

**MANAGERIAL SKILLS OF THE PRINCIPALS OF COLLEGES OF EDUCATION
AS PERCEIVED BY TEACHER EDUCATORS IN KERALA STATE**

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DECLARATION

I hereby declare that the thesis entitled “**MANAGERIAL SKILLS OF THE PRINCIPALS OF COLLEGES OF EDUCATION AS PERCEIVED BY TEACHER EDUCATORS IN KERALA STATE**” submitted by me for the degree of **Doctor of Philosophy in Education** is my original work and that it has not been submitted for the award of any other degree, diploma, associateship, fellowship of any University / Institution.

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This thesis “**MANAGERIAL SKILLS OF THE PRINCIPALS OF COLLEGES OF EDUCATION AS PERCEIVED BY TEACHER EDUCATORS IN KERALA STATE**” submitted by M.Kumaradas, for the award of degree of **Doctor of Philosophy in Education** of Manonmaniam Sundaranar University is a record of bonafide research work done by him and that this thesis has not been submitted for the award of any degree, diploma, associateship or fellowship of any University / Institution.

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(Dr. A. Amalraj)

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*Where the mind is without fear
and the head is held high,
where knowledge is free,
where the world has not been broken
by narrow domestic walls,
where words come out from the depth of truth
where tireless striving stretches its arms
towards perfection,
where the mind is led forward by thee
into ever-widening thought and action-
into that heaven of freedom
my father,
Let my country awake*

RABINDRANATH TAGORE

Geethanjali

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CHAPTER – I

INTRODUCTION AND CONCEPTUAL FRAMEWORK

1.01 MANAGEMENT

Management is a comprehensive term certainly broader than organization and administration. Through management, we are able to exert leadership over followers. It links together different aspects of an activity so as to show one cohesive whole. Then the participants in that activity are able to see authority and responsibility within the group. The management is responsible for financial matters as well as the general policy of the institution. The management not only directs and controls but also energizes the institution. A good management has skills to inspire the good staff, encourage them, recognize their individual worth and thus to improve upon them by eliminating or improving the bad ones.

1.02 ORGANIZATION, ADMINISTRATION AND MANAGEMENT

In order to have a clear-cut understanding of the two terms organization and administration, let us take a simple example. Organization is just like setting up a machine. The various parts of the machine are put together by the organizer and thus the machine comes into being. When the machine comes into existence, its proper functioning and operation is administration. One in the absence of the other is meaningless.

Organization is the pre-execution stage whereas administration is the execution stage. The two terms are inseparable. They are interdependent. Thus good organization results into good administration and good administration causes good

organization. In other words we can say that organization determines the degree of success in administration.

An organization may be poor to begin with. It can be improved upon by the administrator through his administration. Organization is a part of administration. We cannot have administration without organization.

Organization is the basis as well as the means to have administration. No organization is possible without the assistance of administration. Once an organization comes into being, it may not be up to the mark.

Thus organization leads to good administration and good administration makes organization worthy to be called a really good organization. Good organization is the resultant of good administration. Therefore, we are undoubtedly in great need of really efficient administration. Both organization and administration are in the hands of the management. The management fixes the goal of education, decides policy matters, provides finances for organization and administration and helps in achieving the goal fixed. Thus a good management ought to have a person with appropriate skills to manage everything.

1.03 ADMINISTRATION IN INDUSTRY AND COMMERCE

We need administration in every walk of life. Administration of an industry differs from administration of commerce. Educational administration differs widely from administration required for industry and commerce, the simple reason being that in educational administration, our concern is with human material. Human beings need to be treated in a different way from the way non-human things are dealt with. Here one has to be considerate, sympathetic and above all flexible and in line with the set-up of life that prevails. Educational administration not only takes care of the individual requirements of the human beings but also adds to social betterment. So the

educational administrator or principal of an educational institution should possess special qualities of head and heart. The administrator concerned with industry and commerce is a person of a slightly different nature.

1.04 EDUCATIONAL ADMINISTRATION

Ordway Tead writes in "The Art of Administration": "Administration is the comprehensive effort to direct, guide and integrate associated human strivings which are focused toward some specific ends or aims administration is conceived as the necessary activities of those individuals in an organization who are charged with ordering, forwarding and facilitating the associated efforts of a group of individuals brought together to realize certain defined purposes"; i.e. educational administration is direction, control and management of all matters concerning the educational institution's affairs.

