

\* C H A P T E R - II \*  
REVIEW OF RELATED LITERATURE

"The most effective leader is one who acts as a catalist, consultant, and resource to the group. His job is to help the group to grow, to emerge, and to become more free. He serves the group best when he is a whole person, is direct, real, open, spontaneous, permissive, emotional and highly personal".

- Jack. R. Gibb (1969)  
'Dynamics of Leadership'.

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\* C H A P T E R - I I \*

REVIEW OF RELATED LITERATURE

2.1 Introduction :

"Man is the only creature that does not have to begin anew in every generation; but can take the advantage of the knowledge which has accumulated through the centuries. This fact is of particular importance in research, which operates as a continuous function of ever closer approximation to the truth. The investigator can be sure that his problem does not exist in vacuume, and that considerable work has been already done on problems which are directly related to his proposed investigation. The success of his efforts will depend in no small measure on the extent to which he capitalizes on the advances made by previous researches".

Mouly

The Science of Educational Research.

The present study is based on the leadership and administrative behaviour of principals of secondary schools. Educational administration assumed a new significance after our independence. Studies have been made in the Western countries as well as in India recently to measure the organisational climate, administrator and administrative behaviour, leadership behaviour, values, teacher morale, student achievement in learning and other allied problems to identify conditions under which an individual could effectively function as an educational administrator.

It is not the intention of the researcher to review the voluminous researches, both foreign and Indian, done in this field, but to concentrate only on the main trends and major conclusions. The objective will be to see what other researches have to say on different factors that affect leadership behaviour and administrative behaviour of the school principal.

The purpose of the present investigation is to throw light on some concrete dimensions and give perceptible directions to improve education in the secondary schools through the development of the effective characteristics in principals and some of the related variables such as decision-making behaviour, communication behaviour etc. along with the values which will nurture principals' personality effectively.

The major trends emerging from the researches of Tead (1935), Bernard (1938), Halpin & Winer (1952), Getzel and Guba (1957), Hemphill and Coons (1957-60), pertain to various approaches used by researchers to identify and explain leadership behaviour on the basis of different postulates or theories. Researches of Hemphill and Coons, Halpin & Winer have made it possible to identify different dimensions of leadership behaviour and have tried to measure them. This has led to study and interpret the leadership behaviour in different organizations including schools and colleges.

Administrators of secondary schools are known by the designation of principal or head-master. They are the school

executives who are involved in relating and integrating problems of values, people and organisation into a meaningful whole. It is here that the role of principal or administrator as a leader emerges. He has to exhibit his leadership behaviour and qualities in a more meaningful way in order to prove his effectiveness.

Since individuals differ from each other, administrator behaviour differs from school to school which is to say that the other variables dependent on administrator behaviour also differ significantly. It is a known fact that the administrator crucially affects the overall school programme. Hence, administrative behaviour should be thoroughly analysed and studied.

Immegart's (1977) review and a review by Willower (1977) both conclude that the quality and quantity of such researches had increased significantly over the last two decades. While researches and theories abound, little is really known about the effective leader, what qualities, what behaviours, what values, what practices, what procedures actually make principal effective.

There has, however, been a substantial amount of research on school organization and the principalship based on a variety of theoretical frameworks such as social systems' theory, role theory, organization's theory, theories based on the leadership and administrative behaviours, etc. etc. to name just a few.

There are many conceptions of the role of the school principal. Those dominating the research literature include principal as a 'leader, instructional supervisor, administrative decision maker, organisational change-agent and conflict manager'. While most principals incorporate elements associated with each of these images in their actual behaviour on the job, the most prevalent image reflected in the research literature is that image in terms of scores on the leadership behaviour description questionnaire (Halpin and Winer, 1957), the Executive Professional Leadership Scale (Gross and Herriot 1965) and various other measures.

In this following section the investigator has reviewed some selected researches which have direct bearing on the present study. It will be interested to review some Indian studies in this area.

## 2.2 RELATED STUDIES - IN INDIA :

### 2.2.1 Role of Principal and his leadership behaviour :

Mahajan, J.M. (1972) found that most of the principals (i) fail to play an effective leadership role in the academic field in the schools due to limited time and energy, (ii) They had a lack of proper knowledge of concept of supervision and received no cooperation from the teachers, (iii) They have shown their reluctance in helping and guiding teachers in the area of subject content and teaching methodology. (iv) The principals in most of the cases have failed to win confidence of the teachers. This is what he has reported about the academic role of principals of Delhi schools.

Darji D.R. (1975) has studied leadership behaviour of secondary school principals of Panchmahal's District. He found that the leadership behaviour dimensions and patterns were critical indicators of organisational climate, staff morale, academic motivation, school innovativeness and academic status. The leadership dimensions and patterns were found to be significant in relation to pupil motivations towards schools and academic status of schools.

Darji has found that the heads evince inadequacy with regard to their 'initiating structure' and that is due to want of required professional training. 'Consideration' qualities of the head differ according to the nature of self-perceived roles in relation to the organisational set-up of the schools.

The relation between teacher-morale and the two dimensions of leadership behaviour, viz. 'Initiation' and 'Consideration' is significant.

As one moves from high morale schools to low morale schools, the percentage of principals manifesting the high initiation and high consideration leadership behaviour pattern goes on decreasing and percentages of principals manifesting the low initiation and low consideration pattern of leadership behaviour goes on increasing.

His chief results are -

- 1) The percentage of principals manifesting high initiation

and high consideration leadership pattern is the highest (49). The principals manifesting low initiation and low consideration pattern occupy the second position (36); followed by principals manifesting high initiation and low consideration and low initiation and high consideration pattern of leadership behaviour.

- 2 ) The majority of principals in the age group 36-40 manifest the high initiation and high consideration leadership pattern the majority of the principals in the age group 30-35 manifest the low initiation and low consideration pattern.
- 3 ) Most of the male principals manifest the high initiation and high consideration leadership behaviour pattern. Most of the female principals manifest the low initiation and low consideration leadership pattern.
- 4 ) The majority of principals with 1-5 years of experience as principal manifest the low initiation and low consideration pattern. The majority of the principals with 6-10 years of experience as principals manifest the high initiation and high consideration pattern of leadership behaviour.

Thus Darji studied principals leadership behaviour in relation to school climate and teacher morale.

Vats, I.P. (1972) found that administrative leadership appeared to be somewhat personalistic, further there was a formal type of relation in the education department and the life of the subordinate was made difficult because of the administrative inapty.

