

CHAPTER I

INTRODUCTION

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1.1. Introduction

There have been many attempts to define management. The common thread that appears from all these definitions is the managers concern for accomplishing organizational goals by working with and through the individuals and groups and other resources. It can be defined as a process as it is a systematic way of doing things where the resources like men, money, material, time - all get integrated into the total system to attain organizational goals.

Management is as old as civilized life. All ancient civilizations could not have reached their heights without 'managing' themselves; what is new, is the scientific study of it which has developed and created interest only a few decades ago. The study of management stemmed from the growth in size and complexity of the business and other large scale organizations since the Industrial Revolution. Earlier it was mainly farms from which people used to earn their livelihood. After the Industrial Revolution with the rise of mass production, the economy turned from being essentially agricultural to industrial and the largest part of the working people moved into industries.

Schools and Universities along with industries have reached enormous size at present. The bulk of people today work in some type of organization which is based on a goal or purpose. In order to attain this goal it needs to procure resources and employ those resources as means to achieve the goal. Here comes the role of management which is involved in coordinating the human and material resources toward objective accomplishment.

Due to the explosion in population, the problems faced by the organizations are increasing every day; the competition as well as the conflict are putting new and different demands upon the organizations as a result of which management has to respond to much broader issues than a generation ago. Thus, management has proved itself indispensable for the systematic advancement of any organization.

1.2 The Difference Between Industrial And Educational Management

Though the concept of educational management is borrowed from business and industrial sectors, there are several distinct differences between these two sectors which inturn demand different managerial competencies

for better management of the educational system.

The goals in the education sector are often ideal in nature and hence broad and complex unlike the industrial sector, sometimes there are too many goals at a time and the manager do not have a clear and specific vision of the goals to be achieved (Sequeira, 1986) whereas in industry the goal is specific and readily attainable and so the manager can have an idea to what extent he has been able to achieve the goal. Thus the effectiveness of an industrial manager could be ascertained in a more direct and observable way than that of the educational manager, namely, the principals of the schools.

Secondly, the difference lies in the process aspect in education and industrial sectors. In industry during the process of producing output the manager gets proper feed-back, he can monitor the system in such a way so that proper modifications can take place according to the need of the system to produce a desired output. Hence, the whole process can be more directly controlled. But in the case of an educational manager, there is very little scope for proper feed-back. The absence of this makes the manager ignorant of his

functioning within the system which may gradually impede the institutional growth affecting the individual and the society as a whole.

Thirdly, there is difference in the nature of the product of these two systems. In the industry, the output is solid and tangible, the quality of which is readily assessable, whereas, in education it is the living, creative human being with a far more complex nature that is amenable to accurate measurement. The manager gets hardly any idea about the extent to which he is successful in producing the desired output.

Due to such complexities in the nature of goals and the product, the evaluation procedure in the education system is also difficult. By the time the evaluation procedure takes place, it is already too late to take any modification. The future prospects of the students are dependent upon the kind of input they are getting during their schooling which helps them to shape themselves according to the need of the society. So if there happens to be a flaw in the educational system it directly affects the individual, the impact of which could only be realised later in the society when there would be minimum scope of doing any rectification.

Keeping such differences in the background, inspite of the basic managerial functioning the same, education needs to be managed by a more intuitive person than the industrial sector.

1.3 Interrelationship between Management and Leadership

The purpose of management is to get the work done through the people and in getting the work done he needs to establish proper atmosphere under the conditions of which he can steer the peoples' efforts towards attaining the goals and objectives of the institution. In establishing such an atmosphere he requires to influence people in such a way so that they enthusiastically put their efforts to achieve the goals. This calls upon the art of leadership as it is the process of influencing others to achieve a definite goal in a given situation.

Hence, all managers are expected to be leaders since they have to make things happen in the organization through the process of influencing people. Leadership is one of the vital requisites of a manager and without this managers will not be effective.

