIPTION QUESTIONNAIRE

(Developed by Halpin and Winder in 1952)

The information requested for is purely for research purpose and will be kept confidential. The success of this study depends on your honest co-operation. Please feel free to answer rightly. Thanks.

Instruction :

The L.B.D.Q. is composed of a series of short description statements of ways in which the Principal or Head may behave. You, as a member of the group, may kindly indicate the frequency with which he emerges in each form of behaviour by tick marking one of the five adverts. All the 30 items of the tool are scored on a scale ranging from 'Always' to 'Never'.

A = Always

D = Seldom

B = Often

E = Never

C = Occasionally

			<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>
1)	He makes his attitude clear to the staff.	:	-	-	-	-	-
2)	He tries out his new ideas with the staff.	:	-	-	-	-	-
3)	He rules with an iron hand.	:	-	-	-	-	-
4)	He criticises poor work.	:	-	-	-	-	-
5)	He speaks in a manner not to be questioned.	:	-	-	-	-	-
6)	He assigns staff members to particular tasks.	:	-	-	-	-	-
7)	He works without a plan.	:	-	-	-	-	-

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>
8)	He maintains definite standards of performances.	-	-	-	-	-
9)	He emphasizes the meaning of dead-lines.	-	-	-	-	-
10)	He encourages the use of uniform procedures.	-	-	-	-	-
11)	He makes sure that his part in the organization is understood by all members.	-	-	-	-	-
12)	He asks that staff members follow standard rules & regulations.	-	-	-	-	-
13)	He lets staff members know what is expected of them.	-	-	-	-	-
14)	He sees to it that staff members are working upto capacity.	-	-	-	-	-
15)	He sees to it that the work of staff members is co-ordinated.	-	-	-	-	-
16)	He does little things to make it pleasant to be a member of the staff.	-	-	-	-	-
17)	He is easy to understand.	-	-	-	-	-
18)	He finds time to listen to staff members.	-	-	-	-	-
19)	He does personal favours for staff members.	-	-	-	-	-
20)	He keeps to himself.	-	-	-	-	-
21)	He looks out for the personal welfare of individual staff members.	-	-	-	-	-
22)	He refuses to explain his actions:	-	-	-	-	-
23)	He acts consulting the staff.	-	-	-	-	-
24)	He is slow to accept new ideas.	-	-	-	-	-
25)	He treats all staff members as his equals.	-	-	-	-	-
26)	He is willing to make changes.	-	-	-	-	-

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>
27)	He is friendly and approachable.	:	-	-	-	-
28)	He makes staff members feel at ease when talking with them.	:	-	-	-	-
29)	He puts suggestions made by the staff into operation.	:	-	-	-	-
30)	He gets staff approval on important matters before going ahead.	;	-	-	-	-

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TOOL NO.4ADMINISTRATOR BEHAVIOUR DESCRIPTION SCALE

The information requested for is purely for research purpose and will be kept confidential. The success of this study depends on your honest co-operation. Please feel free to check the items correctly. Thanks.

Directions :

Here are some statements which simply describe the behaviour of individuals in leadership positions. Kindly read the five answers provided after each item and decide which one of the five most nearly expresses the frequency with which the leader engages in the behaviour. Please put a tick mark against the answer you have selected.

Note : The terms 'Group' as employed in the following items, refers to a department, division or other unit of organization which is supervised by the person being described. The term 'Members' refers to all personnel in the unit of organization which is supervised by the person being described.

A = Always

D = Seldom

B = Often

E = Never

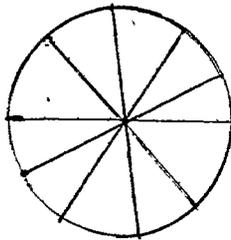
C = Occasionally

		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>
1)	He keeps informed about the work that is being done.	:	-	-	-	-
2)	He makes outside contacts for the group.	:	-	-	-	-