Mahant (1978) studied administrative behaviour of school principals of Central Gujarat. The investigator used a self-devised questionnaire to measure principals' administrator behaviour and categorised the schools (277) taken for study as schools with principals having Most effective administrator behaviour (98); Moderately effective administrator behaviour (78) and Least effective administrator behaviour (103). His findings are -

- 1) No significant difference was found in teachers' and principals' perceptions of principal's administrator behaviour on any dimension.
- 2) Administrative effectiveness of school principals was not found to be affected by the sex of the principals. The coefficients of correlation of the variable 'sex' with each of the six dimensions of administrator behaviour were found to be low and non-significant.
- 3) Age was not found to be a determinant factor in making either the principals an effective or ineffective school principals.

- 4) The length of experience also did not influence the administrator behaviour of school principals.
- 5) Size of the school also did not affect the effectiveness of administrator behaviour of principals.

Thus he had tried to establish the relationship between variables such as age, sex, experience with administrator effectivity.

He also used OCDQ to measure schools' climate. He found that schools having principals with more effective administrator behaviour had open climate, whereas schools having principals with less effective administrator behaviour had closed climate. The principals manifesting more effective administrator behaviour scored higher on intimacy, thrust, consideration, communication, human relations, democratic decentralization and non-graded order dimensions of OCDQ, whereas principals manifesting less effective administrator behaviour scored higher on disengagement, hindrance, aloofness, and production emphasis dimensions of OCDQ.

Mahant found that if the principal were to provide leadership to his colleagues in educational matters, two changes should invariably be made. (1) They should generate a 'WE' feeling instead of 'I' kind of management, (2) There should be two way flow of communication where orders are handed down from the principal to teachers and understanding and feedback from the subordinates to the superiors to be provided. He concluded that

the horizontal flow of communication will have to be stimulated at the levels of teachers' and principals' associations because it is through such communications among teachers and principals it would be possible to decide whether the choice and sequence of the content in a discipline will lead to the attainment of the objectives of the new syllabus and provisions of flexibility lies in the variety of instructional situations to retain the relevance in the immediate environment. (3) Development of training programmes for principals of secondary schools will prepare them to perform the expected leadership task or develop the suitable administrative behavioural skills.

Patel B.N. (1975) studied instructional leadership behaviour of school principals in relation to teacher morale and climate. His study is focused on instructional leadership of principals and supervisors, and improvement of the standard of instruction in secondary schools. He has used a self-devised tool based on the Trait Approach. He found significant relationship between leadership behaviour and progressiveness of schools and their innovativeness. He had shown that school principal's age, and seniority do not contribute to his effectiveness of leadership in moving a traditional school towards progressive-ness. Some of his findings are -

- i) Effective leadership is manifested in open climate schools,
- ii) Leadership behaviour shifts from being democratic to authoritarian as schools are classified from the climate continuum from openness to closeness.

- iii) Leadership was found to be firm and determined and task-oriented in controlled climate schools.
- iv) Leadership was found to be weak and uncertain and the task-proneness was low in familiar climate schools.
- v) In autonomous climate, the principal is a perfectly democratic leader, while in controlled climate his leadership is determined and firm. He tries to see that teachers work hard and fulfil their tasks. In paternal climate school the principal further deteriorates. He works hard for the staff. He, thus, proved that there is inter-relationship among organisational climate, leadership behaviour and teacher-morale.
- vi) Principal's instructional leadership behaviour is positively and significantly related to teacher-morale.
- vii) There is a positive and significant relationship between principal's leadership behaviour and school climate.
- viii) There is a positive and significant relationship between teacher-morale and climate.

Patel has also given a chart showing perception of leadership qualities of principals by the teachers of the three types of schools (Progressive, more progressive and non-progressive)

Shelat (1975) has almost reached similar conclusions as regards to the relationship between leadership behaviour of school principals and organizational climate of secondary schools. She found, high initiation and high consideration pattern of

leadership behaviour of school principals closely associated with Open, Autonomous and Controlled climates, the low initiation and low consideration pattern associated with the closed climate schools, the high initiation and low consideration pattern with the Autonomous, Controlled and Closed climate schools, and the low initiation and high consideration is associated with Open and Autonomous climate schools.

Shelat also found leadership behaviour of school principals contributing positively to the effectiveness of schools.

Her findings were that high leadership is indicative of high initiation and high consideration; 'Initiating structure' dimension of leadership seems to be closely related to the size of schools, but the correlation between the 'consideration' dimension of leadership and the size of the schools seems to be low.

She did not find pupil academic motivation as a direct function of leadership behaviour.

Shelat has studied leadership behaviour of school principals of Baroda District. She found that compared to a large-sized school principals, a greater number of small sized school principals manifest high initiation and high consideration pattern (high initiation and high consideration) of leadership behaviour. Compared to a small sized school a greater number of large schools have principals manifesting low initiation and low

consideration pattern (LL) of leadership behaviour. A small number of large-sized as well as small-sized school principals manifest high initiation and low consideration and low initiation and high consideration patterns of leadership behaviour respectively.

She studied inter-relationships among school principals' leadership behaviour, organizational climate of the schools and teacher morale.

Dekthawala (1976) studied teacher morale in relation to student achievement. Student achievement was measured on S.S.C. Examination result. The study revealed that teachers' morale is positively and significantly related to student achievement.

(1) She found that 37% principals of secondary schools of Gujarat State have manifested the HH pattern of leadership behaviour, while the percentage of the HL, LH and LL were 20%, 23% and 20%.

(2) The teacher morale in schools of North Gujarat region is significantly higher (340.64) than the morale in the schools of Kutch-Saurashtra region (330.97). While South Gujarat region has higher morale (362.19) and Central Gujarat has only (331.43) low morale.

(3) There was no significant relationship between the teacher morale of urban and rural schools of Gujarat, between the teacher morale in the 'boys', 'girls' and 'mixed schools', between the teacher morale and the size of the school, between the teachers' morale and teachers' experience.

(4) Morale among married teachers is comparatively higher than amongst the unmarried teachers. Male teachers have higher morale than female teachers.

(5) Similarly morale in the old group is higher than the morale in the younger group.

Derek Sequeira (1986), studied managerial styles and achievement motivation in relation to institutional efficiency. The managerial styles were decided on the managerial grid by Blake and Mouton (1964).

