

## CHAPTER - III

### A REVIEW OF RELATED RESEARCHES

" Despite the contrasts drawn here in the value orientations of different communities and how these orientations have import for both the school and the role of administrator in the school, we assert once again that no school community is untouched by the larger culture of State, region or nation."

Gatzels, Lipham and Campbel

(in Educational Administration as a Social process-Theory, Research and Practice).

- 3.1 Rationale behind the review of related researches.
- 3.2 Administrator Behaviour and the role of the Principal.
  - 3.2.1 Foreign Studies.
  - 3.2.2 Indian Researches
  - 3.2.3 Implications for the present researcher.
- 3.3 Organizational climate of Schools.
  - 3.3.1 Foreign studies
  - 3.3.2 Indian Researches
  - 3.3.3 Implications for the present researcher.
- 3.4 Teacher morale: its significance to teacher life.
  - 3.4.1 Foreign studies
  - 3.4.2 Indian researches.
  - 3.4.3 Implications for the present researcher.
- 3.5 The Dogmatism of administrative heads.
  - 3.5.1 Foreign studies.
  - 3.5.2 Indian studies.
  - 3.5.3 Implications for the present researcher.
- 3.6 Achievements of Supervision work in the improvement of teaching-learning in the school.
  - 3.6.1 Foreign Studies.
  - 3.6.2 Indian researches.
  - 3.6.3 Implications for the present researcher.
- 3.7 The Traditional or progressive character of schools.
  - 3.7.1 Foreign studies
  - 3.7.2 Indian studies.
  - 3.7.3 Implications for the present researcher.
- 3.8 Self evaluation of administrators.
  - 3.8.1 Studies done on the theme abroad.
  - 3.8.2 Indian studies,
  - 3.8.3 Implications for the present researcher.

### REFERENCES

## CHAPTER - III

### A Review of Related Researches

#### 3.1 Rationale behind the Review of related Researches:

It is not as a routine measure that a review of related researches is done in any field of investigation undertaken by a researcher, but as a first step to scientific enquiry into the why and wherefor of the problem that is selected for an investigation. Administration especially educational administration assumed new significance after our Independence. During the British regime, the administration in all fields of human endeavour was marked by bureaucratic or autocratic ideology. Since the rulers were aliens, the system went on unchallenged. This is no longer the case today. The dawn of independence, the constitutional guarantee of democratic rights to people and the changed temper and expectations of the citizens demanded changed attitude towards administration. Educational administration is not an exception to this. Therefore, the structure of administration and the attitudes to authority came under scrutiny. The administrators in the field of education are expected to show more consideration and behave in a less authoritarian manner towards the group members. Studies have been made in the western countries to measure the organizational climate, administrator behaviour, leader-behaviour,

teacher morale and teacher performance, student achievement in learning and other allied problems to identify conditions under which an individual could effectively function as an educational administrator. In India also, similar studies were undertaken to find out the deficiencies of the educational administrators and strengthen their good points. A review of the investigations undertaken in this area would help to assess their intrinsic worth and lay guidelines for the future researchers and to define the objectives, methods and techniques that might be adopted to achieve better results and improvements. The new-comers might strike a new path in adopting processes that might result in original contributions to the area under study.

In reviewing past researches, depth of understanding of the subject under study will increase and a deeper insight gained, resulting sometimes, in remodelling and bringing about alterations in the design of the programme itself. It helps to provide also in devising research instruments as well as formulating research hypotheses selecting independent variables for the study on hand.

In reviewing the related researches, the present study dwelt upon the organisational climate, administrative leader behaviour, teacher morale, dogmatism of administrators, achievements of supervision, self evaluation of administrators

and traditionalism and progressiveness of schools. The tendency to measure administrative leadership acts, by the leader behaviour description scale (LBDQ) has been highlighted. This tendency is found to be common among the researchers in this area on account of the fact that only a few researchers have attempted to develop a tool that is clearly directed against measuring or evaluating the administrator behaviour of secondary school principals. It is expected that the review helps in creating an awareness of this lacuna and provides directions for developing a framework for effective measurement of administrator behaviour of school principals.

The related researches are categorised under administrator behaviour, organizational climate, teacher morale, effectiveness of administrative supervision, leadership behaviour of principals as described under current perceptions and ideal expectations of the teachers, and dogmatism of principals. Comparisons will be made from the western researches and Indian researches wherever it is found feasible. Researches that have close implications to the present study will be covered in greater detail, while others may be referred to shortly by enumeration of findings.

### 3.2 Administrator Behaviour and the Role of Principal:

Administrators of Secondary Schools are known by the

designation of "Principal" or "Head-master". They are the School executives who are involved in relating and integrating problems of value, people and organisation into a meaningful whole, which will permit them more confidently and humanely to engage in decision-making. Halpin (1966) distinguishes Administrator-behaviour from Administrative behaviour because our focus of attention is centred on the behaviour of the officially designated administrators of formal organizations. Since the school principals are administrators, they are also leaders. Administrator behaviour does not take into account leadership acts initiated by group members (such as senior teachers) other than the formal leaders (Principal or Head-master) or Supervisors officiating in place of formal leaders.

Since individuals differ from each other, administrator behaviour differs from school to school which is to say that the other variables dependent on administrator behaviour also differ significantly. It is a known fact that the administrator behaviour crucially affects the over all school programmes. Hence, there is no difference of opinion among the Indian educationists that it (administrator behaviour) should be thoroughly analysed and studied. Yet the research output in this area is meagre and one might say qualitatively inadequate.

### 3.2.1. Foreign Studies:

Many studies were undertaken in U.S.A. which have a bearing on the leadership of principals, organisational climate of the school, teacher morale and leader performance, student control ideology, school effectiveness and so on.

Halpin (1966) developed a paradigm for research on Administrative Behaviour which consisted of four panels, viz.

- Panel I : The organization task: defined in terms of behaviour or behavioural products.
- Panel II : Administrator "Behaviour" of the officially designated leader in his administrative role.
- Panel III : Variables associated with Administrator Behaviour on the part of group members other than the leaders, products of the behaviour of group members, specified conditions under which the administrator and other group members are required to operate, patterns of administrative organization and community factors that bear upon the formal organization. It is stipulated that these variables be reported objectively and measured reliably.
- Panel IV : Criteria of Administrator "Effectiveness"; two levels of criteria are postulated (1) Intermediate criteria such as evaluations or ratings of the leader's behaviour and (2) Out-comes of behaviour measured in terms of organization products and changes in these products.

Lipham (1960) used some attitudinal instruments as Edward's personal preference schedule together with interview s

to determine the personal variables related to the judged effectiveness of public school principals. His findings indicate the conditions and qualities of effective principals in the large school system. Effective principals are (a) inclined to engage in strong and purposeful activities (b) able to relate to achieving success and position of high status (c) able to relate well to others and (d) secure in their home and work environment. Ineffective principals revealed that they were (a) deliberate and pre-occupied with speculative reasoning (b) satisfied with the present level of achievement of status (c) loath to work with teachers but anxious to assist children (d) highly dependent on others for support and (e) likely to exhibit strong emotional reactions in upsetting situations.

Halpin (1955) in a study on the observed leader behaviour and ideal leader behaviour of 132 aircraft commanders and 64 educational administrators aimed at determining relations between a leader's ideal (how he thinks he should behave as a leader) and his actual leadership behaviour by his subordinates. It was found that the mean scores of the administrators exceed the mean scores of the commanders for consideration but the reverse was true for initiating structure. These differences were all significant at the .01 level, for both "real" and "ideal" scores. The

consideration behaviour of educational administrators is described as relatively independent of their initiating structure, whereas, there is greater tendency among aircraft commanders for those who exhibit consideration also exhibit structuring behaviour.

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

The study further revealed that large departments (in an organization) tended to receive higher reputation scores. Except for the size, all other characteristics of the department showed no significant relationship to the reputation for good administration.

The above finding is corroborated by Hemphill (1950) using LBDQ on some staff members of liberal arts Colleges. He found that there is only a slight positive relationship between the way the leaders believe they should behave and the way in which their group members describe them as behaving.



Most of the studies dealing with the principal's behaviour used one of the two tools (LBDQ) developed by Hemphill and Coons (1950) and LBDQ constituted by Halpin and Winer (1952) for measuring the leader or administrator behaviour.

