

CHAPTER- 3

REVIEW OF THE RELATED LITERATURE

3.1 INTRODUCTION

In this chapter an attempt has been made to review studies which provided some insights to the investigator about the topic.

Review of the related literature is an essential aspect of a research project. The survey of the related literature is a crucial aspect of planning the study and though such a survey is invariably time consuming and demanding, it is nevertheless, a wise investment. The investigator ensures that his problem does not exist in a vacuum and his capability to capitalize on the advances made by previous. Reviewing the related literature provides one with the aspiration for undertaking the study and lays a sound foundation for one's entire investigation to indentify the area of needed research. It acquaints one with methods of investigating with facts concepts, theories, bibliographies etc and prevents pitfalls that have plagued previous researchers. It avoids duplication and provides comparative data on the basis on which one can evaluate and interpret the significance of one's findings, this happen as an outcome of the investigator's reaction to the design, findings and conclusions of others' investigations.

Following studies had been reviewed for the purpose of getting insights on the topic.

3.2 RELATED STUDIES UNDERTAKEN ABROAD

Goodman, Jone Johnson, (2003) has studied *Administrative control exercised by academic deans*.

The objective of the study was: To study the administrative control and influence by academic deans.

The sample of the study was selected from Wisconsin area and the data were gathered from faculty members, chairpersons, deans, vice chancellors and chancellors. Tools used in this study were (i) "Administrative control mechanisms" and (ii) 'Organizational control'. Statistical Techniques SD, Mean, t-test etc were used for the analysis of data.

The major findings were: (i) Academic deans make extensive use of three hierarchical forms of control - inputs, outputs and behavior controls. (ii) Deans rely moderately on the non-hierarchical controls of selection, socialization and environment. (iii) The findings indicate that two known determinants of organizational control (the environment and goals) as well as the third unexpected determinant of control, 'traditions' have a major input on control use by deans. (iv) The significance of goals, environment and traditions as determinants of control used by deans helps explain the overall pattern of control used by academic deans. (v) Findings indicate that academic deans are multiple means of control work.

Nolen Kent, (2003) conducted a study on *an analysis of principal leadership behavior, teacher attendance and student achievement in Chicago public secondary schools*. The objective of the study was: To study the style and type of leadership exhibited by the principal and its input on teacher attendance and student achievement. The sample consisted of 28 Chicago high school principals. Data were collected through:

1. Leader Behavior Descriptive Questionnaire.
2. Teacher attendance index from schools.
3. Achievement test and proficiency meaning.

Data were analyzed by using statistical techniques that is Pearson Product Moment Correlation, Mean, S.D., and t-test. The major findings of the study were: (1) Relationship exists between the leader behavior of the principal, teacher attendance and student achievement. (2) There is significant relationship between principal leadership behavior and teacher attendance. (3) There is no significant relationship between principal leadership behavior and student achievement.

Fleck, Franzy D. (2003) studied *principal's work with their more and less effective teachers*. The purpose of this was (i) To examine the differences between principals when working with their more and less effective teachers. (ii) To find the difference among elementary, middle and high school principals when working with their more and less effective teachers. The sample of the study comprised 300 principals of kinder garden through twelve. Leadership Strategies Enquiry Questionnaire was the tool used in this study. Mean, Standard Deviation, Standard Error and ANOVA were used for the analysis of data.

Findings were: (i) there is no significant difference found among elementary, middle and high school principals when working with their more and less effective teachers. (ii) The principal can and does make a difference in how they interact, lead and work with their teachers.

Conclusions: (i) Prior knowledge of teacher effectiveness can help the principal to be aware that they should provide professional development opportunities for all teachers regardless of their effectiveness. (ii) Principals need to be aware that they must spend an equal amount of time observing all teachers and their teaching methods.

Arguelles - Anderson, Mary Lon, (2000) conducted a survey on *the principal's role in changing school culture*. The objectives of this study were: (i) To describe efforts to implement an effective student portfolio assessment program in an urban middle school. (ii) To identify, describe and analyze the strategies used by the principal to influence and support the faculties' implementation of the program.

Sample consisted of Parents, teachers and students are included in the sample of the study. A questionnaire, Surveys, Notes, Interviews, Observations and Document Review was the tools used for this study. Mean, Median, t-test; S.D., etc. were used for analyze data. The result of the study indicates that an effective portfolio assessment program was implemented and that strategies used by the principal emerged as the main factor of influencing and supporting teachers in the implementation of student portfolios.