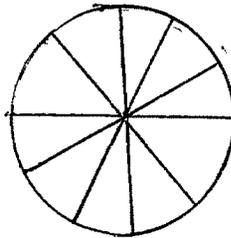
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>
3)	He schedules the work to be done.	:	-	-	-	-
4)	He explains why a particular action is important.	:	-	-	-	-
5)	He tells the public about the importance of his group.	:	-	-	-	-
6)	He works right alongwith the group.	:	-	-	-	-
7)	He asks members to follow organizational lines.	:	-	-	-	-
8)	He looks out for the welfare of individual member.	:	-	-	-	-
9)	He gives advance notice of changes.	:	-	-	-	-
10)	He speaks in public in the name of the group.	:	-	-	-	-
11)	He figures ahead on what should be done.	:	-	-	-	-
12)	He keeps well informed about the progress of the group.	:	-	-	-	-
13)	He encourages members to work as a team.	:	-	-	-	-
14)	He backs up the members in their actions.	:	-	-	-	-
15)	He encourages the use of certain uniform procedures.	:	-	-	-	-
16)	He makes it pleasant to be a member of the group.	:	-	-	-	-
17)	He establishes cordial relations with subordinates.	:	-	-	-	-
18)	He establishes cordial relations with superiors.	:	-	-	-	-
19)	He knows who is responsible for each job.	:	-	-	-	-
20)	He keeps the group informed.	:	-	-	-	-
21)	He maintains a close working relationship with subordinates.	:	-	-	-	-
22)	He maintains a close working relationship with superiors.	:	-	-	-	-

Here are some values you would obviously possess. Keeping in mind your behaviour patterns, please shade the area of the circle that you represent the degree to which you possess them. To help you assess yourself against some ref. point, these values have been defined.

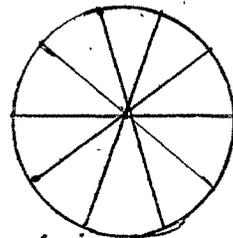
Beauty : the inner harmony of a person perceptible in his/her behaviour and composure and the seeking of harmony with the environment.



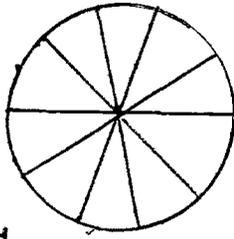
Competence : the adequate knowledge and the natural or acquired skills which enable a person to fulfill his/her duties correctly and successfully.



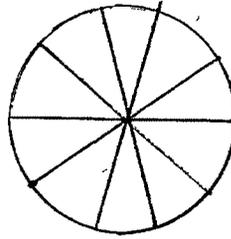
Truth : the habitual readiness to assess people and events as they are in themselves.



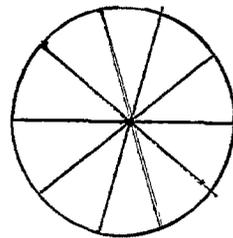
Respect for others : readiness to recognize and accept other people with their positive qualitative and their limitations and to deal with them according to their inner frame of reference.



Accountability : the readiness and ability to stand for and explain one's decisions and actions in the fulfillment of one's duties.

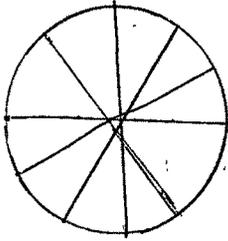


Goodness : the ability and spontaneous readiness to communicate and share and build up others.

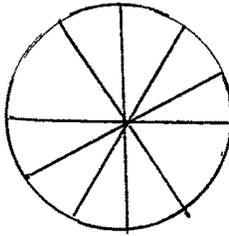


TOOL NO.5
A. VALUE SCALE

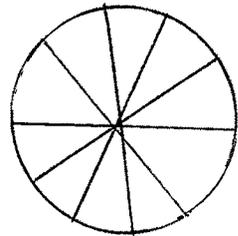
Loyalty : the faithful adherence to commitment towards persons, ultimate values which one has freely adopted.



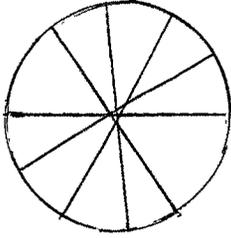
Love : Affection based on admiration or benevolence.



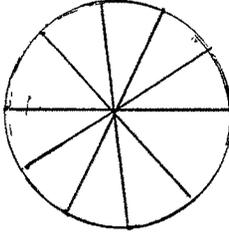
Courage : mental or moral strength to venture persevere and withstand danger, fear or difficulty.



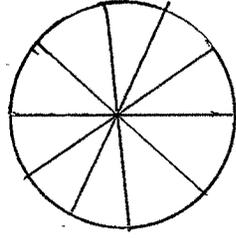
Faith : the personal trust and assurance of the meaning and value of human life & of the radical goodness of man, of God and the world inspite of contrary experiences.



Integrity : the consistent adherence to truth and honesty in personal & business relations in the face of allurements or threats.



Punctuality : To be in time even at the cost of one's convenience.



TOOL NO.6DECISION-MAKING QUESTIONNAIRE

- N.P.Deota.

- 1) I always take some time for thinking peacefully before I take decision.
- 2) I am very much concerned about the dissemination of the decisions among the staff once the decision is taken.
- 3) I convey the decisions through written form of communication.
- 4) While taking decisions, I take opinions of all the members on the issue.
- 5) I try to give due consideration to the opinions of the members before I take any decisions.
- 6) If there happens to be a difference of opinions while taking decisions I stick then to the original objectives and philosophy on which the school is based.
- 7) Before I take any decisions, I always consult some of my closest and nearest persons.
- 8) I ask teachers to take decisions by their own.
- 9) I am ever watchful to notice that decisions once taken are carried out perfectly.
- 10) I follow rules and regulations very strictly.
- 11) In case of some unhappy decisions I try to persuade my staff about its validity.
- 12) If any mistake are formed and found out in any of the accepted decisions, then I try to correct the decisions immediately.

- 13) I always consider about the consequences that will take place in different groups and individuals working in various capacities after my announcement about the decision.
- 14) I know how difficult it is to take any decisions or what a crucial task it is to make decisions.
- 15) Whenever I take any decisions, I give prime importance to the school and its objectives rather than to any person holding any position in the school organisation.
- 16) I have formed various committees for taking decisions.
- 17) I circulate and make it a law for all once the decision is taken by the decision-committee.
- 18) I don't waste much time in decision-making process.
- 19) I believe that one can progress through taking quick decisions and quick implementation of the decisions.
- 20) I sometimes, consult principals of other schools for taking decisions.
- 21) I take stern steps and legal action against those irresponsible individuals who do not implement the decisions.
- 22) I keep the decisions very secretly till the time of declaration.

TOOL NO.7CONFLICT RESOLUTION QUESTIONNAIRE

- N.P.Deota.

- 1) There is a very little scope for conflicts in my school i.e. the ratio of conflict is less in my school.
- 2) I consider it as a good sign, if there are any sort of tustles in between the members of a small scale.
- 3) It is an art to resolve conflicts in school.
- 4) I can convert any sort of conflicts into a fair competition.
- 5) It is a sacred duty of a principal to resolve the crises in the school.
- 6) I sort out conflicts by applying psychological principles.
- 7) I am trying to resolve those conflicts which are in continuation since long so that I can run the school smoothly.
- 8) If one tries to pacify conflicts through applying some third rate techniques such as threatening etc. then conflicts get resolved temporarily but later on they put on double weight and become more vigorous.
- 9) As a principal it is my duty to see whether those deep-rooted causes which were creating conflicts are well settled or not.
- 10) In spite of so many conflicts, I can stand boldly and stick to my principles peacefully.
- 11) I believe that if the principal is having any philosophical and cultural background about India, then that is directly helpful insolving the problems.

- 12) It is because of the lack of integrity in the thought and deed of principal that many problems can arise.
- 13) I don't meddle in other's problems unnecessarily.
- 14) It is only through love that one can win over the conflicts permanently.
- 15) Life and conflicts are intertwined in each other. Conflicts are bound to be there in life. Who will pay attention towards them ?

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TOOL NO.8A QUESTIONNAIRE ON COMMUNICATION

(Administered to the Principals of secondary schools)

N.B. - You are requested to put signs of 'yes' or 'no' like / or X before the statements.

prepared by : N.P.Deota.

