CHAPTER - V

ANALYSIS AND INTERPRETATION

"No institution can possibly survive if it needs geniuses or supermen to manage it. It must be organised in such a way as to be able to get along under a leadership composed of average human beings."

Peter Drucker.

5.0 Introduction.

5.1 Administrator Behaviour of school principals is correlated to organizational climate of the school.

5.2 Climate of the school and morale of the teachers are related.

5.3 Morale of the teachers and their scores on the "Esprit" dimension of the OCDQ are related.

5.4 Climate of the School and the Traditional character or progressiveness of a school are not related.

5.5 Principals with effective administrator behaviour exhibit high initiating structure and high consideration and principals with ineffective administrator behaviour exhibit low initiating structure and low consideration.

5.6 Administrator behaviour of the principals and the type of the management of the School in which they are serving are related.

5.7 Administrator behaviour of the Principals is related to the morale of the teachers.

5.8 Administrator behaviour of the principals is related to achievements of their supervision work.

5.9 Achievements of Supervision work by the principals differ significantly in the traditional and progressive schools.

5.10 Administrato-rbehaviour of school principals influences the traditional or progressive character of the school.

5.11 Administrator behaviour and dogmatism of principals are related.

5.12 Dogmatism of principals and morale of teachers are related.

5.13 Administrator behaviour of School principals and their experience in years of school administration are related.

5.14 There is no change in administrator behaviour due to the difference in the sex of the school principals.

5.15 Administrator behaviour of school principals differ significantly in urban and rural schools.

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5.16 Morale of teachers and their experience as teachers are not related.

5.17 Morale of teac-hers is not influenced by the type of management of the school in which they are serving.

5.18 Traditionalism or progressiveness of a school is not related to teacher morale.

5.19 Achievements of Supervision work by the school principal is related to the morale of teachers.

5.20 Achievements of Supervision work by the principals is related to:
1) Size of the school,
2) Rural-urban location of the school.
3) Sex of the School principals.
4) Percentage of the time spent on supervision work by the school principals.

5.21 Perceptions of teachers about their principal(real-staff) and perceptions of principals about themselves (real-self) about administrator behaviour differ significantly.

5.22 Administrator behaviour of principals as measured on the ABDS and Self Rating Scale, do not differ significantly.

5.23 Conclusions.

CHAPTER - V

Analysis and Interpretation

5.0 Introduction:

In Chapter-I, a full account of the research plan was presented. Chapter-II was devoted to unfolding of the historical development and growth of education department in the Tamil Nadu State. In Chapter-III, related researches in the field, both foreign and Indian had been briefly reviewed. Chapter IV was utilized to give a short description and discussion of all the research instruments that would be used in the present research. The methods adopted in the process of data collection were also described and discussed in some detail in Chapters-I and III. This Chapter will be devoted chiefly to the interpretation of data with a view to identifying the results and their implications to the School System in the State. This aim is sought to be achieved mainly through the testing of the 22 Hypotheses formulated for the purpose of the present study which were included synoptically in Chapter-I.

The hypotheses were framed keeping in view the different issues involved in the study. Each Hypothesis is therefore based on a particular indentifiable issue like the

relationship of administrator behaviour of School Principals to the organization climate, teacher morale, dogmatism of principles and traditional and progressive schools, as well as achievements in teaching-learning process due to supervision, its effect on transformation of traditional schools into modern progressive schools. Similar relationships with other factors as the residential location of the schools, the age, experience and sex of the School Principals are also examined. In this Chapter, the investigator deals first, with the relationship between the administrator behaviour of the school principals, with the organizational climate of the Schools, then the behaviour of the Principal, his dogmatism and its influence on teacher-morale, as well as traditionalism and progressiveness of schools followed by supervision and its influence on teacher morale, traditional and progressive schools, comparison of administrator behaviour of School Principals in real and ideal terms as perceived by the teachers and as perceived by themselves and self evaluation of their behaviour. An overall view of these relationships effecting the education system at the secondary school level is expected to be obtained through the interpretative discussions of the results. These results will be analysed by using appropriate statistical techniques and interpreted suitably.

In the following Sections, the analysis and interpretation of the various hypotheses is presented.

TESTING OF HYPOTHESES:

HYPOTHESIS - 1:

5.1 Administrator Behaviour of the Principals is significantly correlated to the organizational climate of the schools in that the HH Pattern of the Principal's behaviour gives rise to Open climate and the LL Pattern to Closed Climate:

The Philosophy behind the organization of schools in a particular social set-up provides the guidelines indicating whether the schools there should be organized on democratic lines or autocratic or bureaucratic lines. Old societies are authoritarian in temper and schools in such societies reflect this tendency. A clear understanding of this aspect makes the administrator in charge of the organization exercise his supervisory control in a democratic or autocratic way and gives the organisation the distinct stamp of his style of functioning. Thus it is believed that administrators are largely responsible for influencing the

openness or otherwise of the Schools' organisational climate.

Since administration and organization are intimately related we often link them together by calling "Organization and Administration" of Schools. Administration is responsible for creating the organization, as well as laying its basic policies. These policies and procedures may be implemented by the administrator in the manner accepted by the society. In a democracy a School Principal is expected to chalk-out policies for attaining the goals of organization amd maintaining group morale, by giving more freedom and participation to the teachers in the decision making process. In an autocratic administration, the principal treats the teachers as subordinates and provides no representation in decision making or policy framing matters, communicates least and discourages teachers' initiative. Under an autocratic set up, signifying closed school climate, the two dimensions of adminstrative leader behaviour of school principals, viz., his initiative structure and consideration for teachers can be expected to be low. Similarly, under a democratic dispensation, when schools exhibit open climate, the two dimensions of the principal's behaviour are expected to be high.

In the present study, this hypothesis is tested as given in the following Table.

Table 5-1 : Relationship between Organisational Climate of Secondary Schools and Principal's Administrator Behaviour.

Variables	Mean	S.D.	'r'	t-Ratio
Organisational Climate	49.03	3.95		
			.18	1.58*
Administrator Behaviour of Secondary School Principal	64.75	12.93		

*Not significant

In order to find the relationship between the administrator behaviour of the school principals and the organizational climate of the schools, spearman's product moment coefficient of correlation is worked out (as in Table 5-1 above) and 'r' is found to be .18 which is found to too low. The ratio of change that may occur in one variable as a result of a change in another is not also significant as pointed out by the 't' which is equal to 1.5. This indicates that there is insignificant relationship between the two variables - the administrator behaviour of school principals and organisational climate of the Schools.

Further testing is done to find the mean difference between the patterns of administrator behaviour and types of

climate as indicated in Table 5-2 below in order to know the degree of influence administrator behaviour of a school principal has on organisational climate of the school.

Table 5-2 : Mean Differences between Patterns of Administrator Behaviour and Types of Climates.

(N=76)

Climate	Administrator Behaviour							
	HH Pattern				LL Pattern			
	Mean	S.D.	't'		Mean	S.D.	't'	
Open	32.6 n=9	2.74	.35	NS	20 n=1	*	.31	NS
Inter-mediate	33.7 n=11	3.58	.41	NS	22.5	2.12 n=2	.10	NS
Closed	32.8 n=30	1.5	.11	NS	21.3 n=14	4.82	.02	NS
	50				17			

*There is only one school falling under this Category. Hence no S.D.

Table 5-2 shows that there is no significant difference among the mean scores of the two patterns of administrator behaviour and the three types of organisational climate. The HH Patern of administrator behaviour does not differ significantly in the open climate schools and the closed climate schools. This means that the HH Pattern of administrator behaviour is found also in the closed climate schools as in the open climate schools. Similarly the

LL Pattern is found in open climate schools also.

It implies that HH and LL Patterns of administrator behaviour is not influencing the openness or closedness of the Schools' organisational climate in the Secondary Schools of Tamil Nadu.

The hypothesis is therefore rejected.

HYPOTHESIS-2:

5.2 There is significant relationship between the Climate of the School and Morale of the Teacher:

It is quite reasonable to assume that teacher morale would vary depending upon the climate of the school. We expect that in open climate schools, teachers manifest high morale compared to closed climate schools. This is because in an open climate, teachers enjoy high esprit, low disengagement and less bickerings among each others. Teachers will obtain job satisfaction in such an open climate and whatever difficulties and frustrations they meet with, they could overcome with confidence. Therefore, their morale is expected to be high. The opposite is the case in a closed climate situation. The teachers will have constant

infighting vitiating the serene atmosphere of the school; they will have heaps of routine work which hinders the accomplishment of their teaching tasks and again, the principal may show low consideration towards teachers' needs and problems, closely supervising their activities . Naturally in such a closed climate, the teachers' morale cannot be expected to be high.

In order to test the hypothesis, Pearson's Product Moment Coefficient of Correlation among school climates and teacher morale was calculated. The following Table 5-3 presents the results.

Table 5.3 : Correlation between School Climate and Teacher Morale:

	Mean	S.D.	'r'	't'
1. Organisational Climate of the school.	48.92	7.41	-0.22	1.98*
2. Teacher Morale	382.63	64.31		

* 't' is significant at .05 level.

The result as indicated in Table 5-3 shows that there is significant relationship between organizational climate of the school and teacher morale. Since 'r' is

negative (-0.22) it suggests that there exists a negative trend between the two variables compared. It means that there is a possible relationship between open climate and high morale and closed climate and low morale.

This assumption is tested in the following Table.

Table 5-3A: Teacher Morale in the Three Types of Organisational Climate of the Schools.

Organisational Climate	No. of Schools.	Teacher Morale			
		Mean	S.D.	't'	
Open	11	397.22	21.23	1.03	NS
Medium	16	383.93	42.85	.66	NS
Closed	49	377.35	35.21	2.68*	

* Significant at .01 level.

Table 5-3(A) shows that the mean teacher morale score in the open climate schools is high compared to closed climate schools. Though there are differences between the morale scores of open climate and medium climate and between medium climate and closed climate schools, the differences are found to be not significant. But the difference between the mean morale scores in open climate schools and closed climate schools is found to be significant as 't' test is shown to be significant at .01 level.