His sample consisted of 30 of which 15 were educational managers and fifteen were industrial managers. His findings are as follows -

- 1) There is a high positive relationship between the 9.1 style and high n-achievement scores.
- 2) The mean n-achievement score of the 9.1 style managers is more than double the mean n-achievement score of the 1.9 style managers.
- 3) There is no significant difference between the dominant managerial styles of educational managers and the dominant managerial styles of industrial managers.
- 4) The managers from both education and industry who have higher n-achievement scores seem to be more specific and clear in identifying their immediate and long term goals.
- 5) Managers with a lower n-achievement scores seem to follow a 1.9 managerial style and have a high concern for people and a low concern for production.

Nivedita Das, P (1986) worked in Bangladesh and studied administrator's behaviour in secondary schools.

The study revealed that :

- 1) The perception of teachers about their principals (Real-staff) and the perceptions of Headmasters about themselves (Real-self) in regard to administrator's behaviour differ significantly.
- 2) The effectiveness of administrator's behaviour of the Headmasters at the secondary level does not show a marked differences depending upon some of their biographical characteristics such as sex, age, length of experiences, training, qualifications and non-personal variables like social background, economic background etc.
- 3) Effectiveness of leadership behaviour of the Headmasters is not the function of some school variables like period of establishment, patterns of management, size and types.
- 4) Headmasters' staff description is significantly related to their self-evaluation of their administrators' behaviour.
- 5) The style of leadership behaviour varies as a degree of morale varies.
- 6) School manifesting relatively open climate have Headmasters with relatively more effective administrator's behaviour than schools manifesting relatively more closed climate.
- 7) Leadership behaviour patterns of secondary schools' Headmasters is a function of the organisational climate of the school.
- 8) Administrator's behaviour of the Headmasters is not significantly associated to the dimension of organisational climate of the schools.

Mehre (1979) found significant positive relationship between the administrative experience of the principal and climate types in the colleges of education in Maharashtra.

Mehre identified the leadership behaviour patterns of the principals in 26 colleges. It was found out that out of 26 colleges studied, 18 of them manifested the low initiation and low consideration pattern of leadership behaviour and the remaining 6, 1 and 1 manifested the high initiation and high consideration, high initiation and low consideration and low initiation and high consideration patterns of leadership behaviour respectively.

He also found out that a significant positive relationship existed between the perceptions of the teacher educators about the behaviour of their principals and the perceptions of the principals about themselves.

Mehre has given the following five principal findings of leader behaviour studies.

- 1) The evidence indicates that initiating structure and consideration are fundamental dimensions of leader behaviour and that leadership behaviour description questionnaire provides a practical and useful technique for measuring the behaviour of leader on these dimensions.

- 2) Effective leader behaviour is associated with high performance on both dimensions.

- 3) There is, however, some tendency for superiors and subordinates to evaluate oppositely the contribution of the leader behaviour dimensions to the effectiveness of leadership.
- 4) Changes in the attitudes of group members towards each other, and group characteristics such as harmony, intimacy and procedural clarity are significantly associated with the leadership style of the leader. High initiating structure combined with high consideration is associated with favourable group attitudes and with favourable changes in group attitudes.
- 5) There is only a slight positive relationship between the way the leaders believe they should behave and the way in which their group members describe them as behaving.

#### 2.2.2 Principal and his Administrative Behaviour :

- 1) Rajeevalochana (1981) in her doctoral thesis expressed that there is a close relationship among the four types of administrator leadership behaviours (high initiation and high consideration, high initiation and low consideration, low initiation and high consideration and low initiation and low consideration) and the three types of organisational climate of schools (High, Low and Average) because  $t^2$  is significant at .01 level.
- 2) There is a significant difference between teachers' ratings of principals on the 'Administrator Behaviour Description Scale' and achievements of supervision work. The correlation

coefficient 'r' is positive indicating that the high initiation and high consideration pattern of administrator's behaviour is related to high achievements and the low initiation and low consideration pattern of leadership behaviour is related to low achievements, 'r' is significant at .05 level.

3) There is a significant difference between teachers' perceptions of principals on the administrator behaviour description scale (current perceptions) and teachers' perceptions of principals on the Self Rating Scale (Ideal expectations). The mean test values show differences but 't' test is not significant at .05 level.

4) More experienced principals did not demonstrate administrator behaviour superior to that of the less experienced principals.

5) Sex of the principals has no influence on their administrator behaviour.

6) There was no significant difference between teachers' and principals' perceptions of principals' administrator behaviour.

7) There was no significant difference between the principals' perceptions of their administrator behaviour as measured by administrator behaviour description scale and SRS.

Principal's administrator behaviour is also studied in relation to school climate and teacher-morale. She used OCDQ

and teacher morale inventory of B. Dekhtawala to measure school climate and teacher morale.

Momata Das (1983) has studied the Administrative behaviour of Secondary school principals in relations to selected school variables - such as teacher's attitude toward work and work setting of the institution, school climate and student achievement. Her sample was consisted of English medium secondary schools in Gujarat State and its neighbouring Union Territories namely, Daman, Dadra and Nagar Haveli. Some of the major findings of the study with regard to secondary school principal's administrative behaviour (frequency and effectiveness ratings), teacher's attitude toward work and work setting of the institution, school climate in terms of social and learning environments, and student achievement, and their interrelationships are given here as under :-

- 1) The administrative tasks which the secondary school principals often perform are only moderately effective in their performance.
- 2) The secondary school principals perform their administrative tasks pertaining to student personnel and staff personnel more frequently and effectively than their administrative tasks pertaining to instruction, board policies and operations as well as those pertaining to staff personnel.
- 3) The secondary school principals perform their administrative tasks pertaining to instruction more frequently

and effectively than the administrative tasks pertaining to board policies and operations.

4) The climate of the schools in terms of social and learning environments is characterized by satisfaction, cohesiveness and friction in the descending order.

5) There is a positive and significant relationship between Principal's administrative behaviour (frequency and effectiveness ratings) and teacher's attitude toward work and work setting of the institution, on the whole.

6) The teachers in schools having principals with high level of administrative behaviour manifest more favourable attitude toward work and work setting, towards supervisory relations and administrative policies of the institution than do the teachers in schools having principals with low level of administrative behaviour.

7) The attitude of teachers in the schools having principals with high level of administrative behaviour is more favourable toward staff relations, educational effectiveness, and student evaluation practices than of the teachers in schools having principals with low level of administrative behaviour, but these differences are not as marked as in their attitude toward supervisory relations, and administrative policies and support.

8) Secondary school principal's administrative behaviour (frequency and effectiveness ratings) is not significantly

related to any of the dimensions of school climate namely, cohesiveness, friction, difficulty, satisfaction and competitiveness.