Villalobas - MacIsaac, Margaret Isabel, (2002) studied *Principals as leaders and managers of selected after-school programs in California*. The purpose of this study was to identify and describe the leadership and management behaviors principals used to develop and implement a successful after-school program.

The sample for this study was of 5 principals and 15 staff members in Sacramento Country. Interview schedule was used for data collection. S.D., t-test, Mean, Frequency was use for analyzing data. Findings were Principals involved others in the creation of a vision for the after school program that inspired and motivated others. Principals modeled the way for staff to work together to create opportunities for students to achieve. They built the capacity of their staff to communicate, cooperate and learn from one another. Principals collaborated with regular and after-school staffs to make decisions about students and the program. Principals created a shared ownership for the after-school program among regular and after school staffs.

Nambiar, A. K. N (1976) studied *Administration of School Education in the State of Kerala*. The major objective of the study was to make a critical appraisal of the enactment and implementation of the Kerala Education Act and Rules and the administration of school education during the first twenty years in the career of the new State of Kerala. The study was based almost exclusively on official documents. As a supplement to document analysis, questionnaire, surveys and case studies were also used.

The major conclusions of the study were: (i) several provisions in the Kerala Education Act and Rules were adequate to ensure that private schools were properly conducted. (ii) By doing away with Section II of the Act which gave powers to the government to recruit teachers in aided schools, managements were left free to do as they pleased. (iii) There was nothing on record to show that the government at any time had openly decided to soft-pedal the provisions in K.E.R. with regard to the fulfillment of conditions for recognition of aided schools. (iv) The Education Act was only a codification of the various measures necessary to safeguard the interests of the private school teachers; it had very little of educational character. (v) The standards of instruction were very low as assessed by the results at the external examination and the enormous expenditure of the state and national resources. (vi) The teachers unions, with their political linkages, were the main instigators of indiscipline among the members.

Dayalatha Lekamge (2010) studied *Leadership Roles Played by School Principals*.

Sample: The selection of the schools was based on a stratified sample of 40 government schools covering a range by medium, school size, school location and school type. The objective of this study was to study the leadership and management roles of principals and the capacity of principals to perform the roles expected by the school community. Further, this explored how school leadership brought about improvements in student learning achievements and variations in the management tasks of school principals in relation to schools of different sizes and in different locations. Data Collection: Questionnaires were used to collect information about the capacities of principals from the principals themselves and from teachers and students. In addition, interviews, focus group discussions and a checklist were used to collect meaningful data from parents and Directors of the selected provinces.

Data Analysis: Case study method was used along with narrative analysis and content analysis to analyze qualitative data collected in the study. Best and worst performers were selected mainly on the basis of the qualitative analysis on the basis of current practices in schools.

Conclusion: In this study, the management and leadership roles of principals were analyzed in relation to seven different aspects. The majority of the principals in the sample have focused on the traditional management and administration roles as the main role performed by them. The strong focus on managerial and leadership skills as their special abilities further supported the idea that these principals are mainly concerned about their transactional leadership roles. New developments initiated by the principals as transformational leaders were in aligned to the five main areas namely planning and organization of school, management of curriculum, managing staff, students and resources. The principals who have experienced success in performing their transitional leadership roles were more experienced than others, had been trained in a foreign country and had a genuine desire and commitment for developing their schools. Only a very few principals have taken necessary steps to promote vision, mission and objectives of their schools by increasing awareness of school community and involving them in school development activities as instructional leaders as the best case and the worst cases demonstrate. It was revealed that the democratic leadership provided by some principals has created a very friendly and trouble free environment in some schools for both teachers and students. The focus on total development of students by these principals is very minimal. However, there are some exemplary procedures adopted by the best performers to strengthen different abilities of students other than subject-related abilities. The evidence supports the idea that only some principals take necessary action to protect school staff and students from external pressures. Finally, it could be concluded that the strong personality characteristics of principals such as commitment, dedication, confidence and motivation have overriding effects on the success of the schools. Further, there is a striking balance and a strong linkage between different aspects of leadership and management roles among the principals who have performed better than the others.