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- 1) I am unambiguous in my communication.
- 2) I can establish the wave length with the communicatee.
- 3) I disapprove the statements of other persons while communicating.
- 4) I evaluate the statements of other person while listening to his communication.
- 5) I speak a few words only when needed.
- 6) I am interested in giving suggestions to my staff.
- 7) I dislike negative communication like back-biting, discouraging etc.
- 8) I often command my staff.
- 9) I feel free to consult my subordinates.
- 10) I consult my superiors when necessary.
- 11) I have frequent differences of opinions with my staff.
- 12) I always disagree with those who criticise my decisions.
- 13) Even small talks make me feel upset.
- 14) I do not feel uncomfortable when I have to be with unknown persons at unknown places.
- 15) I often use persuasive language while dealing with my staff.
- 16) I do not feel easily upset if staff members go against me.
- 17) I believe in frank and open communication.
- 18) I present maximum opportunity to the communicate to open his heart to me.

- 19) I try to avoid misunderstanding through communication.
- 20) I believe that lack of communication can be dangerous to the institution.
- 21) I discuss changes in the instructional programmes with the teachers.
- 22) I encourage teachers to work together in planning.
- 23) I keep on informing the teachers about the latest developments in the education.
- 24) I do not allow teachers to interfere in my policy-matters.
- 25) I explain why a particular action is important to the subordinate staff.
- 26) I ask members to follow organizational lines, rules and regulations.
- 27) I communicate by written notices more efficiently than through oral talk.
- 28) I like team-discussion type of communication before taking any decisions.
- 29) When conflicts arise I allow time to ponder over the issues.
- 30) I prefer oral talk to written ones.
- 31) I talk directly with committee members.
- 32) When conflicts between two members occur I communicate as a counsellor and not as a principal.
- 33) After school hours I communicate to my staff as if I am their friend and well wisher and not as a principal. So I change my mode of speaking.
- 34) When students rush to me and in my room, I allow them to talk and I listen to them calmly.
- 35) Even after school hours, staff members fear to talk to me.

- 36) I communicate to inspectors freely and fearlessly about school's appraisal.
- 37) In case of crisis like postponement of examinations etc. I hear both sides and be a witness of the process.
- 38) While listening I often play a role of a witness.
- 39) I believe that silence has many meanings.
- 40) Some communication be carried smoothly only by observing silence.
- 41) In group discussion, I would not feel embarrassed to give my criticism another's views.
- 42) I take the lead to enliven a group of people sitting dull and idle.
- 43) I strongly believe that there is power in each and every word and hence it is always the honest, sweet and frank, communication which carries its effect on the people.
- 44) I believe to keep silence when staff members are speaking in the meeting.
- 45) Whenever the school work is appreciated, I attribute it to the team-spirit.
- 46) But under any circumstances, I keep my words as final words of authority.
- 47) In case, I do not hesitate to take my words back if they are wrongly interpreted or wrongly used.

TOOL NO:9SELF-RATING SCALEDirections :

Here are some statements describing the role of an administrator. If you are a principal/head-master kindly rate your behaviour on the scale. If you are not, please rate yourself in terms of comparable activities at the departmental level. If you are a teacher aspiring to become an administrator please rate yourself on the scale to help discover your strengths and weaknesses for self-advancement in future.

Kindly indicate the most appropriate statement by encircling the figure at the right hand side.

A = Exceedingly strong in the given area.

B = Very strong.

C = Moderately strong.

D = Weak.

E = Very weak or not present.

I) As an Educator :

- 1) Shares his academic experiences with others: A B C D E
- 2) Expresses in some way a personal philosophy: A B C D E
of public school education.
- 3) Knows needs of learner based on solid : A B C D E
college training.
- 4) Leads his staff academically with : A B C D E
publication and contributions to journals.

- 5) Organises and directs growth of the school(s) in accomplishing educational mission. : A B C D E

II) As an Administrator :

- 1) Selects competent people (look into records of those you hired). : A B C D E
- 2) Organises staff for delegation of authority. : A B C D E
- 3) Brings unity in his dealings in all phases. : A B C D E
- 4) Makes decisions based on co-operative democratic efforts. : A B C D E
- 5) Keeps long-range goals before him constantly. : A B C D E
- 6) Evaluates the programme continuously. : A B C D E

III) As a Personnel Administrator :

- 1) Establishes fair, written policies and systems for management. : A B C D E
- 2) Develops procedures to improve efficiency for total programme. : A B C D E
- 3) Watches the "human relations" factor constantly. : A B C D E
- 4) Keeps channels of communication open at all times. : A B C D E
- 5) Recognised and credits good performance by staff members. : A B C D E
- 6) Provides opportunities for staff growth and development. : A B C D E