Leadership helps in creating the climate within which the managerial functionings occur. If the managerial activities are analyzed it is found that it involves setting objectives, defining tasks, making plans, setting standards, allocating resources, monitoring work, coordinating diverse components, and other associated functioning till the evaluation stage of the process. The leadership activities are related to the higher intangible, behavioural aspects. Leadership is more of spirit and vision, whereas, management is more of mind; it is a process where all the steps can be distinguished separately. Manager makes people work by delivering proper instruction - Leadership inspires them to work, it emotionally involves people to follow certain path. Thus, where the managerial functions are "instructional", the leadership activities are "inspirational".

Management is a scientifically derived concept and a combination of different activities like planning, coordinating etc. So management is more technocratic than leadership. Though it is possible to analytically distinguish between the managerial and leadership functions, an effective manager requires to cultivate the art of leadership and a leader's effectiveness is

dependent to a high degree upon managerial competence.

So the synthesis between the two - leadership and management facilitates the way to the effective running of the organization.

A combination of managerial and leadership abilities at the highest and the lowest level presents four different possibilities of managerial effectiveness which can be diagrammed in the following way.

(High)

Managerial ability	High managerial ability	High managerial ability
	Low leadership ability	High leadership ability
	Low managerial ability	Low managerial ability
	Low leadership ability	High leadership ability

(Low)

Leadership ability

(High)

The effectiveness of an institution reaches its peak when the manager possesses both - high managerial as well as high leadership ability. The ability to lead is one of the keys to be an effective manager.

1.4 The Ratoinalale for the Present Study

The school managers are the leaders of the school and the school effectiveness along with the other factors, to a large extent is dependent upon the effectiveness of its manager. The literature related to the school management reveals that effective principals are instrumental figures in school success (Azumi, J.E. 1987; Bossert, 1982; Firestone, 1987; Little, 1982 and others). Effective principals seem to be active in creating a school climate that is purposeful and focused on learning (Mackenzie, 1983). Thus, it is evident that principals as managers of the school play a vital role in the school effectiveness. In India Buch (1972) showed the principal's qualities and style of management explain more than 57% of the phenomenon of change in an academic institution. But, paradoxically, management as a professional activity is not yet recognized in India. By "professional activity" is meant that the educational manager should have advanced knowledge about his profession, a sense of commitment to the community rather than the pursuit of economic gain, contribution to conservation and communication of advanced knowledge and should prove the profession as exclusive. Though it should be so the present condition of the educational

institutions is far away from the ideal. The way the educational managers functions does not seem to fulfil any of the activities mentioned above. Moreover, the appointment of the principals of schools are treated with mere casualness. There is no provision for the assesement of the managerial capabilities before their appointment. It is necessary to have a training to be a teacher but there is no such compulsion for becoming a principal, as if, it is only an extension of experience as a teacher. In the various commissions, right from the Kothari Commission (1964-'66) to the latest Ramamurthy Commission (1990) - it has been repeatedly mentioned that the inability of the educational management is the cause of the failure and breakdown of the education system. Hence, the need to find out effective managers for each school is of prime importance.

Now, what are the factors that help in becoming an effective manager ? In other words, what are the prerequisites of an effective manager ? In order to search for an appropriate answer to this question, the investigator, from a vast body of related literature, had logically chosen a few variables that play key roles in the manager's effectiveness in an educational institution.

Among these variables, intelligence seemed to be the most essential factor in determining a manager's effectiveness. To cope with the increasing challenges in the society, a person should be intelligent enough to be able to solve the problems arising every day. To keep pace with the fast changing educational scenario - increase in the number of students, competition, explosion of knowledge - a manager in an educational institute needs to be dynamic enough and an intelligent person, with his learning ability, adjustment ability and the sharpness in thought, can fulfil this critical requirement.