Sequeira, D (1986) has done experiment on *Managerial Styles and Achievement Motivation in relation to Institutional Efficiency*

The hypotheses that the present study attempted to test were: (i) there is no significant relationship between a particular managerial style and levels of n-Ach. Among

educational and industrial managers. (ii) There is no significant difference between the dominant managerial styles of educational managers and those of industrial managers. (iii) There is no significant difference between the mean n-Ach. Score of educational managers and that of industrial managers. In addition, four research questions were put forward to obtain answers pertaining to the patterns of performance of educational managers with high and low n-Ach. Score of educational managers and that of industrial managers. In addition, four research questions were put forward to obtain answers pertaining to the patterns of performance of educational managers with high and low n-Ach. Scores as well as of industrial managers with high and low n-Ach. Scores. The sample for the study comprised 15 educational managers and 15 industrial managers belonging to institutions randomly selected from a list of industries and English-medium schools and colleges of Bangalore rated as relatively efficient by a panel of experts. The tools used were, (i) the Blake-Mouton Self Assessment of Key Managerial Orientations (SAKMO), and (ii) Murray's Thematic Apperception Test (TAT). SAKMO was used to classify the sample into a 9.1 managerial style group representing those having high concern for production and low concern for people, and a 1.9 managerial style group representing those having low concern for production and high concern for people. TAT was used to measure n-Ach. In addition to administering these tests, the subjects and their subordinates were interviewed and also, the subjects were observed while they worked. A case study approach was taken to study individual subjects. The statistical techniques used in data analysis were biserial correlation, chi-square test and t-test. The study generated the following major findings: (i) There was a significant positive relationship between the 9.1 managerial style and high n-Ach: scores. (ii) The mean n-Ach, score of the 9.1 style managers was more than double the mean n-Ach. Score of the 1.9 style managers. (iii) There was no significant difference between the dominant managerial styles of educational managers and those of industrial managers. (iv) There was no significant difference between the mean n-Ach. Scores of educational managers and industrial managers. (v) The managers from both education and industry who had higher n-Ach. Scores seemed to be more specific and clear in identifying their immediate and long term goals. (vi) Managers with a lower n-Ach. Score seemed to follow a 1.9 managerial style and had a high concern for people and low concern for production.

Pillettieri, Judith R. (2003) studied *perceptions of second career teachers and their principals as compared to first career teachers*. The purpose of the study was to investigate the differing needs that second career teachers face in their first year of teaching, as compared to the needs of first year of teaching, and the needs of first career teachers. Data were collected from a small group of purpose fully selected participants from three separate schools. Data was analyzed by t-test, Mean, SD etc. Findings were:

- (i) Development of comprehensive orientation and induction process, a formal mentorship program that provides a means of on-going support.
- (ii) Recognition of the critical role principals play in welcoming the new teacher and overseeing the on-going mentorship process.
- (iii) There needs to be recognition that school career teachers need a different type of support attached to their needs.

Joyce B. Castle and Coral Mitchell (2001) were conducted a study on *roles of elementary school principals in Ontario*. The objective of this study was to study the different roles performed by the school principals the participants in this study were 12 elementary school principals from two boards of education in southern Ontario, one public and one separate. The participants, taken together, represented the population of principals in both boards in terms of gender, age, culture, school appointment and administrative experience. There were 7 male and 5 female principals, all White, Anglo Saxon, with ages ranging from late 30s to late 50s and administrative experience from two to 20 years. Five of the principals worked in schools with populations that allowed for a vice-principal, while the remaining led smaller schools with no vice-principal. Qualitative data were collected over one year through two individual semi-structured interviews with each principal, two written narratives from each principal, extended observations of each principal in his/her work environment and two focus group sessions that brought participants together in board-specific groups. The interviews offered a more formal examination of each principal's perspectives of his/her role, whereas the narratives allowed them to describe and to analyze their work in a more informal manner. Observations provided researchers an opportunity to observe principals as they enacted their roles and the focus group sessions gave participants an opportunity to speak with one another about their world of work. Data analysis revealed that the principals in this study filled a range of roles and took on a range of tasks within a particular task environment that seemed to hold across schools. Within this context, the principals

experienced a range of tensions and dilemmas. The tasks, task environment and tensions constitute the framework for presenting the results of the study.

Findings of this study were: the principals in this study were no different. To a large extent, they set their own working conditions by way of their personal preferences for particular approaches to the position and by way of their perceptions about institutional expectations. The tensions existed for them at least in part because they felt a compelling need to function on both sides of the dilemma: to manage and lead, to be responsible and autonomous, to handle change and maintain stability and to build relationships and control their personal work space.