IV) As a Public Relation Administrator :

- 1) Promotes aggressively a programme reflecting school aims. : A B C D E
- 2) Maintains public interest in the school at a high level. : A B C D E
- 3) Leads the entire staff in developing and building excellent programmes in this area. : A B C D E
- 4) Treats all constituents with cordiality and dignity. : A B C D E

V) As a Business Administrator :

- 1) Understands and knows fiscal problems well enough to talk intelligently. : A B C D E
- 2) Provides leadership in securing financial means for the schools. : A B C D E
- 3) Demands efficiency and economy based on financial know-how and constant evaluation of data. : A B C D E
- 4) Talks the language of the business executive in day-to-day contacts. : A B C D E

LIST OF SCHOOLS FOR THE PRESENT STUDY

<u>SR.NO.</u>	<u>NAME OF THE SCHOOLS.</u>	<u>MEDIUM.</u>	<u>PLACE.</u>
1)	Bright English Medium School.	English	Baroda.
2)	Jayashree Kanya Vidyalaya.	Marathi	"
3)	Central School, Harni Road.	Hindi	"
4)	Baroda High School, Baggikhana.	English	"
5)	Navayuga Vidyalaya.	"	"
6)	Shrikrishna Hindi Medium School.	Hindi	"
7)	Navayuga Vidyalaya.	Gujarati	"
8)	Convent (J.and Mery) English Medium School.	English	"
9)	New Era Girl's High School.	Gujarati	"
10)	Sayaji Boy's High School.	"	"
11)	Lal Bahaddur Shastri Vidyalaya.	"	"
12)	Sayaji Girls' High School.	"	"
13)	Unnati Vidyalaya.	"	"
14)	Hill Memorial High School.	"	"
15)	Jeevan Sadhana High School.	"	"
16)	Jeevan Bharati Vidyalaya.	"	"
17)	H.J.Parikh High School.	"	"
18)	Jeevan Sadhana High School.	English	"
19)	Pratap High School.	Gujarati	"
20)	H.V.Shroff Memorial High School.	"	"
21)	University Experimental High School.	"	"
22)	M.C.High School.	Marathi.	"
23)	Zenith High School.	English.	"
24)	Central School.	Hindi.	Ankleshwar.
25)	Shreyas Vidyalaya.	Gujarati.	Bharuch.

<u>SR.NO.</u>	<u>NAME OF THE SCHOOLS.</u>	<u>MEDIUM.</u>	<u>PLACE.</u>
26)	Adarsh Vidyalaya.	Hindi.	Baroda.
27)	Baroda High School.	English.	"
28)	Vidyakunja High School.	"	"
29)	Bharati Vidyalaya.	Gujarati.	"
30)	Shreyas High School, Manjalpur.	English.	"
31)	New Era Boys' High School.	Gujarati.	"
32)	Vinaya Vidyalaya.	"	"
33)	Navrachana School.	English.	"
34)	Sardar Vinay Mandir.	Gujarati.	"
35)	M.U.Patel High School.	"	Vallabha Vidyanagar
36)	G.J.Sharada Mandir.	"	"
37)	I.B.Patel English Medium School.	English	"
38)	Sharada Mandir High School.	Gujarati.	Baroda.
39)	B.N.High School.	"	Chandod, Baroda.
40)	Bright English Medium School, V.I.P. Road.	English.	Baroda.
41)	N.T.Z. Girls' High School.(Tata).	Gujarati.	Navsari.
42)	Smt.V.K.Zaveri Sadhana Vidyalaya.	"	Bharuch.
43)	Rukmini Devi Rungta High School.	"	"
44)	Onjal Macchhi Vada High School.	"	Navsari.
45)	Jamanabai Kanya High School. (Vidyalaya).	"	Valsad.
46)	Sheth R.J.J. High School.	"	"
47)	C.B. High School.	"	"
48)	D.M.D.G. Municipal High School.	"	"
49)	T.N.T.B. High School.	"	Surat.
50)	Divan Dhanji High School.	"	Jhagadia, Bharuch.

C.1 SCORES ON LEADERSHIP BEHAVIOUR PATTERNS :

The sample of 50 schools grouped according to four leadership behaviour patterns of the principals of the sampled schools.