In the earlier days numerous attempts have been made to relate leader intelligence and task performance. Staggill (1948) and Fiedler (1969) concluded that there is some correlation between intelligence and leader success. A number of studies show that leadership and IQ are positively related (Sward, 1933; Parten, 1933; Smith, 1935; Newsletter et al., 1938; Zeleny, 1939; Ackerson, 1942; Reynold, 1944). Hunter (1986) confirmed that IQ tests are the single best predictor of job performance. Moreover, studies on intelligence show that it predicts performance on all jobs, including the so-called "manual" jobs as well as "mental" jobs.

Though the conclusion drawn by Mann (1959) and Campbell, Dunnette, Lawler and Weick (1970) is that the correlation between intelligence and task performance of the leader ranges from .26 to .30.

Butcher (1968) mentioned that intelligence is generally defined as the ability to cope with problems in a rational manner by planning, organizing, coordinating and evaluating alternative modes of action through the use of cognitive abilities. Managerial functions are very much similar to these functions (Stogdill, 1974). Studies reveal that higher cognitive ability persons are better able to prioritize between conflicting issues, are better able to adapt old procedures to altered situations, are better able to innovate to meet unexpected problems and are better able to learn new procedures quickly as the job changes over time (Robbins, 1991).

So, logically it can be inferred that there is a high relationship between a manager's intelligence and his effectiveness.

Achievement motivation is another such variable which enhances the quality of any kind of work as an

achievement motivated person always seeks for excellence in his performance. People with a high need for achievement take calculated risks to meet the goal. Alkinson (1957) found that the stronger the motive to achieve, the greater the differential preference for tasks of moderate difficulty. The person with high achievement seeks for concrete feedback on how well he is doing (McClelland et al., 1961). Achievement motivation is found to be significantly associated with performance (French, 1955; Atkinson & Reitman, 1956) and sometimes not (Miller & Worchel, 1956; Reitman, 1960), though McClelland (1961) held unreliability of the n Achievement (n - Ach) measure as the cause of this confusing result. Wendt (1955) maintained that n - Ach appears less likely to be positively related to performance when that performance is routine or mechanical whereas when the task requires imagination appears more likely to be positively related. Using the projective method of TAT on successful entrepreneurs, McClelland (1961) and McClelland and Winter (1969) provided strong evidence to support the proposition that need for achievement is an important value for effective leaders. A number of studies conducted over several countries demonstrated that managerial success was predicted by need for achievement (Meyer & Walker, 1961)

More successful executives were higher in need for achievement as well as power (Cumin, 1967). Hall and Donnell (1979) found that the managers' speed of career advancement was associated with their achievement orientation.

Again, the educational managers of today are facing lot of stress due to their role in the institute. There are a number of causes for this continuous generation of stress. According to the studies on stress it is seen that different jobs vary greatly in generating the amount of role stress and particularly it is high for managers, physicians and supervisors. A potential source of organizational stress is simply being in the organization and it creates threat to an individual's freedom, autonomy and identity that this employment possesses (Marshall & Cooper, 1979). There is an inverted U-shaped relationship between stress and performance which is difficult to refute because any relationship found in a single study can be said to fit somewhere on the curve (Beehr, 1985). There are a number of studies on various sources of role stress and their effect on job performance. Most of the studies have shown a negative effect of role stress on job performance and in turn lowering the effectiveness

(Spires & Osborn, 1966; Pugh & Gunderson, 1972; Tosi, 1974; Gavin, 1975; Ivancevich & Matteson, 1980; Jamal, 1984; Srivastava, 1985 and Others).

Due to the large expansion of education, the educational managers today are facing tremendous pressure from their clients. Within limited resources, they are running their schools with a huge number of students. On the top of it they are having pressure from political parties and higher level decision makers. As most of the time they are promoted to the principals from teachers, they come with hardly any experience of what management of a school stands for. After being the principal alongwith taking classes they are supposed to take care of the whole institution - right from time scheduling to the financing and so many others. All these create a large amount of stress on them.