Moore, Quincie Little (2003) studied *teacher's perceptions of principal's leadership skills in selected South Carolina secondary schools*. The objective of this study was to analyze teacher's perceptions of the instructional leadership skills of selected South Carolina public high school principals who were in schools with populations of high poverty students based on South Carolina poverty indices. Sample was South Carolina Public School principals in the same region. The tool used in this study was the Principal Instructional Management Rating Scale (PIMRS). Data were analyzed through statistical technique- S.D., Mean, t-test etc. major findings were: (i) There is no significant difference in the three subscales when comparing schools with an absolute rating of good or when comparing schools with an absolute rating of unsatisfactory. (ii) Grouping of schools rated good and schools rated unsatisfactory showed significant differences. (iii) There is no significant difference. (iv) The data indicated that teachers in schools with an absolute rating of unsatisfactory on the 2002 South Carolina Annual School Report card rated their principals higher on the skills of Supervising and Evaluating instruction and coordinating the curriculum than did teachers in schools with an absolute rating of good on the 2002 South Carolina Annual School Report card.

Phyllis Phindiwe Mfenqe (2005) studied on *the role of the principal in the induction of new educators in their schools*. The purpose of this study was to make principals aware of the relevance of staff induction and to encourage the implementation of induction programmes. Participants in the research were selected according to their suitability, which means that new teachers who had been inducted and those who had not, were chosen as the sample in order to compare their teaching effectiveness. Eight new educators and four principals were selected. Data gathering methods included structured

and unstructured interviews, observation and use of documents. Interviews included open-ended questions to provide opportunity for interviewees to explain their feelings about teaching and the problems they encounter in teaching. Principals should not sit back and look to the department saying they are not trained in the induction programme. They should identify the common problems experienced by beginner teachers and also what the school's objectives are and sit down with the management in order to design their induction programme according to what they have discovered.

Mentors should be trained so as to adequately perform their task of coaching and assisting the new teachers effectively. This training includes the ability to convey the skills and knowledge needed by the new educator. They should possess the skill of communicating with other teachers and being able to convey the knowledge of a variety of teaching strategies and methods, which they have acquired.

Senun Sontaya (2002) attempted to study the *relationship between change facilitator styles of secondary school principals and school climate as perceived by teachers in the Church of Christ schools in Thailand*. The objective of this study was to determine the relationship between change facilitator styles of secondary school principals and school climate as perceived by teachers in the Church of Christ Schools in Thailand. Sample for this study was 20 schools under the Church of Christ in Thailand. The tools were used (i) Change Facilitator Style Questionnaire (CFSQ) (2) Organizational Health Inventory for Secondary Schools (OHI-S) data was analyzed through Statistical Techniques Mean, Median, t-test, S.D., Regression Analysis etc. major findings were: (i) Teachers perceived their overall principals' change facilitator style to be that of a manager. (ii) There is a significant difference between teacher's perceptions of principal's change facilitator style on teacher gender. (iii) There is no significant difference between teacher's perception of principal's change facilitator style held by teacher age, education and experience.

3.3 RELATED STUDIES UNDERTAKEN IN INDIA

Gupta G.P (1978) studied *leadership behavior of secondary school head masters in relation to their personality and the climate of their school*. The objectives of the study were: (i) To identify and classify the organizational climate of the secondary schools of Rajasthan. (ii) To study the leadership behavior of the head masters of the secondary schools in Rajasthan having in different type of school climate. (iii) To examine the

dimensions of leader behavior and the factors of personality of secondary school headmasters which may be used as predictors of the school climate. The sample was hundred secondary schools from Rajasthan state by using stratified two stages random sampling technique, the Stogdill's leadership behavior description questionnaire (LBDQ) were used for data collection, correlation, chi-square, analysis of variance and shuffle's test was used for analysis. The major findings were: (i) out of the 100 schools 27 schools were perceived by their respective staff as open, familiar, controlled paternal and closed respectively. (ii) Headmasters of different climate were found to differ significantly on eight dimensions of LBDQ, viz, demand, reconciliation, initiation, structure tolerance of freedom role. (iii) There was significant relationship between school climate and all the different dimensions of LBDQ.