It confirms the expectation that open climate gives rise to high morale and closed climate to low morale.

The hypothesis that there is closed and significant relationship between the climate of the schools and the morale of the teacher is therefore sustained.

HYPOTHESIS - 3:

5.3 Morale of the Teachers and their scores on the "Esprit" Dimension of the OCDQ are related:

Esprit is a group characteristic. It is indicated as one of the eight dimensions of organisational climate and a positive dimension of (Halpin, 1966) teacher behaviour. It refers to morale of the teachers and measures their satisfactions and accomplishments in the school as members of a group. The level of the teacher morale identifies the climate of the school.

Table 5-4 shows the relationship between the morale of the teachers as measured by the teacher morale inventory and Esprit, as measured on the OCDQ.

Table 5-4 : Relationship between "Esprit" of the OCDQ and Teacher Morale of the TMI.

Esprit as measured on the OCDQ		Teacher Morale as measured on the TMI.		'r'	't'
Mean	S.D.	Mean	S.D.		
50.03	5.69	380.93	35.97	.21	1.84

't' is not significant at .05 level.

From Table 5-4, it may be observed that the correlation between "Esprit" as measured on the OCDQ and the morale of the teachers as measured on the Teacher Morale Inventory is low as 'r' is .21. Testing by the 't' technique it is further found that 't' = 1.303 which is less than the Table value of 1.98 and therefore not significant at .05 level.

Hence, there is no significant relationship between teacher morale and Esprit of the OCDQ. However, since 'r' is positive, it suggests that there is a positive trend in the association; that is, high morale may be said to be associated with high esprit and low morale with low esprit.

The research hypothesis is therefore not sustained.

HYPOTHESIS - 4:

5.4 There is no significant relationship between the Climate of the School and the Traditional Character or Progressiveness of a School.

In a newly liberated and aspirant society like the present Indian Society, the role assigned to education is critically important. Schools are expected to act as instruments of social change, so that the aspirations of people to fulness of life are realized (education commission 1964-66). The Social advancement, the economic independence and individual fulfilment are the most important goals sought after by every citizen of the post-Independent India. Administrators of school organizations carry a heavy burden on their shoulders to transform the working of their schools into progressive organizations, so that the hopes and aspirations of social reformers, political leaders, officials, teachers, students and parents are realized.

Progressiveness in school situation connotes democratic administration wherein teachers' participation in decision making in the problems of school management forms

an important feature. Staff meetings provide the necessary forum for teachers to discuss, disseminate pertinent information among themselves and extend helpful suggestions to the principal. Progressivism in school administration is also marked by delegation of leadership funotions from the principals to the senior teachers and from Senior teachers, to junior teachers. The teachers experience freedom with responsibility and a sense of satisfaction and achievement in their profession. In a progressive school atmosphere the teachers get the feeling that they are growing on the job. When teachers in the school are satisfied and motivated significantly better learning takes place and the students also get infected by the pervading spirit of independence, inquiry, and self learning. Since they are recognised as individuals with potentialities, the students are encouraged in the progressive schools to form associations, run hobby clubs and even take part in discussions relating to important academic issues. Self-discipline becomes the hall-mark of student behaviour in such schools. Progressive schools emphasise co-operative relations with parents.

As against progressivism in schools which is an essential ingredient for social change and a better future, traditional schools sport those qualities which are fast

becoming a serious impediment to the onward march of our society. In a traditional school, the principal exhibits authoritarian behaviour towards teachers and students. He may even show impatience with suggestions of change offered by the teachers or anyone connected with school administration because he abhors any change which "rocks the boat". Staff meetings are conducted as mere ritual where teachers remain as dumb audience to the one-man show staged by the principal. His belief in the traditional chalk and talk methods precludes him from encouraging teachers and students to use instructional materials and aides other than school techniques, assignments and examinations as the best methods of learning and evaluation.

A traditional school head-master thinks that rigorous discipline is the only remedy for all ills of student indiscipline. Such is his belief in his own superior administration of his school, that he spurns the idea of student self-government activities in the school as a waste of time as he thinks that students can never govern themselves. In fact a traditional school principal genuinely believes that pupils are so immature that they are usually not capable of solving their problems themselves through democratic processes and therefore they should always be

directed by the elders, whereas the opposite view is held by the progressive school principal and his staff.

It is this awareness of school character and its relevance to the larger interests of nation building that prompts us to study the nature of existing schools and to test whether the climate of the school influences the progressiveness or otherwise of a school. In the present study, the 124 secondary schools sampled have been classified into traditional or progressive schools by measuring them on the "traditional progressive school scale". The scale consisted of 25 Likert type statements each of which carried a 4 point value with a maximum score of 100 points and a minimum of 25. A total number of 479 teachers and 78 Principals marked their preferences on this scale. Item numbers 1, 2, 3, 4, 5, 9, 10, 13, 16, 18, 22, 23 and 24 (total 13) in the scale are identified as describing the traditional character of a school; and items 6, 7, 8, 11, 12, 14, 15, 17, 19, 20, 21 and 15 (total 12) as describing the progressive nature of the school. The total number of items marked by each teacher is enumerated and the mean description of each type is assessed and whichever score is larger is taken as true description of the school. In this way, the sampled schools were identified as progressive and traditional schools.

In the Table 5-5 (see page 321) the climate of the schools is compared with the type of the schools.

In Table 5-5 the traditional type of schools falling under "Open, Medium and Closed" climates are compared with the progressive schools under the three categories. The mean climate scores of these two types of schools are compared and the 't' values are given. As seen from the table the 't's are found to be not significant at .05 level of significance.

The result of the test indicates that the climate of the schools does not influence the progressiveness or traditional nature of the school. It is found that out of a total number of 58 progressive schools 36 schools fall under closed climate which is equal to 62%; and out of 18 traditional schools 3 schools fall under the open climate, which is equal to 17%. Both the trends indicate that progressiveness or traditional nature of the school does not depend upon the climate of the school. It means that a school can use all progressive methods and new ideas inspite of its closed climate. Similarly a school with an open climate might concentrate on text-book oriented instruction and evaluation based strictly on examinations and assignments.

Table 5-5 : Mean Climate Scores of Traditional and Progressive Schools.

Type of School	Mean Climate of Schools: OPEN Mean	OPEN S.D.	OPEN 't'	MEDIUM Mean	MEDIUM S.D.	MEDIUM 't'	CLOSED Mean	CLOSED S.D.	CLOSED 't'	Total
Traditional	49.66 n=3	3.91		46.00 n=2	32.77		48.92 n=13	4.66		18
			.81*			.15*			1.00*	
Progressive	46.25 n=8	5.44		49.85 n=14	3.81		49.92 n=36	3.66		58
	11			16			49			76

* "t" is not significant at .05 level.

Thus the research hypothesis which is in the null form is retained.

Shelat (1975) however found that the climate of the school as measured by the OCDQ is significantly related to the progressivism or traditionalism of the school. Patel's (1973) findings also point to the same trend. These findings are however contrary to the findings of the present investigator whose sample is from the Tamil Nadu State.

The findings of both Shelat and Patel relate to schools located in Gujarat State.

HYPOTHESIS - 5:

5.5 Secondary School Principals with effective administrator behaviour exhibit high initiating structure and high consideration and school principals with ineffective or low administrator behaviour exhibit low initiating structure and low consideration:

It is reasonable to assume that administrator behaviour of principals which is perceived to be superior and effective in securing the maximum co-operation from teachers, students and community in order to achieve the goals of education should possess high initiating structure and high consideration as mark of his leadership. The following Table (on next page) shows the relationship of these dimensions to administrator-leader behaviour of Principals.

Table 5-6 : Administrator Behaviour of School Principals and Dimensions of their Leadership.

Behaviour	Dimension of Leadership				Total
	HH Pattern	HL Pattern	LH Pattern	LL Pattern	
High (effective)	35 (24.54)	1 (2.5)	1 (2)	1 (9)	38
Average	13 (20.63)	4 (2.10)	3 (1.68)	12 (7.57)	32
Low	1 (3.86)	0 (.39)	0 (.31)	5 (1.42)	6

χ^2=22.25 Significant at .01 level df = 6

Table 5-6 shows significant relationship between administrator behaviour of the principals and their pattern of leadership as perceived by the teachers working with them. The χ^2 value obtained is highly significant at .01 level. Out of the 38 school principals having high effective administrator behaviour, 35 (91.7%) exhibited HH Pattern of administrative leader behaviour and one principal each has LH, HL and LL Pattern of administrator behaviour (2.63% each). Out of the 6 principals having low or ineffective administrator behaviour, 5 (83.3%) exhibited LL Pattern of administrator behaviour and 1 (16.7%) HH Pattern and none exhibited LH or HL Pattern of administrative leader behaviour.

Again under medium or average administrator behaviour principals exhibited HH Pattern in 13 cases (40.6%) LL Pattern in 12 cases (37.5%) HL Pattern in 4 cases (12.5%) and LH Pattern in 3 cases (9.4%).

The χ^2 contingency table proves the hypothesis that there is close relationship between the superior and effective administrator behaviour and the HH Pattern of their administrative leadership and also the inferior administrator behaviour and the LL Pattern of leadership. The majority of the principals (91.7%) having effective administrator behaviour shown HH Pattern of leadership and the majority of principals with ineffective administrator behaviour (83.3) indicated LL Pattern of leadership.

The hypothesis is sustained.

HYPOTHESIS - 6:

5.6 There is significant relationship between the Administrator Behaviour of the Secondary School Principals and the Management of the School in which they function:

It is possible that the administrator behaviour of the school principals is influenced by the management of the school through which he functions. The principal's administrator behaviour may become cramped or receive an extra boost

from the school management which usually directs and monitors his activities. Since the school principals are the functionaries answerable to the management which possess the power of appointment and dismissal, their behaviour style is expected to depend on the amount of freedom and trust they enjoy in relation to the management bodies.