It is against such a backdrop that the present study had made an attempt to find out the answer to the quarry of how managerial effectiveness of the principals was related to intelligence, achievement motivation and role stress. All these later three variables seemed to have major impact in determining the effectiveness of an educational manager. The findings of this study could

be used in the selection and appointment of the school principals with some certainty rather than mere speculation and "trial and error".

1.5 Explanation of the Variables

1.5.1 Managerial Effectiveness

Among the several other factors, managerial effectiveness is one of the vital factors to institutional effectiveness. The overall responsibility of management is resting upon the attainment of the aims and objectives of the organization. An institution is effective if the outcomes of its activities meet or exceed the institutional goals. So to survive and for the success of an institution, there is a clear and important need for effective management.

Reddin (1970) and Drucker (1977) distinguished between efficiency and effectiveness of an organization. Efficiency means 'doing things right' whereas effectiveness is concerned with 'doing the right things' and relates to output of the job and what the manager actually achieves.

Drucker (1970) also related managerial effectiveness to essential practices, such as, the management of time, an outward contribution in terms of results rather than work, building on existing strength of people and in the situation, concentration on major areas of performance and establishing priorities and judgement in decision-making.

Reddin (1970) had suggested a three dimensional model of managerial behaviour which was developed by adding an extra dimension to Blake and Mouton's Managerial Grid. This added dimension was the managerial effectiveness based on task orientation and relationship orientation. The 3-D model identified eight possible styles of managerial behaviour.

Task orientation was the extent to which the manager directs both personal and subordinate's efforts through planning, organising and control.

Relationship orientation was dependent upon the managers personal job relationships. This was characterized by mutual trust, subordinates' feelings and encouragement.

The combination of task orientation and relationship orientation determined the manager's basic style of behaviour. The four possible basic styles are similar to those identified by Blake and Mouton. The effectiveness or ineffectiveness of these four styles depended on the situation in which they were applied.

Reddin defined this effectiveness as 'the extent to which a manager achieves the output requirement of his position.....Managerial effectiveness has to be defined in terms of output rather than input, by what a manager achieves rather than what he does'.

Langford (1979) identified four broad groups of criteria and a single overall criterion of managerial effectiveness. Those four criteria were -

- the manager's work
- the manager himself/herself
- the manager's relationship with people
- the manager as the part of the organization.

Langford found that the most frequently mentioned criterion was overall effectiveness followed by relationships with subordinates.

From a review of the literature on effectiveness

it can be concluded that effectiveness is related to the achievement of some purpose, objective or task to the process of management and execution of work. Criteria for assessing the effectiveness of a manager were considered in terms of measuring the results that the manager was intended to achieve. Along with it the other important criterion was the manner in which the manager achieves results and the effects on the other people as this could well influence effectiveness in the long run. Again managerial effectiveness is resulted from a combination of personal attributes and dimensions of the manager's job in meeting the demands of the situation and satisfying the requirements of the organization.

1.5.2 Intelligence

As the educational manager generally works in an atmosphere of scarcity, in order to be effective he has to make use of all the limited resources in such a way so that it can yield the best possible result. The manager of an institution plays various roles during his course of management. He acts as an initiator of change, disturbance handler, resource allocator and negotiator. To play all these roles effectively, he

needs to analyze situations, anticipate problems before they occur and to see how change creates opportunities for development. At each stage the manager has to decide the single best way out of a number of alternatives. Considering all these, in order to make an intelligent decision, it seemed that it would be easier for an intelligent person to do this job smoothly.

The term 'intelligence' is difficult to define as there is ambiguity regarding the meaning of it. According to the dictionary, "it is the capacity to acquire and apply knowledge". There are a number of definitions by psychologists on the concept of the term. Some of them have defined intelligence as a general intellectual capacity, which is made up of several discrete abilities. Binet (1916) has defined intelligence from this angle. According to him, intelligence is a general intellectual capacity which consists of the abilities : (i) to reason well with abstract materials; (ii) to comprehend well; (iii) to have a directness of thought; (iv) to relate thinking with the attainment of a desirable end; and (v) to be self critical.