Upasani N. K., Chaudhury K., Deshpande V. S., Deshpande S. S., and Katre S. A, (1991) conducted a study on some *models of efficient and inefficient administration and management at the secondary school level in Pune District*. This study aimed to identify the correlates of effectiveness of a headmaster and to locate models of efficient and inefficient administration and management at the secondary level. The objectives were: (i) To survey the present practices of administration and management in the secondary schools of Pune district. (ii) To study the various aspects of administration and management with a view to identifying the correlates of effectiveness of a headmaster. (iii) To locate the models of efficient and inefficient administration and management in the secondary schools of Pune district. (iv) To study the leadership behavior of the headmaster and the organizational climate of the school of some efficient and inefficient models. For the survey volunteering secondary schools rural urban, corporation aided, boys-girls from Pune district were taken. A questionnaire developed by the investigators for the headmasters was mailed to all the secondary schools in Pune district, of which 122 schools responded. This questionnaire was analyzed on six aspects of efficient administration and management. Eight schools were taken up for a detailed case study and were visited by the investigators. The headmaster and two teachers were interviewed in each of these schools. Questionnaires for organizational climate and leadership qualities were also administered to them. The tools used in the present study included a questionnaire, adapted version of Leader Effectiveness and Adaptability Description (LEAD) developed by the center for Leadership Studies, Ohio University and

Organizational Climate Description Questionnaire (OCDQ) developed and standardized by Halpin and Croff, adapted for Indian conditions by M.L. Sharma.

The findings of the studies revealed that there was no significant relationship between the administrative behavior of the principal and student achievement in universities. The study showed that personal factors like age, qualification, experience and training of college heads had no significant relationship to the performance of administrators. Also the studies showed that there was no significant relation between student achievement and the principal's administrative behavior.

Abdul Sahid (2004) attempted to study the *Changing Nature of the Role of Principals in Primary and Junior Secondary Schools*. The objective of this study was to find out how the role of a principal changed in primary and junior secondary schools. The study reports the series of interviews with primary and junior secondary principals with regard to their roles in several areas namely instructional leadership, teachers' professional development, teacher selection, staff supervision, supervision of students, decision making, budgeting and school finances, curriculum, school council and the parents of the students and major challenges of the principal's role.

Major findings were: It is obvious from this study that there have not been great changes in the role of the school principal in primary and junior secondary schools following the introduction of local school management. However, the study has indicated that the workloads of school principals under Partnerships 21 have increased substantially and they work more than 59 hours per week as suggested by Caldwell (1998). Moreover, school principals have many different levels of expectation, particularly expectations from students, parents, and community toward the schooling provided. In addition, the role of the school principal has also increased in association with their new emerging role in working with the governing council and the parents of the students and in relation to decision-making and school budgeting and finances.

Patel R. M (1983) studied the *Leadership Behavior of Principals of Higher Secondary Schools of Gujarat State*. The major objectives of the study were (i) to identify leadership behavior patterns of principals of higher secondary schools of Gujarat State as perceived by principals and teachers in reality and according to their ideals, (ii) to identify the organizational climate of the schools, (iii) to measure professional development status of the teachers working in these schools, and (iv) to study the

interrelationship among leadership behavior of the principals, organizational climate of the schools and professional development of the teachers. This was by and large a survey type of study. One hundred higher secondary schools were selected out of 949 higher secondary schools on the basis of stratified random sampling. The investigation was based on the responses of 1000 higher secondary school teachers and 100 principals. LBDQ developed by Halpin and Winer, OCDQ developed by Halpin and Croft, a Professional Development Inventory (controlled and open response type) and a personal data sheet for principals were used as tools for collecting data. T-test and correlation techniques were used to draw conclusions.

The major findings were: (i) there was a positive relationship between the two dimensions of leadership behavior of the school principal, viz., initiating structure and consideration. (ii) The principals of the schools manifested mostly the high consideration (HH) and low consideration (LL) pattern of leadership behavior leaving middle positions sufficiently vacant. (iii) The HH pattern of leadership behavior was associated with open, autonomous and controlled climates; the LL pattern of leadership behavior was perceived by teachers. (iv) Significant mean differences were found between leader's self-perception and faculty perception of his actual leadership behavior. (v) Male and female principals perceived their own leadership behavior as being significantly different on the "consideration" dimension. (vi) No significant differences were found between male and female administrators as perceived by teachers and by themselves on "initiating structure" and "consideration". (vii)

The principal's effectiveness was a significant predictor of organizational climate.