Josselyn Louis S. Jr. (1974) mentioned about the development of another tool named Principal Behaviour Questionnaire (PBQ) by the Ohio State Leadership Studies.

Using PBQ, in her study, she made the following observations:

- (1) The PBQ is a valid measure of Principal effectiveness, from a teacher point of view.
- (2) When staff and principal agree on their perception of leader behaviour the principal tends to be viewed as being more effective than when staff and principal disagree.
- (3) In general, those principals who are active in professional and non-professional organizations tend to be perceived as more task oriented than human relations oriented.
- (4) From a staff point of view, these principals who are more effective tend to be less active in professional

and non-professional organizations and tend to be more human relations oriented than task oriented.

- (5) The ability to administer a Massachusetts Secondary School is composed of a variety of complex factors which are extremely difficult to measure in simplistic fashion.

The Ohio State Leadership Studies developed yet another instrument for measuring Administrator Behaviour of school principals, which is made use of in the present study. It consists of 22 items distributed under four components, viz., Communication, Representation, Organization and Integration. Items 1, 11 and 21 of the tool, describe the communicating behaviour of the principal, items 2, 12 and 22, the representing behaviour, items 3 and 13 organization behaviour and items 4 and 14, integrating behaviour of the principals.

These four components are collapsed into the two dimensions of initiating structure (communication and organization) and consideration (representation and integration).

The two dimensions of initiating structure and consideration are similar to the dimensions in the LBDQ of Halpin and Winer (1952).

Nicolai (1972) designed a study to investigate

- (1) the administrative behaviour of the superintendent of schools
- (2) to determine the elements of the effective and ineffective administrative behaviour of the superintendent of schools as perceived by high school principals and
- (3) also to determine the principal's recommendations for the optimum level of the superintendent's administrative behaviour.

The study sought to find if the principal's reaction to the administrative behaviour of the superintendents differed according to age, sex, the number of years served as high school principal, the type of school system, the number of years the superintendent held his position, and the estimated age of the superintendent. Participants included 137 high school principals in California.

The general findings were : (I) The majority of high school principals surveyed, believed <sup>that</sup> the following categories of effective administrative behaviour were ~~being~~ significantly important.

- i) The superintendent communicates effectively with school board members, administrators, parents, students and community.
- ii) The superintendent makes firm consistent decisions in demonstrating administrative leadership.
- iii) The superintendent supports the high school principals.
- iv) The superintendent initiates change and innovation.

II. Most high school principals also felt that the following categories of ineffective administrative behaviour were significantly important:

- i) the superintendent does not use good judgement in managing personnel and the administrative affairs of the school system.
- ii) the superintendent does not communicate effectively with School Board members, administrators, leaders, students and the community.
- iii) the superintendent does not practise good human relations techniques.
- iv) the superintendent does not make firm consistent administrative decisions.
- v) the superintendent does not support the high school principals.

The major conclusions were :

- i) Crucial elements of effective and/or ineffective administrative behaviour as perceived by high school principals involve:
  - (a) communications
  - (b) human relations and public relations and
  - (c) decision making.
- ii) High school principals perceive the area of communication skills as the most vital concern in their relation with the superintendent of the schools.
- iii) The administrative behaviour of the superintendent of schools is generally evaluated positively by the principal.

- iv) Younger, less experienced high school principals generally view the administrative behaviour of the superintendent differently from the way it is viewed by older, more experienced high school principals.
- v) Many high school principals are reluctant to discuss the administrative behaviour of their superintendent in California.

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

The following were his findings:

- i) an increase in years of experience as academic Dean resulted in decrease in consideration scores.
- ii) an increase in years of experience as academic Dean resulted in an increase in the initiating structure.

Cohen (1978) remarked in her findings that principal, teacher and parent groups felt that the principal was friendly, found time to talk to people and was not primarily concerned with managerial aspects of administration. All groups viewed the principal as a people-oriented administrator.

This last fact is most important as it refutes some of the literature which states that administrators lack human relations skills.

Jones (1979) reached the conclusion that the school superintendents would do well to provide in-service training for principals to help them understand their interacting role with teacher expectations, job-fulfilment and group action.

### 3.2.2 Indian Researches:

Sharma (1972) studied relationship between principal's effectiveness as administrator and teacher-satisfaction. The findings indicated a positive relationship between principal's effectiveness in his administrative tasks, behaviour and teachers' satisfaction.

Kothai Pillai (1973) found in her doctoral study a significant relationship among variables such as openness of school climate, effectiveness of principal's leader behaviour, teacher morale and ~~high~~ pupil motivation towards their schools. This finding is also endorsed by studies of Darji (1975), Dalsukh Pandya (1975), Samrong Pengnu (1976) and Shelat (1975).

Pandya (1975) found that effective leader behaviour is significantly related to effectiveness of supervisory practice and openness of climate of secondary school.

Motilal Sharma (1974) found negative correlation between faculty age, leadership behaviour of school principals and psycho-physical hindrance.

Piloo Buch (1972) also found that principal's age and experience are not significantly related to his adaptiveness to educational innovativeness and academic change in school.

Bikhu Patel (1972) had shown that school principal's age and seniority do not contribute to his effectiveness of leadership in moving a traditional school towards progressiveness. Similar findings were recorded by Pandya (1975), Franklin (1975) Samrong Pengnu (1976), Sangchen (1977) and Gupta (1977) also.

Mahant (1978) in his doctoral thesis expressed the opinion that if the principal is to provide leadership to his colleagues in educational matters, two changes should invariably occur. Firstly, they should generate a "we" feeling instead of "I" kind of management; secondly, there should be a two way flow of communication where orders are handed down from the principal to teachers, and understanding and feed back from the subordinates to the superiors are to be provided.

He concludes that the horizontal flow of communication will have to be stimulated at the levels of teachers

and principals' associations because it is through such communications among teachers and principals it would be possible to decide whether the choice and sequence of the content in a discipline will lead to the attainment of the objectives of the new syllabus and provisions of flexibility lies in the variety of instructional situations to retain the relevance in the immediate environment.

Mahant (1978) further mentions in his findings that leadership in secondary schools cannot be left to be guided by factors such as age or seniority in the school, but more rational bases or criteria will have to be adopted while recruiting leaders for secondary schools. These criteria will have to be the dimensions or constituent elements of effective leader behaviour or administrative behaviour of school executive. Development of training programmes for principals of secondary schools will prepare them to perform the expected leadership tasks or develop the suitable administrative behaviour in secondary school principals.

### 3.2.3 Implications for the Present Researcher:

The foregoing review of researches carried out in India and abroad on the administrator-leader behaviour of school principals, their effectiveness as educational administrators and leaders of school system have important implications



to the present study. Briefly stated, they are:

- (1) the administrator behaviour of school principals at the secondary school level significantly influences the quality of the school, its management, its climate and its achievements.
- (2) the leader behaviour of the school principal as perceived by the teachers in that school is closely related to their morale.
- (3) In almost all the studies leader behaviour is measured by the instrument LBDQ constructed by Halpin and Winer.
- (4) the instrument used by the present researcher, namely, the Administrator Behaviour Description Questionnaire is new to the field, though it is similar to the LBDQ and is claimed to be valid and reliable by the authors of the tool. Its usefulness and suitability to Indian conditions will have to be further tested by its application in future studies.
- (5) the age, experience, qualifications, rural-urban background of the school principals are the variables which are closely related to their behaviour as administrators and educational leaders.

### 3.3 Organizational Climate of Schools:

#### 3.3.1 Foreign Studies:

Researchers engaged in the study of organizational climate are in the habit of using one of the following three tools:

- (1) Organizational Climate Description Questionnaire (OCDQ)
- (2) Organizational Climate Index (OCI) and
- (3) Organizational Climate Composite Indices (O.C.C.I.)

Of the three, OCDQ developed by Halpin and Croft is the most extensively used both in over-seas countries and in India.

Halpin and Croft (1963): in their investigation about organizational climate deal with both the dimensions of the Gatzel's theory (nomothetic and ideographic dimensions). They defined open-climate as "one in which there is attention to both task achievement and social needs", and the closed climate is defined as "one which makes a situation in which the group members obtain little satisfaction in respect to either task or social needs". In short, it is a situation where the leader is ineffective in directing the activities of the staff and at the same time he is not inclined to

look after their welfare.