9) In schools having principals with high administrative behaviour, students are more satisfied and there is less friction than in schools having principals with low administrative behaviour.

10) Secondary school principal's administrative behaviour is not significantly related to student achievement.

11) There is no significant difference in the student achievement of schools having principals with high and low levels of administrative behaviour.

A study done by Sharma, M.L. (1972) found that Principal's effectiveness as rated by teachers and the teacher's satisfaction were positively related to school's organisational climate. In another prediction study (1972), he revealed that headmaster's leadership behaviour and their effectiveness were significant predictors of organisational climate.

In another study (1972) in which Sharma collaborated with Shah found that different climate type schools varied significantly in respect of the initiating structure of the leadership behaviour of school principals.

In association with Perham, Sharma attempted to study (1972) the effect of different types of schools' climate on the 'consideration' behaviour of their school principals. They found significant difference in this regard. The 'f' ratio was significant at .01 level.

### 2.2.3 Studies on School Effectiveness and Innovativeness and Leadership Behaviour of School Principals :

Indian Studies : A few Indian studies done on educational innovations and diffusion of change include the work of Bhogle (1969) Rai (1972), Buch (1972), Jhaveri (1972), Bhagia (1973), Patel (1973) and Doctor (1973). Studies of Buch, Bhagia and Patel focus more directly on the role of leadership in schools in adopting or diffusing innovations. However, in no study a frontal attempt has been made to correlate directly school effectiveness and innovativeness with the leadership behaviour, as structured by Halpin.

Among Doctor's (1973) various findings on factors affecting innovations and change in secondary schools of South Gujarat, one substantiates the assumption that highly innovative schools have their leadership imbued with high innovativeness. She also found that most of the school innovations are school headmaster-centred.

Bhogle (1969) found that headmasters of schools with democratic and favourable attitude towards teaching, advanced in age and getting more salary were found to be more prone to adopt

innovations. Though not proved statistically, headmasters having low role conflict and more teaching experiences were found to be showing more readiness to adopt innovations. In this study, it was found that the personality of the headmasters and the organisational characteristics of schools played a more important role in accepting innovations than the personality factors of teachers.

Buch (1972) found that principal's exposure to new ideas, his administrative ability, positive reinforcement from the authority, and community involvement in schools differentiated between schools of high adaptability and low adaptability, and she has identified five significant predictor variables which makes the school highly adaptable namely, principal's inter school visitation, their self-rated administrative ability, parents' involvement, professional meetings attended and the vicinity of training college. Moreover, the personality traits of the principals also contributed to the adaptability of the schools. She has come to the confusion that the administrative and leadership behaviour of school principals differ rate between schools of high adaptability and low adaptability.

Bhagia's (1973) conclusion of her study on school principal's perception of the characteristics of innovations as related to their diffusion was that for an innovation to be adopted and get diffused, it must appear to the school leadership to have some intrinsic characteristics. Thus, in the success of

the diffusion of educational innovations, the school leadership holds the key. It is associated with the principal's better perception of the intrinsic, the utility and the situational characteristics of the innovations to be diffused. An innovation requires the creation of favourable attitude before it could be adopted by the principals. The creation of such a favourable attitude is easier among the principals manifesting the high initiation and high consideration pattern of leadership behaviour and more difficult among the principals with the low initiation and low consideration pattern of leadership behaviour.

#### 2.2.4 Principal and his values :

Studies on values have usually been in the area of naming values and categorising them, or trying to discover the types of values certain types of people hold. e.g. Truth, Beauty and Goodness.

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 the 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 stand points. 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), who 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, logical, honest, 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% 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 were necessary for 'an ideal man and 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 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 back-ground, sex temperament and mental make-up have a great influence on the sense of values.

Recently, Sister Stella Anne Lobo (1983) has studied in her Ph.D. work about the values manifested in principals with reference to institutional efficiency. She has made an indepth study of values chosen in relation to institutional efficiency and competency of the principals.

She has also investigated the principal's values and pupils' concept of principal's values. The principals' leadership behaviour is related to school effectiveness. She found that teachers of effective schools did experience their principal as an important leader, a clarifier of purposes, unifying-uniting and directing staff in a meaningful and purposeful efforts.

The study has investigated how the personal value system of the principal as perceived within a given theoretical framework of values makes him effective in his role performance. The question pursued here is whether an educational philosophy is sufficient to motivate the principal to a competent standard of performance or would his personal value system be a more effective motivating factor. And the problem investigated is, to what extent the value-oriented approach to education contributed to institutional effectiveness. Do the value system of the principal influences the way he administers his institution? Do the values' positions reflected by the organization itself make a difference to its administration?

Some of her findings are as under -

- 1) Principals who ranked themselves high on administrative strategies have mostly paternal climate characterizing their institutions. While other group showed high scores on the positive dimensions of leadership behaviour and their school climate was most characterized as 'Open'. In other words, these scored high on their actual role performance but had scored themselves as average for administrative strategies.
- 2) A self-image that is remotely aligned to the image as perceived by others would indicate that the principal is not in touch with reality. The profiles show that principals who do not reach the predetermined standard of coreness in values have an unrealistic image of their competency.
- 3) Principals who manifested a coreness of values were also gauged to be clear and specific in the overall operational objectives for their institution. Some principals manifested a greater depth of vision.
- 4) Most of the principals who clarified their values were found to follow a democratic pattern of administrative behaviour. Those who clarified their values and chose the bureaucratic approach found themselves handicapped by the communication gap and the results of the profiles indicated these principals to be less effective than they would otherwise have been.
- 5) Certain schools manifested problems e.g. of power struggle, staff hostility etc. The principal's tenacity of purpose and a

sense of duty could spring from his personal value system. The principal was found to administer his institution to the satisfaction of his clientele.

6) Principals who had succeeded in achieving institutional effectiveness are principals who give great importance to establishing rapport with their staff-members. 'To gain acceptance that will promote organizational growth, the principal must possess social skills for getting along with people and have the ability to understand and motivate individuals and groups'. (Krajewski).

7) In some cases, the principals in planning their policies, did not pay sufficient attention to support goals, even though theoretically they were specific about the educational goals. The goals were operationalized in terms of what 'others must do' without considering their own contribution in it - hence their attention was more on working out detailed procedures for routine work.

8) Each principal's assessment of the critical areas in administration showed that they were well aware of their strengths and weaknesses - almost all of them had blue-prints for improvement. Of course, some of these principals are gifted with higher conceptual skills and would naturally attain a higher degree of success. On the whole, the studies seemed to point out to the fact that against the context of their natural management talents, how effective the principal would make his

institution was depending on how well he clarified his values in terms of the current situation.