Kumar, U (1986) has conducted a survey on *College Principals' Administrative Effectiveness in relation to Work-Values, Attitudes and Self-concept*. The objectives of the investigation were (i) to study teacher relationship between principals' work values and their administrative effectiveness, (ii) to study the relationship between principals' attitudes and their administrative effectiveness, (iii) to study the relationship between principals' self-concept and their administrative effectiveness, and (iv) to study the relationship of woman values, attitudes and self-concept of principals combined together with their administrative effectiveness.

The sample of 45 principals was selected from the undergraduate and postgraduate colleges affiliated to Meerut University using the systematic random sampling technique. Further 675 teachers were selected randomly from all these colleges. The tools used to

collect data were the Administrative Effectiveness Scale (Bhatnagar) and Principal's Value Inventory (Vasanthi). Besides, a Principals' Attitude Scale covering five major areas: students, teachers, ministerial staff, management and 87 higher authorities was constructed along with Principal's Self-concept Scale. The data collected were analyzed using median test, chi-square test and Aitkin's pivotal condensation method. The findings of the study were: (i) Work value of the principals was found significantly related to administrative effectiveness. (ii) Power-based value and job-freedom-based work value were found to be relevant aspects of effective administration. (iii) Principals' attitude towards teachers, students and ministerial staff was found to be a contributing factor of their administrative functioning. (iv) Self-concept was not significantly related to administrative effectiveness. (v) Self-concept combined with confidence was found to be a significant predictor of administrative effectiveness. (vi) Principal's work value, attitudes and self-concept combined together were found to be significantly related to their administrative effectiveness. (vii) The combined relationship of work value and attitude to administrative effectiveness was found to be significant at 0.5 levels. (viii) Similarly the relationship of work value and self-concept to administrative effectiveness was found significant at 0.05 levels.

Sharma, M.S.R (1991) attempted to study the *administrative behavior of principals, the job satisfaction of teachers and student achievement in junior colleges*. The main purpose of this study was: (i) to study the relationship between administrative behavior (effectiveness rating as perceived by teacher of principals) and teachers, job satisfaction. (ii) To study the relationship between the administrative behavior of college principals and student achievement. (iii) To study the relationship between teachers, attitude towards job satisfaction and student achievement. (iv) To study the relationship between the socio-economic variables and the administrative behavior of the principal. (v) To study the interrelationships of administrative behavior and job satisfaction dimensions. Methodology was a sample of 150 teachers was selected from all the 14 junior colleges in Vizianagaram District of Andhra Pradesh, from various faculties like humanities and science. The tools used for the study included, a Principal's Administrative Behavior (teacher perception) Questionnaire and the Teacher's job satisfaction questionnaire of the investigator. Mean, S.D., Critical ratios, Chi-square and correlations were used to analyze the collected data. Major Findings of this study was (i) there was a strong association between sex and college type. (ii) More females were employed in private

colleges than in government colleges. (iii) The colleges were staffed with relatively young teams of teachers. (iv) Training and research degrees were conspicuously absent among the college teachers. (v) Association was found between family type and college type. (vi) The average level of the principal's administrative behavior as perceived by teachers was moderately effective. (vii) There existed a positive relationship between the principal's administrative behavior and teachers' job satisfaction. (viii) There existed a low and non-significant relationship between the principal's administrative behavior and student achievement. (ix) The age of the teacher did not have any relationship in the perception of the teachers towards the principal's administrative behavior. (x) The educational attainment of the teachers had established a relationship with the administrative behavior of principals. (xi) Teachers irrespective of sex, type of management course of study, professional experience, age and marital status had the same opinion towards the principal's administrative behavior. (xii) Men and women teachers handling out subjects did not hold similar opinion towards the principal's administrative behavior. (xiii) Job satisfaction among college teachers was moderately high. (xiv) There was no significant relationship between the job satisfaction of college teachers and students achievement. (xv) There existed a relationship between the age of the teachers and the job satisfaction and professional experience of the teachers. (xvi) Teachers, irrespective of sex, type of management, course of study, professional experience, age and marital status had the same opinion about satisfaction.

Panda, U.N. (1985) was conducted *A Study of Management, Organizational Climate and Teachers' Morale in Orissa Schools*, The major objectives of the study were (i) to explore the problems faced both by the government and private high schools, (ii) to study the nature of problems which have been responsible for creating various difficulties, hardships, handicaps and hurdles for these schools, (iii) to make a comparative study of the problems of the government and private high schools, and (iv) to suggest possible remedial measures for the improvement of the existing conditions.