1.05 A FEW CHARACTERISTICS OF EDUCATIONAL ADMINISTRATION

a) Educational Administration is both Internal and External

Internal administration deals with class room work, books, methods, teaching material etc. Here the administrator is concerned with his staff, students and the material that he has and how he makes use of them to run it well. External administration is administration from the angle of the world outside of the educational institution. i.e. the community, the higher authorities, the public etc. The administrator is responsible for both. In fact external administration and internal administration are dependent upon each other. Each helps the other to make it all the more better. The educational administrator should be good in both. Some administrators keep things tip top. They have new ideas and maintain relations with the outside world very well, but the internal working of the institution is not satisfactory. They can hardly, foresee and

plan things for the smooth running of the institution. Administrator needs to be good both in external and internal administration.

b) Administration is an Art

The art of administration can be acquired through a lot of experience. One should possess the qualities and capabilities according to the norms laid down by the university. Then the person should be hard working, ready to face any type of situation, bold, courageous. He should be a leader in the true sense of the word. Only then he can hope to be successful.

c) Time and Place are important factors in Educational Administration

Educational Administration depends upon the time and the place. It needs to according to the place where it is to go on. Naturally successful educational administration will differ from place to place with the lapse of time. In the fast changing times, the old type of administration will be out of place. For times as there were before 1947, autocratic administration was suitable. But for democratic times as of now, there is need for democratic administration.

d) Flexible Type of Administration is Needed

Times are fast changing. The society – its customs, way of thinking are undergoing changes. Sometime back there was need of a simple type of administration. But now in this scientific age when the number of students is on the increase, the problems in the field of education are multiplying, a rigid type of administration with the old type of rules and regulations cannot succeed. A flexible type of administrator who can adjust himself with the environment can earn a good name.

e) Educational Administration need be Scientific

In this age of science when everybody is awakened fully, only a scientific type of administrator can be the most suitable one. By scientific we mean that administration should be based on scientific principles. The administrator should be objective through, quite free from prejudices and personal whims. Undoubtedly we can say that educational administration is a science.

f) Educational Administration – A Cooperative Undertaking

Educational administration in the modern times is more or less a co-operative undertaking. The administrator should possess sub qualities so that he is able to win the confidence of all concerned. He should not be forced to pass orders for getting the confidence and faith of his colleagues, the staff and the students. He should rather be able to act and behave in such a way that others are ready to co-operate with him automatically. Co-operation, in fact, is the basis of all success for the administration of today.

Educational administration is the process of integrating the efforts of personnel and of utilizing appropriate material in such a way as to promote effectively the development of human qualities. Fundamentally the purpose of educational administration is to bring pupils and teachers under such conditions as will more successfully promote the end of education.

g) Educational Administration is a means to an end

Educational administration is a means and not an end in itself. The philosophy of education sets the goals, educational psychology explains the principles of teaching and educational administration deals with the educational practices. Educational administration includes planning, directing, controlling, executing and evaluating the educative process.

Administration is not a collection of disjointed tasks; rather it is seamless walls in which functions are closely integrated into a process of patterns.

(h) Educational Administration aims at producing good citizens

Educational administration should inculcate in the students social efficiency. It should help the learners in their character development. All this depends upon the Head and the Staff how they plan, what they plan and then how they go on to achieve the desired ends. The running of the institution, traditions and customs have their impact on the growing and developing personalities of the students. Only administration can produce good citizens with social efficiency.

(i) Administrator should have optimistic outlook

The administrator should see that there is a through fringe of optimism in his philosophy of administration. The teaching personnel should have full faith in the policies and the working of the schemes. If they criticize things, they are not going to be more effective any way. Optimism should be the basis of all the activities. Only then the administration will have a healthy effect on others.

(j) Educational Administration is the exercise of bold and courageous leadership

Educational administration is the exercise of bold and courageous leadership. The administrator should be a bold and courageous person. He should be a leader through and through so that he is able to make the statements, convince others and make others follow him. Through his activities he is able to bring about desirable development in the character and personality in the learners. Only a brave and courageous person deserves the job of an educational administrator these days.

1.06 EDUCATIONAL ADMINISTRATION AS A SOCIAL PROCESS

It goes without saying that educational administration is a social process. It is concerned with both human and material resources. The human resources are children, parents, teachers, employees, citizens, officials at local, state and national level etc. The material resources like money, building, grounds, equipments etc. help in the all round development of the personality of human beings.