Wiggins (1969) studied the principals' behaviour and school climate. His findings were (1) Climate did not change when principals were replaced. (2) The principal's behaviour became more significantly related to the organizational climate as the length of his incumbance increased. (3) Generally the data had shown, no significant relationship between principal's behavioural characteristics and organizational climate.

Earl Milton (1976) made a study of organizational behaviour of elementary school principals as perceived by teachers at the Florida State University using the OCDQ developed by Halpin and Croft.

The Objectives of the study were:

- (a) to determine, if there were differences in the behaviours of principals as perceived by teachers;
- (b) to determine what differences in behaviour were exhibited by the consideration oriented principal;
- (c) to determine how each principal, whether his belief is aloof or considerate, fulfils his role as instructional leader.

Conclusions:

- (a) The consideration oriented principal communicated better with his faculty.

- (b) He showed greater concern for teachers' problems
- (c) He was more readily available to the staff
- (d) He worked longer hours (0 to 10 hours per day)
- (e) He went out of his way for his staff
- (f) The climate of his school was classified as open
- (g) More than half (60%) of the principals were perceived by teachers positively as having consideration or thrust behaviour.

Robinson (1970) reported that organizational climate was a structural variable which directly affects the daily work of teachers and to a lesser degree the performance of the pupils.

Christ (1977) in his doctoral thesis on analysis of organisational climate and principals' leader behaviour in Class III secondary schools of Nebraska categorised the 91 schools he surveyed as high, moderate and low on both dimensions of principal's leadership behaviour. These categories permitted classification of schools into 9 groups, i.e. high initiating structure, high consideration through low initiation to low consideration.

His findings are (1) the effective (consideration) behaviour of the principal had a meaningful impact upon the psychological climate that existed within the school.

(2) As consideration behaviour of the principal increased regardless of the amount of structure initiated, teachers perceived increased levels of motivation and energy, higher stress for personal achievement and a higher recognition for good quality work. (3) As principal's consideration moved from low to medium to high, teachers perceived less organizational constraint and restrictiveness. (4) Teachers in schools led by principals who were medium or high in consideration perceived environments which were high in press for personal dignity, organizational effectiveness, development and task effectiveness. (5) Moderate consideration was associated with a higher press for structure, procedural orderliness and a press to conform. (6) Low principal structure was associated with environments characterised by the highest support for inter-personal and intellectual forms of activity as well as the lowest inhibition of personal expression.

From the findings of this study, a tentative inference is that leader behaviour and organizational climate may have a direct relationship which would permit the prediction of either, from knowledge of the other.

He however, cautions that future studies should seek to identify whether this predictive relationship is present.

Vick (1975) in his "study of the relationship between the principal's management style and school climate" found that a significant relationship existed between the extent of the principal's teacher-centred management style and the extent of openness of school climate as perceived by teachers. No significant relationship was found between the principal's perception of the degree of professionalism of the typical teacher and the extent of the teacher-centred management style of the principal. However a significant relationship was found between teacher professionalism scores and climate. Significant relationships were found between each of the management style sub-divisions and each of the climate sub-divisions and between the sub-dimensions within management style and within climate.

Wills (1977) made a study of the relationship between the school, the principal and administrative style, for his doctorate at the University of Oregon.

The purpose of the study was to determine the strength of the effect that the school and the characteristics of the principal have on the administrative behaviour. The Gatzels-Guba model of behaviour served as a guiding frame-work for the study.

The major question of the study was, which is the stronger determinant of administrative behaviour - the person

or the situation? The findings of the study indicate that it all depends. It depends on the size of the staff involved, the personality types of the principals involved, the facilities, the expectations of the staff and administration and other factors. These factors all interact in an intricate and enigmatic way to bring about administrative behaviour. Administrative behaviour is therefore a complex combination of a number of determining factors which is often unpredictable from one situation to another.

MacGee (1977) undertook the study of relationships between bureaucratic structure and organizational climate in schools as perceived by teachers in selected Elementary Schools for his Ph.D.

The purpose of this study was to examine relationships between bureaucratic structure and organizational climate in schools as seen by teachers in selected elementary schools.

OCDQ was used to measure climate.

Some of the major conclusions of the study were

- (1) The perceived closed organizational climate in the schools may be reflective of the pressures and trends confronting them;
- (2) Teachers perception may be reflective of the pressure placed on principals to maintain the statusquo during turbulent times;
- (3) As schools become larger, climate tended to be more

closed; (4) A trend that older teachers who have been in their present position longer, was found in the more closed urban schools; (5) Trends indicated that teachers perceive rules, regulations and procedures as inhibiting the principal to facilitate the task accomplishment by teachers and the ability to motivate the teachers by setting a good example; (6) Trends indicated that principals may be able to control the functional consequences of rules; (7) Teachers in the more closed schools viewed structure as being more of a constraint on organisational climate.

### 3.3.2 Indian Researchers:

Shah and Sharma (1972) who conducted a study on organizational climate and its measurement with a school sample using OCDQ, reported that principals of different climate type schools differ significantly in their initiating structure behaviour.

Sharma (1973) in his doctoral dissertation titled "A<sup>A</sup> an investigation into organizational climate of secondary schools of Rajasthan" used the tool OCDQ with certain modifications. The eight dimensions in his OCDQ are:

- (1) Disengagement
- (2) Alienation
- (3) Esprit



- (4) Intimacy
- (5) Psycho-physical hindrance
- (6) Control
- (7) Production emphasis
- (8) Humanised thrust

(1) In his findings Sharma states that in respect of distribution of climate, (a) no significant difference was found between urban and rural schools, (b) government and private schools, (c) boys and girls schools (d) school size and (e) stay of teachers in a particular school.

(2) There was significant positive relationship between school climate and leadership behaviour of the Head-master.

(3) The new leader factors of, control, psycho-physical hindrance and humanised thrust may be due to differences in the culture and organizational structures of the schools in the two studies - original by Halpin and Croft and his study, or it could be that Halpin and Croft's sample of schools, does not represent the population of schools. However, it is important to recognise the similarity in the conclusions arrived at, by two other studies (Mehra and Pyra) using Halpin's OCDQ with Sharma's study. In the case of Mehra (1968) the sample was drawn from Indian schools while Pyra's (1965) was from Canadian Schools. The sample of Sharma's study was

similar in culture and organization pattern to that of Mehra's study, whereas the Pyra's sample was similar in culture and organizational structure to that in the United States.

Bayati (1970) found at the conclusion of his investigation of organizational climate of schools in Rajasthan that while variables like 'Esprit', 'thrust' and 'consideration' could enhance the achievement index of the schools, variables like 'aloofness' affect it adversely.

Kothai Pillai (1973) in her study on "Organizational climate, Teacher morale and school quality" in the Tamil Nadu schools pointed out that the innovative ability of the school is significantly influenced by the three climate dimensions - Esprit, Thrust and Disengagement - the first two positively and the last negatively.

According to her findings, openness of climate thus facilitates the capacity of the school to adopt newer educational practices in greater number and in shorter time.

Lulla's (1971) study pointed that the Head-masters in closed climate schools were rated very low as far as their professional and personal skills were concerned.

Kumar (1972) studied the high school's climate in Gujarat State. One of his major conclusions was that the behavioural characteristics of teachers and principals in an

open climate school get transmitted over to the students, who in turn tend to show better personal adjustment than their counter-parts in other climates, through constant positive interactions with a better adjusted group of teachers, that is, the teachers and the principal during the school period.

Researchers like Bhikhu Bhai Patel (1972) and Shelat (1975) have incidently studied leadership of school principals.

Patel's study (1972) is focused on instructional leadership of school principals and supervisors to improve the quality of instruction in secondary schools. Patel has used a self devised tool based on the trait approach. He found significant relationship between leadership behaviour of school principals and progressiveness of schools and their innovativeness. Patel's over all conclusion is that improvement of school instruction is largely dependent upon leadership and administrative behaviour of school principals.

In her study Neela Shelat (1975) reached the conclusion that administrative and leadership behaviour of school principals is contributing positively to the effectiveness of schools. Her findings were that superior leadership is indicative of high initiation and high consideration.

Buch (1972) came to the conclusion that the administrative behaviour of school principals differentiates between

schools of high adaptability and low adaptability. 9

Mehre (1976) found significant positive relationship between the administrative experience of the principal and climate type in the Colleges of Education in Maharashtra.