Spearman's (1927) view point regarding intelligence is also similar to this standing. He advocated that there is a general factor (g) and a specific factor (s) underlying all mental activities. This general factor is associated with all mental activities and the specific factor is related to a particular type of mental activity.

Thurston (1943) has defined intelligence as a combination of groups of traits or factors. According to him, some common mental abilities have a primary factor on the basis of which they are distinguished from other mental activities. There are seven such primary mental abilities - namely, Spatial ability (S), perceptual speed (P), numerical ability (N), verbal meaning (V), memory (M), word fluency (W) and reasoning (R).

Guilford (1967) proposed a three dimensional model which he named as the structure of Intellect (SI) model where he classified possible kinds of ability under three dimensions - contents, operations and product. There are total 120 cells for possible discrete intellectual traits.

Piaget (1952) defined intelligence as the ability to learn. Wechsler has defined it as a global capacity of the individual to act purposefully, to think rationally and to deal effectively with the environment.

Apart from the above definitions of intelligence there are a number of definitions regarding what intelligence is, given by the psychologists. Considering all these definitions it can be said in a nutshell that intelligence is -

- a) adjustment or adaptation ability,
- b) ability to learn and apply knowledge,
- c) ability to carry on concrete and abstract thinking.

1.5.3 Achievement Motivation

David McClelland initially introduced the concept of achievement motivation, popularly known as n - Ach (need for achievement) in the world of business and industrial management. Excellence in performance seems to have relationship with the persons desire for unique accomplishment, long term involvement with the task and competition with self as well as others. All these characteristics are representative of an achievement

motivated person. The achievement motive has been defined as 'the striving to increase, or keep as high as possible, one's own capability in all activities in which a standard of excellence is thought to apply and where the execution of such activities can, therefore, either succeed or fail.' (Heckhausen, 1967). It is the restless driving energy aimed at achieving excellence, getting ahead, improving on past records, doing things better and more efficiently.

According to McClelland and Atkinson (1953), the achievement motive in an individual, in order to manifest itself, requires some specific situational arousal. They observed that the strength and nature of achievement motivation can best be revealed under conditions which they termed as 'affect arousal'.

The affect arousal was initiated by a set of four pictures taken from the Murray's Thematic Apperception test and manifested itself in certain characteristic patterns. These were -

1. a concern for standard of excellence,
2. a tendency to set goals that were moderate where the possibility of success was neither too remote nor too certain,

3. a readiness for a long-term involvement with the goal,
4. a spirit of competition with self,
5. a spirit of competition with others,

The other parallel studies from which the theory of achievement motivation grew out, were, namely the power motive, the affiliation motive, the sexual motive, the fear motive and the aggression motive where the researchers have studied the overt behaviors patterns of individuals scoring high on a particular motive by using Thematic Apperception Test.

1.5.4 Role Stress

The working definition of stress may be taken as the failure of routine methods for managing threats, though there is no agreement among the researchers about stress. It has been identified with a variety of feelings and reactions - anxiety, intense emotional, physiological arousal and frustration. A state of stress, therefore, is composed of the threat and a response to it. Hans Selye (1936) indicates that there is good and bad stress. To live a life completely devoid of stress may be unexciting and unproductive. It

is a natural part of human functioning. The level of performance of an individual, group or an organization is best under moderate or optimum stress level.

There are a number of environmental events that can produce stress and if it is continued for a long period, it can result into various diseases, like blood pressure, gastric ulcer, cardiac problems etc. By summarising all the views regarding stress it can be said that it is an external or internal event that causes a disequilibrium in a system that can be aided by the process of coping.