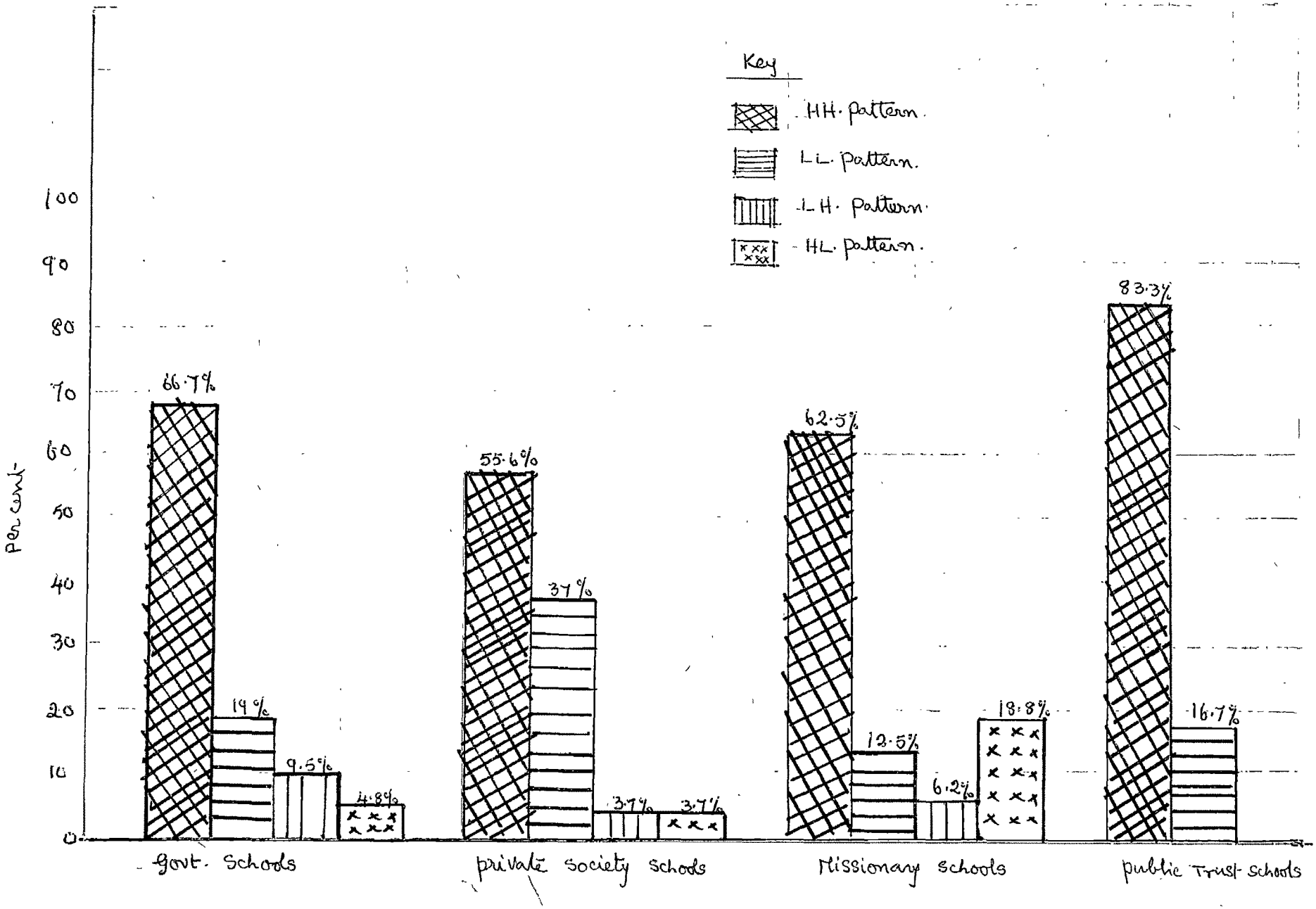
The sample of school principals in the present study is drawn from four different types of school managements namely, government, public trust, private society and missionary schools. The mean scores of the administrator behaviour in these four types of school management are compared in the following Table:

Table 5-7: Administrator Behaviour of School Principals in relation to the Management of the Schools.

(N=76)

Types of Management	No. of Schools	Administrator Behaviour of Principals		
		Mean	S.D.	't'
1. Government Schools	21	64.76	12.44	1.15
2. Public Trust Schools	12	68.75	7.48	2.09
3. Private Society Schools	27	61.0	15.09	1.44
4. Missionary Schools	16	66.93	11.15	.54
	76			

Fig: 31. Comparison of administrator behaviour in schools under different managements



The above Table 5-7, shows significant results of the administrator behaviour of Principals in relation to the types of management of the schools. The administrator behaviour differed in the four types of school managements. In the case of administrator behaviour in the missionary schools, the mean scores are higher than in the Government schools, but the 't' values shows no significant difference. But in the case of Public Trust Schools the mean scores of administrator behaviour is found to be the highest compared to the mean scores of administrator behaviour in the private society schools which is the lowest of the four types of schools, (68.75 and 61). It is also found that the 't' value is significant at . 05 level. This indicates that there is perceptible relationship between administrator behaviour and the type of management of the school.
(Please see fig: 5.1 at P.)

The hypothesis is therefore sustained.

HYPOTHESIS - 7:

5.7 Administrator Behaviour of the Secondary School Principals as perceived by the Teachers is related to the Morale of the Teachers in the school.

The teachers' morale indicates the feelings of friendliness belonging and cohesiveness among the teachers while on the teaching job. It refers to the reactions of the teachers .

to the leader behaviour exercised by the Principal in administration, supervision and other spheres of school activity. It is expected that a democratic style of functioning by the principal characterised by open school climate will influence teacher morale in a positive way, while an authoritarian style signifying closed climate will induce low morale in teachers. In turn a high teacher morale is expected to promote better achievements in the teaching-learning process in the school, and high morale among students.

Table 5-8 points out that administrator behaviour of school Principals is associated with teacher morale.

Table 5-8: Correlation between Administrator Behaviour of Principals and Morale of Teachers.

Variables	Mean	S.D.	'r'	't'
Administrator Behaviour of Secondary School Principals	64.75	12.93	.43	4.47*
Teacher Morale	380.93	35.97		

* Significant at .01 level.

The results in Table 5-8 show that there is close relationship between the administrator behaviour patterns and teacher morale as 'r' is .43 which is high. The 't' test also

points out that the ratio of change that may occur in one variable as a result of change in the other is significantly high (at .01 level).

The differences in Teacher Morale in schools having principals exhibiting the following four types of administrator behaviour is indicated in the following Table.

Table 5-9: Administrator Behaviour Patterns and Teacher Morale.

Administrator Behaviour	Teacher Morale		
	Mean	S.D.	't'
HH Pattern	393.4	44.79	3.97*
LL Pattern	356.1	30.83	
HH Pattern	393.4	44.79	3.92*
LH Pattern	356.1	31.08	
HH Patern	393.4	44.79	3.45*
HL Pattern	356.1	34.31	

* Significant at .01 level.

From the above Table it can be seen that the mean morale of teachers differs significantly between schools with principals exhibiting HH Pattern of administrator behaviour on the two dimensions of initiating structure and consideration

and the LL Pattern on these dimensions.

Similarly the mean morale of the teachers serving in schools whose Principals exhibit HH Pattern of administrator behaviour and the HL and LH Patterns of behaviour on the two dimensions were found to have differed significantly, as in all these cases, the 't' is found to be significant at .01 level. Mean morale in schools with HH Pattern of behaviour of principals is significantly higher than schools with LL, LH or HL Patterns of Principals' behaviour.

Therefore, the null hypothesis of no relationship between administrator behaviour and teacher moral is rejected and the research hypothesis is retained.

However, it may be mentioned here, that Neela Shelat (1975) in her thesis reported lack of significant relationship between leader behaviour and teacher morale.

HYPOTHESIS - 8:

5.8 Teachers' perception of Principal's Administrator Behaviour as measured on the Administrator Behaviour Description scale is significantly related to the achievements of Supervision work in the improvement of Teaching-learning in the School.

It is natural to expect that the administrator behaviour of Principals influence their supervision work in improving teaching-learning in the schools.

As already explained earlier, the four components of the administrator behaviour, viz., communication, representation, organization and integration were fused into the two dimensions of initiating structure and consideration. (Halpin, 1966). The combined scores on initiating structure and consideration representing the administrator behaviour and the achievements of supervision work are now compared to find if they are significantly related.

Table 5-10: Significance of relationship between Principals Administrator behaviour and achievements of supervision work in the improvement of Teaching-learning in the school.

Administrator Behaviour and Achievements	Mean	'r'	't'	No. of Schools= 76
Administrator Behaviour of Principals	29.64	.30	2.71*	
Achievements of Supervision work	50.96			

* Significant at .01 level.

Table 5-10 shows significant relationship between the administrator behaviour in the 76 schools surveyed and achievements of their supervision work for the improvement of teaching-learning in the schools. The correlation co-efficient is found to be .30 and 't' is 2.71 which is significant at .01 level.

The four types of administrator behaviour patterns are; high on both the dimensions of initiating structure and consideration(HH Pattern); high on initiating structure and low on consideration (HL); low on initiating structure and high on consideration (LH) and low on both initiating structure and consideration (LL). The administrators high on both dimension of initiating structure and consideration are considered to be more effective and the other less effective.

Since it is established that there is close relationship between administrator behaviour and achievements of supervision work, it is decided to further test if the HH Pattern and LL Patterns of administrator behaviour are related to high and low achievements of supervision.

From the Table 5-11, it could be seen that there is close relationship between the HH Pattern of the administrator behaviour and high achievements of supervision work,

as 'r'=.445 and 't' calculated is 3.409 which is significant at .01 level. It is also found from the same table that there is close relationship between the LL Pattern of administrator behaviour and achievements of supervision work.

Table 5-11: Patterns of Administrator Behaviour and Achievements of Supervision work.

