## LIST OF TABLES

No.	Title		Page
1.1	Description of climate dimensions.		טד
2.1	Education at different levels	• • •	122
2.2,	Implementation of revised Syllabus	• • •	130
2.3	In-service training schemes for Teachers	• • •	131
2.4	Spread of College Education	•••	136
2.5	Non-formal education centres	• • •	141
4.1	Districtwise distribution of Secondary and higher secondary school	ls	<b>2</b> 24
4.2	Sampled school	• • •	ລຸລຸຮ
4.3	Management of Schools	• • •	11
4.4	Maximum possible scores on the ABDS	• • •	೩೩೦
4.5	The two dimensions of administrator behaviour	o s •	231
4.6	Reliability Correlation Coefficient of the administrative (leadership) behaviour description scale	• • •	<b>23</b> 3
4.7	Correlation of Self with description by others	• • •	234
4.8	Dimensions of OCDQ and maximum scores on OCDQ	• • •	231
4.9	Questionnaires returned	• • •	256
4.10	Sample	• • •	251
4.11	Age group of the principals/ Supervisors		Ze7
4.12	Experience of the principals/ Supervisors	• • •	258
4.13	Sex of the Principals/Supervisors.	• • •	259
4.14	Percentage of time spent by the prince pals/supervisors on administration, clerical work, supervision and miscellaenous activities	ci-	261

No.	Title		Page
4.15(A)	Age of the secondary school teache	rs	212
4.15(B)	Age of the Secondary school principals/supervisors	•••	ŋ
4:16	Sex-wise distribution of teachers.	• • •	263
4.17(A)	Teaching Experience of teachers.	• • •	245
4.17(B)	Experience in years of administration as principal/supervisor	•••	265
4.18	Income Analysis	• • •	246
4.19	Caste to which the teachers and principals belong	• • •	267
4.20	Analysis of general and profession qualification of teachers and principals of schools	al	. 268
4.21(A)	Size of the schools based on the enrolment of students	• • •	270
4.21(B)	Classification of schools based on the type of management	• • •	271
4.22	High Schools and higher secondary schools		272
4.23	Urban, Semi-urban and rural category of schools	• • •	273
4.24	Prototypic profiles for organizati climates ranked in respect of openness vs. closedness		215
4.25	Profiles for the Six organizationa climates of sampled secondary schools in Tamil Nadu.	1	271
4.26	Inter-correlation Matrix	• • •	219
4.27	Distribution of organizational cli in the Secondary Schools of	mate	o. 1 (
/. OC	Tamil Nadu State	• • •	280
4.28	Climate Types.		20

No.	Title		Page
@ 4.29	Percentage distribution of schools in the present study compared with a previous study in Tamil Nadu	,	285
4.30(A)	Classification of school principals.	• • •	287
4.30(B)	Distribution of principals of Secondary Schools under administrator leadership behaviour patterns (real staff)	• • •	289
4.31	Distribution of School principals according to the administrator leadership behaviour patterns (real-self)	• • @	290
4.32	Leadership Behaviour		293
4.33	Dimension-wise scores and total scores of Morale	•••	294
4.35	Comparison of Morale of teachers, with the morale of the Principals.	•••	295
4.36	Morale categories (percentages)	• • •	297
4.37	Comparison of teacher-morale categories in Tamil Nadu schools with previous study.	•••	994
4.37(A)	Achievements of Supervision work.	• • •	29 <del>8</del> 299
4.38	Administrator Behaviour and achieve- ments of supervision work	•••	300
4.39 ,	Traditional/progressive schools in Tamil Nadu	•••	301
4.4.0	Traditional/Progressive schools and achievement of supervision.	• • •	W
4.4.1	Dogmatism of principals	• • •	303
5.1	Relationship between organizational climate of secondary schools and principal's administrator behaviour	• • •	309
5.2	Mean difference between patterns of administrator behaviour and types of climates	• • •	310

•

No.	Title		Page
5.3	Correlation between school climate and teacher morale	* * *	312.
5.3(A)	Teacher morale in the three types of organizational climate of the schools.	• • •	દાઈ
5.4	Relationship between "Esprit" of the OCDQ and teacher morale of the TMI.	•••	315
5.5	Mean climate score of Traditional and progressive schools	•••	' 3ેેેગ્ર(
5.6	Administrator behaviour of school principals and dimensions of their leadership-contingency table	• • •	323
5.7	Administrator behaviour of school principals in relation to the management of the schools	• • •	325
5.8	Correlation between administrator behaviour of principals and Morale of teachers	• • •	* 327
5:9	Administrator behaviour patterns and Teacher morale	• • •	328
5.10	Significance of relationship between Principals' administrator behaviour an achievements of supervision work in the improvement of teaching-learning in	ad ae	1
5.11	Patterns of administrator behaviour and achievements of supervision work.		<b>330</b>
5 <b>.</b> 12	Mean differences between HH and LL patterns of administrator behaviour and High and low achievements	• • •	<i>3</i> 32 333
5.13	Mean scores of achievements of super- vision work in the progressive and traditional schools	• • •	
5.14	Principal's administrator behaviour in	1	33.

.

		- V -	
			ningsjuligge, projekti kolonijenimago - na namana
Page		Title	No.
340	s •••	luence of dogmatism of principals their administrator behaviour.	5 <b>.</b> 15
34;	n •••	tribution of school principals on basis of dogmatism and administor behaviour.	5.16
34:		n difference of HH and LL pattern inistrator behaviour of principal ifesting low dogmatism	5.17
04.	n	nificance of relationship between dogmatism of principals and	5 <b>.</b> 18
34.		ale of teachers  n difference in Teacher Morale in ools with principals manifesting	5.19
34	•••	high and low dogmatism	F 20
34	nce •••	inistrator behaviour and experientingency table	5.20
34	the •••	inistrator behaviour and sex of tacipals. Contingency table	5.21
39	n of	inistrator behaviour and location ools. Contingency table	5.22
35		erience in years of teaching and ale of teachers. Contingency tabl	5.23
35	- * * *	es of Schools surveyed	5.24
		centage distribution of different es of schools according to the the egories of Morale	5.25
<u>პ</u> 5	ng •••	ratio of teacher morale according management types of the schools.	5.26
··· 35	table.	ale categories and schools tradi- nal and progressive. Contingency	5.27
		n differences in the morale of chers in Traditional and	5.28
्रे3	* * *	gressive schools	•

No.	Title	Page
5.29	Significance of achievements of supervision work in relation to teacher morale in the school	362
5.30	Means for the achievements of supervision and teacher morale	363
5.31	Comparison of the achievements of the supervision work of the school principals and the size of the school. Contingency table	345
5.32	Achievements of supervision work and the rural-urban situation of the schools.  Contingency table	366
5.33	Achievements of supervision work and the sex of the school principals	<b>ા</b>
5-34	Achievements of supervision work and the age of school principals. Contingency table	369
5.35	Significance of difference in the means of principal's age groups in relation to the achievements of supervision work	370
5.36	Achievements of supervision work and the percentage of time spent by the school principal on supervision work. Contingency table	37 <i>2</i> .
5.37	'F' Ratio of teachers' perceptions(real- staff) and principals' perceptions(real- self) regarding administrator between. Anova table.	·374
5,38	Mean difference between the Teachers and principals perceptions	314
5.39	Principals' perceptions about their administrator behaviour and self-evaluation.	:
5.40	Mean difference between the principals' self description and self evaluation of their administrator behaviour	377 378

Page	
379.	
ì	