Mahant (1978) while elucidating the principal's behaviour in a school organisation came to the conclusion that closedness of organizational climate is generated by high aloofness, high production emphasis, low thrust and low consideration, if by suitable approach or techniques, school principals are helped to modify their leadership or administrative behaviour in such a way that they become less impersonal and direct their attitudes and zeal for guiding and controlling the activities of teachers, it would result in greater collaboration among teachers in the quality improvement programme of their school.

Kirit Gandhi (1977) Anjani Mehta (1977) and Seema Sahasrabudhe (1977) in their studies used a new OCDQ which was developed with twelve dimensions instead of eight dimensions of Halpin. Besides the eight dimensions of Halpin's they are; (9) Organizational structure (10) communication (11) Human relations (12) democratic decentralization and Freedom constituting the administrative behaviour. They found that educational institutions in Gujarat State are

tending towards closedness. This tendency was found in other climate studies also done on the samples taken from other parts of the country. The exception was the study by Seema Sahasrabudhe in which an opposite trend was observed. But the sample studied was the various departments of the M.S. University which is an autonomous body and is distinctly different from other universities and higher education institutions.

They have also noted that the organizational climate and teacher morale are positively and significantly related. These findings are found to be corresponding to the findings of other Indian researchers using the Halpin's eight dimensional OCDQ.

### 3.3.3 Implications for the Present Researcher:

The detailed and comprehensive review of the foregoing researches on the organizational climate of educational institutions at various levels namely elementary, secondary and university levels has certain important implications to the present study. For example:

(1) It is made clear that organizational climate of all public institutions is measurable and the OCDQ developed by Halpin and Croft is a reliable instrument that can be pressed into service for the purpose. Besides, it can be said that OCDQ is the most widely used instrument in both U.S.A. and

India and many replicatory studies established its reliability in measuring climate (organizational) conditions in the Indian situation. The modifications effected to the tool have not resulted, it is noted, in any spectacular differences in the results obtained. Therefore this tool in its original form with its eight dimensions (Halpins) shall be used by the present researcher to measure the prevailing climate of the selected secondary schools in the Tamil Nadu State.

(2) The researches reviewed threw ~~up~~ certain relationships between variables like age, sex, experience, management types etc. and climate dimensions. A few of them also concluded that there existed significant relationships between some of the aforesaid variables and climate categories. The present researcher thinks it would be worth while to find out to what extent her findings would tally with the earlier research findings enumerated in this review. Such a procedure would establish and strengthen the relationships already found between climate dimensions and other variables.

### 3.4 Teacher Morale ; Its significance to Teacher Life:

#### 3.4.1 Foreign Studies:

In reviewing the related researches bearing on teacher morale, attention will be focussed on the different factors involved in morale of teachers as they are pin pointed

in the studies abroad and to relate teacher morale with (1) administrator behaviour of the school principal (2) the relationships of teachers among themselves and with the school principal (3) job-satisfaction and nature of schools in which they work and other related factors.

William (1958) stated in his study of morale of teachers that when the teachers are satisfied in the job, when their morale is high and when they have a "faith" to teach, they will develop the fertile inventiveness to derive many of the techniques, they need.

In their review of some researches Wick and Beggs (1971) categorised morale studies under four groups. Under the work group, namely, the teachers, and came to the conclusion that the morale of the group of teachers will be enhanced if the group is cohesive and cooperative. A second group of researchers has emphasised the link between an individual's morale and the extent of his identification with the organization's goals; which means firstly, the teachers feel his personal and social needs are satisfied by his job, secondly, he sees that his own job is an appropriate instrument to achieve organization's goals and thirdly, he believes truly that his job is important to the achievement of the organization's goals which are an integral part of his needs and values. The third group took

a critical look at what the teacher gets from his job, as well as his satisfaction with pay and working conditions. In the fourth, the researchers have considered the link between the level of morale and the individual's adjustment to the job.

Anderson (1953) asserted that the state of morale of teachers affects the climate of the entire school. An uninspired teacher can hardly inspire an indifferent student body, who themselves are shuffled through the same heartless routine of classes, papers, attendance checks, assignments and planned activities day after day.

He further suggested that "if there is excellent morale at the teacher level, there is ample evidence to support the assumption that there will be good faculty. With good morale in the group faculty and administration it is firmly believed that the education of the children in those schools will be of better quality in every measurable area.

Bidwell (1956) found that teacher's satisfaction seems to depend upon their expectation of their principal. Teachers who perceive administrative behaviour as being consistent with their expectations tend to be satisfied with their job situation. This would imply that democratic administration is not in itself productive of high morale for all job situations.

|| how & why



In their studies on morale, Backman (1960), Cohen (1959), Hodges (1956), O'connor (1958) and Ross (1960) found that staff morale is functionally related to the quality of administration.

Bently and Rampel (1961) using the P.T.O. found considerable difference in morale among schools. The study also pointed out that female teachers consistently had higher morale irrespective of their qualifications and experience, compared to male teachers. It was also found that experienced teachers exhibited higher morale than less experienced teachers, regardless of the sex or educational differences.

Malcom Proves (1966) in the "time to teach" project making use of P.T.O., found a little lowering of morale by the end of the project period. It was interpreted that if the teacher's expectations had been increased, a decline in morale score could occur due to the implied standard against which the teacher must rate his own feelings. The morale dimensions showing highest factor scores tended to be personal matters, such as teacher satisfaction with teaching and rapport with other teachers.

Blumgenberge and Weber (1968) found that the behaviour style of a supervisor as seen by a teacher was related to the morale of the teacher; differences in teacher morale scores

seems to be related to the amount of emphasis the teachers see the supervisor is putting on indirect behaviour in supervising instruction.

Thomas Patrick O'connor (1973) came to the conclusion that (1) there was no significant difference in morale measured by the P.T.O. between teachers retained and teachers terminated. (2) There was no significant difference in morale on account of sex, age, degree of status of teachers retained and teachers terminated.

Arthur Richard Gilbert (1972) using P.T.O. found (1) no relationship between the size of the school, the level of institution and teacher experience and the total morale scores. (2) Teachers in small elementary schools have significantly higher teacher morale on the factors of teacher's rapport with the principal and rapport among the teachers than the teachers of large elementary schools. (3) Large elementary schools had significantly higher teacher morale on factors of teacher salary, teacher load and community pressures than did teachers in smaller elementary schools (4) Teachers in large high schools have significantly higher staff morale than those in the small high schools. (5) Elementary school teachers compared to teachers at other levels have a higher morale with regard to teacher rapport with the principal and in satisfaction with the teaching than did teachers in the

junior high school and high schools. (6) The more experienced junior high school teachers possessed high morale with regard to rapport with the principal when compared with the less experienced teachers at this level.

Burana Singh and Wacharee (1977) conducted a study of morale of teachers in the open admission university and the closed universities of Thailand.

Purposes of the Study:- The purposes of the study were (1) to study the differences in the level of morale between teachers in the open admission universities of Thailand. (2) to determine the differences that exist in the levels of the morale of teachers in the universities of Thailand in relation to variables of sex, age, academic degree held, teaching experience and salary. (3) to compare the morale levels of teachers in the universities of Thailand with the United States high school teacher norm group.

P.T.O. of Bently and Rampel was used for measurement of teacher morale.

Findings:- No significant difference existed on the total morale mean scores between the open admission and closed university teachers; significant differences existed at the .05 level of confidence on the factors of teacher load and community pressures. No significant difference

existed between the total morale level of male and female teachers; significant differences existed in the factors of : teacher load, curriculum issues and teacher status. Statistical analysis did not show significant differences in the total and factor morale mean scores of age and teaching experience. No significant differences existed in the total morale level between teachers with bachelor's degree and teachers with master's degrees or above; the factors of satisfaction with teaching and community support of education were significantly different beyond the .05 level. In relation to salary significant differences existed among morale mean scores of each of the following: total morale, rapport with Dean; satisfaction with teaching, rapport among teachers, teacher salary, curriculum issues and school facilities and services.