	Mean	'r'	't'
HH Pattern of Administrator Behaviour. (n=49)	33.0	.443	3.409*
Achievements	58.17		
LL Pattern of Administrator Behaviour (n=18)	21.33	.512	4.112*
Achievements	41.83		

* Significant at .01 level.

This trend indicates that while "effective" school principals with high initiating structure and high consideration show high achievements in supervision work leading to improvement of teaching-learning in the schools, the less effective administrators with LL Pattern of behaviour show low achievements of supervision. This argument is supported by the means test worked out in Table 5-12 (next page).

Table 5-12: Mean Differences between HH and LL Patterns of A dministrator Behaviour and High and Low Achievements.

	Mean	Difference	S.D.	't'
HH Pattern (ABDS Score)(n=49)	33.00	11.67	2.90	7.63*
LL Pattern (ABDS Score)(n=18)	21.33		4.74	
High Achievements	58.17	16.34	4.05	5.22
Low Achievements	41.83		10.86	

*Significant at .01 level.

Table 5-12 points out that the mean ABDS scores of the HH and LL Pattern schools differ significantly as 't' calculated is 7.63 which is significant at .01 level. Similarly the mean achievements of supervision of scores of the HH and LL Patterns of schools differ significantly as the 't' calculated is 5.22. We may infer from this that HH and LL Patterns of administrator behaviour of the principals influence the achievements of supervision work leading to improvement of teaching-learning in the school.

From the observations recorded above, the hypothesis that the administrator behaviour of the principals is

significantly related to the achievements of supervision work in the improvement of teaching-learning in the schools is sustained.

HYPOTHESIS - 9:

5.9 Achievements of Supervision Work by the Principal in the improvement of Teaching-learning work differ significantly in the Traditional and Progressive schools.

In progressive schools, because the teachers enjoy a large measure of freedom and informality, and are accustommed to methods of consultation and decision making, supervision by the principal is welcomed and taken in the right spirit. Teacher morale, teacher initiative and student development are expected to be high in these schools and achievements of supervision work would be more spectacular than in Traditional Schools where many of the progressive acts of supervision are not practiced with the same intensity and dedication as in the progressive schools.

The following Table indicates the achievements of supervision work by school principals in the progressive and traditional schools.

Table 5-13: Mean scores of Achievements of Supervision work in the Progressive and Traditional Schools.

Types of Schools	Mean scores of achievements of supervision	S.D.	No. of Schools	't'
Progressive	52.81	8.62	58	2.77*
Traditional	41.06	14.51	18	

* Significant at .01 level.

It is found from Table 5-13 that the mean achievements scores in progressive schools is more (52.81) as compared to the mean achievements score (41.06) in the traditional schools and 't' is 2.77 which is significant at .01 level. It implies that there is significant and perceptible difference between progressive schools and traditional schools in regard to achievements of supervision work by the principals. It also points out to the tendency on the part of the teachers of progressive schools to view achievements of supervision work as more valuable than the teachers in the traditional schools.

As the 't' test proved the significance of the mean differences, the hypothesis in the null form that achievements of supervision do not differ significantly in progressive and traditional schools, is rejected. and the research hypothesis retained.

Patel (1973) who classified schools into more progressive, progressive and not progressive schools also found significant differences among the three types of schools in regard to achievements of supervision work. According to him, the teachers of more progressive schools perceived greater usefulness of services offered by the instructional leader in comparison to the teachers of traditional schools. He therefore comes to the conclusion that instructional improvement work is valued more by the teachers of more progressive schools than by the teachers of not progressive schools.

HYPOTHESIS -10:

5.10 Administrator Behaviour of the School Principals significantly influences the Traditional or Progressive character of a school.

It is customary to expect that the principal's administrator behaviour influences significantly the nature of the school's in the sense it is progressive or traditional. It is based on the belief that the principal on account of his instructional as well as administrative leadership in the school initiates activities which involve experimentation and adoption of changes in curriculum and methods of teaching. Innovative changes occurring else-

where are discussed with the staff and the teachers are encouraged to try them in the class room. Therefore, it is not out of the way to think that the principal's behaviour in the school determines the character of the school.

The important objective in the present hypothesis is to investigate if the progressiveness or otherwise of a school is a function of the administrator behaviour of the school principal. In order to test the hypothesis, 't' technique is applied to the data yielded by the traditional and progressive types of schools and the administrator behaviour of the school principals.

The following results are observed as given in Table 5-14 below.

Table 5-14 : Principal's Administrator Behaviour in Traditional and Progressive Schools.

(N=76)

Type	No. of Schools	Mean	S.D.	't'
Progressive Schools	58	66.27	12.20	2.20*
Traditional Schools.	18	58.83	16.94	

It is seen from the above Table 5-14 that the mean scores of administrator behaviour of the school principals for progressive and traditional schools are 66.27 and 58.83 respectively. There is significant difference in the mean score of administrator behaviour of principals in respect to progressive schools compared to traditional schools, as 't' is found to be significant at .05 level. This indicates that there is strong and perceptible relationship between the administrator behaviour of the school principal and the school's traditional or progressive character.

As a result of the above finding, the hypothesis formulated at the beginning is highly supported.

HYPOTHESIS-11:

5.11 The perceptions of Teachers about the behaviour of the principals as measured on the ABDS and the Principals' scores on dogmatism are significantly related.

This hypothesis is based on the underlying assumption that the behaviour of the principal reflects his belief-disbelief system, his ideology about administration, his personal outlook on life—past, present and future, his tolerance to new and untested beliefs and a host of other

factors which influence his outlook about social and instructional interactions that characterise the school life. Dogmatism is associated with closedness of modes of thought and belief systems. The word "dogmatic" when applied to a person is interpreted as closed minded person. Highly dogmatic individuals are considered to be "closed minded" people. Similarly low dogmatic people are "open minded". It is recognised that the people do belong to all shades of dogmatism, but for purposes of convenience principals' rating on dogmatism scale is divided into high and low signifying closed and open mindedness. Principals with high dogmatism manifesting closed mindedness are expected to be low on both the dimensions of administrative leader behaviour of initiating structure and consideration. Similarly principals with low dogmatism manifesting open mindedness are expected to be high on initiating structure and consideration.

The effect of dogmatism on the pattern of administrator behaviour is analysed in Table 5-15 (see next page).

In order to find the relationship between dogmatism of principals and their administrator behaviour Pearson's product moment Correlation Coefficient is computed.

It is seen from Table 5-15 that there is significant relationship between the dogmatism of the school principals

Table 5-15 : Influence of Dogmatism of Principals on their Administrator Behaviour.

(N=71)

	Mean	S.D.	'r'	't'	No. of schools
Dogmatism of Principals.	199.38	28.94	-.28	2.76*	71
Administrator Behaviour of Principals	57.14	16.76			

*Significant at .01 level.

and their administrator behaviour as measured on the ABDS. Since 'r' is -.28 it suggests that there exists a trend of negative relationship between the principals' dogmatism and their administrator behaviour. This suggests that high dogmatism and low administrator behaviour (on both the dimensions of initiating structure and conside ration) and low dogmatism and high administrator behaviour (on both the dimensions of initiating structure and consideration) are associated with each other.

The data is further tested in Table 5-16 to find if principals of schools with high dogmatism exhibit less effective administrator behaviour on the two dimensions of initiating structure and consideration; and principals with low dogmatism show high effective administrator behaviour on these two dimensions.

Table 5-16 indicates that out of the 39 school principals manifesting high dogmatism 39(97.43%) have exhibited HH Pattern of administrator behaviour. Likewise, the table also shows that in the case of principals with low dogmatism, out of the 27 sampled 21 (77.8%) were found to have exhibited HH Pattern administrator behaviour and only 6 (22.2%) LL Pattern on both the dimensions of initiating structure and consideration.

The mean difference in the administrator behaviour of principals manifesting high dogmatism and low dogmatism is found to be insignificant as the 't' value is 0.04 which is not significant at 0.05 level.

But among the principals manifesting low dogmatism, greater percentage (77.8%) of them are found to exhibit HH Pattern of administrator leader behaviour and lesser percent (22.2%) LL Pattern of behaviour. The mean difference in the HH Pattern and LL Pattern of the Principals under this category is also found to be significant as 't' is significant at .01 level as shown in Table 5-17 (on next page).

The expectation that principals manifesting low dogmatism exhibit HH Pattern of administrator behaviour is generally found to be true. as indicated by table 5-17 at p. .

Table 5-16 : Distribution of School Principals on the basis of Dogmatism and Administrator Bheaviour

Dogmatism	Administrator Behaviour							Total No. of Schools
	HH Pattern				LL Pattern			
	No. of Schools	Mean	S.D.	't'	No. of Schools	Mean	S.D.	't'	
High	38 (97.4%)	32.92	2.69	.04	1	32	*1		39
Low	21 (77.8%)	33.09	15.57		6	20	2.80		27
	59				7				66 *2

*1 There is only one school under this category. Therefore there is no S.D.

**2 In 5 schools principals exhibited mixed behaviour. (HL & LH) and therefore they have not been included.

Table 5-17 : Mean Difference of HH and LL Pattern of Administrator Behaviour of Principals manifesting Low Dogmatism.

Administrator Behaviour	No. of Schools	Low Dogmatism		
		Mean	S.D.	't'
HH Pattern	21 (77.8%)	33.09	15.57	2.88*
LL Pattern	6 (22.2%)	20.0	2.80	
Total	27			

* Significant at .01 level.

The hypothesis that there is significant relationship between the dogmatism of the principals and their administrator behaviour is therefore retained.

Though high dogmatism is found to be present with HH Pattern of administrator behaviour, it is proved that low dogmatism has significantly influenced the principal's administrator behaviour to HH Pattern on both the dimensions of initiating structure and consideration justifying the negative correlation indicated in the Table 5-16.