- A bulk of research regarding stress suggest that -
- a great variety of environmental conditions are capable of producing stress.
 - different individuals respond to the same conditions in different ways.
 - the intensity and the extent of the stress state within the person are difficult to predict.
 - the outcomes of prolonged stress may be physiological and behavioural.
 - the consequences of prolonged stress may include chronic diseases.

Besides these, it has also its effects on decision making, productivity, creativity, interpersonal relations and the management of the organizations. Anthony (1971), Whyte (1956), Jennings (1965), Maccoby (1976) discussed the effectiveness of stress on managers.

In fulfilling one's role in an organization the attendant responsibility of performing the numerous specific tasks may contribute to stress. Organizational role stress covers a wide variety of stresses arising from one's membership in an organization. 'Role' refers to the demands communicated by significant others, either in the organization or outside. Pareek (1983a, 1983b) identified ten different types of role stresses in an organization the causes of which are - interrole distance, role stagnation, role expectation, role overload, role isolation, personal inadequacy, self - role distance, role ambiguity and resource inadequacy. All these sources of stress are very much present in the educational institutions. The heads of the educational institutions are facing these crisis moments in their day to day management. Hence, it seems very much relevant to study their degree of role stress and how it affects their managerial effectiveness. There have been

a lot of studies conducted in India and abroad on role stress. Agarwal (1983), Shahidehpour (1985), Singh (1986), Wright (1987), Ukachukwu (1989), Blanks (1990), Hutchinson (1990), Greff (1991) and several others investigated the effect of organizational stress, though there is very little research on role stress of the principals of schools.

1.6 The Present Study In The Context Of Intelligence, Achievement Motivation And Role Stress

In order to determine the effectiveness of a manager in the educational setting, these three variables, namely, intelligence, achievement motivation and role stress seem to play a very crucial role. .

From the voluminous researches on intelligence it is seen that this quality could be said to be the manifestation of a distinct cognitive process as expressed in a range of individual performance. The more intelligent one is, the more he is able to deal with abstraction, adjust to new situations and able to learn new ideas. All these three qualities are interdependent.

An educational manager acts in an atmosphere of crisis. He is provided with limited resources with the help of which he runs the institution for a definite time period. Moreover, as the surrounding environment changes continuously, the kinds of problems faced by the school managers vary frequently. So for the solution of a problem a manager makes decision, that is, he selects a preferred course of action from a number of alternatives. Thus, decision making and problem solving are among the core functions of the manager's job. One definition of management is 'deciding what to do and getting it done'. And not only taking decisions, the success or failure of a manager depends also on the effectiveness in implementing it. Intelligence enables one to think rationally and it is easier for an intelligent person in making rational decisions being aware of its consequences. In selecting a preferred course of action out of a number of alternatives, the manager can call upon his past experience, his knowledge of what others have done in similar circumstances, or his creativity in seeking alternative solutions. When the problem is routine, past experiences or what others have done in similar cases may help in getting effective solutions. But sometimes the problem is unique in nature and it becomes difficult to solve them in a

traditional way. These are the non-routine problems which require creative thinking for their solutions. This potential helps a person to search for many possible solutions - to go off in new and untested directions respecting the reality. These creative solutions can be done by persons who are intelligent to a certain extent.

The heads of the schools perform a series of activities, like - academic management across the disciplines, financial administration, infra-structural management, staff development, management of co-curricular activities, external linkages etc. To perform all these activities together, certain degree of intelligence is obviously needed as it helps one to see various combinations underlying the task, thus providing a gestalt view of management from where the manager can visualize his role in the institution.

Achievement motivation is another such factor which heightens the excellence of any job. Researches show that the person has an incessant and continuous quest for distinction, which is very much needed in today's school management. Because of the continuous expansion of education and explosion of knowledge, the

competition is becoming more. To keep pace with this advancement, the manager of the school needs to be achievement motivated so that there will be a continuous striving for excellence in his management by equipping the system with new knowledge, methods of teaching, evaluation techniques, employing sophisticated instruments and so on. The achievement motivated person seeks for a particular goal, which, in education, is totally lacking. Educational goals are of paramount importance as the whole societal responsibility is lying on it. Education being the feeder sector of the social improvement, some specificity in goal is needed instead of having only ideal long term goals, which will help the institution to keep on the right track and feed-back mechanism would also be easily available by the educational managers.