1. HH = Above the mean of Initiating Structure and Above the mean of Consideration.
2. LH = Below the mean of Initiating Structure and Above the mean of Consideration.
3. LL = Below the mean of Initiating Structure and Below the mean of Consideration.
4. HL = Above the mean of Initiating Structure and Below the mean of Consideration.

The Mean of Initiating Structure scores = 37.44

The Mean of Consideration scores = 36.04

1. HH - Leadership Behaviour Pattern :

Sr. No.	School No.	Initiating Structure.	Consi-deration.	Sr. No.	School No.	Initiating Structure.	Consi-deration.
1)	1	41.75	39.25	10)	25	37.75	42.25
2)	3	41.75	38.	11)	31	39	42.5
3)	4	38.33	39.33	12)	34	45.4	49.6
4)	6	46.6	40.8	13)	39	41	44.33
5)	8	42.2	43.8	14)	40	49	39
6)	10	45.	37.	15)	41	48.5	42.5
7)	12	42.2	37.4	16)	46	45.4	48.4
8)	19	41.4	42.4	17)	48	40.2	41.4
9)	24	37.	39.5	18)	50	38.	39.6

(N=18)

2. LH - Leadership Behaviour Pattern :

Sr. No.	School No.	Initiating Structure.	Consi-deration.	Sr. No.	School No.	Initiating Structure.	Consi-deration.
1)	11	35.6	39	5)	29	33.6	36.2
2)	21	37.2	36.6	6)	30	26.25	37
3)	22	35	42.75	7)	36	37.2	37
4)	26	33.33	41.66	8)	42	36.6	38.4

(N=8)

3. LL - Leadership Behaviour Pattern :

Sr. No.	School No.	Initiating Structure.	Consi-deration.	Sr. No.	School No.	Initiating Structure.	Consi-deration.
1)	7	36.6	35	9)	20	33	34.6
2)	9	28.6	28.4	10)	23	34.2	34.
3)	13	31.8	30.4	11)	28	33	30.2
4)	14	29.4	27	12)	33	31.33	30
5)	15	32.5	28.5	13)	43	27.6	21
6)	16	36.2	34.2	14)	44	32.75	32.25
7)	17	21.8	21.4	15)	49	34.6	32
8)	18	31.4	33.4				

(N=15)

4. HL - Leadership Behaviour Pattern :

Sr. No.	School No.	Initiating Structure.	Consi-deration.	Sr. No.	School No.	Initiating Structure.	Consi-deration.
1)	2	37.6	35.6	6)	37	38	33.75
2)	5	44	34.4	7)	38	40.25	33.5
3)	27	37.4	23	8)	45	45	36
4)	32	37.4	35.4	9)	47	44.33	28.66
5)	35	39.4	34.4				

(N=9)

TABLE - 2

SCORES ON ADMINISTRATOR BEHAVIOUR DESCRIPTION SCALE (FOUR COMPONENT-WISE) :

School No.	Initiation.		Consideration.	
	Communi- cation.	Organi- zation.	Represen- tation.	Integrity.
1	6.5	5.	9.	5.75
3	8.75	6.25	7.	6.5
4	7.33	7.00	8.6	5.6
6	10.4	5.2	8.8	7.2
8	9.4	8.6	8.4	8.0
10	7.8	5.8	8.8	6.0
12	7.6	6.2	8.8	6.6
19	8.4	5.4	7.4	5.8
HH 24	9.7	8.	9.	7.7
25	8.7	5.7	8.	6.5
31	12.	7.5	11.	8.
34	9.4	7.4	9.8	7.2
39	7.6	4.6	7.3	7.3
40	9.5	7.7	8.2	6.5
41	9.	5.5	9.5	7.5
46	10.8	7.2	10.6	6.8
48	7.6	3.4	7.4	6.0
50	7.6	4.8	8.2	6.0

School No.	Initiation.		Consideration.	
	Communi- cation.	Organi- zation.	Represen- tation.	Integrity.
11	8.2	5.0	7.4	4.8
21	9.0	5.8	7.6	6.6
22	8.5	5.7	8.0	6.0
LH 26	8.3	6.6	8.3	5.
29	8.8	5.6	7.	7.
30	5.7	3.2	8.2	5.
36	9.8	5.8	8.2	5.4
42	9.	6.4	10.	6.4

(N=8)

School No.	Initiation.		Consideration.	
	Communi- cation.	Organi- zation.	Represen- tation.	Integrity.
7	5.2	4.8	5.6	6.0
9	6.8	4.4	5.8	4.4
13	5.6	5.2	5.8	4.2
14	4.6	4.6	3.8	4.0
15	6.7	3.5	6.7	4.7
16	8.4	5.6	8.4	6.2
LL 17	4.2	2.8	4.8	2.8
18	4.4	5.6	5.4	5.2
20	5.4	4.2	7.0	4.4
23	5.8	5.0	4.6	4.0
28	7.8	5.6	6.	5.2
33	8.3	5.6	6.6	5.3
43	6.	5.2	5.8	4.6
44	5.	4.	4.5	5.2
49	6.2	4.8	7.4	5.2

(N=15)

School No.	Initiation.		Consideration.	
	Communi- cation.	Organi- zation.	Represen- tation.	Integrity.
2	8.0	5.0	7.0	5.8
5	8.0	7.0	7.4	5.0
27	7.2	7.	9.4	6.6
32	7.4	4.4	7.6	5.6
35	7.4	7.8	9.	6.8
37	5.7	5.5	7.7	4.0
38	5.7	5.	7.	6.
45	8.5	6.7	6.2	7.2
47	6.1	6.1	5.6	3.3

(N=9)

TABLE - 3

SCORES ON ADMINISTRATOR BEHAVIOUR DESCRIPTION SCALE AND SELF-
RATING SCALE (ONLY TWO COMPONENTS) :

Sr. School No. No.	Communication +Organization.		Representation +Integration.	
	Initiation. Teachers perception ABDS.	Self perception SRS.	Consideration. ABDS.	SRS.
1	11.5	17	14.75	18
2	13.0	15	12.8	13
3	15.	24	13.5	12
4	14.3	13	14.2	15
5	15.0	22	12.4	21
6	15.6	08	16.	18
7	10.0	22	11.6	19
8	18	19	16.4	17
9	11.2	16	10.2	13
10	13.6	18	14.8	19
11	13.2	17	12.2	20
12	13.8	22	15.4	22
13	10.8	20	10.0	20
14	9.2	21	7.8	19
15	10.2	08	11.4	10
16	14.0	16	14.6	16
17	7.0	17	7.6	18
18	10.0	11	10.6	12
19	13.8	16	13.2	16

Sr. School No. No.	Communication +Organization.		Representation +Integration.	
	Initiation.		Consideration.	
	Teachers perception ABDS.	Self perception SRS.	ABDS.	SRS.
20	9.6	18	11.4	17
21	14.8	19	14.2	21
22	14.2	19	14.0	18
23	10.8	19	8.6	20
24	17.7	19	16.7	20
25	14.4	12	14.5	16
26	14.6	21	13.3	21
27	14.2	15	16.0	13
28	13.4	17	11.2	16
29	14.4	23	14.0	21
30	8.9	18	13.2	22
31	19.5	23	19	22
32	11.8	22	13.2	22
33	13.9	17	11.9	18
34	16.8	20	17	21
35	15.2	12	15.8	13
36	15.6	19	13.6	21
37	11.2	19	11.7	20
38	10.7	20	13.0	18
39	12.2	17	14.6	21
40	17.2	17	14.7	21
41	14.5	15	17.	15

Sr. School No. No.	Communication +Organization.		Representation +Integration.	
	Initiation.		Consideration.	
	Teachers perception ABDS.	Self perception SRS.	ABDS.	SRS.
42	15.4	15	16.4	16
43	11.2	15	10.4	17
44	9.0	17	9.7	15
45	15.2	21	13.4	19
46	18.	20	17.4	22
47	12.2	13	8.9	16
48	11	16	13.4	12
49	11	13	12.6	17
50	12.4	22	14.2	20