HYPOTHESIS - 12:

5.12 Dogmatism of Secondary School Principals is significantly related to the morale of the Teachers.

The above hypothesis seeks to verify the assumption that low dogmatism of secondary school principals is a comtributive factor in influencing high morale in teachers as the principal's open mindedness and belief-disbelief systems has much to do in securing the friendly co-operation of the faculty in putting forth that extra effort which is necessary for quality performance in the school system. Similarly high dogmatism of principals manifesting faith in and positive attitude to authority, exercise of power and with-holding free communication is assumed to induce apathy, sullenness, disunity in the group and poor performance and poor morale in teachers.

In order to test the relationship between the two variables (dogmatism of principals and morale of teachers), Pearson's Coefficient correlation was worked out and the following table presents the results.

Table 5-18: Significance of relationship between the Dogmatism of Principals and Morale of Teachers.

Variables	Mean	'r'	't' ratio
Dogmatism of School Principals	199.38	-.27	2.4*
Teacher Morale	380.93		

* Significant at .05 level.

The result in Table 5-18 is indicative of significant relationship between dogmatism of school principals and teacher morale. Since 'r' is negative (-.27) it suggests the existence of negative trend of relationship between the two variables. It means that high dogmatism gives rise to low morale and low dogmatism to high morale. In the following table, the mean difference in the morale of teachers in schools with principals manifesting high and low dogmatism is presented.

Table 5-19: Mean difference in Teacher Morale in Schools with Principals manifesting High and Low Dogmatism. (N=71)

Dogmatism	No. of Schools	Morale of Teachers		
		Mean	S.D.	't'
High	39	376.74	36.64	.95*
Low	32	385.17	36.84	

* Not significant at .05 level.

Table 5-19 shows that there are more schools with principals manifesting high dogmatism than low dogmatism in the sample under study. It also shows that though the mean morale scores in the high dogmatism schools is low, and low dogmatism schools high, the difference is not found

to be significant at .05 level. Since the trend of negative relationship is there, a larger-sample may yield a significant mean difference.

The hypothesis of significant relationship between the dogmatism of secondary school principals and morale of teachers is therefore rejected.

HYPOTHESIS - 13:

5.13 Administrator behaviour of school principals and their experience in years of schools administration are closely associated.

It is the general belief among appointing authorities to administrative positions in schools or even in any institution of public importance that experience of an individual should be considered an important basic requirement, besides the necessary educational qualifications. On this assumption, the recruiting authorities prepare panel of senior teachers to be considered for appointment of school principals as vacancies arise. It is very rare that freshly graduated young persons are appointed as heads of schools even when they possess superior educational qualifications without the required number of years of experience as teachers. It is probably based on the idea that such

experience would make them more acceptable and better administrators since all the teachers in the school including the principal are professionals holding more or less the same teaching qualification. Therefore, superiority in years of experience is expected to help the principal in exercising influence over the teachers besides providing good administration. It is also believed that the more years of experience in administration they have the better they perform in leadership situations.

In the present investigation the hypothesis that administrator behaviour is significantly influenced by the experience of the principal is tested as indicated in Table 5-20 below.

Table 5-20: Contingency Table. Administrator behaviour and experience. (N=70)

Years of Experience	Administrator Behaviour			Total
	Low	Average	High	
1 to 10 Yrs.	6 (4.91)	16 (17.2)	21 (20.88)	43
11 to 20 Yrs.	1 (2.28)	10 (8.0)	9 (4.71)	20
Above 21 Yrs.	1 (.8)	2 (2.8)	4 (3.4)	7
	8 (11.4%)	28 (40.0%)	34 (48.6%)	70

x^2= 5.8. not significant at .05 level; df = 2x2 = 4.

From Table 5-20 it can be seen that administrator behaviour of principals is divided into three categories—Low, Average and High and their association is studied in regard to the years of experience of principals which is categorised as-under 10 years, between 11 and 20 years and above 21 years. The results show that there are more school principals (48.6%) with high effective administrator behaviour at all levels of experience and this is not limited to only principals with more years of experience. As a matter of fact there are more principals with high effective administrator behaviour (21 out of 34) with experience less than 10 years.

The analysis indicates that without regard to the number of years of experience there are more principals with high effective administrator behaviour. This shows that there is no association between greater number of years of experience and effective administrator behaviour as already pointed out by the x^2 which is found to be not significant at .05 level.

Therefore, the hypothesis that there is close association between the length of experience in years and administrator behaviour of the school principals is rejected.

HYPOTHESIS - 14:

5.14 There is no change in Administrator behaviour due to the difference in the Sex of the School Principal.

The popular conception that men are better administrators than women persists even today inspite of the psychological and scientific evidence to prove that behaviour depends on factors other than mere sex. It is held that the HH Pattern of administrator behaviour is more prevalent in boys' schools than in girls schools. In the following Table the relationship that sex bears to administrator behaviour is tested.

Table 5-21: Administrator behaviour and Sex of the Principals.

Administrator Behaviour.	Sex of the School Principal		
	Male	Female	Total
HH Pattern	33 (34.37)	16 (14.63)	49
LL Pattern	14 (18.63)	4 (5.37)	18
Total	47	20	67

$x^2 = 1.688$ Not Significant. df 1x1 = 1

The above Table 5-21 shows that there are equal number of female principals in HH Pattern and LL Pattern as

male principals in these two categories. This indicates that there is no significant difference in the administrator behaviour pattern of school principals on account of their sex. Therefore the research hypothesis which is in the null form is retained.

HYPOTHESIS - 15:

5.15 Administrator behaviour of school principals differ significantly in Urban and Rural Schools.

It is the expectation of laymen that in general the behaviour of secondary school principals in rural schools would be different from the behaviour of their counterparts in the urban schools. Their behaviour is expected to be less effective in the rural schools than in the urban schools. This belief is subjected to test as pointed out in the following table.

Table 5-22: Contingency Table. Administrator Behaviour and location of Schools.

Administrator Behaviour of Principals.	Location of the School.			Total
	Urban	Semi-urban	Rural	
HH Pattern	34 (33.64)	8 (9.50)	7 (8.0)	49
LL Pattern	12 (12.35)	5 (3.49)	1 (2.14)	18
Total:	46	13	8	67

$x^2 = 2.10$ Not Significant. df = 2x1 = 2

In Table 5.22 administrator behaviour of the principals is divided into two categories - the HH Pattern and the LL Pattern and their association is studied in regard to the urban, semi-urban and rural location of the schools. The results show that there is no significant difference in the administrator behaviour pattern of the secondary school principals due to the location of the school in either urban or rural areas. As a matter of fact the belief that in rural schools less effective administrator behaviour would be found is belied by the Table 5.22 as out of the total of 8 rural schools studied, 7 schools have principals with HH Pattern of effective administrator behaviour. It means that 87.5% of the rural schools have principals exhibiting high and effective administrator behaviour. Therefore the hypothesis that the administrator behaviour of school principals differ significantly in urban and rural schools is rejected.

HYPOTHESIS - 16:

5.16 There is no significant relationship between morale of the teachers and their experience as measured in number of years of teaching.

Table 5-23: Experience in years of Teaching and Morale of the Teachers. (Contingency table).

(N=412)

Experience in years of service	0-10	11-20	21-30	Above 31	Total
Morale of Teachers					
High	16 (15.55)	41 (37.92)	14 (17.12)	1 (1.39)	72 (17.5%)
Average	54 (54.43)	131 (132.72)	62 (59.94)	5 (4.89)	252 (61.1%)
Low	19 (19.00)	45 (46.34)	22 (20.93)	2 (1.70)	88 (21.4%)
Total	89 (21.6%)	217 (52.7%)	98 (23.8%)	8 (1.9%)	412

χ^2 = 116 Not significant df = 6

Table 5-23 indicates that there are 17.5% of teachers with various years of experience under high morale category; 61.1% of teachers of different years of experience under average morale category and 21.4% of teachers under low morale category. This means that the largest number of teachers with different years of experience is found under average morale category. Teachers with average morale are found to be in large numbers uniformly under the four classes of experience compared with the high or low morale teachers.

Similarly 21.6% of the teachers exhibiting different categories of morale from high, average to low are found among

teachers with less than 10 years of teaching experience; 52.7% of teachers with the 3 categories of morale are found under 11 to 20 years of experience, 23.8% under 21 to 30 years of experience class and only 1.9% under the "above 30 years" of experience category. We find that more teachers with experience between 11 to 20 years are found under the 3 morale categories, than teachers with less or more years of experience.

The table also reveals that more teachers with experience between 11 and 20 years have indicated high morale compared to the number of teachers with less than 10 or over 20 years of experience. This tendency is supportive of the popular belief that morale will be high when the teachers are in the middle years of their career.

In the contengency Table 5-23 the x^2 value is 1.16 which is insignificant. Therefore the experimental hypothesis which is in the null form is accepted and it is concluded that there is no significant relationship between the teaching experience and the morale of the teachers.

A similar conclusion was arrived at in the studies conducted by Franklin (1975) Shukla (1973) and Dekhtawala (1977) while investigating the relationship between the morale of teachers and their experience in years of teaching.

HYPOTHESIS - 17:

5.17 Teacher morale does not differ significantly in the Schools run by different types of Managements.

In the study of analysing administrator behaviour in the secondary schools it is essential to find if there are any significant differences in the teacher morale (as measured by the Teacher Morale Inventory) in the schools run by different managements so that we can point out these differences as a research finding for the thoughtful consideration and action wherever necessary of the school principals serving under the different types of managements. The data collected related to four types of schools as given in Table 5-24 below:

Table 5-24: Types of Schools Surveyed.

(N=124)

Type of the Management	No.	Percentage to the Total
1. Government schools	37	29.84
2. Private Society Schools.	46	37.10
3. Missionary schools	23	18.55
4. Public Trust Schools.	18	14.51
Total:	124	100.00

The above Table 5-24 shows that in the sample of 124 high schools surveyed, 37 were managed by the Government

46 by private bodies, 25 missionary and 18 public trust. This constitutes 29.84%, 37.10% and 18.55% and 14.51% respectively of the total schools sampled, which roughly corresponds to the general pattern of the ownership distribution of the secondary schools in Tamil Nadu.