9) It was found that in the spontaneous response of the pupils on the values of the principal that those principals who achieved institutional effectiveness had values that were of the affiliating type and less of the self-growth type. The affiliating type values were 'other-oriented' values while the 'Self-growth' values built up the personality of the principals.

10) 12 out of 25 schools that were sampled revealed that the principals' and the institutions' values and priorities verbally owned by the principals to be the same as they were perceived by the pupils.

The values of the principals as assessed by him and as observed by pupils are compared and a number of them would synchronize. Since, values can be observed through behaviour, the greater the coreness of the values, the higher will be their congruency.

The study discovered that not all or any value lends itself to making the institution effective. Values are powerful motivators but not all values will lead to institutional effectiveness. In this study the values have been culled out and named as being relevant are Faith, Goodness and Competence. Finally certain generalizations arise from this study -

- i) Principals whose value-system manifests a coreness achieve a relatively higher degree of institutional effectiveness.
- ii) A principal needs more than a philosophy of education in order to be effective.
- iii) To educate his pupils and lead his staff, the principal must come across more as a person than as an administrator.
- iv) When principal's values manifest a coreness, the pupils' observations show a greater congruency with the principal's self-assessment.
- v) Values need a nurturing atmosphere.
- vi) Effective principals establish priorities, clarify values and communicate them successfully. For this they choose 'critical' situation and platform well.
- vii) The spiritual dimension seems to be a common factor in all the schools that are emerging as effective (relatively).

### 2.3 REVIEW OF STUDIES - OUTSIDE INDIA :

#### 2.3.1 Administrative and Leadership Behaviour of Principals :

Many studies were undertaken in U.S.A., mainly on the areas of student achievement and motivation, school effectiveness, organisational climate of school, teacher morale and leadership behaviour of principals.

However, Halpin (1966) had developed a paradigm for research on administrator behaviour.

Halpin's paradigm consists of four panels as under :-

Panel - I : The organisational task defined in terms of behaviour or behavioural products.

- Panel - II : Administrator Behaviour of the officially designated leader in administrative role.
- Panel - III : Variables associated with administrator behaviour on the part of group members other than the leader's product of the behaviour of group members specified conditions, under which the administrator and other group members are required to operate, patterns of administrative organisation and community factors that bear upon the formal organisation. It is stipulated that these variables be reported objectively and measured reliably.
- Panel - IV : Criteria of administrator 'effectiveness' two levels of criteria are postulated (1) Intermediate criteria such as evaluation or ratings of leader's behaviour and (2) outcomes of behaviour measured in terms of organisation products and changes in these products. (pp.42-43).

Halpin attempted to develop a theory based on the description of how administrators do behave. He defines administration as human activity which has four components - (1) task, (2) The formal organisation, (3) the work group or groups, (4) the leader or leaders.

Halpin's organisation composed of leader and group members. So to the leaders, goal achievement might be more important, while to the group members, it is the social need-satisfaction.

However, the leader's behaviour should be so structured as to achieve both, for goal achievement and for maintenance.

There is a potential conflict between leaders and group members, the one emphasizing the <sup>zi</sup> nomothetic dimension and the other the ideographic dimension of the institutional activity. According to Halpin the formal group has two variables :

- (a) Responsibility variables to the work one is expected to do;
- (b) Formal interaction variable indicating the persons with whom one is expected to work. They indicate the group dimensions of efficiency and morale.

The leader is defined as that member of the organisation who is formally charged with responsibility for the organisational accomplishment. Every leader has three responsibilities : (a) as a group leader (b) as a decision maker (c) as a subordinate to his superordinates.

Halpin in envisaging these responsibilities to the leader, accepts the hierarchy principle in administrative organisation for realising goals like Taylor, Weber, Getzels and others on the subject did.

Halpin's Paradigm using these concepts, provides an analytical frame of the leader behaviour. The paradigm is first elaborated in four panels separately. Later the four panels are linked together to give an integrated picture of the model. Halpin's paradigm is given on page No. 47.

Description of the Total Paradigm :

The model is based on the conception that the public schools have a task of producing desirable behavioural outcomes in the students and in order to bring about these desirable outcomes, the group members or the teachers continuously engage themselves in problem solving behaviours. The administrator or the school head-master as the formally designated leader of the organisation, has a key role in the problem solving behaviour. By perceiving the task situation in the organisation, taking decisions and providing leadership to his immediate group members (teachers), the school head-master or principal indicates his behaviour as a leader of the organisation. The way in which the principal perceives the task determines his attitude and approach in tackling the problem. In other words, the task defines the purpose of the organisation.

Halpin's fourth panel consists of the criteria of an Administrator's effectiveness. Here two levels of criteria are postulated. (1) Intermediate criterion such as evaluation or ratings of the leader's behaviour and (2) Outcomes of behaviour measured in terms of organizational products and changes in these products.

Halpin (1955) in a study on the observed leadership behaviour and Ideal leadership behaviour of 132 aircraft commanders and 64 educational administrators, aimed at determining relations between a leader's ideal (how he thinks he should behave as a leader) and his actual leadership behaviour

by his subordinates. It was found that the mean scores of the administrators exceed the mean scores of the commanders for consideration, but the reverse was true for initiating structure. These differences were all significant at the .01 level, for both 'real' and 'ideal' scores. The consideration behaviour of educational administrators is described as relatively independent of their initiating structure, whereas, there is a greater tendency among aircraft commanders for those who exhibit consideration also, exhibit structuring behaviour.

Only a low consideration was found between the real and ideal scores. The highest correlation was that between the real and ideal structuring behaviour of educational administrators. It can be said in general, the leaders' belief about 'how he should behave' as a leader is not highly associated with his behaviour as described by his followers.

The above finding is corroborated by Hemphill (1950) using leadership behaviour description questionnaire on some staff members of liberal Arts colleges.

Most of the studies dealing with the principals' behaviour used one of the two tools- leadership behaviour description questionnaire - developed by Hemphill and Coons (1950) and leadership behaviour description questionnaire constituted by Halpin and Winer (1952) for measuring the Leader or Administrator behaviour.

The Ohio State Leadership studies developed yet another instrument for measuring Administrator behaviour of school principals which is used in the present study. It consists of 22 items distributed under four components.

Shuster and Wetzler (1958) stress on the need for the goal-setting and goal-direction behaviour of a leader as all important in a school.