TABLE - 4

SCORES ON PRINCIPALS VARIOUS FUNCTIONS

HH					LL			
Sr. No.	School No.	Decision making.	Conflict Resolution.	Communication.	School No.	Decision making.	Conflict Resolution.	Communication.
1	1	19	15	32	7	18	15	35
2	3	20	16	42	9	21	14	42
3	4	18	15	36	13	4	5	18
4	6	16	15	30	14	20	15	39
5	8	17	16	37	15	12	6	32
6	10	17	15	25	16	7	7	30
7	12	15	13	22	17	8	7	23
8	19	22	11	40	18	10	8	20
9	24	22	15	38	20	16	9	28
10	25	20	17	35	23	20	11	40
11	31	15	12	30	28	18	13	25
12	34	23	18	42	33	19	15	43
13	39	15	17	33	43	3	6	20
14	40	18	14	36	44	3	7	15
15	41	17	18	31	49	5	8	14
16	46	23	19	35				
17	48	22	18	37				
18	50	21	19	40				
Mean		340/18	283/18	621/18	Mean	184/15	146/15	424/15
		18.88	15.72	34.5		12.26	9.73	28.26

TABLE - 5

PRINCIPALS VALUE SCORESHH PATTERN :

Sr. School		Values											
No.	No.	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
1	1	2	8	6	6	7	7	3	4	7	7	6	9
2	3	9	10	7	5	7	10	10	3	10	10	10	5
3	4	5	7	4	6	7	4	5	5	5	6	6	5
4	8	7	7	9	9	9	9	9	9	8	7	9	9
5	10	2	8	7	4	3	2	5	3	2	2	6	9
6	12	10	9	8	10	10	10	10	10	10	10	9	10
7	19	3	6	5	7	6	7	7	6	4	8	5	10
8	24	2	8	7	6	6	7	6	6	3	8	6	9
9	25	7	7	5	8	8	8	8	9	8	9	8	8
10	31	8	8	8	10	9	9	9	10	9	9	9	10
11	34	5	8	6	5	2	6	8	7	3	9	5	8
12	40	8	8	6	6	8	6	8	6	8	5	6	10
13	46	7	7	8	8	6	9	8	8	9	7	6	8
14	48	7	7	5	6	5	7	7	5	8	8	8	7
15	50	3	8	6	8	6	6	5	5	5	4	6	7

HL PATTERN :

1	2	5	8	8	9	9	7	6	7	7	8	5	8
2	5	6	3	5	3	3	6	4	5	2	6	4	2
3	27	7	10	5	7	7	8	5	5	5	7	6	6
4	32	8	9	8	10	9	8	8	8	9	9	8	9
5	35	1	10	3	10	10	3	2	3	1	5	8	10
6	37	9	10	8	9	9	10	10	10	10	10	10	10
7	38	1	2	2	6	8	10	8	5	9	7	5	9
8	45												
9	47	6	5	7	6	5	6	6	7	5	6	6	5

PRINCIPALS' VALUE SCORESLH PATTERN :

Sr. No.	School No.	Values											
		1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
1	11	5	7	6	8	7	5	3	6	6	7	8	4
2	21	7	9	8	10	9	10	10	9	10	10	10	10
3	22	1	1	1	1	1	1	1	1	1	1	1	1
4	26	10	10	8	10	10	8	10	9	8	5	10	10
5	29	6	4	5	3	4	5	4	5	2	6	7	6
6	30	6	10	10	10	10	5	5	10	5	10	5	10
7	36	7	8	8	8	10	9	9	9	8	9	9	9
8	42	7	8	7	8	6	7	8	9	7	7	8	9

LL PATTERN :

1	7	4	3	5	4	3	5	3	5	4	3	4	6
2	9	4	5	2	5	5	7	2	2	3	2	2	3
3	14	8	9	7	9	8	8	9	10	8	9	7	10
4	16	5	6	8	7	6	8	9	7	7	7	7	8
5	17	8	7	10	5	4	5	1	2	1	6	2	1
6	18	6	6	7	9	7	8	6	9	6	7	8	6
7	20	3	2	4	4	2	4	5	3	3	3	3	4
8	23	6	8	7	7	5	5	8	5	5	6	8	8
9	33	5	6	6	7	7	6	7	7	5	6	8	7
10	43	5	8	6	8	10	7	6	8	9	8	6	9
11	44	6	5	7	7	5	6	6	7	5	6	7	7
12	49	2	3	3	5	2	8	3	4	5	3	4	5