The morale scores are further categorised as high, average and low and the percentage distribution of the different categories of morale existing in each type of management is exhibited in the following table.

Table 5-25: Percentage Distribution of Different types of Schools according to the three categories of Morale.

(N=124)

TMI Scores / Types of Schools	High	Average	Low	Total
Government Schools	5.65 n=7	13.70 n=17	9.67 n=12	29.04 n=36
Private Society Schools	15.32 n=19	12.09 n=15	10.48 n=13	37.89 n=47
Missionary Schools	8.87 n=11	4.03 n=5	5.64 n=7	18.51 n=23
Public Trust Schools	6.45 n=8	5.64 n=7	2.41 n=3	14.50 n=18
Total	36.28 n=45	35.46 n=44	28.25 n=35	99.99 n=124

Table 5-25, shows that out of the 124 schools sampled 36.3% came under the high morale category and 28.3% in low morale category. About 50% out of the total number of missionary schools, 45% of the public Trust Schools and 50% of

the private society schools come under the high morale category. Most of the Government schools indicated average morale.

In order to test the significance of mean difference in the morale of the teachers working in government, private society, missionary and public trust schools, analysis of variance was done as given below.

Table 5-26: 'F' Ratio of Teacher morale according to Management types of the Schools.

Source	df.	Sum of squares	Mean sum of squares	'F'
Morale Categories	3	11319.1	3773.032	2.34*
Within	120	193567.0	1613.0583	
Total	123	204886.1		

* Not significant

From the Table 5-26 it is seen that the 'F' ratio between teacher morale and the type of management of the schools is not significant at .05 level. The result therefore indicates that teacher morale is not a function of the type of the management of the schools. This proves the hypothesis which is in the null form, that teacher morale does not differ or is not significantly influenced by the management of the schools namely; government, private bodies and

missionaries or Public Trusts.

HYPOTHESIS - 18:

5.18 School character as indicated by the Traditionalism or progressiveness of the school is significantly related to teacher morale.

It is expected that teacher morale in the global sense is significantly related to the quality or character of school as expressed in its traditionalism or progressiveness. Outwardly a school may appear as an outstanding institution on the basis of high percentage of successful candidates it is producing. However, traditionalism or progressiveness has reference to the administrative practices enforced by the school principal and the methods of instruction adopted by the teachers within the schools. Teachers enjoy freedom in using teaching practices which are not rigidly structured in a progressive school. In a traditional school teachers are strictly supervised and controlled and the students are taken through a bookish curriculum with an eye fixed on examination results. Under these circumstances, it is natural to expect that teachers' morale will be high in progressive schools than in traditional schools.

The above hypothesis tries to establish if there is any association between the morale of teachers and the traditional and progressive schools in which they work by means of x^2 test.

Table 5-27 : Morale categories and schools, Traditional and Progressive.

Morale	Traditional	Progressive	Total
Low	8 (4.3)	10 (13.7)	18
Average	8 (10.9)	38 (35.1)	46
High	2 (2.8)	10 (13.7)	12
Total Percent	18 (23.7)	58 (76.3)	76 (100)

x^2=5.4 Not significant at 0.5 level df: 2.

The first thing we notice from table 5.27 is that there are more progressive schools (76.3%) than traditional schools (23.7%) in the 76 sampled secondary schools subjected to the study. More teachers are found in average moral category. Even in progressive schools 65.5% of the teachers are in the average morale category.

It is seen from the above table that x^2 calculated is 5.4 which is not significant at .05 level but it is

significant at .08 level. This indicates that there is low association between the morale of teachers and the school character as expressed in its traditionalism or progressiveness.

Another important feature observed about the morale of the teachers in progressive and traditional schools in Tamil Nadu is that they do not differ significantly from each other. In the following Table 5-28 the results of the mean difference between the morale of the teachers in the traditional and progressive schools are given.

Table 5-28 : Mean differences in the Morale of Teachers in Traditional and Progressive schools.

Morale of Teachers	Mean	S.D.	't'
Traditional schools	380.0	65.14	.045*
Progressive Schools	386.3	65.16	

* Not significant at .05 level.

Table 5- 28 makes it clear that the teacher morale, though higher in progressive schools than in the traditional schools is found to be not statistically significant. However, it must be noted that the trend of higher morale in progressive schools is indicated and with the larger sample perhaps a significant difference might be expected.

Whether they are traditional or progressive the teachers work hard to achieve good results in examinations. When students secure success in examination with high percentage of marks, the parents and community praise the school which in turn boosts the morale of the teachers. This might perhaps be the reason, for the absence of significant difference in the morale of teachers whether they work in traditional schools or progressive schools. The focus is more on the pride in their achievements in examination results than on the individual freedom and esprit they enjoy in the school.

The hypothesis is therefore rejected.

HYPOTHESIS-19:

5-19. Achievements of Supervision work and Teacher Morale are significantly related.

The concept of supervision has undergone a vital change in recent times. No longer the supervision by the administrative head of the school should be considered by the teachers as an insufferable interference, but as an activity designed to promote growth, responsibility, freedom, creativity and initiative among teachers rather than conformity and obedience to orders. An effective school principal today

employs various activities like individual conferences, group meetings, use of instructional materials and exchange of ideas to improve teacher learning and growth. As teachers learn, grow and improve, pupils will also learn and grow. The teachers of today recognise this fact and consider good supervision by their school principals as a service activity intended to help them grow professionally and do their jobs better. Poor supervision work which stems from lack of vision, immaturity, lack of adjustment in human relations, personality deficiencies, inability to evaluate teachers' work, prevent teachers from utilizing all their potentialities and skills to the fullest extent. The head-master has to create suitable conditions congenial to the unfolding of their talents and ability for the benefit of the school. This is possible only when supervision is done not as a fault finding mission, but as a service done in a spirit of friendliness. When the school principal becomes a friend, philosopher and guide to the teachers, naturally their morale rises high and their performance greatly improves the teaching- learning process in the school.

The relevant data regarding the achievements of supervision work in the improvement of teaching-learning in the school and its relationship to teacher morale are given below in Table 5-29 to test the hypothesis that

achievements of supervision work influences teacher morale in the school.

Table 5-29 : Significance of Achievements of Supervision work in relation to Teacher Morale in the School.

(N=76)

Variables	Mean	S.D.	'r'	't'
Achievements of Supervision work	50.96	6.73	.43	4.05*
Teacher Morale	382.63	31.17		

* 't' is significant at .01 level.

Table 5-29 shows significant results for the achievements of supervision work in relation to teacher morale. The correlation coefficient between the means for achievements of supervision work and teacher morale as worked out by using the Spearman's correlation co-efficient method yielded 0.43 and its significance is proved by 't' which is equal to 4.05 (significant at .01 level). This implies that there is significant and strong relationship between achievements of supervision work and teacher morale. The existence of high positive correlation indicates that good supervision promotes high teacher-morale. This is further tested by Table 5-30 (next page).

Table 5-30 : Means for the Achievements of Supervision and Teacher Morale.

(N=76)

Mean difference in	High	S.D.	Low	S.D.	't'
Achievements of Supervision.	58.17	4.05	41.83	10.86	5.22*
Morale of Teacher	398.42	30.25	361.88	32.21	5.03*

* Significant at .01 level.

In Table 5-30 the mean difference between high and low achievements of supervision and the mean difference between high and low morale of the teachers is found. To test the significance of the difference the 't' value for the achievements of supervision has been obtained which is found to be significant at .01 level. The 't' value for the morale of the teachers in high and low achievement schools is also found to be significant at .01 level. It means that significantly more teachers with high morale are found in schools shown to have high mean scores of achievements of supervision work and significantly more teachers with low morale are found in schools whose mean scores of achievements of supervision work are found to be low. Thus the hypothesis that achievements of supervision work by the secondary schools principals significantly influences and related to teacher morale, is sustained.

HYPOTHESIS-20:

5.20 Achievements of Supervision work for the improvement of Teaching-learning in the Schools is significantly related to the:

(1) Size of the School,
(2) Rural-urban location of the School,
(3) Sex of the School Principals,
(4) Age of the school principals,
(5) Percentage of the time spent on Supervision work.

In Hypothesis No.8 it is proved that the administrator behaviour of the school principal and the achievements of his supervision work are significantly related. It is quite possible that these achievements vary with the size and socio-economic status of the school; the sex and age of the school principals. These possibilities are investigated in the following hypotheses.

Initially the data relating to the achievements of supervision work of the principals and the size of the schools is taken up in the Sub-hypothesis (20-1) and classified in a contingency table as given below. (see next page)

Table 5-31 shows, there is significant difference in the achievements of supervision work of the principals due to

Table 5-31: Comparison of the achievements of the Supervision work of the school Principals and the size of of the school.

(N=76)

Size of the School	Mean Achievements of Supervision Work		Total
	High	Low	
Large Schools (strength above 1,500).	57 (54.73)	37.16 (30.05)	96.16
Small Schools (strength below 1,500)	59.8 (62.07)	46.99 (34.09)	106.79
	116.8	64.15	200.95

$x^2 = 7.13$; df = 2

Significant at .01 level.

size of the schools. The x^2 calculated is 7.13 which is significant at .01 level. The achievements of supervision work by the school principals in small schools (enrolment less than 1,500) is shown as 53.39, while the same in big schools (enrolment above 1,500) is indicated as 47.08. It means that comparatively achievements of supervision work are greater and more in number in small schools than in bigger schools. This leads to the inference that school principals have greater scope to influence the school climate, teacher morale and improvements in teaching-learning process in comparatively smaller schools than in bigger schools where his influence becomes more diffused and less felt by the teachers.

The Sub-hypothesis(1) is therefore sustained.

5.20.2 The Sub-hypothesis 5-20(2) is worded as under:

"There is significant relationship between the achievements of supervision work and the rural-urban location of the Schools".

The second independent variable studied in regard to the relationship with achievements of supervision work of the school principals is the rural-urban location of the schools. The achievements of supervision work are divided into two categories; high achievements and low achievements.