#### 3.4.2 Indian Researches:

In India, too many studies on morale have been conducted in the Department of Educational Administration as well as CASE of the M.S. University, Baroda. Most of these studies made use of the two American Instruments, viz, Caughlan's "School Survey" or Bently and Rampel's Purdue Teacher Opinionaire to measure teacher morale. In 1977, Mrs. Dekhtawala devised the Indian version:- The Teacher Morale Inventory which is standardised at the CASE

Baroda. It has 100 items categorised under five components, viz, (1) individual characteristics (2) Behavioural characteristics (3) Group Spirit (4) Attitude towards the job and (5) Community involvement.

In the studies of Darji (1975) Franklin (1976) Mehare (1976) and Dekhtawala (1977), it was found that in schools which manifest H.H. Pattern of leader behaviour, teacher morale is high while schools manifesting L.L. Pattern of leader behaviour, teacher morale is low. In Shelat's (1975) finding however, teacher morale was not significantly related with the patterns of leadership behaviour. Some of these studies tried to find relationship between teacher morale and organizational climate. Shelat (1975); Sharma (1973) Samrong Pengnu (1976), Pillai (1973), Dekhtawala (1977), Mehta (1977) and Mehare (1976) found schools manifesting open climate will have higher teacher morale; whereas, Sharma and Quaraishi (1965) found that the teachers of different schools having different climates do not differ significantly in their morale.

In the studies of Dekhtawala (1977) and Samrong Pengnu (1976); it was found that teacher morale and regions where the schools are located have significant relationship either at .05 level or .01 level, whereas, Mehta (1977) reported that teacher educator's morale was not significantly related to regions.

Dekhtawala (1977) and Mehta (1977) have also noted from their studies that there was no significant relationship between morale of urban and rural schools.

According to the studies of Shelat (1975), Samrong (1976), Dekhtawala (1977) and Mehta (1977) teacher morale was not found to bear any relationship with the school size.

According to the findings of Pillai (1973), Dekhtawala (1977) and Franklin (1976), teacher morale and school achievement were significantly related. Pupils' performance was high in high morale schools.

Dekhtawala (1977) and Shukla (1973) found that age of the teachers and their morale are significantly related. They suggested that morale in the older group of teachers is higher than in the younger group. They also found that no significant relationship existed between morale of teachers and their experience in the years of service, which was corroborated by Franklin's (1975) study.

#### 3.4.3 Implications for the Present Researcher:

This comprehensive review of recent researches on morale of teachers at different levels of educational institutions both abroad and in India has some important implications that provide guidelines for the present study.

They are :

- (1) The style of functioning of the administrative head, leader or supervisor as perceived by the teacher is closely related to his morale.
- (2) The teacher's perceptions about the behaviour of the administrative leader or principal or supervisor are the crucial inputs necessary for the study.
- (3) The Teacher Morale Inventory is an instrument specially developed and standardised by Dekhtawala (1977) to serve the needs of Indian School System. The cultural bias which might be present when using foreign tools on Indian Soil is avoided by the T.M.I. since its development. Several Indian researchers have begun to use it instead of the P.T.O. or the School Survey. T.M.I. is a valid and reliable instrument.
- (4) It is therefore, used to measure teacher morale in the present study.
- (5) In establishing the relationship the Chi-square techniques, analysis of variance and correlation techniques can be used.
- (6) The five dimensions of the T.M.I. can be calculated and the schools can be classified into high, average and low morale institutions. Means tests can be done on the three categories and 't' ratio technique can be applied.

### 3.5 The Dogmatism of Administrative heads - Belief-disbelief Propensities of School Principals:

The present study also made use of the dogmatism scale devised by Milton Rokeach (1960) to measure the belief-disbelief systems of the Principals of the secondary schools sampled for investigation. A reference to a few studies undertaken abroad as well as in India are given below:

#### 3.5.1 Foreign Studies:

Powless, Robert Elroy (1977) studied the effect of human relations curriculum on the dogmatism of teachers.

Rokeach's dogmatism scale was employed for measuring dogmatism of teachers.

One of his findings is that the type of human relations training had no significant effect (using the .05 level of confidence) on either over all dogmatism or any of the five dimensions of dogmatism.

Reporting on the behaviour of school principals Levy (1969) stated that there was significant positive relationship between principal's perception of "Production emphasis" and his scores on dogmatism scale while significant negative relationship was found to exist between principal's perception of "thrust" and their scores on dogmatism scale.



Rogers Virgil Postel (1977) studied secondary school educator's attitudes towards education, dogmatism and perceptions of recommended changes in secondary education, using Rokeach Milton's dogmatism scale for measuring dogmatism of the school personnel.

The purpose of the study was stated to be <sup>16</sup>the investigation of the differences if any that existed among secondary Educator's perception of recommended changes in secondary education when they were classified according to their attitudes towards education, dogmatism and certain biographic characteristics

The following are his findings:

- (1) There is no significant difference among the perceptions of recommended changes of secondary school educators when they were classified according to sex (male, female), ethnic group (black, white, others) and position (administrator, teacher).
- (2) Progressive educators had a significantly higher mean perception of change score than traditional educators.
- (3) An important contradictory findings of the study was that closed minded educators ~~have~~ significantly higher mean perception of change score than open-minded educators.

Faber (1969) reported that Principal's dogmatism was significantly related to production emphasis and tends to be positively related to consideration.

Huff (1969) found that no significant relationship existed between the level of principal's dogmatism score and the school mean climate. In her study about "relationship among organizational structure, belief systems of teachers and teacher perception of involvement in innovative activity in high schools on Long Island, Yerys."

Arlene (1977) supported the relationship among organization structure, teacher belief systems and teacher involvement in innovative activity. This finding indicates that in a school organization which is perceived as less structured (allows for distribution of power and decision making prerogatives, flexibility in application of rules and professionalism) and in which individual teachers are open minded, those teachers are significantly involved in innovative activity.

### 3.5.2 Indian Studies:

Many Indian researchers made use of Milton Rokeach's dogmatism scale in their studies relating to the belief-disbelief systems of individuals concerned with education of young people. A few of their findings are exemplified below:

Mahant (1978) using Rokeach's dogmatism scale in his study of administrative Behaviour of high school principals in central Gujarat found that there was a significant relationship between the effectiveness of the principal's administrative behaviour and his scores on dogmatism (it was 2.84 which is significant at .05 level). Therefore he came to the conclusion that dogmatism of school principals play a significant role in either raising or lowering the effectiveness of administrative behaviour.

Shelat (1975) found that the secondary school climate is closely related to the dogmatism of teachers. All the four dimensions in which high scores are indicative of open climate exhibit negative significant relationship with dogmatism scores of teachers. (Esprit, intimacy, thrust and consideration). Similarly all the other four dimensions in which high scores are indicative of closed climate exhibit positive significant relationship with dogmatism scores of the teachers (Disengagement, hindrance, production emphasis and aloofness).

Another finding in this research was that high dogmatic teachers were found in traditional schools and low dogmatic teachers <sup>were</sup> found in progressive schools.

Seema Sahasrabudhe (1977) also used Rokeach's dogmatism scale to find correlation between dogmatism scores and OCDQ

sub-test scores. She found there was significant relationship between dogmatism of teachers and their scores on esprit, thrust, communication and organisational 'structure' representing open climate. However, the relationship between dogmatism of teachers and their scores on hindrance and aloofness which represent closed climate are not significant.

She has also substantiated the hypothesis that dogmatism of teachers and their student control ideology as measured by the SCI (Baroda form II) are positively related and significant at .01 level.

### 3.5.3 Implications for the Present Researcher:

The review of the researches done in India and abroad on dogmatism of the administrative heads (principal's) and teachers and its relationship to the climate of the school, morale of the teachers, and the progressiveness or traditional character of school, has certain implications to the present study. They are indicated as hereunder:

- (1) The belief-disbelief system of a school principal is related to his behaviour as administrative leader of the school system.
- (2) The organizational climate of the school is influenced by the belief system of the school principal.

- (3) The dogmatism scale is a most valid and reliable instrument and a number of replicatory studies have been carried out using this instrument.
- (4) It is therefore appropriate to use the dogmatism scale to measure the belief-disbelief propensities of the principals of secondary schools surveyed in the present research.
- (5) In establishing the relationship the spearman's product moment co-efficient of correlation, and 't' ratio techniques can be used.