Lipham (1960) used some attitudinal instruments as Edward's personnel preference schedule together with interviews to determine the personnel variables related to the 'judged effectiveness' of public school principals. His findings indicate the conditions and qualities of effective principals in the large school system. The study shows that the following characteristics are necessary to become an effective principal.

- 1) purposefulness in selecting every activity.
- 2) concern for achieving higher status.
- 3) effective communicability.
- 4) feeling of security.

Qualities of an ineffective principal -

- 1) more pre-occupation with speculations.
- 2) complacency - satisfied with the present level of achievement of status.
- 3) loath to work with teachers out anxious to assist children.
- 4) highly dependent on others for support.
- 5) likely to exhibit strong emotional reactions in upsetting situations.

Miel (1956) from her study of 'status' and 'emergent' leadership questions, comes to the conclusion that the following activities are exhibited by real leaders -

- 1) Providing expertise knowledge.
- 2) Contributing to good group structure through maintaining human relations.
- 3) Fostering leadership in others.
- 4) Co-operating and co-ordinating others' efforts.

Castettar (1971) comes to the decision about the effects of the leadership behaviour on his subordinates as follows -

- 1) Subordinates are quick to detect the feelings of the head about the organisational intent, and
- 2) his commitment to goal-achievement.

Rensis Likert (1966) found out that employee-centred supervisors are highly productive than job-oriented supervisors.

The study of Nicolai (1972) gives following findings about the effective administrators' behaviour of superintendents of schools.

- 1) He communicates effectively with school board members, administrators, parents, students and community.
- 2) He makes firm decisions and is consistent in demonstrating administrative leadership functions.
- 3) He initiates change and innovations.
- 4) He practices good human-relations techniques.

Cohen (1948) remarked in her findings that principal, teacher and parent group felt that the principal was friendly, found time to talk to people and was not primarily concerned with managerial aspects of administration. All groups viewed the principal as a People-oriented Administrator. This last fact is important as it refutes some of the literature which states that administrators lack human-skills.

Galloway, Joe Louis (1975) in his doctoral study investigated relationship between the leader behaviour of Mississippi public elementary school principals and teacher morale as perceived by teachers. The following were his findings:

- 1) There was no significant difference between teacher and principal perceptions of the school principals' leader behaviour.
- 2) There was a positive relationship between teacher's perception of leader behaviour and teacher morale. The high morale of the teachers <sup>was</sup> related <sup>to</sup> their principal's leader behaviour.
- 3) There were significant relationships between the teachers' perceptions of the principals' leader behaviour as measured by the twelve and scales of the Leader Behaviour Description and Teacher Morale as measured by the ten sub-scales of P.T.O. (Purdue Teacher Opinionnaire).

Bander (1973) concluded from his study that teacher's relationship with their principals was a crucial factor in

maintaining their morale. Considerations on the part of the principals boosted up their morale, and authoritarianism and harsh behaviour lowered their morale.

Behrman A. Arther (1975) remarked in his findings that a significant relationship exists between the principal's leadership style and the organisational climate of the schools. Principals who were more ideographic in their leadership style were in schools having a more open climate. School climate did not appear to be a determining factor in school innovation. Innovative schools were not more open in their climate than schools with a more closed climate.

Lanfenberg (1980) reached the conclusion that :

- 1) The successful principal is a strong dominant leader. He takes initiative in administering the school and working with parents and teachers.
- 2) Principal is involved with and interested in a wide range of activities at the school.
- 3) He is highly regarded by the teachers in the school.
- 4) He can organise and mobilize the skills and efforts of the teacher.
- 5) He can define his role as an organiser and integrater of activities.
- 6) He can provide teachers with new ideas. He is ultimately in charge of every facet of the school operation.

Brewer, Fredrickgray (1980) found that (i) leadership

behavioural characteristics involving organisation, communication, procedural method, friendship, thrust, respect and warmth are viewed similarly by teachers and principals. (ii) The size of schools is not a determinant factor of leadership behaviour of principals in establishing either open or closed atmosphere in the schools.

Robert Hale (1973) in his doctoral study investigated relationship between selected personal variables of the faculty members and academic deans and faculty perception and effectiveness of the academic deans. A secondary purpose of the study was to investigate relationships between the leader behaviour dimensions of consideration and initiating structure.

His findings : (1) An increase in years of experience as academic dean resulted in decrease in consideration scores.  
(2) An increase in years of experience as academic dean resulted in an increase in the initiating structure.

John. M. Clinis (1973) did a doctoral study at the Wisconsin University in 1973 to determine the relationship of authentic behaviour of principals as self-perceived and as perceived by teachers. His findings are as under :

- 1) There is a positive relationship between authentic behaviour and initiating structure and consideration.
- 2) There was a significant difference between principal's self - perceived authentic behaviour and combined teacher's perceptions of authentic behaviour.

Thalen (1974) states that leadership is a set of functions through which the group coordinates the efforts of its individuals. He concluded from his research that there are several approaches to leadership.

Henry Otto (1955) finds that the principal as an individual himself brings something to his executive position. His energy, devotion, loyalty and many other personal and professional attributes are significant factors in the kind of leadership to be found in his school. His personality and training, influences his administrative behaviour. It is to be expected that personal and professional qualities rank high as they influence upon leadership.

Hartson, Mitchell James (1978) found in his doctoral study that principal's behaviour is more considerate and more task-oriented.

### 2.3.2 Studies on principal behaviour :

Large-scale systematic study of school principals in America began with the initiation of the National Principalship study at Harvard University in 1959. Prior to that research effort, studies of the performance of school principals were limited essentially to status surveys that chronicled various static dimensions of the principalship. These studies focused on the characteristics of principals, their experiences, preparation and working conditions. While the opinions of

principals and demographic data associated with their principalship are useful and informative for some purposes, these data do not provide much understanding about administrative behaviour and on-the-job performance of principals per se.

Hemphill, Griffiths, and Frederikson (1962) sought to determine dimensions of importance in the elementary school principalship related to understanding the nature of the job of the principal. They considered a standard administrative situation in which administrative behaviour could be carefully recorded and observed. A national sample of 232 principals, 137 men and 95 women, participated in the study. A simulated principalship and organisational context were designed that would permit the researchers to observe the ways in which study participants responded to a wide array of administrative tasks. Analysis of the results yielded a large number of observations bearing on principal behaviours :

- 1) Women, more often than men, tended to ask subordinates for information.
- 2) Women tended to do more work, discussed problems more with superiors, and used information provided in available background material somewhat more frequently than men.
- 3) Men made more concluding decisions, followed pre-established structures more often, and took a greater number of terminal actions than women.
- 4) Principals who had little administrative experience tended to follow suggestions made by others and to discuss with others before taking final action, those with more

experience responded to outsiders, directed the work of others and analyzed the situations.

Gross and Herriott (1965) studied the Executive Professional Leadership (EPL) behaviour of 175 elementary school principals in 40 large school systems.

The major findings were :

- 1) The smaller the school enrolment the greater the principal's Executive Professional Leadership.
- 2) Principals who have the greatest amount of formal education do not provide the greatest professional leadership to their teachers.
- 3) Several conditions may stand in the way of a principal desiring to serve as the leader of his/her professional staff. Among these are his/her unwillingness to allow teachers to participate in decisions about central school issues; his/her stress on distinctions of status in terms of his position in relation to teachers; his/her unwillingness or inability to offer social support to his teachers; the lack of managerial support teachers receive from the principal; and the principal's failure to stand behind his/her teachers when their authority over pupils is questioned.
- 4) More experienced principals do not generally demonstrate greater Executive Professional Leadership than their less experienced colleagues. The weakest Executive

Professional Leadership is exerted by principals appointed to their first principalship at age 45 or older. Those appointed between the ages of 36 and 40 exhibit the strongest Executive Professional Leadership the professional leadership of this last group is higher than that of principals appointed when they are 30 or younger.

- 5) Four personal characteristics of principals predict a high degree of executive professional leadership; a high level of academic achievement in college, a high degree of interpersonal skills; the motive of service; and the commitment of off-duty time to one's job.
- 6) Sex and marital conditions have no significant relationship with the executive professional leadership behaviour of principals.

Foskett (1967) studied teachers and principal's self perceptions of elementary school principal's behaviour. A 45 items role-norm inventory was administered to 22 elementary school principals and 367 teachers. The inventory measured expectations held for the principal in regard to his/her actions toward teachers, pupils, parents, the profession, and the community. The study revealed agreement in the principal's self-perceptions and teacher's perceptions of principal's behaviour. It further revealed that agreement in principal's self perceptions are higher than teachers perceptions of principal's behaviour.

Paul (1978) explored the school principal's perceptions of their real and ideal leadership behaviour. Leadership behaviour description questionnaire (LBDQ) by Halpin and Winer, (1957) was administered to the principals to measure their perceptions of actual role enactment and ideal role enactment. The questions were phrased as 'I do' and 'I should' alternatives. The questionnaire generated four scores, namely, initiating structure actual, consideration actual, initiating structure ideal and consideration ideal. The study did not reveal any difference between principal's real and ideal perceptions of their leadership behaviour on its both dimensions, consideration and initiating structure.

Adelman (1980) compared leadership behaviour of elementary and secondary school principals, as perceived by teachers and themselves. The investigator used leadership behaviour description questionnaire in this study. The study yielded the following results :

- 1) There is not statistically significant difference between elementary and secondary school principal's self-perceptions of leadership behaviour.
- 2) Both elementary and secondary school principals have a significant self-perceived predominant leadership style of consideration.
- 3) Elementary school teachers tended to perceive their principals to have a predominant leadership style of initiating structure.

- 4) Elementary as well as secondary school teachers preferred a predominant leadership style of consideration.

Nwadike (1982) studied administrative and leadership behaviour of 30 secondary school principals of Nigeria in the study. The principals and 10 teachers from each school were asked to complete the administrator behaviour description questionnaire and leadership behaviour description questionnaire tools. Scores of both questionnaires were then compared among groups to determine agreement and disagreement between teacher's perceptions and principal's self-perceptions of administrative and leadership behaviour of school principals.

Results of the study were : Principals as well as teachers saw the principals as better administrators than leaders. Teachers were significantly more negative in their ratings on all five categories of principal's administrative behaviour than were the principals themselves, and significantly more negative on 5 categories of leadership behaviour. Teachers and principals were in agreement about the principal's relative administrative strengths over the 5 categories ( $r=1.00$ ) and over the 12 categories of leadership behaviour ( $r=0.69$ ). The administrative behaviour description questionnaire correlated moderately with the leadership behaviour description questionnaire categories.

### 2.3.3. PRINCIPAL AND HIS VALUES :

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 that the importance of values are gaining ground in research on leadership and administrative behaviour.

The concern for values had been the result of a better appreciation of their role in all forms of behaviour. The earlier studies like that of Perry (1926), Lepley (1949), Latten (1959), Maslow (1959) and others have 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 (1960) "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, other tools were devised and refined, e.g. Personal value scales (Scott 1962), Value survey (Rokeach 1968), Variations in value orientation (Kluckhohn and Strodtbeck 1961). Social value questionnaire (Perlow 1967), Survey of inter-personal values (Gorden 1960), Value profiles (Baskin and Coach 1965), Inventory

of values (Well, 1954) and so on. The value orientation scale is also developed in India by A. Ansari based on Spranger's six types of men.

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.

Kant suggests that the totality of our world is not so much objective but 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's attempts. 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 are growing 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 classification and type or as a developmental study of values. Thus simultaneously with research work, two dominant approaches to value education emerged.

Posner, Barry and Micheal (1979) have found out 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.

Seashore (1947) found a significant difference between value profiles of two groups of men majoring in health, physical education and applied science.

Moods 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 that 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 were power-authority based and scored low in compassion, trust and co-operation. They scored high in risk and force. Respondents were found to lean towards theory Y if they valued compromises, fairness<sup>and</sup> rationality.

Roundy C.Q. (1977) studies the relationships of principals' values to effectiveness in a selected MBO programme. 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 B. John Philip (1981). 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 principals' 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 and

McGinnies (1948). Their finding was - 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 perceptual of institutional events. In order to prove this the perception and values of principals, teachers and 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 on traditional values, the other an emergent value.

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.

Prince divided the 20 principals into 10 youngest and 10 oldest and found the difference in values was significant—the older principals were more traditional. 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 with traditional values had more confidence in principals with traditional values and vice-versa.

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

Thus the area of values opens up infinite realms for the researcher and is, a wealthy subject of research. The allied studies that have been discussed, offer positive encouragement to undertake such a research for wide and deep understanding of the subjects.

Recently in India Sr. Stella (1983) has worked on the concept of values manifested in principals with reference to

institutional efficiency.

The present investigator wants to study the concept from the point of view of observing what values would be present in or absent in the profiles of effective and ineffective principals.

#### 2.4 SOME GENERALIZATIONS :

In the following are given some generalizations derived from the works of the fore-told researches - both Indian as well as foreign works.

- 1) The High Initiation and High Consideration and the Low Initiation and Low Consideration patterns of leadership behaviour of school principals are related to the size of the high schools. Principals of small schools tend to manifest more of the high initiation and high consideration pattern of leadership behaviour whereas the large schools tend to manifest more of the low initiation and low consideration pattern of leader.
- 2) There is higher co-relation between relationships involving morale and consideration than the relationships between initiating structure and morale.
- 3) Male and female school supervisors who occupy parallel positions and perform similar functions exhibit similar patterns of leadership behaviour and level of effectiveness when they are described and evaluated by their staff members.

- 4) Male teachers perceive female principals as either 'subordinate-centred' or 'boss-centred', and male principals as 'boss-centred'.
- 5) There is a significant correlation between values and their precedent to decision-making.
- 6) Principals whose value-system manifests a coreness achieve a relatively higher degree of institutional efficiency and effectiveness.
- 7) A principal needs more than a philosophy of education in order to be effective.
- 8) To educate his pupils and lead his staff, the principal must come across more as a person than as an administrator.
- 9) When principals' values manifest a coreness, the pupils' observation show a greater congruency with the principals' self-assessment.
- 10) Values need a nurturing atmosphere.
- 11) Effective principals establish priorities, clarify values and communicate them successfully. For this they choose critical situation and platform well.
- 12) The spiritual dimension seems to be a common factor in all the schools that are emerging as effective relatively.
- 13) If teachers, principals, students - are all busy with the matters of their own interests - Administrative machinery goes out of the gear in such a school - This is a sign of an Indifferent Leadership, while in school with inspiring climate, teachers, principals and students are zestful, enthusiastic and confident.

- 14) Pleasing atmosphere inspires students to achieve higher target of their achievement. This is the result of the Inspiring Leadership.
- 15) Leadership behaviour affects the school climate significantly.
- 16) Democratic leadership behaviour generate high staff morale and student achievement.
- 17) Philosophy of a leader affects his leadership behaviour, values and that tests organisational efficiency.
- 18) Leadership behaviour affects institutional effectiveness indirectly as it affects staff morale, school climate and pupil motivation.
- 19) Experience, age and sex are not the determinant factors in making principal either the effective or ineffective.
- 20) There is a vast perceptual gap between the ideal and real self and ideal and real staff in the high initiation and high consideration pattern of leadership behaviour.
- 21) The teachers perceive the principal as extremely task-oriented in all the four patterns and the principal perceives themselves to be extremely person-oriented. Thus, there is a vast perceptual gap between the high and low scores in task and person dimensions of leadership behaviour styles.
- 22) The person-oriented leadership style is responsible for developing closed climate and familiar climate. While the Task oriented style is responsible for developing paternal climate.
- 23) In open climate schools, principals can demonstrate effective leadership behaviour.

- 24) In autonomous climate the principals are perfectly democratic leaders. While in controlled climate schools, the leadership is determined and firm.
- 25) In familiar climate, the principal makes little attempts to provide leadership to the acts of teachers and the task achievement is also low, while in closed climate leader does not provide motivation to teachers but in paternal climate, the leadership of the principal further deteriorates. He works hard all the time.
- 26) Principals' effectiveness and teachers' satisfaction were positively related.
- 27) High initiation and high consideration pattern of leadership behaviour is associated with open, autonomous, controlled climate, low initiation and low consideration pattern was coupled with closed climate.
- 28) The educational administrators tended to show greater consideration and less of initiation of structure than commanders. This is due to differential settings in two different institutions.
- 29) An increase in years of experience resulted in decrease in consideration scores and increase in initiating structure scores.
- 30) There is higher co-relation in relationships involving morale and consideration than in relationships between initiating structure and morale.

2.5 IMPLICATIONS FOR THE PRESENT INVESTIGATION :

The implications of the studies reviewed here for the present investigation are as follows -

- 1) The study of leadership behaviour of school principals is crucial in understanding the inner life of the school and their inputs and outputs.
- 2) The study will provide a better clue and basis to understand moral, values, effectiveness, innovativeness, motivation of teachers and students and organisational climate.
- 3) A few principals have no clear picture about the ideal leadership behaviour and lack the direction to be effective leader-point out to an urgent need to plan training programmes that will focus on the 'person' in the administrator and not only on the 'skilled administrator' in him.
- 4) The understanding of values aid both managers and social scientists in explaining human behaviour. Values are related to such practical concerns as - decision-making, motivation, communication, etc.
- 5) The administrator behaviour of school principals at the secondary school level significantly influences the quality of the school, its management, its climate and its achievements.

These implications will be largely borne in mind while preparing the research design for the present study. The present investigation would centre around an area of effective leadership behaviour in which correlates like conflict-resolution styles, decision-making styles, and communication styles and principal's value orientation will be studied in depth.

The above mentioned studies have their own limitations but at the same time, it shows the direction and scope for intensive and extensive study of the problem of effective leadership behaviour from several dimensions. However, a complete study of all these interrelationships and direct measurement of the characteristics of leadership behaviour is not an easy task, researcher is supposed to be choosy and selective in his reading and references.

All the studies taken together show direct and positive relationship of the characteristics of principal's leadership behaviour with teacher morale, organizational climate, administrative behaviour, pupils' achievements and value systems and many more as per the case.

The results obtained from the various studies on leadership behaviour in the West are not totally applicable to Indian conditions and they call for more elaborate and thorough investigations into the various aspects of leadership behaviour in the Indian setting.

After the review of researches it can be safely concluded that the effective leadership behaviour is a concept, subject to much research and conflicting findings. The study involves so many divergent conceptualizations and methodologies, that it becomes very difficult to bring them nearer to an agreeable theory or conceptual framework.

Moreover, if the results of the 'previous studies' are accepted as conclusions, improvement and perfection could be viewed as virtually unattainable and therefore, no scope for further research any more to anyone.

In many of these studies, the results may seem to be contradictory yet after an indepth studies, a general conclusion seems to be evident. A study on leadership involves aspects such as - principal's attitudes, policies, procedures, understanding of individual teacher, interpersonal relationships, values, principal's power of conflict resolutions, communications and decision-making acts, etc; which makes it a very complex subject.

Most of the researches reviewed here were theoretical and those were the empirical studies in the areas of leadership behaviour. These researches have served as a background in planning the present investigational work and have provided useful guidelines to the researcher himself. The next Chapter deals with the foundations of leadership behaviour.