The following table shows the distribution of the two categories of achievements of supervision work in the urban (including semi-urban) and rural schools and the degree of their relationship.

Table 5-32 : Achievements of Supervision work and the rural-urban situation of the schools. (N=76)

Urban-rural situation of the school	Mean Achievements of Supervision		Total
	High	Low	
Urban (including semi-urban)	58.5 (56.54)	43.07 (45.05)	101.57
Rural	55.5 (57.48)	47.8 (45.82)	103.3
Total	114	90.87	204.87

$x^2 = .28$. Not significant at .05 level. df = 2.

Table 5-32 indicates that there is no significant association between achievements of supervision work by the school principals and the urban or rural nature of the school. x^2 calculated is .28 which is found to be low and not significant at .05 level. It means that the achievements of supervision work in the improvement of teaching-learning in the school do not differ significantly in the urban and rural schools. In other words, it points out, that the s-ituation of the school is not relevant to the principal's achievements due to his supervision work.

The experimental hypothesis is therefore rejected.

5.20.3 The Sub-hypothesis 5-20(3) reads as follows:

"There is significant difference in the achievements of supervision work due to the difference in the sex of the school principal".

Table 5-33: Achievements of Supervision work and the Sex of the School Principals. (N=76)

Sex	Achievements (Mean)		Total
	High	Low	
Male	55.9 (58.62)	42.0 (39.27)	97.9
Female	55.12 (52.39)	32.38 (35.10)	87.5
Total	111.02	74.38	185.4

x^2 = .65 Not significant at .05 level. df = 1.

The Chi-square value signifying the relationship between the achievements of supervision work on account of difference in the sex of the principals is shown as .65 which is low and not significant at .05 level. It indicates that achievements of supervision work do not vary in the schools headed by either female principals or male principals.

The hypothesis is therefore rejected.

5.20.4 The hypothesis 5-20(4) reads as under:

> "There is significant difference in the achievements of supervision work due to the age of school principals".

The age of the school principals is the fourth independent variable studied with reference to its relationship to the achievements of supervision work in the improvement of teaching-learning work in the school. The age of head-masters, head-mistresses, (Principals) is divided into three categories, namely, below 40, between 41 and 50 and 51 and above. These three categories were studied in relation to high achievements and low achievements of supervision as shown in the contingency table (see next page).

Table 5-34 shows that in all the three categories of the principals' age there were more achievements of supervision work of higher order than of the lower-order.

Table 5-34 : Achievements of Supervision work and the age of the school principals.

(N=71)

Achievements	Age of School Principals			Total
	Below 40	Between 41-50	Above 50	
High	56.92 (40.11) N=4	53.75 (57.73) N=20	54.27 (67.12) N=18	164.94 N=42
Low	0 (16.82) N=0	28.19 (24.22) N=13	41.02 (28.16) N=16	69.12 N=29
Total	56.92	81.94	95.29	234.15

x^2=33.11 Significant at .01 level df = 2.

The Chi-square calculated is 33.11 which is found to be highly significant.

All the four school principals whose age is below 40 years exercised supervision work of higher order. Out of the principals between the age range 41 and 50, 20 (60.6%) have higher achievement and 13 (39.4%) have lower achievement. In the age range of 51 and above, out of 34 principals, 18 (52.9%) have high achievements of supervision to their credit and 16(47.1%) have low achievements.

This finding suggests that school principals below the age of 40 are capable of higher achievements of supervision work than principals under the other two categories,

(that is, 41-50 and 51 and above). The mean differences of achievements of supervision work under the three categories are examined in Table 5-33(A).' below:

Table 5-35 : Significance of difference in the means of Principal's age groups in relation to the Achievements of Supervision work.

Age Categories	No. of schools	Achievements of Supervision work Maen	S.D.	't'
Below 40	4	56.92	4.98	2.44*
41 - 50	33	49.91	12.28	.72
51 and above	34	51.75	8.15	2.37*

* Significant at .05 level.

Table 5-35 shows significant results for age categories of school principals in relation to achievements of their supervision work. In the case of schools with principals whose age is in the category of below 40 years, the mean scores of achievements of supervision work are higher (56.92) compared to the principals whose age is between 41-50 (49.91). The 't' value is significant at .05 level.

In the categories of 41-50 and above 51 years, the mean scores of achievements of supervision work of the school principals, though slightly higher in the case of schools with principals whose age is above 51 years than schools with principals between 41 and 50, the 't' value is not found to be

significant.

Again in the case of schools with principals whose age is below 40, and 51 and above, the mean scores of achievements of supervision work are found to be higher in the case of principals whose age is below 40, compared to those whose age is 51 and above. The 't' is also shown to be significant at .05 level.

Thus it is proved that there is a strong and perceptible relationship between the age of the school principals and the achievements of supervision work as perceived by the teachers. It is also found that the schools having principals whose age is below 40 are found to have reported higher achievements of supervision work than schools with principals in the age range of 41-50 and 51 and above.

The hypothesis is therefore sustained.

5.20.5 The Sub-hypothesis is formed as follows:-

> "Achievements of supervision work are significantly correlated with the percentage of time spent by the School principals on supervision".

It is assumed that achievements of supervision work increase with the percentage of time spent by the school principal on supervision. Similarly achievements of supervision work are assumed to diminish if less time is spent on

supervision than on other items of administration like office work, outside contacts, attending meetings and other miscellaneous programmes. The relevant data for testing the sub-hypothesis are given below in Table 5-36.

Table 5-36: Achievements of Supervision work and the percentage of time spent by the School Principal on Supervision work. (N=63).

Percentage of time spent by the Principal on Supervision.	Achievements of Supervision		Total
	High	Low	
Below 25% of time Spent	55.37 (55.36)	39.25 (39.16)	94.64
Above 25% of time spent	57.07 (57.08)	40.49 (40.48)	97.56
Total	112.44	79.74	192.18

x^2=.3 Not significant at .05 level. df = 1.

It is seen from Table 5-36 that the percentage of time spent by the principal on supervision work for improvement of teaching-learning in the class room is divided into two categories based on above 25% and below 25% of his school time spent on supervision work. When the time spent on supervision work is related to the achievements, it is found that there is no significant difference in achievements due to the increase or decrease in the percentage of time spent on supervision by the principal. The x^2 = .3 which is not

significant at .05 level. In view of the above finding the hypothesis that there is significant correlation between the achievements of supervision work and the percentage of time spent by the school principal on supervision of class work is not sustained.

HYPOTHESIS - 21:

5.21 The Perceptions of Teachers about their Principals (real-staff) and the perceptions of Principals about themselves (real-self) in regard to Administrator behaviour differ significantly.

The administrator beahviour of the principals as described and measured by the teachers on the Administrator Behaviour Description Scale constitutes the current perceptions of the group members about the behaviour of their officially designated leader (Principal). These descriptions facilitate in identifying the leader behaviour style of the administrator (Principal). It would be possible to rate him as a democratic leader or an autocratic leader and to evaluate whether he is effective in initiating structures in the school and showing consideration to his group members.

An effective principal would like to know how he is behaving in his school organization and how his behaviour

is seen by his staff members. Psychologically self introspection is sa-id to be helpful in clarifying to himself his behaviour visa-vis his group members and goals of administration. If there is wide difference in the perceptions of the teachers and his own perceptions in regard to his behaviour, it is possible the principal would make efforts to modify his behaviour to come closer to the expectations of his staff.

Table 5-37 below presents the analysis of variance between the mean perceptions of teachers (real) and the mean perceptions of principal (real) as measured on ABDS.

Table 5-37: "F" Ratio of Teachers' Perceptions (real-staff) and Principals's perceptions (real-self) regarding Administrator Behaviour.

Source of variation.	df	Sum of squares	Mean sum of squares	"F"
Perceptions of Teachers and Principals	1	1465.69	1465.69	24.22*
Within variance	74	4478.18	60.52	

* Significant at .01 level.

The Table 5-37 shows that the 'F' ratio for the perceptions of teachers about their principal's behaviour (real-staff)and the perceptions of principals about their

behaviour (real self) is 24.22 which is significant at .01 level. This indicates that there is difference in the perceptions of teachers about the principal's administrator behaviour and the principal's perception of their own administrator behaviour - both in real terms. However, the means test as indicated by 't' (Table 5-38) shows the difference at .08 level which is not significant.

Table 5-38: Mean differences between the Teachers and Principal's perceptions.

Perceptions (real)	Mean	Difference	't'
1. Perceptions of Teachers about Principal's behaviour	35.99	6.29	0.08*
2. Perceptions of principals about their own behaviour.	29.87		

* Not significant

According to Table 5-38 the mean value of teachers' perception of principal's administrator behaviour is more (35.99) than mean value of the principal's perception about themselves as administrators (29.87). This might be construed as an understatement of their effective administrator behaviour by the school principals.

Since the result shows no significant difference between the mean perceptions of teachers and school principals

regarding administrator behaviour, it can be construed that the administrator behaviour of the principal is acceptable to the teachers.

HYPOTHESIS - 22:

5.22 There is no significant difference between the school principal's perceptions about his administrator Behaviour as measured on the ABDS and his perceptions as measured on the self-rating scale.

The present investigation used the instrument Administrator Behaviour Description Scale to measure the administrator behaviour in real terms. Both teachers and principals' perceptions in real terms were measured on this scale. Similarly the true evaluations of the teachers' and the principals' administrator behaviour were measured on the Self Rating Scale. On this form each item is worded to indicate the self appraisal of the teachers and principals as to their performance.

In this hypothesis, an attempt is made to measure the principal's perceptions on the ABDS (real-self) and his perceptions on the SRS (self evaluation) to determine if there are differences between the two. This is represented by means of an anova Table (see next page).

Table 5-39 : Principals' perceptions about their Administrator Behaviour and Self-evaluation:

Source of variance	df	Sum of squares	Mean sum of squares	"F"
Principals' perceptions (ideal and real)	1	1392.11/1	1392.11	15.48
Within variance	74	6651.97/74	89.9	
Total	75	8044.08		

* Significant at .01 level.