In educational administration, the needs of the individuals and the society are well taken care of. It deals with the affairs of human beings in situations that human beings are likely to come across or face. Educational administration is a social process in the following ways.

- (a) It gives training of character to the students so that they may become better citizens.
- (b) It improves their vocational efficiency so that they may help the improvement of the country's economic prosperity.
- (c) It develops their literacy, artistic and cultural interests which are essential for the full development of human personality.

Educational administration is administration in the field of education. It is not possible in a vacuum. There is need of social environment for its running. The better the administration, the better becomes the social environment. In administration, we find that many human beings are involved i.e, administrator, teachers, students, ministerial staff, employees, the public, the management, the controlling authorities at local, state and central level, all are affected by administration. A good administrator has his healthy effects on all concerned. The administrator with excellent administration is able to influence all concerned in an excellent way. Then they in turn behave well not only with the boss and the higher authorities but also with each

other. The relationship between the head and the teachers and vice versa is improved. Association among students and their affection for each other, their regard for the teachers and the head improve considerably.

The ministerial staff come out of the clerical mentality and behave generously and sympathetically with all persons. Relationship of the head and teachers with the parents and the public in general, with the controlling authorities at all levels is improved. In short, everybody concerned with the educational administration starts behaving well when the administration is good and healthy. It works wonders in the way of dealing with others.

And above all, good administration raises the image of the institution. The whole environment gives a healthy out-look of life. It is bound to improve upon the conventions and traditions of the institution and hence the social set-up of people there. Good administration is bound to raise the quality of human beings. It results in a good and stable social order. That is why educational administration is called social statesmanship.

1.07 ADMINISTRATION AND SUPERVISION

Administration and supervision are two distinct terms. Of course, they are very closely related with each other. Administration represents the whole of school management. Supervision is a part of administration. The administrator has many duties to perform. One of his duties is to carry on supervision.

1.08 AN ADMINISTRATOR CAN BE.....

We may define an administrator in several ways such as the following:

- (i) An individual who exercises more important influence than any other member of the group or organization he is in.
- (ii) An individual who exercises +ve influence upon others.

- (iii) An individual who exercises most influence in goal-setting or goal-achievement of the group or organization.
- (iv) An individual elected by a group as a leader.
- (v) An individual in a given office or position of apparently high influence potential.

Since we are studying organization in business, industry, education and government, we have chosen initially to select on the basis of the last definition, namely persons in a given office.

1.09 MANAGERIAL SKILLS

The potential of a man who manages and leads an institution to achieve name and fame among the public is simply referred to managerial skills. The man who leads should act sometimes as an administrator, sometimes as an organizer or a good leader etc. So he should be responsible to solve the complications which result from the presence of thousands of students and hundreds of faculty members as well as the consequent large number of clerical and physical plant staff. Within a broad frame work, each college or university tends to have its distinctive pattern. Some differences among academic institutions are readily apparent and these differences are due to the different managerial skills of the manager [Principals, heads of the institutions, directors, chancellors etc.] who is behind the institution. This creates an image about that institution in the public eye and this affects the kind of students who apply for admissions.

1.10 THE ROLE OF THE HEAD OF THE INSTITUTION

Administration involves “thinking function”; management involves “seeing” function and organization involves “doing” function. The head of the institution must do all the above functions in institution ie. he must think, see and do the best for his

institution. An efficient head of the institution must be a good manager, good administrator and a good organizer. These are inseparable. Administration is the “brain”, management is the “eye” and organization is the “head”.

1.11 NEED AND IMPORTANCE OF THE STUDY

The researcher has gone through different studies conducted in India and abroad. The majority of the researchers give importance to management in school education while the other areas like university education, technical education, medical education etc. are not given much importance and hence they have remained almost unexplored.

The geographical distribution of the research on educational management reveals that the state of Kerala has got only 4% of the contribution to research on educational management. Many of the researchers on educational management give less importance to the man who is responsible for managing.

Hence the researcher likes to study educational management in higher education, managerial skills of the principals of colleges of education in Kerala state.

Taking the above mentioned conditions and situations regarding research in educational management into consideration the present study **“MANAGERIAL SKILLS OF THE PRINCIPALS OF COLLEGES OF EDUCATION AS PERCEIVED BY TEACHER EDUCATORS IN KERALA STATE.”** is relevant and a need of the present times.