As the head of the institution, the principal needs to play several roles with the teachers, students and the community. If he is not clear about his role in varying situations, it can cause excessive stress within him which may lead to ineffective management. Research evidences reveal that only at the optimum stress level can one work in the most effective manner. Low level of stress causes boredom and lethargy, whereas, stress more

than optimum level causes irritation, nervous breakdown and psycho-somatic diseases. Thus, in both the ways - either lower or beyond the optimum level of stress - performance of a person is hampered.

To ascertain the existence of and nature of relationships that these variables - intelligence, achievements motivation and role stress have with managerial effectiveness provoked the researcher to take up the study stated below.

1.7 Statement of the Problem

The problem under study is stated as follows:

"A STUDY OF MANAGERIAL EFFECTIVENESS IN RELATION TO INTELLIGENCE, ACHIEVEMENT MOTIVATION AND ROLE STRESS."

1.8 Definition of the Terms

Managerial Effectiveness - It is the level of functioning at which progress towards organizational goals is facilitated to a high degree.

Intelligence - It is the ability to solve problems by choosing one best option from among several alternatives.

Achievement motivation - It refers to that striving within the individual to increase or keep as high as possible one's own capacity in all activities in which standard of excellence is thought to apply and where the execution of such activities can, therefore, either succeed or fail.

Role stress - It is a state of tension caused by an individual's perception and assessment of his ability to respond to the demands of the professional role he occupies.

1.9 Significance of the Present Study

The present study was undertaken to find out whether any relationship exists between managerial effectiveness and intelligence, achievement motivation and role stress separately in educational management. There has been very few studies on intelligence, achievement motivation and role stress in the area of educational management though a lot of studies have been done on the above variables in the field of industrial management.

As the scenario in educational management in India

is not at all scientific and resulting into ineffective management, there is a need of this kind of study which can throw some light for its improvement. For example, if somekind of relationship could be established between managerial effectiveness and intelligence of the school principals, then proper screening techniques can be conducted on them before their appointment so that persons with only that level of intelligence would be given appointment for the effective running of the institution rather than groping in the darkness of 'trial and error'. If achievement motivation and role stress have any relationship with managerial effectiveness then training programmes for principals of the schools can be conducted to develop their n-Ach (need for achievement) levels and principals with excessive role stress resulting in ineffective management can learn the procedure for coping their stress for the attainment of optimum stress levels. Thus, this kind of study may be very important for a new entrant in the field of educational management to equip himself for the job.

1.10 Objectives

- a) To find out the relationship between managerial effectiveness and intelligence.

- b) To find out the relationship between managerial effectiveness and achievement motivation.
- c) To find out the relationship between managerial effectiveness and role stress.
- d) To determine the extent to which intelligence, achievement motivation and role stress together contribute in predicting managerial effectiveness.

1.11 Hypotheses

- a) There is no significant relationship between managerial effectiveness and intelligence of educational managers.
- b) There is no significant relationship between managerial effectiveness and achievement motivation of educational managers.
- c) No significant relationship exists between managerial effectiveness and role stress of educational managers.
- d) There is no significant contribution of intelligence, achievement motivation and role stress together in predicting managerial effectiveness of the educational managers.

1.12 Delimitations of the study

- a) The study is concentrated only on the secondary and higher secondary schools of Baroda.
- b) Other variables that may also contribute to the managerial effectiveness have not been taken into consideration.
- c) Due to the time factor the final sampling consists only top fifteen and bottom fifteen principles according to the score of managerial effectiveness.