It can be seen from Table 5.39 the 'F' ratio for perceptions of school principals on the ABDS and the SRS in describing the administrator behaviour is 15.48 which is significant at .01 level. This indicates that there is difference in the perceptions of the principals' about their administrator behaviour in real terms and their self evaluation of this behaviour. In order to determine whether the difference is statistically sustainable the means test is worked-out as shown in Table 5-40 (see next page).

According to table 5-40 the mean value of the principals' evaluation of their administrator behaviour as measured on the self-rating scale is more than the mean value of their perceptions as measured on the Administrator Behaviour Description Scale. This implies that the evaluation

Table 5-40: Mean differences between the Principals' self description and self-evaluation of their Administrator Behaviour.

	Means	Difference	't'
1. Perceptions of Principals on the ABDS (real)	31.67	6.05	1.21*
2. Self-evaluation of principals on the SRS	37.72		

* Not significant at .05 level.

scores of the principals is greater than their real scores on the two leader behaviour dimensions of initiating structure and consideration. The principal in his capacity as the administrator of the school organization feels that he is exercising more initiating structure and more consideration for his staff members than he is actually performing. This tendency indicates that he is strong and confident in his performance as an administrator. However, the calculated 't' value is only 1.21 which is not significant at .05 level, which can be interpreted as an expression of satisfaction on the part of the principal for his behaviour as an administrator. The hypothesis which is in the null form is therefore retained.

5.23 Conclusion:

In the foregoing pages, the information collected with the help of the research tools about the organizational climate, Administrator Behaviour, teacher morale, achievements of supervision work in the improvement of teaching-learning in the schools; traditional progressive character of schools, dogmatism of the principals and their self-evaluation has been analysed and interpreted with the help of 22 hypotheses. The results show that some hypotheses could be sustained while some had to be rejected. They are presented in a concise form in the following Table.

Table 5-41 : Summary of Hypotheses Tested

Hypothesis No.	Major component studied	Related variable	Whether accepted or not
1.	Administrator Behaviour	Organisational climate	rejected.
2.	Organizational Climate	Teacher morale	accepted
3.	Teacher morale	"Esprit" component of the organisational climate as measured by the OCDQ	rejected
4.	Organizational Climate.	Traditional progressive character of school.	accepted (null form)
5.	Administrator Behaviour	HH and LL Patterns of Behaviour	accepted
6.	Administrator Behaviour	Management types of of schools.	accepted
7.	Administrator Behaviour	Teacher Morale	accepted

..contd.

Table 5-42.(Contd.)

Hypothesis No.	Major component studied	Related variable	Whether accepted or not
1	2	3	4
7.	Administrator Behaviour	Teacher morale	accepted
8.	Administrator Behaviour	Achievements of supervision work.	accepted
9.	Achievements of Supervision work	Traditional-progressive Schools.	accepted
10.	Administrator Behaviour	Traditional-progressive Schools.	accepted
11.	Administrator Behaviour.	Dogmatism of principals.	accepted
12.	Dogmatism of principals.	Teacher-morale	rejected
13.	Administrator Behaviour of Principals.	Experience in years of school Administration	rejected
14.	Administrator Behaviour.	Sex of school principals.	accepted (null form)
15.	Administrator Behaviour	Urban, Semi-urban and Rural schools.	rejected
16.	Teachers morale	Experience in years of teaching.	rejected
17.	Teacher morale	Types of management of schools.	accepted (null form)
18.	Traditional progressive schools.	Teacher morale	rejected
19.	Achievements of Supervision work.	Teacher morale	accepted
20.	1. - do -	Size of the school	accepted
	2. - do -	Rural-urban location of the school.	rejected
	3. - do -	Sex of the Principals	rejected
	4. - do -	Age of the Principals	accepted
	5. - do -	Time spent on supervision work.	rejected

..... Contd.

Table 5-42 (contd.)

1	2	3	4
21.	Perceptions of teachers about principals (real staff)	Perception of principals about themselves (real self)	rejected
22.	Perceptions of principals on the ABDS.	Self-evaluation of principals about their own behaviour on the SRS.	accepted (null form)

It would thus be seen from the above results that the administrator behaviour of the school principals is not correlated to the organizational climate of the school, to sex of the principals or the urban, semi-urban and rural location of the schools.

Administrator behaviour is positively related to teacher morale; achievements of supervision work in the improvement of teaching-learning in schools; and traditional or progressive character of schools. Administrator-behaviour is found to be negatively correlated to the principal's dogmatism in that the HH Pattern of his behaviour is associated with low dogmatism. It is also noticed that significant relationship existed between the administrator behaviour of principals and the type of management of the school in which they worked. Superior administrator

behaviour is found to be positively related to HH Pattern of leadership and inferior administrator behaviour to LL Pattern of leadership.

Teacher morale showed no positive relationship with the teacher component of "Esprit" on the OCDQ, nor was it found to be significantly related to the teachers' experience in years of teaching nor the management of the school. Teacher morale was also found to be not significantly related to the dogmatism of the school principals.

Achievments of supervision work by the school principals is indicated to be positively correlated with teacher morale, the size of the school and the age of the school principals. However, no significant relationship was found between the principals' achievements of supervision and the traditional or progressive character of the school, rural, urban location of the schools, sex and experience of the principals or even the percentage of time spent on supervision work.

The traditional or progressive character of schools is found to have shown no significant influence on the morale of teachers.

The organizational climate of the schools is seen to be negatively related to teacher morale indicating that

open climate gives rise to high morale and closed climate to low teacher morale. Organizational climate is also found to be not related to the traditional or progressive character of schools.

As regards perception of teachers about their principals on the ABDS (real-staff) and the principals' own perceptions about themselves on the ABDS (real self) as well as the self-evaluation of the principals as measured on the SRS, variations are not noticed.

The inter-relationships found between administrator behaviour, teacher-morale, achievements of supervision work and traditional-progressive character of schools are seen to be well established indicating the crucial role school principals play in the administration of secondary schools. (please see fig. 5.2 next page.)

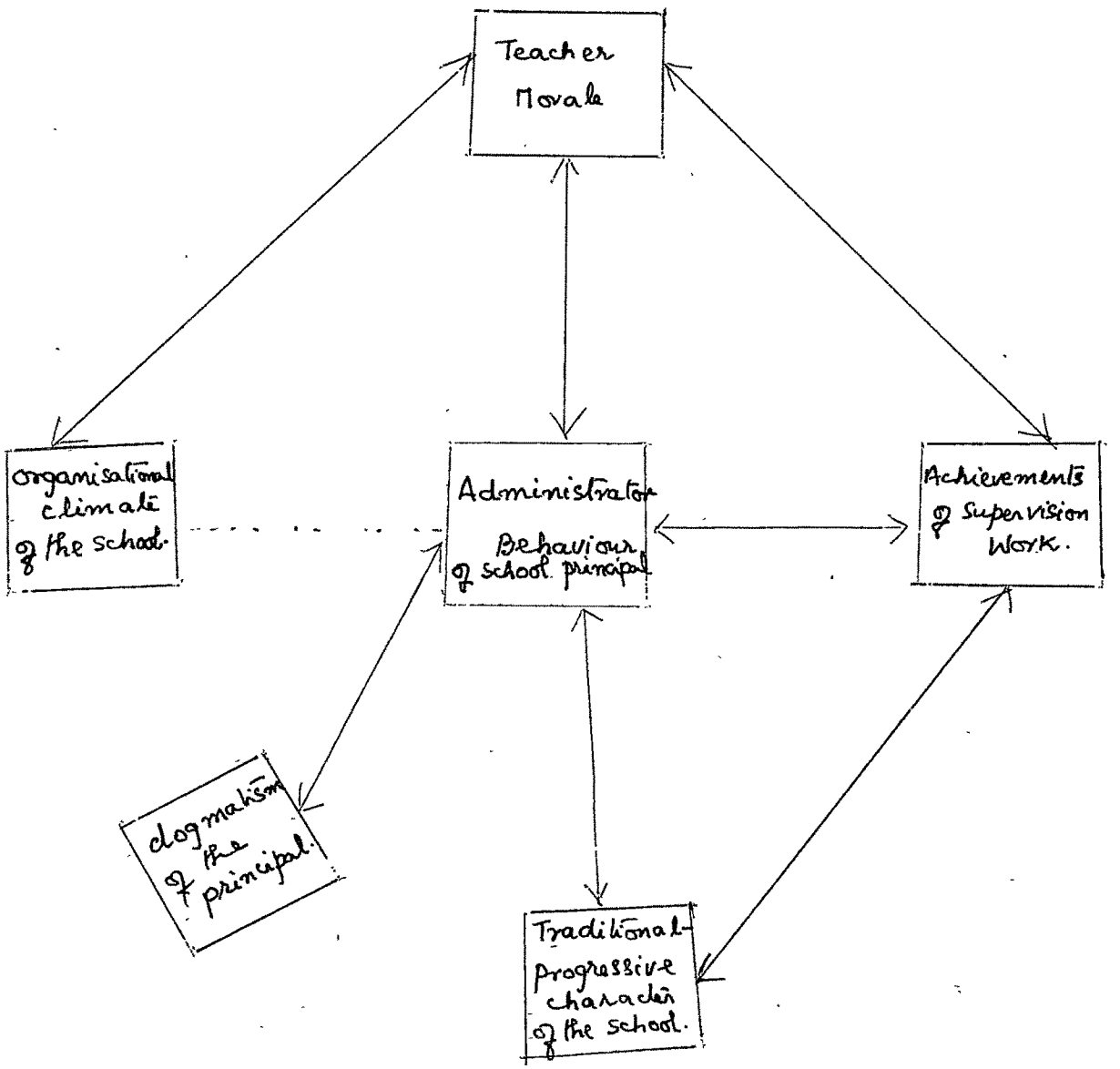



FIG: 5:2: A schematic representation of the results of the investigation.