The tools used for data collection were questionnaires for the headmasters, teachers and members of the managing committee.

The sample schools were chosen from two coastal districts, viz., Puri and Balasore, and three tribal districts, Keonjhar, Phulbani and Kalahandi. Care was taken to ensure representation of schools from different categories like advanced and backward regions, schools from rural and urban areas, private and government schools, girls and

coeducation institutions. The sample respondents were 100 headmasters, 200 teachers, and 100 managing committee members. The data were collected through personal visits. The data were analyzed in descriptive form.

The findings of the study were: (i) the government schools had better physical facilities in comparison with those of private schools. (ii) Both private and government schools were lacking in library facilities. (iii) The staff of government schools got the prescribed salaries whereas the teachers of private schools did not get salaries at the prescribed rate. (iv) In comparison with government schools, the private schools gave more stress on correction of written work and coaching classes. (v) Secondary school board examination for private schools (51.5 per cent) was better than that of government schools (49.61 per cent). (vi) Around 71 per cent of government schools and five per cent of private schools published magazines. (vii) NCC was neglected in most of the high schools. (viii) The majority of the managing committee members of rural area private schools were illiterate and inactive. (ix) Teachers of a large number of private schools used to visit the houses of problem children whereas none of the teachers of government schools did so. (x) The headmasters of government schools were not satisfied with the government management, whereas the private school headmasters were somewhat satisfied with their management system. (xi) There was no large difference between the school climate scores of government and private management schools. (xii) The teachers were not satisfied with their present salary and other financial incentives. (xiii) Most of the appointments in private schools were made on the basis of acceptance of forced donations to the school. (xiv) The teachers did not have much scope to read magazines and reference books. (xv) Around 76 per cent of the schools were poor with regard to teaching aids and equipment. (xvi) Around 70 per cent of the schools were average so far as teacher pupil ratio was concerned. (xvii) 94 per cent of the schools had good status as regards teacher qualification.

Awasthi, J. N (1981), conducted a study on *Administrative Problems of Principals of Affiliated Colleges of Avadth University*, The study was designed to find out the characteristics of teachers and principals of colleges affiliated to Avadh University, Faizabad and aimed at highlighting the problems faced by the principals in dealing with the management, university office, the state government teachers, office staff, students and their guiding.

A questionnaire concerning different types of administrative problems was prepared and data were collected from twenty-four degree colleges affiliated to Avadh University. The data so collected were supplemented through personal visits to the colleges and through observations during these visits.

The findings of the study were: (i) More than half of the principals had only master's degrees whereas quite a few of the teachers working under them possessed doctorate degrees. (ii) It was reported by the principals that the Executive Council of the University and the Examination Committee met regularly but the decisions taken by the Examination Committee were very often not implemented. (iii) The principals were, in general satisfied with the role of the state government. (iv) Most of the principals were not happy with the functioning of the managing committees. They felt that the managing committees interfered with the day-to-day functioning of the colleges. At the time of appointment of teachers the managements were guided by 77 feelings of caste and kinship. The management showed favors to certain teachers and this created groups among the staff. (v) The principals were not very happy with the functioning of the teachers. They felt that the teachers did not take their investigation work seriously. They showed special favors to girl students. (vi) The principals were satisfied with the working of their office staff, which was generally hard-working and obedient. (vii) The rush of admission was difficult to control and it resulted in overcrowding in the classrooms. Adequate finances were not available for the expansion of buildings and provision of adequate library and laboratory facilities. It was not possible to establish closer contact with the students, which led to increase in indiscipline among them. (viii) The principals were critical of the attitude of parents also. They felt that instead of cooperating, a majority of the parents interfered with the working of the colleges and were at times rude to them and to the teachers.

3.4 IMPLICATIONS FOR THE PRESENT STUDY

The investigator has come across a number of studies with respect to the roles of the Principals and most of them are only concerned with the study of leadership and administrative roles of the school principals. Very few studies are carried out with the intention of studying the roles of the principals but they are limited to leadership. The investigator has not come across any study, which has taken into consideration the roles taken by the investigator (Academician, Researcher, Administrator, Manager, Leader,

Mentor and Facilitator), which is to comprehensively study the roles of the principal at any institution.

The investigator has not come across any study concerned with the roles performed by principals in schools of Anand District.