3.6 Achievements of Supervision work in the improvement of teaching-learning in the School:

An important task of a school principal, as the leader of instruction, is to supervise the work of the teachers in the classroom and to guide and assist them to improved practices in respect to the teaching-learning programme. His supervisory activities provide structure underlining his effectiveness as administrator of school system.

Improvement in teaching-learning activities in the school hinges heavily on the quality of supervision work done by the principal in his capacity as a senior teacher,

as well as the administrative leader of the school. As an administrator, a school principal has many routine administrative tasks, like class arrangements, time table scheduling, meetings with parents and departmental supervisors, maintenance of records and public relations. Among these activities, supervision of instructional programme should claim the best attention of the principal, though many researchers have found that the administrator is often bogged down by routine office work to give sufficient time and attention to supervision work.

In the present study the investigator has undertaken to measure the achievements of supervision work by the school principals and supervisors to assess the improvement of teaching-learning in the school, and relate it with the effectiveness or otherwise of the administrator behaviour, and other static variables like the administrator's sex, age, experience and location of the school (urban-rural).

The tool which is used in the present research is developed at Baroda and contains 25 descriptive statements of Likert type covering various achievements of supervision work, which the teachers perceive as beneficial for the teaching-learning programme in the school.

### 3.6.1 Foreign Studies:

Marmion, Roland David (1977) in his study about "a comparison of actual and ideal roles for urban fringe elementary public school principals" came to the conclusion that:

- (1) Elementary School principal's ideal and instructional leadership role expectations are significantly higher than their actual instructional leadership role perceptions.
- (2) Elementary principal's actual instructional leadership role perceptions are significantly higher than elementary teachers' actual perceptions of their principal's ideal instructional leadership behaviour.
- (3) Elementary principal's ideal instructional leadership role expectations are significantly higher than actual instructional leadership role perceptions held by superintendents for elementary principals.
- (4) Elementary principals spend significantly more time on administration and office management role areas than they feel these areas warrant.

Mattox Donald Dean (1977) reported that a high priority in-service need is indicated by the Elementary principals for the competencies which dealt with supervision and evaluation of staff, improvement of instruction and curriculum development.

Lucio and Mcneil (1969) found that good instructional leaders recognize that changes are more readily accepted when educational programmes are altered gradually and systematically, thus enabling individuals to see more clearly their roles and understand their own strengths and weaknesses in innovation. They strive to make school objectives so explicit, definite and operational that exact planning of inservice training in instruction and assessment is possible.

Shuster and Wetzler (1958) observed that the principal must not only acquire certain leadership skills but he should be able to set new educational goals. He should change his existing routine of administrative and supervisory activities.

### 3.6.2 Indian Researches:

Reporting on the academic role of principals of Delhi schools Mahajan (1970) concluded that most principals fail to play an effective leadership role in the academic life of the schools, because of limitation of time and energy. They also ignore helping and guiding teachers in the area of subject content and teaching methodology eventhough they are distinctly related to class room teaching. It was also found that in most cases principals have failed to win the confidence of teachers and visits to their classes offer little help to them.



Darji (1975) found that secondary school principals are ill-equipped to play the role of instructional leaders because they are seldom exposed to professional training in this respect. He suggests a change in the decision making structure and communication pattern, so that the principal through better allocation of roles and facilities can have a co-operating and motivated staff resulting in better instruction to the students.

Shelat (1975) in her study about school climate and educational change, came to the conclusion that school achievement index had negative relationship with school climate. However it (the school achievement index) bore significant relationship at desired level with the initiating structure and consideration dimensions of leader behaviour. She therefore observed that school achievement seemed to be correlated more to school leadership than to school climate.

1974.

B.N. Patel (1973) reported that activities of instructional leaders (school principals) that have impact on improvement of instructional work of teachers include (1) class visitation (2) conferences with and guidance to individual teachers prior to teaching in class room, (3) raising of instructional issues regularly in class meetings (4) professional reading and discussion among staff (5) talks by professional experts (6) organization of seminars and workshops periodi-

cally as ~~an~~ integral part of school programme (7) teachers' involvement in academic decisions and planning (8) demonstration of new methods of instruction and learning (9) bringing library to class room and (10) using educational films as materials and methods of teaching-learning.

He found that principals have a tendency to bury themselves in administrative routine work and neglect or avoid acts of instructional leadership in the administrative cock-pit. There are principals who are found to have spent larger numbers of hours in their office, writing letters or accounts. Even teachers specially appointed to do supervision work on the basis of a special supervisory allowance are found to be largely buried in their own teaching and correctional work and "supervision" remains merely on paper. It is high time that the state and society think in terms of "instructional leadership" and "true supervision".

Joshi (1959) came to the conclusion that school principals were not found using proper techniques and procedures of supervision. Supervision done by them was spurious, lacking a system and focus, having mostly the limited objective of seeing that each class and each teacher were engaged in learning-teaching activities. He found that principals's supervision work left the teachers mostly dissatisfied. What they wanted was not routine checking and

traditional observation of teaching but creative and stimulating supervision which would result in the improvement of their knowledge, skills of teaching and competence as teachers. Teachers suggested that the principal should spend at least 6 hours in a week for supervision work and they use modern tools and techniques of supervision.

Pandya's (1975) study revealed that supervision in our country suffers from lack of proper knowledge, skills and attitudes on the part of the supervisor which are necessary to lift an instructional programme to higher levels of teaching-learning achievement. Teachers of progressive district schools differ significantly from teachers of backward district schools in sensitivity to newer ideas and practices in supervision. He also found negligible influence of variables like school size, equipment of schools, location of schools, age of teachers, length of teaching experience in raising the effectiveness of school supervision at the secondary school stage.

### 3.6.3 Implications for the Present Researcher:

The review of the researches and literature found abroad and in India on supervision work by school principals and supervisors and their achievements in improving the teaching-learning activities in the school, its relationship to the administrator leader behaviour, school climate, teacher morale and the age, sex and experience of the school principal

or supervisor has certain important implications to the study on hand. They are:

- (1) School principals have an important role in improving teaching-learning activities in the school through enlightened supervision.
- (2) Right type of supervision work coming from administrative leaders influence positively the morale of the teachers, the climate of the school and benefits the student community.
- (3) Achievements of supervision work can be measured. The tool used in the present study for this purpose has been employed previously by a number of researchers in the CASE and the Department of Educational Administration, M.S. University, Baroda to get reliable index of school achievements. It is therefore appropriate to use the "achievements of supervision work" scale in the present research to measure the benefits perceived by teachers through supervision.
- (4) In establishing the relationship, the Chi-square technique and contingencies correlation technique can be used.

### 3.7 The Traditional or Progressive Character of Schools:

Schools are temples of learning. Teachers and the principal in each school, work for the educational progress of

the pupils. In schools which have limited objectives of securing a good percentage of passes at the public examination, the teachers are mainly concerned with teaching the prescribed school subjects. The administrative as well as the instructional leadership behaviour of the principal in such schools assume paternalistic character, guiding the teachers to make every effort to achieve improved results at the public examinations. The use of this approach, which may be termed as traditionalistic, inhibits teachers from making their contribution to the fullest extent as independent and creative individuals. They work with text-books in the class room preparing the students to answer questions. The present day educational thought however stresses that the status-leaders, i.e. the principals, supervisors and teachers should work together. It is based on the belief that good instruction thrives in an atmosphere of academic freedom. Teachers should feel free to put across their views, and discuss with the principal at staff meeting about improvement of teaching and learning in the class-room and extra-curricular activities that inculcate desirable skills and attitudes in the pupils. Where such freedom and discretion is allowed to teachers by the status-leaders of schools, instructional goals, go beyond mere class teaching aiming at maximum results in the public examinations, but in developing breadth and depth of knowledge, physical skills,

Ross (1972) reached the conclusion that educational change should be injected in the school system as a whole rather than in some individual schools. He also held the view that an important influencing factor in modernising school system is the expenditure spent per pupil.

Mackenzie-Corey and others (1954) hold the view that effective instructional leadership of a principal will result in the greatest good to greatest number of teachers. This implies according to the researchers, the importance of involving all the teachers and pupils in the problem solving process, as they are effected by any action that is taken.

The ASCD Year Book (1960) concludes that instructional leadership is responsible for discovering ways to help teachers feel secure and accepted in their being different in their individual searching for ideas and way of teaching in their efforts to fulfil their potentialities.

### 3.7.2 Indian Studies:

Patel (1973) in his doctoral work categorised the sampled schools into (1) more progressive (2) less progressive and (3) non-progressive or traditional schools based on certain criteria with a view to study the instructional leadership of school principals, <sup>and</sup> supervisors in the three districts of Gujarat chosen by him.

The following were his findings:

- (1) Organisational climate of schools is related to the progressiveness and quality of schools. To improve school quality, schools should move towards open climate from closed climate.
- (2) School quality improves if the principal of the school exhibits H.H. pattern of leadership behaviour.
- (3) Methods of instructional improvement are used to a great extent in more progressive and quality schools and to a less extent in traditional schools.
- (4) Achievements of instructional leadership - the end products, is more in more progressive schools, and less in traditional schools.
- (5) Teachers of more progressive schools exhibit high morale and sensitivity to innovative ideas.

He came to the conclusion that the key to success in creating more progressive schools with congenial school climate and raising teacher morale rests in the leadership acts of the school principals. In order that they function effectively they should possess high "initiative structure" and high "consideration".

Piloo Buch (1972) in her doctoral study held the view that the non-official resource systems of colleges of Education and Extension Service Centres can play an effective role in school adaptability. She has established a positive relationship at accepted levels of significance between school adaptability and the rated perceptions of training college personnel about the administrative ability of the principal. She also found close relationship between the perceived training college personnel's support of innovation and the principal's inservice training.

Shelat (1975) in her doctoral thesis observed that the school principals in secondary schools are in a viable position to take initiative, actually plan out strategies and implement them in creating a social setting and climate for change. The teachers can be made to give up their traditional methods and ways of thinking if the District Inspectorate of schools, the School Managements, Associations of Teachers and Principals, Parent- teacher Associations and the principals as academic and administrative leaders of schools can play a large role.

She however lamented that there is not yet any systematic research information on how the process of educational change in a traditional educational system like ours is facilitated or hindered.



In conclusion she discussed some strategies to bring about internal transformation to the traditional character of schools into one of modernisation or progressivism. They are (1) Exposition and propagation approach (2) Elite Corps Approach (3) The Human Relations Training Approach and (4) the Staff approach. She finally concludes that the first thing to be done by the various resource systems is to bring about openness in school system and then slowly work towards the goal of progressiveness and modernity.

### 3.7.3 Implications for the Present Researcher:

This comprehensive review of recent researches on the traditional progressive nature of schools and its implications to the ideas of modernisation and change sweeping the educational areas with special emphasis on the administrative and academic leadership of school principals, openness of organisational climate of schools and teacher morale has significance to the present study. It indicates:

- (1) that the administrator leader behaviour of a school principal is an important input in the development of a traditional or progressive school. It also plays an important role in changing a traditional school to a progressive or modern school.

- (2) The principal's leadership is also related to the organisational climate of the school.
- (3) The traditionalism or progressiveness can be measured by the Traditional progressive school scale, which has been used effectively by a few researchers in their studies at Baroda.
- (4) The present researcher can use the tool, the Traditional-Progressive Scale, to measure the traditional style or the progressiveness in the functioning of a school.
- (5) A 't' test can be used to compare the traditional and progressive nature of the schools.

### 3.8 Self Evaluation of Administrators:

Self evaluation is considered essential for remedial and diagnostic purposes and for devising improvements in the administrative behaviour of individuals holding leadership positions. Through self rating the administrator will come to know about his short-comings and strong points and after taking a good look at himself, he will be psychologically ready to consciously work for a change in his style of functioning. Self evaluation helps the administrator to look at himself objectively.

The present investigation makes use of the self-rating scale developed by Shuster and Wetzler (1958) to help the school principals, supervisors and others to rate themselves about their behaviour.

### 3.8.1 Studies done on the Theme Abroad:

Burks Billy, D. (1979) studied self-evaluations of secondary principals as compared to the principal's evaluations by selected teachers, Assistant Superintendents and Superintendents.

The following finding pertaining to the relationships between the principals' self evaluations and principal's evaluations made by all colleagues was observed.

1. There were no significant differences between the principal's self evaluation, and the principal's evaluations made by teachers, superintendents and assistant superintendents.

It was however, recommended that additional research should be conducted with a larger sample size.

Jones, Ella Jane (1979) came to conclusion that school superintendents would do well to provide in-service training for principals to help them to understand their style of leadership and their interacting role with teacher expectations, job fulfilment and group action.

### 3.8.2 Indian Studies:

Mahant (1978) used the self rating scale in his doctoral study on "Study of Administrative Behaviour of High School Principals, in Central Gujarat".

### 3.8.3 Implications for the Present Researer:

Self evaluation of administrators and evaluations of administrator by the teaching staff is a new concept which remains to be further explored by researchers.. In view of its importance in providing an objective estimate of one's behaviour it is found necessary to investigate the effectiveness of the self rating techniques in relation to the administrator behaviour of principals.

# R E F E R E N C E S

- Anderson, L.B.: "Teacher Morale and Student Achievement".  
Journal of Educational Research, May, 1953.
- Association for Supervision and Curriculum Development:  
"Leadership for improving instruction". N.E.A.  
Washington, 1960.
- Buch, Piloo, M. : An Enquiry into Conditions Promoting  
Adaptability in Indian Schools." M.S.University of  
Baroda, 1972.
- Bikhubhai, N. Patel: Leadership for better Instruction.  
A.R. Sheth and Co., Ahmedabad, 1977.
- Bayati, J.L. : "A Comparative Study of the Organizational  
Climate in Rajasthan Schools." Indian Educational  
Review, Vol. 5, No.2, 1970.
- Bidwell, Charles, E. "The Administrative Role and Satisfac-  
tion in Teaching". Journal of Educational Sociology,  
Vol. 10, 1956, pp. 21-22.
- Backman, Donald R : "Teacher Turnover and Personnel Adminis-  
tration." New York University, Dissertation Abstracts  
International, 1960, No.10.
- Bently and Rampel : Manual for the Purdue Teacher Opinionaire,  
West Lafayette, Indiana, 1967.
- Blungenberg and Weber : "Teacher Morale as a Function of  
Perceived Supervised Behaviour Style". The Journal  
of Educational Research, Vol. 2-3, Nov., 1963.
- Burana Sing and Wacharee : A Study of Morale of Teachers  
of Thailand". North-western State University of  
Louisiana, Dissertation Abstracts International.  
May, 1978, Vol. 38, No.11.
- Burks Billy D. : "Self evaluations of Secondary Principals,  
as compared to principals' evaluations by selected  
teachers, Asst. Superintendents and Superintendents.  
Missisipi State University, Dissertation Abstracts.  
International, August, 1979, Vol. 40, No.2

- Cohen, Elaine Linenberg : "Administrative behaviour of Principals viewed by Principals, Teachers and Parents". University of Francisco. Dissertation Abstracts International. Nov. 1979, Vol. 40. No.5
- Christ, Donald Henry : "A Study of Organizational Behaviour of Elementary School Principals as perceived by Teachers". Florida State University, Dissertation Abstracts International, 1976.
- Cohen, Gloria J. : "A Study of Socio-economic Status of School Community and the morale of the Teaching Personnel in New-York City." New York University, Dissertation Abstracts International, Vol. 20, 3144-45, No.8, 1960.
- Darji, D.R. : "A Study of Leadership Behaviour and its Correlates, in the Secondary Schools of Panchamahals District." M.S. University of Baroda, Ph.D. thesis, 1975.
- Dekhtawala, Pramila B. : "Teacher Morale in Secondary Schools of Gujarat, M.S. University of Baroda, Ph.D. thesis, 1977.
- Earl, Milton : "A Study of Organizational Behaviour of Elementary School Principals, Leader Behaviour in Class III Secondary Schools of Nebraska", University of Nebraska; Lincoln, Dissertation Abstracts International, June, 1977, Vol.38, No.12.
- Franklin, Ivy : "A Study of Organizational Climate and Teacher Morale in Colleges of Education in Gujarat", M.S. University of Baroda, Ph.D. Thesis, 1975.
- Faber, B.E. : "Organizational Climate of Public Elementary Schools as related to Dogmatism and Selected Biographical Characteristics", Ph.D. Thesis. Dissertation Abstracts International, 1970. 70:25447.
- Gupta, S.P. : "A Study of Some Selected inputs for improving Education of Secondary School Teachers (B.Ed.level) in Punjab, a System approach." M.S. University of Baroda, Ph.D. thesis, 1976.
- Gandhi, Kirit : "A Study of School's Climate as a Function of Personality of School Personnel and Pupil Control Ideology". M.S. University, Baroda, Ph.D. Thesis, 1977.
- Gilbert, Arthur Richard : "A Study of the Relationship between School Size and Teacher Morale of Selected Schools in New York State". New York State University, Dissertation Abstracts International, Sept., 1973, Vol.34, No.3

- Halpin, A.W. : Administrative Theory in Education, Macmillan Company, New York, 1966.
- Hemphill, John K. et. al. : "Leader Behaviour Description. Questionnaire", Leader Behaviour; its Description and Measurement, Columbus, Ohio, The Ohio State University Press, 1950.
- Halpin, A.W. and Croft, D.B. : The Organizational Climate of Schools", Mid-West Administration Centre, University of Chicago, 1963.
- Hodges, Roberta B. : "A Study of Faculty Morale in one Junior High School in New-York City". New York University, Dissertation Abstracts International, 19:1968-69, No.8 : 1959.
- Huff, H.R. : "An Investigation of the Dispersion of Dogmatism and the Organizational Climate of Elementary Schools". Doctoral Dissertation, Peabody College for Teachers: Dissertation Abstracts, Sept. 1969, 29A 954-A.
- Josselyn, Louis, S.J. (1974) : "The Effectiveness of the Secondary School Administrators' Leadership behaviour and Outside Activities". Boston University, Dissertation Abstracts International, Vol. 35: No.3, Sept., 1974.
- Jones, Ella Jane : "A Study of Student Attitude and Achievement related to Attendance and the Principal's Leadership behaviour." ST. Louis University, 1979. Dissertation Abstracts International, Nov. 1979, Vol. 40, No.5.
- Joshi, G.M. : A Study of Problems of Supervision of Headmasters of Secondary Schools of Gujarat, M.S.University, Baroda, M.Ed. Dissertation, 1959.
- Kothai, Pillai : "Organizational Climate, Teacher Morale and School Quality". University of Baroda, Ph.D. Thesis, 1973.
- Kumar, K. Social Climate in School and Characteristics of Pupils. M.S.University of Baroda, Ph.D. Thesis, 1977.
- Lipham, James M. : "Personal Variables of Effective Administrators" Administrator's Note Book, 9:114. Sept.1960.
- Lulla, H.P. : "Measurement of Organizational Climate in a Few Selected Schools of Baroda District". M.S.University of Baroda, M.Ed. Dissertation, 1972.
- Levy, M. : "The Relationship of Dogmatism and Opinionation of Principals to the Organizational Climate of Elementary Schools," Doctoral Dissertation, University of Georgia,

Dissertation Abstracts, June 1969, 29,4233-A.

- Lucio, William M. and Macneil, John D. : Supervision : A Synthesis of Thought and Action, New York, Mc Graw-Hill Coy., 1962.
- Mahajan, J.M. : "A Study of the Supervisory role of the Principals of Delhi High Schools", Delhi University, Ph.D. thesis, 1970.
- Mahant : "Study of Administrative Behaviour of High School Principals in Central Gujarat". M.S.University of Baroda, Ph.D. thesis, 1979.
- Mehre, K.T. : "Evaluation of Administration of Secondary Teachers Training Colleges in Maharashtra, with Special reference to Principal's role", M.S.University of Baroda, Ph.D. thesis, 1976.
- Mehta, Anjani : "Organizational Climate, Staff Morale and Student Control Ideology of Gujarat University". M.S.University of Baroda, Ph.D. thesis, 1977.
- Marmion, Roland David: "A Comparison of Actual and Ideal Instructional Leadership roles for urban fringe Elementary Public School Principals in Michigan". Michigan State University, Dissertation Abstracts International, April, 1978, Vol. 38, No.10
- Mattox, Donald Dean : "A Survey of in-service needs of Illinois Public School Elementary Principals." University of Nebraska, Lincoln. Dissertation Abstracts International, June, 1978, Nov. 38, No.12.
- Nicolai, Renato, Candido Dante : "The Administrative Behaviour of the Superintendents of Schools as perceived by High School Principals." University of Southern California. Dissertation Abstracts International, 1972.
- O'Conner, William, F. : "A Study of some selected factors related to Teacher Morale". Cornell University, Dissertation Abstracts International; 19:1277; No.6, 1958.
- O'Connor, Thomas Patrick: "The Relationship of the Teacher retention to Morale". Dissertation Abstracts International, 1973.
- Pandya, Dalsukh G. : "A Study of Effectiveness of Supervision as a Function of Organismic Variables and Professional equipment of High School Supervisors". M.S.University of Baroda, Ph.D. Thesis, 1975.



- Pengnu, Samrong : "A Study of Organizational Climate and Teacher Morale in Secondary Schools in Central Zone of Thailand. M.S.University, Baroda, Ph.D. thesis, 1976.
- Powless, Robert Elroy: "The effect of Human Relations Curriculum on the Dogmatism of Teachers", University of Minnesota, Dissertation Abstracts Internatinal, June, 1978, Nov. 38, No.12.
- Quraishi, Z.M. : "Construction of Employees' Morale Scale". M.S. University of Baroda, M.A. Dissertation (Psychology) 1965.
- Robert, Earle Hale : " The Relationships between Selected Personal variables and faculty perception of the Leader behaviour of the Academic Dean". Ball State University. Dissertation Abstracts International, 1973.
- Ross, Walter E. : A Study of personal factors affecting the morale of teachers of two rural school systems in New York State University." Dissertation Abstracts International, 21: 110-111; No.1: 1960.
- Rokeach, Milton: "The Nature and Meaning of Dogmatism", Psychological Review, 61, 1951.
- Rogers, Virgil Postel : "Secondary School Educator's attitudes toward education, dogmatism and perceptions of recommended changes in Secondary education." University of Minnesota, Dissertation Abstracts International, June 1978, Nov. 38, No.12.
- Ross, D.H. : "Administration for Adaptability", New York; Metropolitan School Study Council. 1972.
- Shelat, Neela, A. : "School Climate and Educational Change", A.R. Sheth and Co., Ahmedabad, 1977.
- Sonsena, Sangchan : A Study of Administrative Behaviour of Principals of Secondary Schools in Kalasin Province of Thailand", M.S.University of Baroda, M.Ed. Dissertation, 1977.
- Sharma, M.L. : An Investigation into Organizational Climate of Secondary Schools of Rajasthan". M.S.University of Baroda, Ph.D. thesis, 1972.

- Sharma, M.L. and Shah, G.B. "Initiating Structure Behaviour of Head-master and School Climate". Unpublished Research Report, Centre of Advanced Study in Education. M.S.University of Baroda, 1972.
- Sahasrabudhe, Seema : "Study of Institutional Climate, Student Control Ideology and Student Acts of Indiscipline", M.S.University of Baroda, Ph.D. thesis, 1977.
- Shukla, M.L. "Study of Teacher Morale in High Schools in Baroda. "M.S. University, Baroda, M.Ed. Dissertation, 1973.
- Shuster and Wetzler : "Leadership in Elementary School Administration and Supervision". Boston, Houghton Mifflin Co., 1958.
- Vick, Theodore Earl : "A Study of Relationship between the Principal's Management Style and School Climate". University of California, Riverside, Dissertation Abstracts International, July 1977, Vol. 38, No.1.
- Wiggins, T.W. : "Leadership Behaviour Characteristics and Organizational Climate". Claremont Graduate School. Dissertation Abstracts International, Feb., 1969, 29, 2504-A.
- Wetlz, Lewis Austin; "An Exploratory Study of the Relationship between the School, the Principal and Administrative Style." University Oregon, Dissertation Abstracts International, April, 1978. Vol. 38, No.10.
- Wicks, J.W. and Beggs, D.G. : Evaluation for Decision-making in Schools, Houghton-Mifflin, Co., 1971.
- Yerys, Arlene: "A Study of Relationship among Organizational Structure, Belief Systems of Teachers and Teacher Perception of Involvement in innovative activity in high schools on Long Island". New York University, Dissertation Abstracts International, June, 1978, Nov. 38, No.12.