

* C O N T E N T S *

	<u>PAGE</u>
DEDICATION	: ii
ACKNOWLEDGEMENTS	: iii
LIST OF CONTENTS	: v
LIST OF TABLES	: ix
LIST OF GRAPHS	: x
LIST OF FIGURES	: xi
LIST OF APPENDIX	: xviii
<u>CHAPTER - I : SIGNIFICANCE OF LEADERSHIP BEHAVIOUR :</u>	<u>(1 to 13)</u>
1.1 Significance of Leadership.	: 2
1.2 What do the previous research works convey.	: 7
1.3 The present problem and its needs.	: 10
1.3.1 Aims of the present work.	: 12
<u>CHAPTER - II : REVIEW OF RELATED LITERATURE :</u>	<u>(14 to 72)</u>
2.1 Introduction.	: 15
2.2 Related Studies - In India.	: 18
2.2.1 Role of principal and his leadership behaviour.	: 18
2.2.2 Principal and his administrative behaviour.	: 30
2.2.3 School innovativeness and leadership behaviour of school principal.	: 35
2.2.4 Principal and his values.	: 37
2.3 Review of Studies - Outside India.	: 44
2.3.1 Administrative and leadership behaviour of principals.	: 44
2.3.2 Principal behaviour.	: 54

	<u>PAGE</u>
2.3.3 Principal and his values. :	60
2.4 Some Generalizations. :	66
2.5 Implications for the present investigation. :	70
<u>CHAPTER - III : FOUNDATIONS OF LEADERSHIP BEHAVIOUR :</u>	(73 to 143)
3.1 The concept of leadership. :	74
3.2 Approaches to the study of leadership.:	81
A) Theories. :	82
B) Types. :	86
C) Styles. :	92
D) Models. :	95
3.3 The emerging characteristics of leadership Historical Development, definitions and generalizations. :	100
3.4 Principal as an effective leader. :	108
3.5 Effective leadership. :	109
3.6 Principal and Decision-making function:	113
3.7 Principal and Conflict-Resolution function. :	119
3.8 Principal and Communication function. :	125
3.9 Leadership behaviour and values. :	132
3.10 Conclusion. :	138
<u>CHAPTER - IV : THE PLAN AND THE PROCEDURE :</u>	(144 to 186)
4.1 The focus of the study. :	145
4.2 The problem and the definition of the terms. :	147
4.3 The delimitation and the scope of the study. :	157
4.4 Objectives of the study. ;	158

	<u>PAGE</u>
4.5 The sample.	159
4.6 The research tools.	160
4.7 Description of the various tools used.	160
4.8 Collection of the data.	184
4.9 Analysis of the data.	185
4.10 Scheme of the chapters.	186
<u>CHAPTER - V : ANALYSIS AND INTERPRETATION OF</u> <u>THE DATA :</u>	(187 to 359)
<u>SECTION-I</u>	(188 to 217)
5.1 Introduction.	188
5.2 Collection, clarification and Tabulation of the data.	189
5.3 Glancing at the personal data of the principals.	190
5.4 Analysis of the data.	194
5.4.1 Identification of leadership behaviour scores.	194
5.4.2 Interpretation of administrative behaviour scores.	203
5.4.3 Interpretation on Value-scores.	208
5.4.4 Interpretation of principals' various functions.	212
5.4.5 Interpretation of Self-rating scale.	214
<u>SECTION-II</u>	(218 to 332)
5.5 Profiles of the three HH patterned schools.	218
- School Profile No.1	218
- School Profile No.2	238
- School Profile No.3.	260

		<u>PAGE</u>
5.6	Profiles of the three LL patterned schools.	283
	- School Profile No.4	283
	- School Profile No.5	298
	- School Profile No.6	314
5.7	Discussion and findings on the Case-studies.	333
5.8	Conclusion.	356
<u>CHAPTER -- VI : REVIEW, FINDINGS, SUGGESTIONS AND CONCLUSION :</u>		(360 to 394)
6.1	Review.	361
6.2	Findings.	370
6.3	Suggested areas for further Research.	380
6.4	Conclusion.	383
<u>APPENDIX :</u>		
A	Tools.	:
B	List of Schools for the present study.	:
C	Scores.	:
D	Bibliography.	: