CHAPTER - IV

RESEARCH PLAN, INSTRUMENTS AND CLASSIFICATION OF DATA

"For although omnipresent chance may shape the behaviour of individuals, making it unpredictable, valid statements may still be made about aggregates".

Frederick C. Mills.

CHAPTER - IV

The Research Plan, Instruments and Classification of Data

4.0 Introduction:

In the preceding chapters, the problem and the research design of the present study, the historical back-drop to the educational development in the Tamil Nadu State and a brief overview of the related researches in the field were presented. The next step is to investigate the instruments used in the research project and the classification and tabulation of the data obtained with those instruments.

The purpose of this Chapter is to present in detail the research design already touched upon in the first Chapter; along with the objectives and significance of the research instruments used and organization of the data collected.

4.1 The Problem, Scope and Limitations:

The problem selected for investigation is new to the area of Tamil Nadu. Kothai Pillai's investigation done in 1972 was limited to a district in the State. Besides, it is more on school climate, while the present study centres round administrator behaviour of school principals, which is being done for the first time covering the entire Tamil Nadu area. The four components of administration, viz., the task, formal-

organization . the work group and the leader are being studied through the description of the organizational climate of schools, teacher morale, leader behaviour and school achievements in great detail by research scholars in Gujarat at the primary, secondary and collegiate levels, but in Tamil Nadu such studies especially at secondary school level are rare.

The problem of the study is worded "A study of Administrator Behaviour in secondary schools of Tamil Nadu".

There are 2429 recognised secondary and higher secondary schools in the Tamil Nadu State according to the "List of Recognised High and other special schools in the State of Tamil Nadu",(1972). They are distributed in the 14 districts and Madras City, classified under boys schools, girls schools and mixed schools, 7.3% of these schools are located in Madras City. Another 15.80% are dispersed among the 14 district head-quarters of Chingleput, Vellore, Cuddalore, Salem, Dharmapuri, Trichy, Madurai, Thanjavur, Ramanathapuram, Pudukkottai, Trinelveli, Ootacamund, Coimbatore and Nagercoli. The remaining 76.20% are distributed over the semi-urban and rural areas of Tamil Nadu.

In the present investigation, out of the 152 randomly selected schools (6.25%) of the pupulation, to which questionnaires were mailed, 124 schools responded by returning the completed forms. It forms 81.5% of the sample chosen.

However, it was found that only 76 schools sent questionnaires which are usable. This constitutes 50% of the sample chosen for the study. The sample chosen from the population is regarded as adequate in view of the representation given to the various types of schools, managements, areas in which they are situated and size of the schools on a randomised basis. According to Polansky (1960, p. 84) "the sample size should be the largest possible number of subjects in the population or in various strata of the population, for whom the planned research study can be carried out as planned, within given limitations of cost, time etc."

As against this view Audiseshia and Sekhar (1977) (p. 70), Point out that a relatively small sample, selected carefully would be more representative than samples selected haphazardly".

In the present study the sample though not the largest compared to, the population, is carefully planned to represent a good cross section of the whole population.

One of the important objectives of this investigation is to locate administrator behaviour, organizational climate, teacher morale, achievements of supervision work and traditional-progressive character of the schools studied in urban and rural environments under different managements and

having varied enrolments. Their financial and other resources vary and the strata of society from which the teachers hail and their commitment to teaching profession are not the same. This has been kept in mind in designing the study. Additionally, the study intends to focus attention on the influence of administrator leadership, organizational climate and teacher morale, the principal's supervision of instruction and the traditional or progressive character of the schools and finally on the over-all growth of the secondary schooling programme.

The scope of the study is extended to secondary and higher secondary schools under different managements located in urban, semi-urban and rural environments having student enrolment varying from less than 1000 to over 2000. The respondents selected to answer the questionnaire are the teachers and head-masters or supervisors of the secondary and higher secondary schools, of both sexes employed on full time basis, possessing a minimum general qualification of first degree of a University and a professional teaching qualification. They have varied social backgrounds and their years of experience range from less than five years to over twenty years. The teachers' perceptions about the behaviour of their principal are studied, their morale and the climate in which they function are measured by the

research tools selected for this purpose. In this connection a secondary school as a Unit (for the present study) is regarded as consisting of a principal and two to five teachers. As in each case the principal's response to the questionnaire is indispensable, schools returning questionnaires filled in by teachers alone without the principal's had to be rejected.

The study is also limited to the socio-cultural and behavioural interactions of the school principals and the teachers in the formal school context. It does not deal with the financial or techno-economic factors that are equally important in school administration. The principal's personality characteristics are also excluded from the purview of the present study. The perceptions of the students, non-teaching staff, management boards, superior government officials have not been taken into account.

4.2 Nature of the Sample:

In the process of selection of sample care must be taken to choose the right sample from the population so that the findings can be generalized and applicable to the whole population. The nature and size of the sample selected is therefore important in a research programme.

In the present study the sample is chosen randomly from the 2429 secondary and higher secondary schools of

Tamil Nadu State. Each school as a Unit is represented by a Head-master/Principal/Supervisor, and upto four teachers. The following Table furnishes the information about the number of secondary schools in different districts of Tamil Nadu.

Table 4.1 : (Districtwise distribution of Secondary and Higher Secondary Schools (Source:List of Secondary Schools, Government of Tamil Nadu, 1972).

Sr. No.	Districts.	Urban	Semi-urban & rural	Total
	Madras City	178	-	178
1.	Chingleput	15	102	117
2.	South Arcot	14	168	182
3.	Thanjavur	20	145	165
4.	Pudukottai	10	35	45
5.	Madurai	92	174	266
6.	Ramanathapuram	12	148	160
7.	Tirunelveli	20	174	194
8.	North Arcot	19	215	234
9.	Salem	34	127	161
10.	Kanyakumari	12	87	99
11.	Dharmapuri	10	80	90
12.	Tiruchirappalli	45	202	247
13.	Coimbatore	80	160	240
14.	Nilgiris	9	42	51
	Total	570	1859	2429
	Percentage	23.47	76.53	

From this population the sample selected for the present investigation is shown in Table 4.2.

Table 4-2 : Sampled Schools

	No. of Schools	Percent
Madras city and the 14 urban district head-quarter towns.	31	25%
Semi-urban and rural areas from the 14 districts	93	75%
	124	100

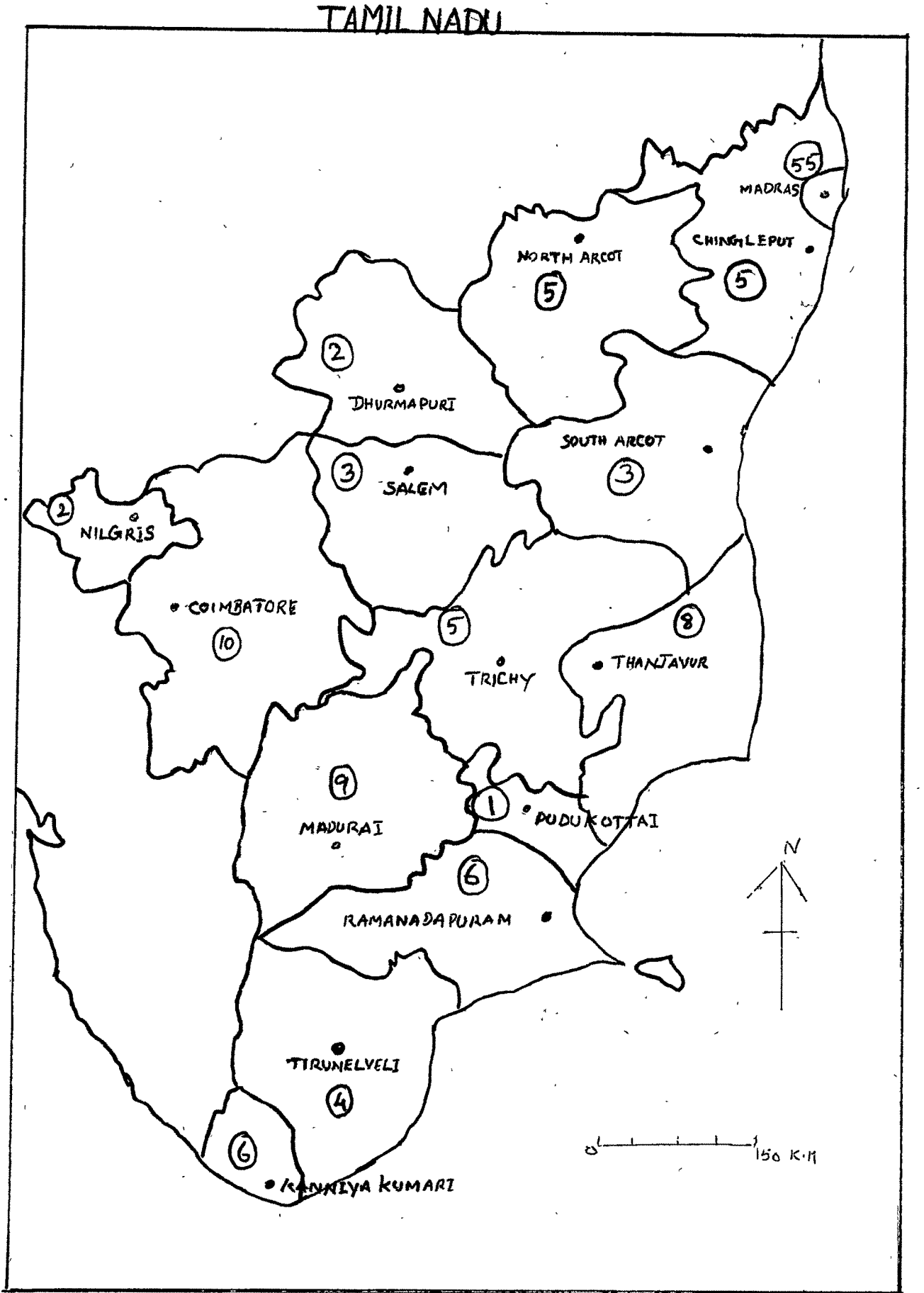
The above Table indicates that 25% of the schools sampled belong to the urban areas and 75% belong to the semi-urban and rural areas. It therefore satisfies the norm that the sample should be representative of the population. Table 4-1 shows that 23.47% constitutes urban schools and 76.53% semi-urban & rural schools. The sample selected is therefore well representative and adequate.

The sampled schools are managed by the Government, private societies, missionaries and public trusts. The following table 4.3 gives an analysis of the sample according to the management.

Table 4-3 : Management of Schools.

Management	*Population	Sample
Government, Corporation or Municipality Schools.	1650	37
Private Societies, Missionary and Public Trust Schools.	779	87

*List of recognised high and other special schools, Government of Tamil Nadu (1972).



Map: 1. The Secondary schools Sampled for the survey from the fourteen administrative districts of Tamilnadu and the city of Madras.

Definition of terms relating to the problem under study, objectives and the hypotheses to be tested have already been mentioned in Chapter-I, p(5-9)

4.3 Research Instruments:

In order to investigate the administrator behaviour in the secondary schools, certain research instruments had been used for collection of data. It is essential to describe and explain the purpose for which these instruments were used, the scoring system and the validity and reliability which they are expected to possess.

It is a known fact that the interpretation and application of data would be true to the extent that the measuring instruments are valid and reliable in the present day conditions. Since most of the tools used in the present investigation are borrowed from Ammrica, there is a likelihood that the results may not ideally explain the social and cultural ethos of the school system in the Indian context, but from 1970 onwards several researchers from the M.S. University, Baroda who have used these research tools expressed their view that the effectiveness of the instruments is not much impaired by their use in Indian conditions. Besides, by the continuous utilization in Indian situation, these foreign standardised tools acquired a measure of Indianness

and can be trusted to have validity and reliability in Indian context.

Administrator behaviour of school principals influences and is influenced by a number of factors - such as sociological, political, economic and personal. The investigation of all these factors is beyond the purview of the present study. Keeping in view the scope and limitations of the problem it is decided to use the following eight tools to study the educational factors effecting the school system.

(1) Administrator behaviour description scale (ABDS) by members of the Ohio State Leader Studies.

(2) Organizational climate description questionnaire (OCDQ) by Halpin and Croft (1963).

(3) Teacher Moral Inventory (T.M.I.) by Dekhtawala, M.S. University, Baroda (1975).

(4) Achievements of supervision work in the improvement of teaching-learning in the school (Baroda version).

(5) The Dogmatism Scale by Rokeach Milton (1960).

(6) Traditional - progressive school scale (Baroda version).

(7) Self-rating scale by Shuster and Wetzler (1958)

(8) Personal data about Principals and Teachers and data about schools - constructed by the investigator.

A brief description of each of these tools and the variables which they measure are detailed below:

4.3.1 TOOL NO. 1 :

The administrator behaviour description scale:

This instrument was developed by staff members of OHIO State Leader Studies. Initially it was designed as a leader behaviour description scale, but its dimensions are also administrative in nature and has Six components as indicated below:

(1) Communication (Six items 5, 9, 20, 31, 41 and 51) are descriptive of this component.

(2) Representation (Four items 2, 10, 14 and 32) are descriptive of behaviour of speaking and acting in behalf of the group.

(3) Organization (Items 3, 11, 23 and 33).

(4) Integration (Four items 4, 12, 24 and 34) are descriptive of behaviour which tends to hold the group together as a working unit.

(5) Relations with subordinates (Two items 35 and 55) are descriptive of cordial relations with subordinates.

(6) Relations with Superiors (Two items 36 and 56) are descriptive of cordial relations with superiors.

In the scale adapted by the Educational Administration Department of the M.S. University, Baroda, the 5th and 6th components are omitted as they are felt to be subsumed under the first four components. Therefore, the present investigator used the Administrator Behaviour Description Scale consisting of 22 items with four components, namely, communication, representation, organization and integration to measure the administrator behaviour of the secondary school principals.

Items 5, 9 and 20 describe the communicating behaviour of the principal, items 2, 10, and 14, the representing behaviour, item 3 and 11 organizational behaviour and items 4 and 12 integration behaviour of the secondary school principals. The reamining 12 items describe the general aspects of administrator behaviour of school principals.

The items are the Likert type statements. They simply describe the administrator behaviour. They do not judge whether the behaviour is desirable or undesirable. Theya are not to be considered as a "test" either of the ability of the persons answering the items, or of the quality of administrator behaviour. They simply describe objectively of what administrators actually do.

Scoring: Each item carries five alternative responses out of which one is to be chosen by encircling it by the

the respondent. The score for the choiced alternative is as under:

Code : A - Always
B - Often
C - Occasionally
D - Seldom
E - Never

The numerical values given to the items are as under:

Scale	Numerical Value
1. Always	4
2. Often	3
3. Occasionally	2
4. Seldom	1
5. Never	0

Therefore a respondent in the present research can have a maximum score on the A B D S (Administrator Behaviour Description Scale) as follows:

Table 4-4 : Maximum Possible Score on the ABDS.

Total No.of items	Maximum possible score	Components	No. of items in the ABDS	Maximum possible score
22	88	1. Communication	3	12
		2. Representation	3	12
		3. Organization	2	8
		4. Integration	2	8
Total: 22	88		10	40

Thus the maximum score for any respondent as measured by the ABDS will range between 0 and 88. Componentwise they range between 10 and 40.

In the present investigation, the above mentioned four components are collapsed into two dimensions to measure the administrator behaviour of the school principals as indicated in Table 4-5 below:

Table 4-5 : The Two Dimensions of Administrator Behaviour.

Components	Dimensions
1. Communication 2. Organization	1. Initiating structure
3. Representation 4. Integration	2. Consideration

The two dimensions of initiating structure and consideration figure in the instrument LBDQ developed by Halpin and Winer (1952). These two dimensions were explained by Halpin in the following terms:

Initiating Structure:- refers to the leaders behaviour in delineating the relationship between himself and members of working group and in endeavouring to establish well defined patterns of organization, channels of communication and methods of procedure.

Consideration: refers to behaviour indicative of friendship, mutual trust, respect and warmth in the relationship between the leader and the members of his staff.

In the ABDS the components of "communication" and "organization" have the characteristics of initiating structure and the components of "representation" and "integration", the characteristics of consideration. This aspect has already been explained in the first Chapter, pp.

The principal's administrator behaviour in this study is derived from the teachers' perceptions of their principal as measured by the ABDS. The principal's perceptions about his own behaviour is also measured by this scale. The perceptions measured on the ABDS are compared with the perceptions measured by another tool - viz., the Self Rating Scale. The perceptions measured on the SRS indicate the self evaluation of the principals.

Reliability:- As stated by the authors of the scale (i.e. staff members of the Ohio State leader studies) the reliability of the ABDS scale or (LBDQ) is established by the results of the study conducted in a Naval District Command Staff on two separate occasions. The test, re-test correlations obtained from this organization are presented in Tbale 4-6.

Table 4-6 : Reliability Correlation Coefficient of the Administrative (Leadership) Behaviour Description Scale.

Administrative Dimensions.	Odd. Even Correlations		Test re-test observation		Two observers.
	Naval Officers Self	Others	Dist. Staff	Self	Research staff, Others N=32
1. Communication	.76	.85	.34	.70	.37
2. Representation	.67	.66	.57	.60	.33
3. Organization	.31	.75	.45	.67	.34
4. Integration	.56	.53	.66	.70	.44
5.*	-	-	-	-	-
6.*	-	-	-	-	-

* The figures relating to the 5th and 6th dimensions representing "subordinates" and "superiors" are omitted since these dimensions of administrator behaviour are not used in the present study.

The Table 4-6 also shows the correlations between the odd items and even items for each of the components. It will be noted that all test-retest correlations and most of the odd-even correlations are above .50. The odd-even reliabilities are about as high as can be expected for scores based upon one to three items.

Validity: The authors of the tool make no claim for the validity of the administrative/leadership behaviour descriptions. They observe "when an individual describes his own behaviour and is also described by an observer, which description is the most accurate". The correlations between self-description and description by others are shown in Table 4-7.

Table 4-7 : Correlation of Self with Description by Others.

Dimensions	Self vs Superiors		
	Air-Station	Sub-marines	Research-staff.
1. Communication	.34	.21	.09
2. Organization	-.07	.38	.11
3. Representation	-.03	.17	.24
4. Subordinates	.16	.15	.05
5. Superiors	.15	.31	.40

The results shown in the above table indicate that self descriptions and descriptions by others are not in close agreement. The authors observe "this does not necessarily argue against the validity of self-descriptions. Research results have shown that subordinates who are not performing upto their expectations tend to describe their superiors in less favourable terms suggesting that descriptions by others need not be interpreted with as much caution as self-descriptions.

4.3.2 TOOL NO. 2:

Organizational Climate Description Questionnaire:

Halpin (1966, pp. 131-132) says that schools have a a personality of their own. Just as individuals have personality, schools have identifiable organizational climate.

In order to map the domain of the organizational climate, to identify and describe its dimensions and to measure in a dependable way, the instrument OCDQ is developed and used.

So far we have three models in use for measuring Organizational climate of institutions. They are:

1. Organizational climate Index (1953) (OCI) developed by Stern and Steinhoff.
2. Organizational Climate Composite Indices (OCCI) developed by Taylor and Bowers.
3. Organizational Climate Description Questionnaire (OCDQ) designed by Halpin and Croft (1963).

Of these, the OCDQ of Halpin and Croft enjoys more popularity as it was used in many studies relating to organisational Climate in the U.S.A, as well as in India. The present study also used this model to measure the organizational climate of the secondary schools sampled in Tamil Nadu to determine whether certain types of climates were found with principals and teachers exhibiting certain characteristics. It is presumed that school principals and teachers while interacting with each others in the process of running the school, produce an atmosphere which we call climate. The tool OCDQ measures the behaviour of principals in their role as administrators and leaders as perceived by the teachers. It also measures the behaviour of teachers as perceived by them, and defines the type of the school.

Administration of the Tool:

The tool OCDQ consists of 64 Likert type items in the form of simple statements spread over eight sub-tests. The respondent is asked to indicate to what extent each statement characterise his school.

The scale against which the respondent marks the statement that describes most accurately his school has four alternatives.

1. Rarely occurs,
2. Sometimes occurs,
3. Often occurs and
4. Very frequently occurs.

For scoring purposes, these alternatives were given four values viz., 1, 2, 3 and 4 arbitrarily.

The 64 items were distributed over eight dimensions and each of these dimensions or sub-tests have the following maximum scores. (see page 237 Table 4-8.).

These eight sub-tests have been derived by factor analysis. The correlations between the eight sub-test scores of the OCDQ in the original study by Halpin and Croft are given by Halpin (1966, p.155, Table 4-5) which shows that the eight sub-tests were relatively independent, as the inter-correlations ranged from -.60 to .50. The present investigation

Table 4-8 : Dimensions of OCDQ and Maximum Scores on OCDQ

Dimensions	Item Nos.		Maximum possible scores	
Teachers' Behaviour				
1. Disengagement	10		40	
2. Hindrance	6		24	
3. Esprit	10		40	
4. Intimary	7		28	
Total :	33	33	132	132
Principals' Behaviour				
5. Aloofness	9		36	
6. Production emphasis	7		28	
7. Thrust	9		36	
8. Consideration				
Total :	31	31	124	124
Grand Total :		64		256

also tried to examine whether similar facts of low-correlations are obtained in the Tamil Nadu State Schools on her sample of 555 secondary school teachers and Head-masters or principals surveyed. The inter-correlations are shown separately on page under data analysis.

Identification of School Climate:

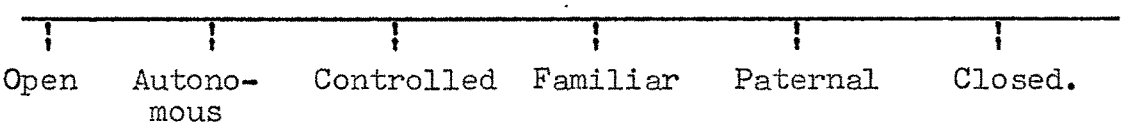
In order to find the climatic conditions of a school, a method is devised by Halpin to categorise schools on the

basis of their score profiles which range from openness to closedness.

The original sample used by Halpin and Croft consisted of 71 schools. The researchers obtained a score profile for each one of these schools. These were factor analysed which enabled them to identify six major clusters of schools. From these clusters, they were able to identify six climates for these schools on a continuum, ranging from "open" climate to closed "climate". Abbut the continuum Halpin (1966; 134) observed:-

> " the continuum that we devised does not possess porcelain perfection; it has a few chips and nicks along the edges. Specifically, it is not quite fair to say that the six climates can be ranked on this continuum; at best they can be arranged in respect to it".

The six organizational climates identified by Halpin and Croft are: (1) Open, (2) Autonomous, (3) Controlled, (4) Familiar, (5) Paternal and (6) closed. As on a continuum schematically they look like thus:



To facilitate a clear understanding of this classification the procedure adopted by Halpin in determining the typology of schools is given below.

The first step in the statistical procedure employed is to construct the school profiles; a school mean sub-test score for each of the eight sub-tests is computed. In the beginning the school profiles are expressed in terms of raw scores. These raw scores are next converted into standardised scores. Since the profile scores are to be inter-correlated among the schools using the "Q" technique, the scores for each school are standardised twice, first normatively and second ipsatively by assuming a mean of 50 and a standard deviation of 10. Thus each sub-test is standardised according to the mean and the standard deviation of the total sample for the sub-test. The standardised scores on each sub-test are standardised again ipsatively with respect to the mean and standard deviation of the profiles of each school.

The next step is to work out for each of the six profiles a single prototypic profile. The climate for the school can be identified by finding out to which sub-test prototypic profile, the profile of a particular school resembles more closely.

The prototypic profiles computed for each school in the present study as compared to the Halpin's prototypic profiles is given in Annexure No. I.

Reliability Studies of OCDQ:

Andrew Halpin (1966) on the basis of his studies conducted on 71 elementary and High Schools reported that the OCDQ tests were internally consistent and demonstrated a high degree of comprehensiveness.

Brown (1965) found it that the reliability coefficient calculated by three different techniques including, test-retest, generally compared favourably with those of Halpin and Croftss study.

Mehra (1968) reported that the internal consistency estimation of the sub-tests were significantly high to support their reliability. This study has established that the OCDQ can be reliably applied to Indian schools.

Shelat (1975) using test-retest technique found that the reliability coefficient is equal to 0.83; which is high enough to establish the reliability of the OCDQ.

Validity of the OCDQ:

The procedure used in validating the OCDQ was based on the mean correlation of each item with the factors.

Halpin and Croft tried to validate the OCDQ by factor analysis to find the independence and specificity of items; they said that the instrument could be used for replicatory studies.

M.L. Sharma (1973) found the validity coefficient of OCDQ high.

Shelat (1975) reported that there is high correlation between the dimension total scores and individual item scores. They ranged between .50 and .76 which is considered significant indicating high degree of internal consistency.

Replicatory Studies:

Many replicatory studies were done using the instrument OCDQ in measuring school climate, both abroad and in India. They seem to indicate that in general the OCDQ has shown stability and resilence.

The Department of Educational Administration of the M.S. University of Baroda, Baroda has developed a variation of the OCDQ with twelve dimensions to suit Indian conditions. Besides the traditional eight dimensions of Disengagement, Hindrance, Esprit, Intimacy, Aloofness, Production emphasis, Thrust and Consideration, four more dimensions were added.

They are (9) Organisational structure or hierarchy, (10) Communication, (11) Human Relations and (12) Freedom and democratization. This modification is done as a result of belief that the institutional climate does not depend entirely on the behaviour patterns of teachers and school principals but also on factors like managerial committees which play an important role in shaping the organizational climate of Indian schools. The hierarchical structure of administration, the communication system adopted by the principal, group spirit and co-operation, consultations and decision-making have a significant impact on the organizational climate of an institution. Kirit Gandhi (1977), Seema Sahasrabudhe (1977) and Anjani Mehta (1977) used the OCDQ with twelve dimensions in their studies.

4.3.3 TOOL NO. 3

Teacher Morale Inventory:

Morale is difficult to define in precise terms. It means different things to different people. To some it means zeal or enthusiasm for the work. To others, it means the willingness of a group towards a collective purpose. To still others, it is a collection of job related attitudes and identification of organization goals. However. difficult it may be to fix its meaning, its presence or absence is clearly

felt in any institution or work environment.

The concept of morale is multi-dimensional. It differs from person to person, institution to institution, from time to time and situation to situation. The presence of morale may not be recognised by teachers by outward manifestations but its highs and lows can be noticed by the repurcussions on the behaviour of teachers, pupils, their achievements and institutional climate. High morale is evident when there is interest and enthusiasm for the job.

Measurement of Teacher Morale:

Researchers have been using any of the three existing standardised tools for the measurement of teacher morale. They are:

(1) Purdue Teacher Opinionaire by Bently and Rempel (1970).
(2) Coughlan's "School Survey" (1970).
(3) Teacher Morale Inventory by Pramila-Dakhtawala (1977).

The present researcher has used Pramila Dekhtawala's Teacher Morale Inventory in her study as it was developed to suit the Indian conditions and also was standardised. This Inventory consists of 100 items. For analytical purposes, the 100 items were grouped under five components, namely,

(1) Individual characteristics, (2) Behavioural characteristics, (3) Group spirit, (4) Attitude towards the job and (5) Community Involvement.

T.M. I. therefore measures the following characteristics of the teachers.

(1) Individual characteristics consisting of mental state of teachers, like confidence, zeal, cheerfulness, hope etc.

(2) Behavioural characteristics consisting of behaviour of teachers regarding adjustment, efficient working, willingness, discipline etc.

(3) Group Spirit, consisting of attitudes of the teachers towards fellow workers, teachers and relations with others.

(4) Attitude towards the job, consisting of teacher's attitudes towards different aspects like, salary, job satisfaction, work load, environment, facilities etc.

(5) Community involvement gives an idea about the extent to which the community is involved with the education system by way of supporting the system acceptable to and exerting sufficient pressure to make it come up to its expectations.

The teacher morale inventory used in the present study measures the morale of the teachers working in the sampled schools of the Tamil Nadu State.

Administration of the Tool:

As already pointed out, the Inventory contains 100 items in the form of descriptive statements. The respondents were asked to indicate their responses to each item on a five point scale as shown below:

(1)	Fully agree	(A)
(2)	Agree	(B)
(3)	Undecided	(C)
(4)	Disagree	(D)
(5)	Fully Disagree	(E)

Scoring:- Responses from A to E are given the weightage of 5, 4, 3, 2 and 1 respectively. Scoring is reversed, in the case of negative items. The items underlined are negative items.

The following is the distribution of items under the five characteristics:

(1) Individual Characteristics:

1, 9, 12, 15, 18, 25, 33, 37, 59, 67, 75, 79, 83, 87 and 92.

(2) Behavioural Characteristics:

3, 6, 10, 16, 20, 24, 29, 34, 38, 41, 44, 47, 50, 52, 55, 58, 61, 64, 68, 73, 76, 80, 86, 93, 95, 100-

(3) Group Spirit:

5, 8, 11, 13, 17, 21, 23, 27, 30, 36, 39, 43, 46, 49, 53, 57, 60, 63, 70, 74, 77, 82, 84, 88, 90, 97.

(4) Attitude Towards the Job:

2, 7, 14, 19, 22, 28, 31, 35, 40, 42, 48, 51, 54, 56, 62, 66, 69, 72, 78, 81, 85, 91, 94, 96, 98, 99.

(5) Community Involvement:

4, 26, 32, 45, 65, 71, 89,

Validity of Teacher Morale Inventory:

The tool was validated by Dekhtawala using the following methods:

(1) Content validity; The various definitions of morale provided the basis of deriving the components and all the items were based on the components of morale.

(2) Teachers' and Principals' rating: The validity of the questionnaire was further tested by correlating, the scores of the teachers with the principals' ratings. The product moment coefficient of correlation

between the two sets of scores was .77 which is quite high.

Reliability of Teacher Morale Inventory:

Reliability of the tool was established by test-retest method. The correl ation coefficient obtained is .86.

Split-half Method was also used to further test its reliability. Scores on the odd items of the Inventory were correlated with the even items and the correlation was found to be .99 indicating the tool's high reliability.

4.3.4 TOOL NO. 4 :

The fourth instrument used in the present investigation is the "Achievements of Supervision work in the improvement of teaching-learning in the school".

This tool is intended to measure the rating of benefits to the teachers as a result of supervisory services rendered by the principal of the school - as perceived by the teachers. Here the focus is on finding out from the teachers in what specific ways and what actual advantages they derived from the principals' supervisory acts.

The test consists of 25 items. In developing these items the views of experts on supervision and the well known

literature existing on the subject were consulted and the various aspects of supervision stressed.

The respondents were directed to respond to each of the items in one of the 4 suggested ways on the four point scale. If the response is "fully achieved" the scoring will be 3, if it is "partially achieved" the scoring will be 2; if "little is achieved" the scoring will be 1 and if "nothing" is achieved at all, scoring will be 0. According to this scoring method the range of score will be from 0 to 75.

The investigator has particularly referred to the doctoral work of Dr. B.N. Patel (1973) and Dr. D.G. Pandya (1975) who have used this instrument in their studies to measure teachers' rating of benefits due to administrative supervision or instructional supervision done by the school principals.

4.3.5 TOOL NO. 5

Dogmatism Scale:

Measurement of belief-disbelief system of principals by employing dogmatism scale is another device used in the present study to find its influence on the administrator behaviour of principals.

Dogmatism scale was developed by Milton Rokeach (1960) to measure individual differences in openness and closedness in organization of belief - disbelief system and was employed to measure openness in terms of receptivity to new ideas and authoritarianism or intolerance to opposing beliefs as indicated by the closed mindedness of teachers and principals. It is a self administered tool, consisting of 40 items categorised under three heads, namely;

(1) the belief - disbelief area,
(2) the central-peripheral area and
(3) the time-perspective area of dogmatism.

On this scale, the school principals are requested to respond to each of the forty items by writing +1, +2, +3, -1, -2, -3; corresponding respectively to "I agree a little", "I agree on the whole", "I agree very much", "I disagree a little", "I disagree on the whole" or "I disagree very much".

Scoring:- A fter the data is ready, it is scored by adding the constant plus 4 to the algebric value of each item and summing the 40 converted item scores. The theoretical range on the test is from 40 to 280. The interpretation will be, the higher the score the more dogmatic or closed minded the respondent is.

Validity and Reliability of Dogmatism Scale:

Rokeach Milton validated the tool by using the "method of known groups". At his instance, psychology students selected 10 of their friends who were known for their high dogmatic views and another 10 known for their low dogmatic views. A "t" test of the difference of the means of the two independent samples was applied to test the prediction that individuals chosen for their high dogmatism would differ in mean dogmatism scale scores from persons judged to be low in dogmatism. The 't' calculated was 4.8 confirming the expectation of difference which is significant at .01 level.

Shelat (1975) also reported using this method that the "t" calculated was equal to 2.96 indicating a difference in the expected direction.

The scale's reported reliabilities range from .68 to .93 using both the split-half and test-retest techniques. Therefore, the instrument is valid and reliable.

4.3.6 TOOL NO. 6:

Traditional Progressive School Scale:

The investigator made use of this scale to measure the traditional or progressive nature of the schools surveyed.

It contains 25 Likert type statements each describing some characteristic of traditional or progressive school. Out of the 25 items in the scale, 13 are to be scored negatively.

The respondent teachers are directed to indicate the extent to which each of these statements resemble his/her school on the four point scale as follows:

(A) Rarely occurs,
(B) Sometimes occurs,
(C) Often occurs,
(D) Very frequently occurs.

Scoring is done by assigning 1 to A , 2 to B, 3 to C and 4 to D. Negative items are scored in the reverse order, that is, from 4 to 1; 4 to A, 3 to B, 2 to C, and 1 to D. The mean scores of the positive and negative items are computed and on the basis of greater mean score total progressive schools are identified. Schools with lesser mean score totals are identified as traditional schools.

This scale is used by Dr. Shelat (1975) in her doctoral work. She adopted the Stanine Score System in deciding the character of the school. Schools falling within stanines 9 to 5 were considered as "Progressive" schools, and those that had stanine values below five were designated as "traditional" schools.

Dr. B.N. Patel (1973) who has also used the concept in his doctoral thesis divided his sampled schools into three categories, namely;

(1) The more progressive,
(2) The less progressive and
(3) The non-progressive or traditional.

The categories were based on the perception of the teachers as to the quality of instructional leadership provided by the school principal.

4.3.7 TOOL NO. 7 :

Self-rating Scale (SRS):

The seventh Research instrument used in the investigation is the Self-Rating Scale developed by Shuster and Wetzler (1958). The scale provided for measuring the self appraisal of the school principal of his administrator behaviour. It is assumed that a school principal should possess the ability to evaluate his administrative behaviour, besides developing skills of a good organizer of school and management. Such evaluation can be diagnostic and remedial. The results of the Self-Rating Scale might be used by him to identify where his weaknesses lie and where he is strong in regard to his administrative leader behaviour. Once

these spots are located, the administrator can do some heart searching himself and try to rectify the deficiencies. It is agreed that self analysis is a difficult exercise and most often the administrator finds out good points about himself and glosses over his drawbacks; because, he does not know how to be objective about himself. However, in recent times importance is being given to self evaluation of administrator behaviour, because of its therapeutic value.

The Self-Rating Scale has five components on which the self evaluation is made. Each of these components have a set of Likert-type statements as specified below:

	Component	No. of Items
1.	As an educator	~~6~~ 5
2.	As an administrator	6
3.	As a personnel Administrator	6
4.	As a Public-relation Administrator	4
5.	As a business Administrator	4
	Total :	~~26~~ 25

Each statement under each component has five alternatives viz., A,B,C,D.E. "A means strong in a given areas; B, very strong, C moderately strong, D weak and E, very weak or not present. They are given the numerical values of 4, 3, 2, 1 and 0.

In placing check marks against the alternative, a school principal is to rate himself on what he is actually doing or has done. The user of this scale is not a school principal but only a teacher, he too can rate himself on the scale in terms of comparable activities at the departmental level or even at the business executive level. If he is aspiring to become an administrator he too may rate his perceptions to discover strengths and weaknesses for self advancement in future.

Scoring:- As mentioned above, four points are allotted for a check in the A column, three for B, two for C, one for D and Zero for E. The maximum score for any respondent will be 104.

In the present study two components of the scale, viz., two and three, that is "as an administor" and "as a personnel administrator" were selected to represent the "initiating structure" and "consideration" dimensions of the administrator Behaviour. Each of these components have six items and the maximum score for each respondent will be 48. The school principal evaluates himself against the two components of administrator and personnel administrator. These ratings were compared with his perceptions of his administrator behaviour on the A B D S (Administrator Behaviour Description Scale). It is assumed that self

evaluation in regard to school administration helps the principals towards educational statesmanship and assists him in analysing his educational programmes and achieving educational objectives.

4.4 Collection, Classification and Tabulation of Data:

After deciding upon the research instruments for the collection of data, permission of the Director of School Education, Tamil Nadu State was obtained and along with his recommendatory letter, circular letters were posted to each principal of the randomly selected secondary schools requesting him to inform four of his B.Ed. School assistants to respond to the questionnaire and one to be answered by himself. The principals and teachers were assured that the information got from them would be used for research purposes alone and not for any other purpose.

Out of the 152 schools to which questionnaire questionnaire packets were posted, only 124 schools returned the questionnaires duly filled in. Even out of these 124 schools, Head-masters along with their school teachers responded only in respect of 76 schools. The co-operation and willingness of the school principals is very necessary in the present investigation because, it is the study of their behaviour which constitutes the main theme to which other factors of school administration are linked with and

correlated. So the happenings in the 76 schools are spotlighted in most of the hypotheses tested. But, wherever the administrator behaviour of the principals is not directly involved, the entire sample of 124 schools is used.

The data relating to the return of questionnaires has been classified under two tables as follows. The first Table 4-9 indicates the return of questionnaires from the sampled schools. The second Table 4-10 gives out the final sample selected for further statistical treatment.

Table 4-9 : Questionnaires Returned

Sampled Population (Schools)	Schools returning Questionnaires.	Percentage
152	124	81.5 %

After scrutiny, it was found that not all the 124 schools returned the questionnaires duly filled in. In some of these schools, principals had not returned the questionnaire. Only those schools which returned the questionnaires filled in by the principal and teachers are shown in Table 4-10.

Table 4-10 : Sample

Sampled Population (Schools)	No. of schools which completed and sent usable returns.	Percentage
152	78	50 %

4.4.1 Personal Data of Principals/Supervisors:

The school principals were requested to supply data regarding their age, sex, experience and percentage of time spent on administration, clerical work; supervision and other miscellaneous activities.

Age of the Principals/Supervisors:

The analysis of the age of the 76 principals/ supervisors is given in Table 4-11.

Table 4-11 : Age Group of the Principals/Supervisors

Age Groups	No. of Principals/Supervisors	Percentage
51 and above	31	48.4
41 - 50	31	46.9
31 - 40	3	4.7
	64	100

Only 64 principals or supervisors responded to this querry and age groups to which they belong are analysed.

From the above Table, it could be noticed that most of the schools principals are found to be in the two age groups above 40. This works out to 75.3%. A very small minority of the principals (4.7%) belong to the age group below 40.

4.4.1.1 Experience of the Principals/Supervisors:

The analysis of the 76 secondary school principals according to their experience is given in Table 4-12.

Table 4-12 : Experience of the Principals/Supervisors.

Experience in years	No. of Principals/ Supervisors.	Percentage
1 - 5	22	29
6 - 10	15	19.7
Above 10 years	39	51.3
	76	100

Mean = 9.11 S.D. = 3.01

The above analysis indicates that 51.3% of the principals have administrative experience exceeding 10 years; 29% with experience below 5 years and 19.7 % with experience between 6 to 10 years.

4.4.1.2 Sex of the Principals/Supervisors:

The Sex-wise analysis of the Principals is given below in Table 4-13.

Table 4-13 : Sex of the Principals/Supervisors

Sex	No. of Principals	Percentage
Male	53	69.7
Female	23	30.3
	76	100

Table 4-13 indicates that 69.7% of the Principals are of the male sex and 30.3% belong to female sex.

4.4.1.3 Percentage of time spent on different activities by the Principals/Supervisors:

The following items describe the different activities of the principals as shown in the personnel data sheet of the questionnaire.

(1) Administration:

Items: 1, 2, 3, 10, 12, 19 and 20

(2) Clerical work:

Items: 4, 5, 17 and 22.

(3) Supervision:

Items: 6, 7, 14 and 21.

(4) Miscellaneous:

Items: 8, 9, 11, 15, 16 and 18.

The analysis of the time spent on different activities by the principals is given in Table 4-14. (See Page 261).

From the above table, it is found that on administrative work 92% of the principals spent more than 25% of their school time, and 8% less than 25%, on clerical work 81% of the principals spent less than 25% of their time and only 19% spent more than 25% of their time; on supervision of instruction 58.7% of the principals spent less than 25% of their time, while 41.3% spent more than 25% of their time; lastly, on other miscellaneous activities connected with school administration 71.4% of the principals, spent less than 25% of time, while only 28.6% spent more than 25% of their time.

Only on administrative work more than 25% of the time was spent by the majority of the principals. Fewer number of principals allocated more than 25% of their time for supervision work. This means that the majority of the principals are engaged in administrative work and supervision work was given secondary importance in many cases.

Table 4-14 : Percentage of time spent by the Principals/Supervisor on administration clerical work, supervision and miscellaneous activities.

	Administrative work		Clerical work		Supervision of instruction		Miscellaneous	
	Below 25% time	Above 25% time	Below 25% time	Above 25% time	Below 25% time	Above 25% time	Below 25% time	Above 25% time
Number of Principals	5	58	51	12	37	26	45	18
Percentage	8	92	81	19	58.7	41.3	71.4	28.6

(Only 63 Principals gave information on this Score)

4.4.2 Information about Teachers:

The respondent teachers were required to supply data about their age, academic qualifications and professional qualification, caste, income and father's education and occupation, their experience as teachers and the number of schools in which they served.

4.4.2.1 Age of the Teachers:

The analysis of the age of the teachers is given in Table 4-15. Out of the 479 teachers whose responses on the questionnaires are used in the study only 405 have answered to this column.

Table 4-15(A): Age of the Secondary School Teachers

(N=405)

	Age in Years				Total
	Below 30	31-40	41-50	51-60	
Number of Secondary School Teachers	18	199	150	38	405
Percentage	4.2	49.2	37.1	9.4	100

Mean: 40.1 S.D. 9.21

By the time an individual completes his degree/ diploma course in teacher education after his first University degree he or she would be 23 or 24 years of age. So a teacher

might theoretically enter on teaching career by 25. But most of the teaching institutions prefer to employ experienced teachers. Therefore, it is natural to presume that the career for most of the teachers begins much later than 25 years of age.

Table 4-15 indicates that out of the 405 teachers 4.2% are below 30 years of age; 49.2 are above the age of 30 years. 37.1% are above the age of 40 years, and 9.4 belong to the age of 50 years and above. The mean age and standard deviation for the sample are 40.1 and 9.21.

Table 4-15(B): Age of the Secondary School Principals/ Supervisors.

	Age in Years			Total
	Below 40	41-50	51-60	
Number of Secondary School Principals	4	33	34	71
Percentage	5.6	46.5	47.9	100

Mean = 48.5 S.D. 9.71

Only 71 secondary school principals and supervisors furnished information about their age. The analysis of their age is given in Table 4-15(B) above.

The school principals are appointed to the post only after they have served at least for ten years as teachers or Inspectors of schools. Therefore, we find very few principals whose age is below 40 (5.6%). 46.5% of the principals are within the age range of 41-50 and 47.9% in the age group of above 50.

4.4.2.2 Sex of the Teachers:

Table 4-16 below presents information about the sex of the teachers.

Table 4-16 : Sexwise Distribution of the Teachers.
(N=479)

Sex	No. of cases	Percentage
Male	282	58.9
Female	197	41.1
Total	479	100

Table 4-16 shows that there are 58.9% male teachers and 41.1% female teachers in the sample under investigation.

4.4.2.3 Teaching Experience of the Teachers:

Out of the 479 teachers sampled, only 412 teachers supplied information under this column.

The analysis of the teaching experience of the teachers shows that the majority of the teachers have experience between 11 and 20 years. A detailed analysis of the teaching experience of the teachers is given in Table 4-17(A), below:

Table 4-17(A): Teaching Experience of Teachers
(N=412)

	Experience in Years				Total
	1-10	11-20	21-30	31 & above	
Cases	89	217	98	8	412
Percentage	21.6	52.7	23.8	1.9	100

Mean = 19.92 S.D. = 5.84

The analysis in Table 4-17(A) shows that 21.6% of teachers have less than 10 years of teaching experience, 52.7% have experience between 11 and 20 years. 23.8% have experience between 21 and 30 years and 1.9% have above 31 years of experience. The mean of the group is 19.92 years and the standard deviation is 5.84.

Table 4-17(B): Experience in years of Administration as Principal/Supervisors.
(N = 70)

	Experience in Years			Total
	1-10	11-20	Above 20 Yrs.	
Cases	48	20	7	70
Percentage	61.4	28.6	10	100

Mean = 9.1 S.D. = 6.39

Only 70 school principals furnished information about their experience. The analysis in Table 4-17(B) indicates that 61.4% of the school principals have less than 10 years of administrative experience, 28.6% have experience between 11 and 20 years and 10% have administrative experience above 21 years. Thus we find that more than 60% of the sample in the study have 10 years of experience in administration of secondary schools.

4.4.2.4 Income of the Teachers:

Information regarding the income per month got by the teachers have been supplied by 405 teachers. It is presented in the following table.

Table 4-18 : Income Analysis

(N=405)

	Income in Rupees per month		
	500-800	801-1000	Above 1000
Cases	297	89	19
Percentage	73.3	22	4.7

The above analysis shows that 73.3% of the teachers have income between Rs.500-800 per month; 22% between Rs.801 and 1000 and 4.7% above Rs.1000/- per month.

4.4.3 Caste of the Teachers and Principals/Supervisors:

The following Table gives details about the caste to which the teachers and the principals belong to:

Table 4-19 : Caste to which the Teachers and Principals belong.

	Forward	Backward	Scheduled Caste	Total
Teachers	149	182	8	339
Percentage	44	53.7	2.3	100
Principals and Supervisors	22	29	2	53
Percent	41.5	54.7	3.8	100

Table 4-19 points out that out of the 339 teachers who had furnished information about their caste, 44% belong to forward caste, 53.7% to backward caste and 2.3% belong to Scheduled caste.

Similarly Table 4-19 also gives information about the castes of the principals and supervisors surveyed in the sample. Out of the 53 principals and supervisors, who gave information about their caste, 41.5% belong to the forward castes, 54.7% to the backward castes and 3.8 % to the scheduled castes.

The table makes it clear that in Tamil Nadu State, backward classes and castes are given more opportunities of employment in the education field at the school assistants level as well as at the administrative level as principals. Scheduled castes also are suitably represented and due to the policy of job reservations, their employment opportunities are increasing day by day in the field of education also, which was formerly a close preserve of forward communities.

4.4.4 Qualifications of Teachers and Principals:

The analysis of qualifications of teachers and principals is furnished in Table 4-20 below:

Table 4-20: Analysis of general and professional qualification of Teachers and Principals of Schools.

	B.A.	B.Sc.	B.Litt.	B.Com.	M.A.	M.Sc.	Total
Teachers	208	155	1	4	8	2	450
Percentage	46.2	34.5	.2	.9	17.8	4	100
Principal/ Supervisor	43	13	-	-	17	-	73
Percentage	58.9	17.8	-	-	23.3	-	100

	Diploma	L.T.	B.T./B.Ed.	M.Ed.	Total
Teacher	2	1	416	22	442
Percentage	.5	.2	94.1	5.2	100
Principal	--	1	60	6	67
Percent	--	1.5	89.5	9	100

Table 4-20 indicate that out of the 450 teachers who provided information about their qualifications 46.2% have B.A. Degree, 34.5% B.Sc., degree, .2% B.Litt., .9% B.Com and 18.2% have Post-graduate degrees (17.8% M.A. and 4% M.Sc.,). Most of the teachers have professional qualifications except for some B.Com. graduates and M.A. and M.Sc. qualified Post-graduates. Therefore, out of 442 teachers who gave details about their professional qualifications, .5% have Diploma in Education, 2% L.T., 74.1% B.T. or B.Ed., and 5.2% have M.Ed. degree qualifications.

Table 4-20 also shows the analysis of the qualifications possessed by 73 school principals. Out of them 58.9% have B.A. degree, 17.8 B.Sc., and 23.3% M.A. degree. Thus most of the principals are found to be Arts graduates.

With regard to their professional qualifications out of the 67 who furnished this information 1.5 have L.T. 89.5% have B.T. or B.Ed. and 9% have M.Ed. We find thus, that fewer teachers and principals possess post-graduate degree as general qualification as well as professional qualifications. Science Graduates are less in number than Arts Graduates. It is also found that fewer number of teachers and principals have science degree qualification.

It is expected that with the incentive of double increment offered by the Tamil Nadu Government, for those who qualify themselves as Masters of Education, more and more teachers are expected to undergo M.Ed. course in future.

Similarly, to qualify themselves to teach at the plus two level, more and more younger teachers are expected in future to acquire Post-graduate degrees in Arts, Science and Commerce. This would naturally improve the quality of teaching and administration in the years to come.

4.4.5 Information about the Schools:

4.4.5.1 Size of the Schools Sampled:

The analysis of the enrolment-wise distribution of the schools is given in the Table 4-20 below: This provides an idea of the size of the schools surveyed in the investigation.

Table 4-21(A): Size of the Schools based on the Enrolment of Students:

(N=124)

	Enrolment below 1000 (Small)	Enrolment between 1000 - 2000 (Medium)	Enrolment above 2000 (Large)	Total
No. of Schools	36	73	15	124
Percentage	29	58.9	12.1	100

From the above table it can be seen that 29% of the schools in the sample have enrolment below 1000 students; 58.9% of the schools between 1000 and 2000 and 12.1% have enrolment above 2000. In terms of size, the first category may be classed as small, the second medium and the third large. Table 4-21 shows that there are more medium sized schools than small or large in the sample studied.

Table 4-21(B): Classification of Schools based on the Type of Management.

	Type of Management				Total
	Govern-ment	Private	Missio-nary	Public-trust	
Number	37	46	23	18	124
Percentage	29.8	37.1	18.6	14.5	100

Table 4-21(B) shows that out of the sample of 124, schools, 37 were managed by Government, 46 by private bodies, 23 by the missionaries and 18 by the public trusts. More private and Government managed schools were studied in the investigation.

4.4.5.2 Number of Standards of Education provided in Schools:

The schools studied are classified according to the number of standards of education they provide in them. Since

1979 in Tamil Nadu State, secondary schools are being upgraded to higher secondary consisting of ten standards, with the plus two stage (XI and XII standards) attached to it. Those which remained only with ten standards of education are called high schools and the rest (with the plus two) are called higher secondary schools.

The following table gives an analysis of the schools surveyed according to the number of standards of education provided in each.

Table 4-22: High Schools and Higher Secondary Schools:

	Grades of the School		Total
	High School	Higher Secondary School	
Cases	40	84	124
Percentage	32.3	67.7	100

Table 4-22 shows that 32.3% of the sample studied belonged to the category of high schools and 67.7% to the higher secondary schools, which provide instruction at plus stage also.

Wherever resources are available and equipment and qualified teachers are at hand, high schools are being

converted into higher secondary schools with the assistance of matching grants provided by the state Government. It is based on the policy of the State Government, which prefers the provision of plus two education at the school level instead of at the college level.

4.4.5.3 Urban-rural Category of Schools:

Table 4-23 gives an analysis of the urban, semi-urban and rural categories of schools sampled in the study.

Table 4-23 : Urban, Semi-urban and Rural Category of Schools

	Categories			Total
	Urban	Semi-urban	Rural	
Schools	49	60	15	124
Percentage	39.5	48.4	12.1	100

Table 4-23 indicates that in semi-urban and rural areas, there are more schools than in urban areas. It implies that in Tamil Nadu State importance is given to the diffusion of secondary education to the semi-urban and even rural areas and it is not limited to urban areas alone.

4.5 Identification of Organizational Climate of the Secondary Schools in the Tamil Nadu State.

One of the objectives of the present investigation is to identify the different climate patterns with respect to the secondary schools of Tamil Nadu. In pursuance of this, the raw scores relating to the 124 schools sampled were converted into standardised scores, first normatively and then again standardised ipsatively. Thus the scores are double standardised. The distribution of school mean standardised scores is given in Appendix-I.

The procedure next followed was the classification of the 124 secondary schools according to the organizational climate. The climate for a school can be identified by finding out to which sub-test prototypic profile the profile of a particular school resembles more closely. For this purpose the prototypic profile chart given by Halpin (1966) at page 174 is made use of in computing the six climates ranging from openness to closedness.

The prototypic profiles of Halpins (Table 4-24) were compared with the 124 school profiles and similarity scores for each sub-test in each of the six profiles is computed.

Table 4-24 : Prototypic Profiles for Organizational Climates ranked in respect of Openness-vs-Closedness.

(Halpin, p. 174)

Climates	Group Characteristics				Leader Characteristics			
	Dis-engagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration
Open	43**	43	63	50	42	43	61	55
Autonomous	40	41	58	62	62	39	53	50
Controlled	38	57	55	40	55	63	51	45
Familiar	60	48	50	58	44	27	32	59
Paternal	65	46	45	46	38	55	51	55
Closed	62	53	38	54	55	54	41	44

* These profiles are based solely on those schools in the sample which secured a high loading on only one profile-factor.

** The numbers represent double-standardised scores (both computed normatively and ipsatively) with a mean of 50 and a standard deviation of 10.

Table 4-25 : Profiles for the Six Organization Climates of sampled Secondary Schools in Tamil Nadu.

Climates	Dis-enga-gement	Hind-rance	Esprit	Intimacy	Aloof-ness	Production Emphasis	Thrust	Conside-ration
Open	48*	49	52	51	50	49	53	52
Autonomous	47	49	51	52	50	48	51	50
Controlled	49	52	50	50	50	47	50	49
Familiar	49	46	50	50	50	49	50	53
Paternal	51	50	50	50	50	49	50	51
Closed	51	52	49	50	51	50	48	49

* The numbers represent double standardised scores with a mean of 50 and Standard Deviation of 10.

Comparison of the six climate profiles of the secondary schools in Tamil Nadu on the eight sub-tests of the organizational climate description questionnaire.

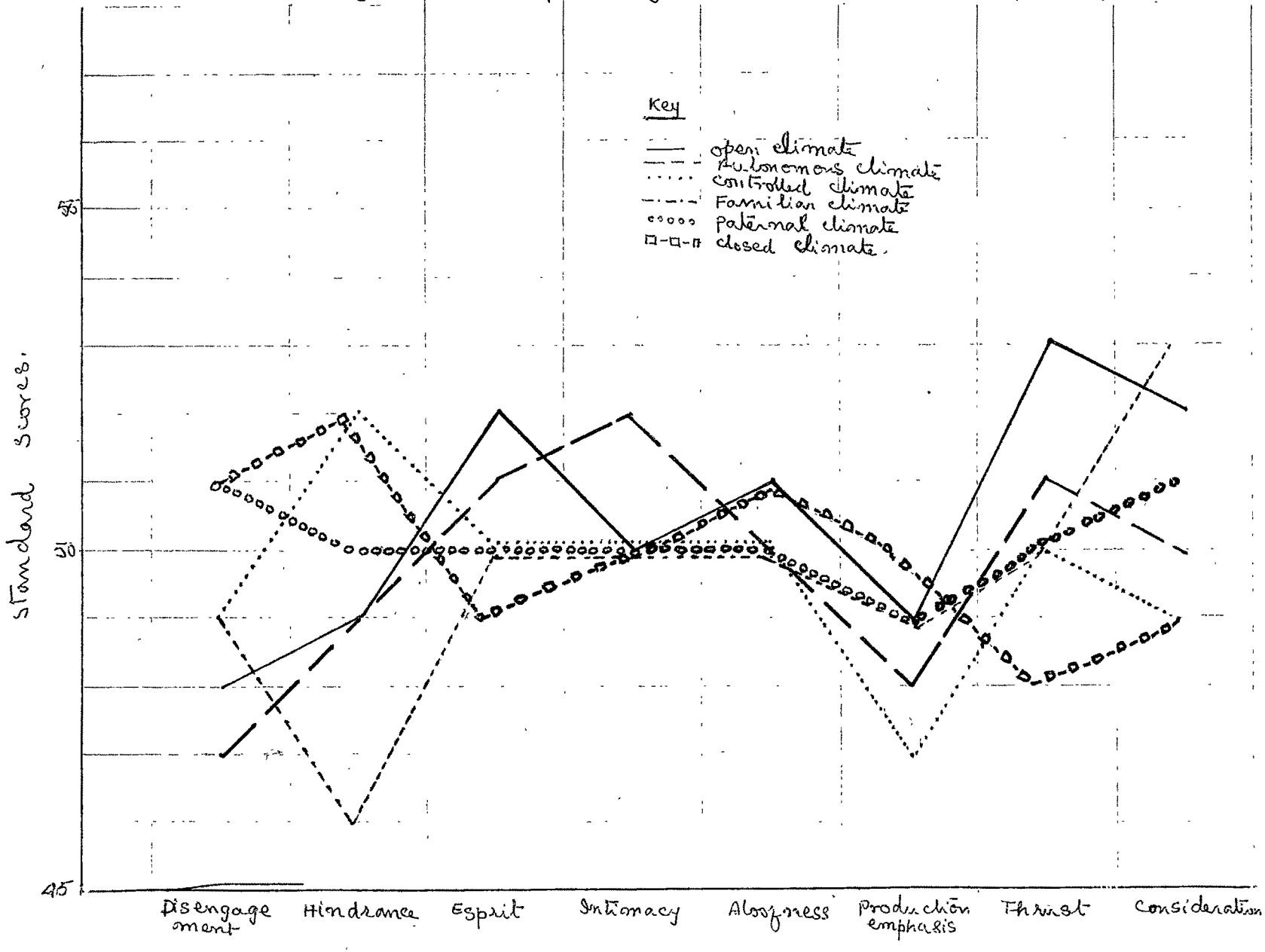


Fig: 4.1

A comparison of the table 4-25 with table 4-24 reveals that in Halpin's prototypic profiles the range of difference among the six profiles and 8 dimensions of the OCDQ is wider while in the present study narrow range of difference is indicated. Even though the difference among the sub-tests are not pronounced in the present study, the trend resembles closely Halpin's prototypic profiles as found especially in the open and closed climate profiles.

Further, Table 4-25 shows that the mean dimension scores are smaller in open climate schools than they are in closed climate schools in respect of the two negative dimensions of teacher behaviour namely, disengagement and hindrance. Similarly, the two positive dimensions of teacher behaviour namely "esprit" and "intimacy" are higher in open climate schools. On the negative dimensions of principal's behaviour namely, "aloofness" and "production emphasis" the mean scores are smaller in open climate schools than those in the closed climate schools. So also the two positive dimensions of the principals i.e. "thrust" and "consideration" are higher in the open climate schools than those in the closed climate schools.(see Figure 4.1, at page 276).

However, these differences are found to be not significant while they have been found significant in some

of the investigations made in Gujarat (Neela Shelat, 1975) and Kirit Gandhi (1977). No doubt in the present study also the trend is there, and it is in the desired direction.

4.5.1 Similarity Scores:

The prototypic profiles given by Halpin (Table 4-24) were compared with the 124 sampled school profiles and similarity scores for each sub-test in each of the six profiles is computed. In each case the sum of the absolute difference between the profile scores was computed. A low difference between the sum of the sub- test scores on each school profile and Halpin's Prototypic Profile indicates that the profiles are highly similar and a large difference indicates that the profiles are dissimilar. Each of the 124 schools was assigned to the set defined by that prototypic profile for which its profile similarity score was the lowest.

The similarity scores for the 124 sampled schools in in Tamil Nadu State in respect of the six profiles is exhibited in Appendix-1. The profile similarity scores are shown in the last column.

4.5.2 Inter-correlations among the OCDQ Sub-tests:

While describing the OCDQ tool (P.)it has been pointed out that the 8 sub-tests of the tool, namely, Disengagement,

Hindrance, Esprit, Intimacy, Aloofness, Production Emphasis, Thrust and Consideration, measure different aspects in the behaviour of the teachers and principals. The relative independence of these sub-tests were tested by Halpin and Croft through analysing item-wise data by means of interactive cluster analysis and factor analysis. The correlations between the eight sub-test scores of the OCDQ in the original study of Halpin and Croft are given by Halpin (1966, p. 155, Table 4-5), which shows that all the eight sub-tests were relatively of independent dimensions, as the inter-correlations ranged from -.6 to .50. In the present investigation also inter-correlations are worked out among the eight sub-tests on the sample of 555 teachers and principals of the secondary schools in Tamil Nadu State, to see if the correlations obtained are low. Table 4-26 gives the inter-correlations among the eight sub-tests of the OCDQ on the Tamil Nadu Sample.

Table 4-26: Inter-correlations Matrix.

No. Factors on OCDQ	1	2	3	4	5	6	7	8
1. Disengagement	1	.06	.07	-.18	-.10	-.18	-.22	-.18
2. Hindrances			-.36	-.06	-.08	-.38	-.36	-.30
3. Esprit				-.09	-.02	-.21	.37	.14
4. Intimacy					-.05	-.06	-.15	-.03
5. Aloofness						-.05	-.07	-.25
6. Production Emphasis							.05	.21
7. Thrust								.33
8. Consideration								1

The Tamil Nadu administration of the OCDQ also yielded similar results, which goes to show that undoubtedly, each of the eight sub-tests of the OCDQ is independent and measured a relatively different type of teacher's or principal's behaviour.

4.5.3 Percentage Distribution of Schools among the Six Climates:

The following table indicates the distribution of schools sampled in Tamil Nadu State among the six climates.

Table 4-27: Distribution of organizational Climate in the Secondary Schools of Tamil Nadu State.

(N=124)

	Open	Autono-mous	Contro-lled	Familiar	Pater-nal	Closed
No. of Schools	12	6	17	4	56	29
Percen-tage	9.7	4.8	13.7	3.2	45.2	23.4

Table 4-27 reveals that 9.7% of the sample studied falls under open climate, 4.8% under autonomous climate, 13.7% falls under controlled climate; 3.2% under fimiliar climate, 45.2% belong to paternal climate, 23.4% fall under closed climates.

Table 4-28: Climate Type

Sr. No.	Name	Sample	Open	Auto-nomous	Cont-rolled	Familiar	Paternal	Closed
1	2	3	4	5	6	7	8	9
1	Kuldip Kumar	High Schools, Gujarat State.	22.8%	10%	21.43%	8.57%	15.7%	21.43%
2	Neela Shelat	Secondary Schools, Baroda.	19.0%	15%	17%	7%	14%	28%
3	Kirit Gandhi	High schools from 4 different regions of Gujarat.	29.0%		35%		36%	
4.	D.R.Darji	Secondary Schools of Panchamahals Dist.	17.0%	10%	16%	10%	17%	35%
5.	D.G. Pandya	Schools from Kheda & Panchamahals Dt.	15.7%	17.8%	13.3%	14.2%	14.6%	24.4%
6.	Tikmani	Primary Teachers' Colleges, in Guj. State.	15%	32%	15.0%	3%	15.0%	20.0%
7.	M. Chokshi	Primary Teachers Education Colleges, in Gujarat	66%		40%		53.4%	
8.	Ivy Franklin	B.Ed. Colleges, Gujarat.	22.75%	14.25%	8.57%	8.57%	8.57%	37.29%

..... Contd....

Table 4-28 (contd.)

1	2	3	4	5	6	7	8	9
9.	Anjani Mehta	Affiliated Colleges of Gujarat University	27.87%		48.36%		23.72%	
10.	Seema Sahasra-budhe	All Faculties of M.S. University, Baroda.	46.6%		40.0%		13.4%	
11.	Motilal Sharma	Secondary Schools, Rajas-than.	11.55%	20.0%	12.63%	20.0%	27.36%	8.42%
12.	Kothai Pillai	Secondary Schools, Tamil Nadu.	30.0%	14.2%	11.05%	4.21%	14.7%	25.8%
13.	Sat Paul Gupta	Colleges of Education, Punjab	5.9%	17.64%	5.9%	11.29%	29.0%	29.0%
14.	Samrong	Secondary Schools, Thailand	30.0%		55.0%		15.0%	
15.	Mahendra Chokshi.	Ele. Education Colleges, Philippines.	60.0%		40.0%		0.0%	
16.	K.T.Mehre	Colleges of Education, Maharashtra.	26.90%	15.40%	7.70%	7.70%	7.70%	34.60%

The first two namely 1 and 2 are more open than 5 and 6, which are more closed. Controlled and Familiar (3 and 4) belong to inter-mediate climate. On the basis of this grouping the indication we get from Table 4-27 is that there are more "closed" climate secondary schools in Tamil Nadu State than "open" climate schools.

The results of the present study resemble in many respects other studies done so far on organizational climate of secondary schools in other parts of our country as evident from Table 4-28 which gives the percentage of high schools whose climates are identified in each investigation.

Table 4-28 (see page 281) indicates that most of the studies reveal a trend towards closedness which is reflected in the present study also. In Kothai Pillai's investigation of secondary schools of Tamil Nadu (1972) the schools falling under open climate and closed climate are more or less equal, with open climate schools having a slight edge over the closed climate schools. On the whole the various studies so far done on the organizational climate with the exception of Mahendra Chokshi's on Phillippines (1976) reveal higher percentage for closed climate and comparatively lower percentage for open climate schools in India. At both the ends (open and closed) most of the schools are clustered.

A noteworthy feature of all the climate studies done in India so far is that the number of schools found under the category of "fimiliar climate" is the least, indicating probably that such a climate with high intimacy and low production emphasis is out of step in an organised school system.

In the study by Sat Pal Gupta (1976) the paternal and closed climates seem to be the most frequently perceived (accounting for 58% of the sample) than the "autonomous" and "closed climates". The present study resembles closely this trend in having more schools under paternal and closed than under open and autonomous climates.

Comparing Pillai's (1972) investigation with the present study as presented in Table 4-29 (see page), it is found that the percentage of schools falling under Familiar climate are 4.21% and 3.2% respectively, indicating close resemblance in this regard. With reference to closed climate also the difference is not much (25.8% Kothai Pillai's and 23.4% in the present study). It is in paternal and open climates that wide differences are noticed. Besides possible sampling bias, other factors like tightening of administrative control from higher educational officers and management pressure for higher achievements (results in examination)

Table 4-29: Percentage Distribution of Schools in the present study compared with a previous Study in Tamil Nadu.

Sr. No.	Investigator	Area of Sample	Percentage Distribution of Schools over the Six Climate Types.					
			Open	Autonomous	Controlled	Fimiliar	Paternal	Closed
1.	J.K. Pillai (1972)	Tamil Nadu State Madurai Area	30%	14.2%	11.05%	4.21%	14.1%	25.8%
2.	Present Study (1981)	Tamil Nadu State as a whole	9.7%	4.8%	13.7%	3.2%	45%	23.4%

at the expense of social needs of teachers or even political changes at the state level since 1972 may account for the difference.

4.6 Identification of Administrator Behaviour in Secondary Schools of Tamil Nadu.

In a hypothetico-deductive theory of administration on which the present study is based, the concept of administrator behaviour is defined in operational terms. This involves the use of perceptions and findings of group members (the teachers) on the administrator behaviour of the principals.

The school principal is the officially designated administrator of the formal organization, that is, the school. In as much as the school principals are administrators, they are leaders. Shartle (1958) in his definition of 'leader' mentions several criteria, one of which is "an individual in a given office or position of apparently high influence potential". The principal as the designated leader of the school exercises great influence on the teachers who are his subordinates and followers. His behaviour as a leader is of great significance to school organization. How a school principal should behave to improve the school standards through the corresponding improvement of school climate, teacher-morale, innovativeness of teachers and motivation of students in an important issue in the modern

school theory. Documented studies on administrator behaviour of heads of educational institutions provide helpful guidelines to their functioning. Since educational administrators are being made accountable more and more for educational effort in terms of quality; improvement of character and texture of their administrator leadership is recognized as very important.

In order to identify the administrator behaviour of the principals of secondary schools the Administrator Behaviour Description Scale developed by the researchers on Leadership studies in the Ohio State University is employed in the present study. The total scores representing the responses of teachers on all the 22 items in the tool ABDS have been summed up for each principal of the school. These scores have been classified under the categories of high, average and low to identify principals possessing high (superior), average and low (inferior) administrator behaviour.

The follwing table shows the classification of principals into high, average and low categories based on the total scores got on the ABDS.

Table.4.3(A) Classification of School Principals

Categories	No. of Principals	Percent
High	38	50
Average	32	42.1
Low	6	7.9
Total	76	100

The 4 components of administrator leadership measured by the ABDS are:

(1) Communication (items 5, 9 and 20),
(2) Representation (items 2, 10 and 14),
(3) Organisation (items 3 and 11),
(4) Integration (items 4 and 12).

These four components measuring the leader behaviour of the administrators are clubbed to form the two major dimensions of leader behaviour, namely, initiating structure and consideration.

The total scores measured on the components of "communication" and "organisation" are presented as initiating structure behaviour and the total scores on "representation" and "integration" are represented as consideration behaviour of the principal.

The rationale for the adoption of such a procedure has already been explained in Chapter-I, p. .

The sum total of the scores under the two dimensions of administrator leadership behaviour, viz., initiating structure and consideration was obtained for each individual principal separately. Schools were labelled as "High" or "low" on the basis of their mean score position above or below the grand mean of the respective scores. These four

different patterns of leadership; viz., the High-High, Low-High, High-low; and Low-low have been obtained by combining the levels of initiating structure and consideration factors.

The scores representing responses of the 340 secondary schools teachers when analysed yielded the following results.

Table 4-30 shows the distribution of principals of 76 secondary schools under each pattern of administrator leadership behaviour as perceived by teachers. (see also Fig: 4.2 at P)

Table 4-30(B): Distribution of Principals of Secondary Schools under Administrator leadership behaviour patterns.

(Real staff N=340)

	The HH pattern	The HL pattern	The LH pattern	The LL pattern	Total
No. of Schools	49	5	4	18	76
Percentage	64.5	6.5	5.3	23.7	100

In a quadrant schemes the above data is expressed as follows:

Consideration

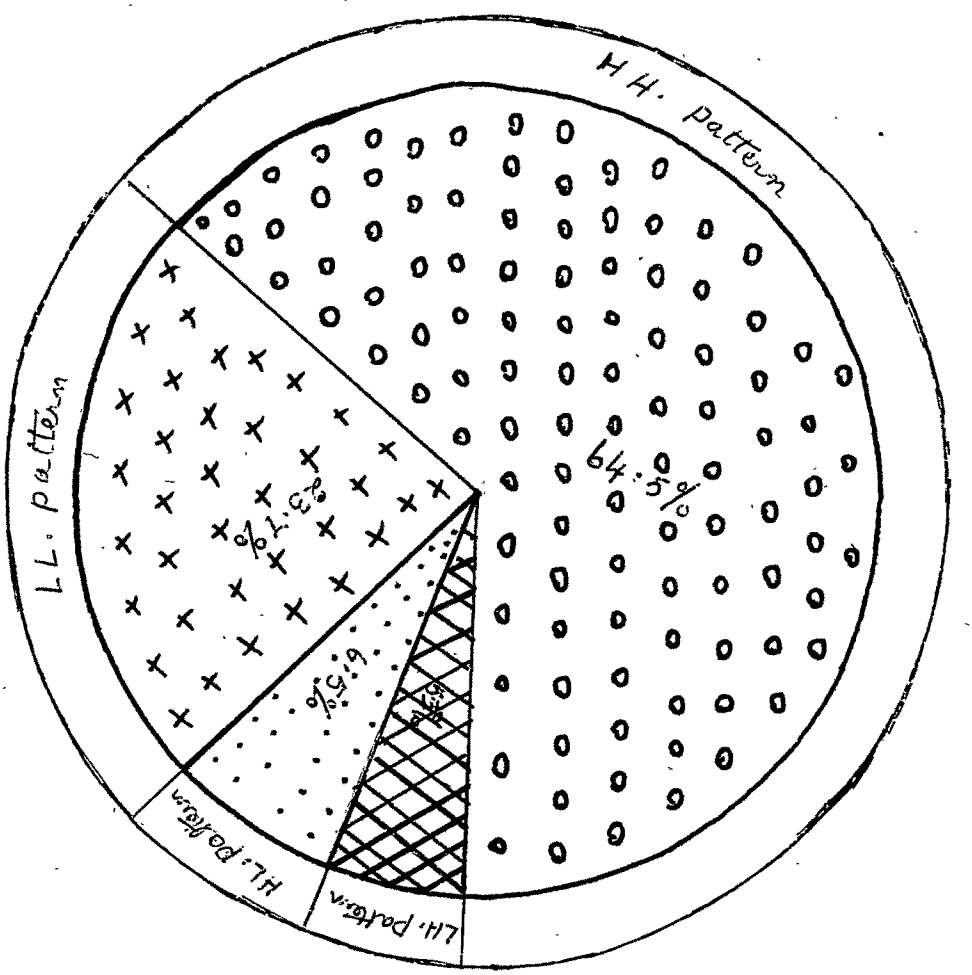
Mean of Initiating structure scores	Below Mean		Above Mean		Above mean Initiating structure
	HL 5		HH 49		
	IV	6.5%	I	64.5%	
	LL.	18	L.H.	4	
	III	23.7%	II	5.3%	

Mean of Consideration.

Fig.4: A Quadrant Scheme for describing Administrators' behaviour on the Initiating Structure and Consideration.

Fig: 4.2 Distribution of sampled secondary school principals according to patterns of Administrator Behaviour.

(Real-staff) N = 76.



The perceptions of principals on the ABDS was also used to find out information about themselves. The data collected is shown in Table 4-31, below: (see also Fig: 4·3 at P.)

Table 4-31: Distribution of the School Principals according to the Administrator leadership behaviour patterns. (Real Self) N=76

	The HH pattern (1)	The HL pattern (2)	The LH pattern (3)	The LL pattern (4)	Total
No. of School	46	5	5	20	76
Percentage	60.5%	6.6%	6.6%	26.3%	100

The list of the school principals falling under each category is appended (Appendix-2). This is also explained with the help of a chart.

The columns 1 to 4 in Table 4-31 are explained as follows:

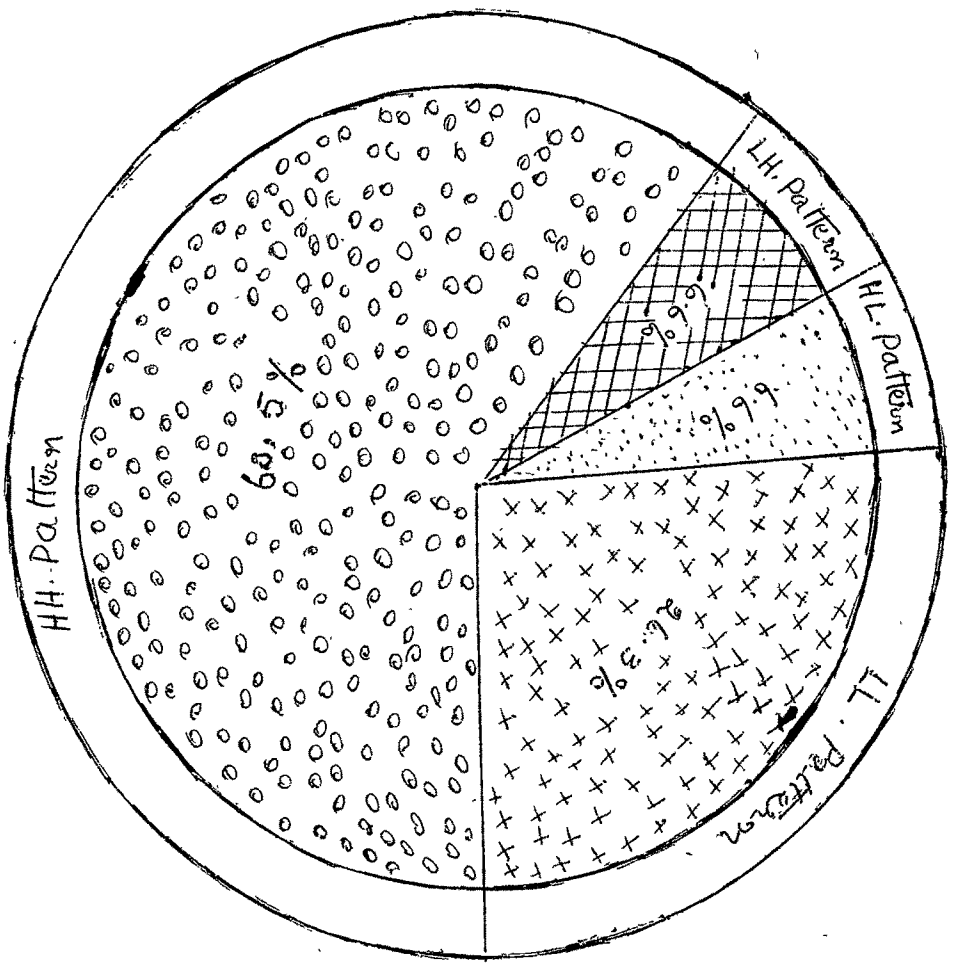
(1) The Administrators shown in column (1) are highly effective as they are above the mean of initiating structure and consideration.

(2) The administrators in column (4) are the most ineffective because, they are below the mean of initiating structure, and below the mean of consideration.

(3) The Administrators in Column 2 are also ineffective. They may appear very kind to the staff, but they

Fig: 4.3 Distribution of sampled secondary school principals according to patterns of Administrator Behaviour.

(Real - self)



do not initiate structure.

(4) The principals in column (3) are considered harsh because they press hard on the subordinates to get the work done without any human consideration. They are described by Halpin as "Martinets" and "Cold fish". Though they may get some recognition from their superiors, the sub-ordinates hate them for their slave driving. Therefore these Administrative Leaders are not also effective.

In Tamil Nadu State, there are more Principals (64.5% --Table 4-30) with effective administrator leadership behaviour than with less effective administrator behaviour.

The researches done so far in the Department of Educational Administration and CASE at the M.S.University, Baroda using the LBDQ tool (Halpins, 1966), to measure the leadership behaviour in schools and colleges indicate the following patterns of Leadership behaviour. (Table 4-32, Leadership Behaviour, see page 293).

Table 4-32 shows a mixed trend in the pattern of leader behaviour ofdthe heads of institutions at the schools and collegiate levels. The studies of Darji,Pandya and Mahendra Chokshi indicate leaders with HH Pattern of behaviour predominating over LL or LH or HL Patternsof behaviour.

This trend is reflected in the present study (Table 4-30(B)) where H.H. Pattern of administrator behaviour accounts for 64.5% of schools and the remaining percentage of schools have the other 3 kinds of patterns. This indicates that in Tamil Nadu a majority of the schools sampled possess principals with H.H. Pattern of administrator behaviour. They possess high initiative structure and high consideration which make them effective leaders.

4.7 Morale Categories of Teachers in the Secondary Schools of Tamil Nadu State:

The instrument used to measure morale of the secondary school teachers is the Teacher Morale Inventory, standardised by Pramila Dekhtawala at Baroda.

The T.M.I. yields not only the total scores indicating the general level of a teacher's morale, it also provides sub-scores which break-up morale into the five dimensions, namely,

(1) Individual characteristics
(2) Behavioural characteristics,
(3) Group Spirit,
(4) Attitude towards the job and
(5) Community involvement

The dimension-wise scores are obtained by summing the items belonging to that dimension. The total score is

Table 4-32: Leadership Behaviour

Sr. No.	Name	S a m p l e	HH	HL	LH	LL
1.	Neela Shelat	Secondary Schools, Baroda	35.0%	17.0%	11.0%	37.0%
2.	D.R. Darji	Secondary Schools of Panchamahals District.	49.0%	9.0%	6.0%	35.0%
3.	D.G. Pandya	Schools from Kheda and Panchamahals District.	23.16%	22.81%	35.08%	18.95%
4.	M. Chokshi	Primary Teachers Education Colleges, Gujarat.	6.3%	40.0%	30.0%	23.7%
5.	Ivy Franklin	B.Ed. Colleges, Gujarat	40.0%	17.14%	11.42%	31.44%
6.	Sat Paul Gupta	Education Colleges of Punjab.	35.3%	23.53%	-	41.1%
7.	Samrong	Secondary Schools, Thailand	28.53%	18.33%	6.66%	66.0%
8.	Mahendra Chokshi	Ele. Teachers' Education College, Philippines.	45.0%	39.0%	13.7%	2.3%
9.	K.T. Mehre	Colleges of Education, Maharashtra.	30.6%	7.7%	7.7%	54.0%

obtained by summing the scores assigned to the five dimensions.

The teacher morale scores of each school was computed by finding the average scores for each of the five morale dimensions and the average total morale scores for the school. In the following table the dimensionwise scores of teacher morale and the total morale score for the sample under study is presented. (See also Fig. 4.4 at p.) .

Table 4-33: Dimension-wise scores and Total Scores of Morale

	Individual characteristics	Behavioural characteristics	Group Spirit	Attitude towards job	Community involvement	Total
Teachers Perceptions	60.71	106.06	97.86	93.43	24.42	383.31
Principals perceptions	61.44	108.72	100.19	96.46	24.92	391.77

In order to decide whether the score is indicative of high, average or low morale, the range of the scores is computed and high average and low morale schools are classified.

Table 4-34 (see page 295) indicates that 60.5% of the schools have teachers with average teacher morale. Next comes schools with low teacher morale whose percentage works out to 22.6. Schools with high teacher morale constitutes 16.9%.

Fig: 4.4. Comparison of the Component-wise morale of teachers and principals.

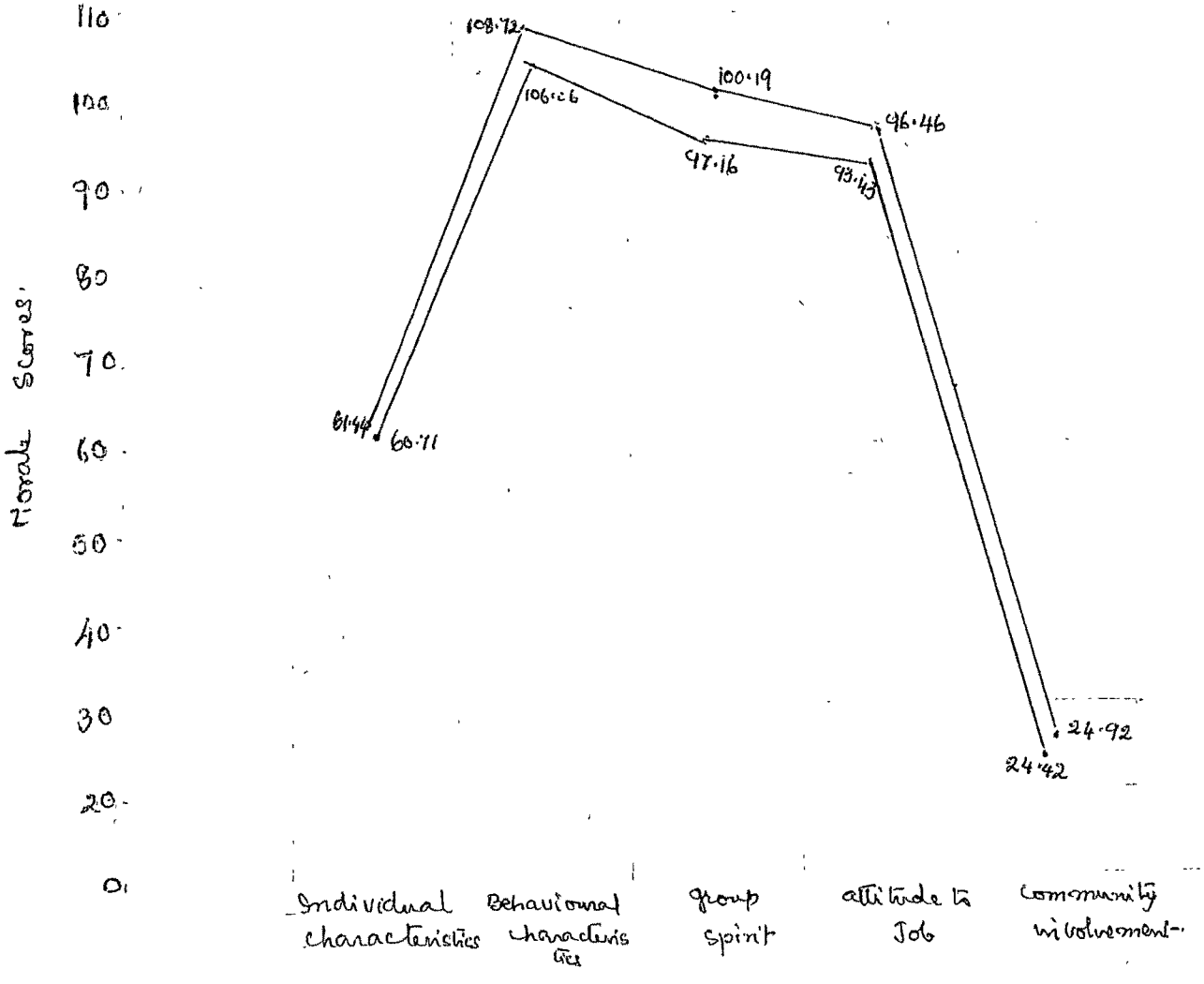


Table 4-34: Distribution of Schools under Morale categories and their percentages.

(N=124)

Morale Category	No. of Schools	Percentage
High	21	16.9
Average	75	60.5
Low	28	22.6
Total	124	100

The results indicate that in Tamil Nadu more schools have teachers with average morale and a sizable number have teachers with low morale.

Table 4-35, supplies information on the Morale of Teachers as compared to the Morale of the Principals working in the same schools. (See also Fig. 4.5 at P.)

Table 4-35: Comparison of Morale of Teachers with the Moral of the Principals (N=74)

	Morale Categories		
	High	Average	Low
Teachers	12	44	18
Percentage	(16.2)	(59.5)	(24.3)
Principals	35	30	9
Percentage	(47.3)	(40.3)	(12.2)

(Only 74 Principals gave information on their morale as measured on the T.M.I.)

FIG:4.5 Comparison of Morale of the Teachers and Principals.

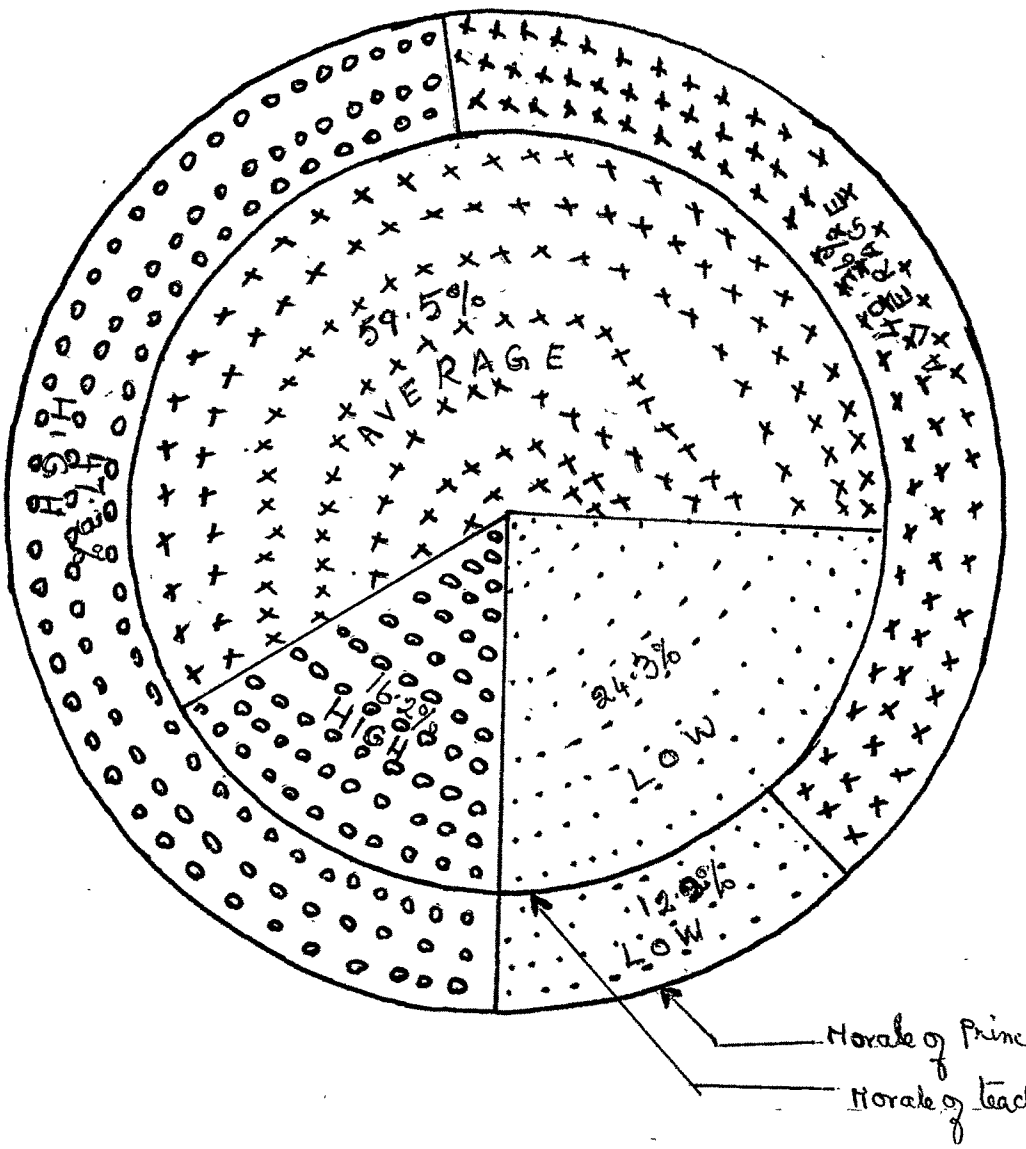


Table 4-35 shows a wide variance between the morale scores of teachers as indicated by their median scores on the T.M.I. and the morale scores of the principals.

There are fewer number of Teachers in High Morale category. (16.2%) and a slightly more numbers (24.3%) in the low morale category. The maximum number of teachers (59.5%) are clustered in the average moral bracket.

In the case of Principals a large number of them are indicated to have high morale (47.3%) and a slightly less number (40.3%) seem to have average morale. Very few are found in the low morale category (12.2%).

The following Table gives percentagewise classification of the teacher morale as found out in some of the studies completed in the CASE and the Department of Educational Administration, M.S.University, Baroda. (see also chart no

Table 4.36 : Morale Categories (See page 297.).

The findings of the present study resemble that of Kothai Pillai's in that in most of the Tamil Nadu State schools, teachers possessed average morale than low or high morale. It may be interpreted that this is indicative of moderate satisfaction on the part of the teachers with the conditions obtaining in the schools in this region. A comparison of the present study with the investigation of Kothai

Table 4-36 : Morale Categories (Percentage)

Sr. No.	Name	Sample	High	Average	Low
1.	Neela Shelat	Secondary Schools of Baroda.	30.0%	52.0%	18.0%
2.	D.R. Darji	Secondary Schools of Panchamahals District.	30.0%	53.0%	17.0%
3.	M. Chokshi	Primary Teacher Education Colleges,Gujarat	6.6%	66.66%	27.08%
4.	Ivy Franklin	B.Ed.College,Gujarat.	14.28%	68.58%	17.14%
5.	Anjani Mehta	Affiliated Colleges of Gujarat University.	24.28%	54.91%	20.50%
6.	Kothai Pillai	Secondary Schools, Tamil Nadu.	7.9%	70.0%	22.1%
7.	Sat Paul Gupta	Education College of Punjab	17.64%	52.95%	29.41%
8.	Samrong	Secondary Schools,Thailand	36.66%	33.33%	30.0%
9.	Mahendra Chokshi	Elementary Teachers Education Colleges,Philippines.	66.66%	33.34%	--
10.	K.T. Mehre	Colleges of Education, Maharashtra.	19.2%	61.5%	19.2%

Pillai's is given in the Table 4-37, below.

Table 4-37 : Comparison of Teacher Morale categories in Tamil Nadu Schools with a previous study.

	Morale Categories(%)		
	High	Average	Low
Kothai Pillai	7.9	70	22.1
Present Study	5.3	56	38.7

4.8 Achievements of Supervison work in the Improvement of Teaching-learning in the School.

The data collected with the help of the above tool is treated as under:

The ratings against each item on the four point scale were summed up and the summated value is taken as the measure of the teachers' ratings of the benefits they have perceived as resulting from the supervision work of the principal in his capacity either as administrator or instruction supervisor.

The range of scores measured on the instrument is from 0 to 75. The mean supervision benefits has been worked out and the standard deviation computed for the sample.

Supervision Achievements

(N = 76)

Mean	50.76
S.D.	4.62

In order to identify the number of school principals who were rated as having achieved high or low supervision results, their achievements were compared with the mean achievement results. The following table gives the percentage-wise distribution of principals with high or low achievements of supervision results.

Table 4-37(A). Achievements of Supervision Work.

(N=76)

Achievements	High (above mean)	Low (below mean)
Principals	39	37
Percentage	58.17	41.83

Table 4-37(A) shows that 58.17% of the school principals were indicated to have exercised better supervision, resulting in higher achievements beneficial to the teaching-learning process in the schools and 41.83% of the principals had less number of achievements due to supervision work, to their credit.

In Table 4-38 the patterns of administrator behaviour associated with high and low achievements of supervision work are exhibited.

Table 4-38: Administrator Behaviour and Achievements of Supervision work.

(N=67)

	HH Pattern of Administrator Behaviour	High Achieve-ments.	LL Pattern of Administrator Behaviour	Low Achieve-ments
Mean	33	58.17	21.33	41.83
S.D.	2.90	4.05	4.74	10.86

The results show that where the principals exhibited HH Pattern of Administrator behaviour the achievments of supervision work were also high and vice-versa.

4.9 Traditional Progressive School Scale:

The data collected through this scale is processed as follows:

As already pointed at page there are 25 items in the scale; 13 items describe the traditional character and 12 items, the progressive nature of the school. The values given to the items under each of the two categories are totalled and the means compared to find which characteristic (traditionalism or progressiveness) is predominating in the school. On this basis the school is categorised as traditional or progressive.

Table 4-39: Traditional/Progressive Schools in Tamil Nadu

(N=124)

	Traditional Schools	Progressive Schools
Cases	34	90
Percentage	27.4	72.6

The results show that most of the schools in Tamil Nadu State are progressive as the percentage of the progressive schools in the sample is 72.6.

Table 4-40: Traditional-progressive Schools and Achievements of Supervision.

(N=76)

	High Achievements in No. of schools	Low Achievements in No. of schools	Total
Traditional schools	10	9	19
Percentage	(52.6)	(47.4)	(25)
Progressive schools	34	23	57
Percentage	(59.6)	(40.4)	(75)
Total	44	32	76
Percentage	(57.9)	(42.1)	(100)

Table 4-40 indicates that under traditional type of schools which form 25% of the sample, achievements of

supervision work by the school principals is found to be high in 10 schools and low in 9 schools.

In respect to the progressive schools which constitutes 75% of the sample, 34 schools have the benefit of high supervision work and 23 schools have low supervision work.

Both traditional and progressive schools enjoy benefits of high supervision work in 57.9% of the sampled schools and 42.1% of both the types of schools have low achievements of supervision work.

From the above results it can be inferred that the traditional or progressive character of a school is not influencing the principal's supervision work and the attendant benefits to the teaching-learning programme in the school.

4.10 Dogmatism Scale:

The information collected through this tool is classified in the following manner.

The dogmatism scores relating to the principals of each school were computed by adding a constant of plus 4 to the algebric value of each item and summing the 40 converted item scores. The values on the test range from 40 to 280.

A high score signifies a more dogmatic or closed minded nature of the school principal/supervisor.

The mean and standard deviation of the dogmatism scores of the principals are : Mean = 199.3, S.D. = 55.29

Table 4-41: Dogmatism of Principals

(N=71)

	Dogmatism		Total
	High (above mean)	Low (below mean)	
Schools with Principals	39	32	71
Percentage	54.9	45.1	100

Table 4-40 shows that out of the 71 school principals who furnished information on this test 54.9% are more closed minded i.e. more authoritarian, intolerant and less receptive to new ideas, and 45.7% less closed minded.

4.11 Self-Rating Scale:

This tool is used in the present investigation to measure the self-evaluation of the principals and the staff.

The data collected through this instrument is used in the next chapter in the analysis and interpretation of administrator behaviour of principals as perceived by the teacher (real staff) and the evaluation of their own behaviour by the principals as measured on the Self-Rating Scale.

REFERENCES

Adiseshiah, W.T.V. and Sekhar, S: "Educational and Social Research". Velan Pathippagam, Coimbatore, 1977.

Andrew W. Halpin: "Theory and Research in Administration". The Macmillan Company, New York, 1966.

Good, C.V. and Hatt, D.E. : "Methods in Social Research". Mc Graw Hill, New York, 1954.

Garrett, H.E. : " Statistics in Psychology and Education". Vakil, Feffer and Simson, Bombay, 1973.

Polansky, N.A. : "Social-work Research". University of Chicago Press, Chicago, 1962.

Young, Pauline: "Scientific S ocial Surveys and Research". Mc Graw Hill, New-York, 1954.

List of recognised High and other Specials Schools in the State of Namil Nadu, Government of Tamil Nadu, 1972.