1.12 STATEMENT OF THE PROBLEM

The area of the study selected by the investigator is **“MANAGERIAL SKILLS OF THE PRINCIPALS OF COLLEGES OF EDUCATION AS PERCEIVED BY TEACHER EDUCATORS IN KERALA STATE”**.

1.13 DEFINITION OF THE TERMS INVOLVED

Managerial Skills

Here the researcher means the total ability to lead an institution to achieve its goals.

Principals of Colleges of Education

Here the researcher means the head of colleges of education.

Perception

Here the researcher means what the lecturers in colleges of education feel about and see in the performance of the principals of colleges of education.

Teacher Educators

Here the researcher means lecturer working in colleges of education.

Colleges of Education

Here the researcher means colleges preparing students for the B.Ed. degree.

1.14 OBJECTIVES

1. To find out the level of managerial skills of the principals of colleges of education in Kerala as perceived by teacher educators in the state such as (a) Coercive Autocracy, (b) Benevolent Autocracy, (c) Manipulative Autocracy, (d) Consultative Leadership and (e) Laizzez-Faire Approach.
2. To find out the level of (a) Interpersonal relations, (b) Reinforcement of interest and motives, (c) Organizational climate, (d) Organizational control maintained and (e) Personal Influence of the principals of colleges of education as perceived by teacher educators.
3. To find out the level of Managerial skills - **Coercive Autocracy** dimension- of the principals of colleges of education in Kerala as perceived by teacher educators in

the state with reference to background variables such as (i) sex, (ii) religion, (iii) community, (iv) locality of institution, (v) nature of institution, (vi) subject handling, (vii) qualification, (viii) age, (ix) experience, (x) salary, (xi) courses attended (xii) having publications and (xiii) extra activities.

4. To find out the level of Managerial skills - **Benevolent Autocracy** dimension - of the principals of colleges of education in Kerala as perceived by teacher educators in the State with reference to background variables such as (i) sex, (ii) religion, (iii) community, (iv) locality of institution, (v) nature of institution, (vi) subject handling, (vii) qualification, (viii) age, (ix) experience, (x) salary, (xi) courses attended (xii) having publications and (xiii) extra activities.
5. To find out the level of Managerial skills - **Manipulative Autocracy** dimension - of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables such as (i) sex, (ii) religion, (iii) community, (iv) locality of institution, (v) nature of institution, (vi) subject handling, (vii) qualification, (viii) age, (ix) experience, (x) salary, (xi) courses attended (xii) having publications and (xiii) extra activities.
6. To find out the level of Managerial skills - **Consultative Leadership** dimension - of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables such (i) sex, (ii) religion, (iii) community, (iv) locality of institution, (v) nature of institution, (vi) subject handling, (vii) qualification, (viii) age, (ix) experience, (x) salary, (xi) courses attended (xii) having publications and (xiii) extra activities.
7. To find out the level of Managerial skills - **Laissez-faire Approach** dimension - of the principals of colleges of education in Kerala as perceived by teacher

- educators in the state with reference to background variables such as (i) sex, (ii) religion, (iii) community, (iv) locality of institution, (v) nature of institution, (vi) subject handling, (vii) qualification, (viii) age, (ix) experience, (x) salary, (xi) courses attended (xii) having publications and (xiii) extra activities.
8. To find out the level of **interpersonal relations** of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables such as (i) sex, (ii) religion, (iii) community, (iv) locality of institution, (v) nature of institution, (vi) subject handling, (vii) qualification, (viii) age, (ix) experience, (x) salary, (xi) courses attended (xii) having publications and (xiii) extra activities.
 9. To find out the level of **reinforcement of interest and motives** of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables such as (i) sex, (ii) religion, (iii) community, (iv) locality of institution, (v) nature of institution, (vi) subject handling, (vii) qualification, (viii) age, (ix) experience, (x) salary, (xi) courses attended (xii) having publications and (xiii) extra activities.
 10. To find out the level of **organizational climate** prevailing in colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables such as (i) sex, (ii) religion, (iii) community, (iv) locality of institution, (v) nature of institution, (vi) subject handling, (vii) qualification, (viii) age, (ix) experience, (x) salary, (xi) courses attended (xii) having publications and (xiii) extra activities.
 11. To find out the level of **organizational control** maintained by the principals of colleges of education in Kerala as perceived by teacher educators in the state with

reference to background variables such as (i) sex, (ii) religion, (iii) community, (iv) locality of institution, (v) nature of institution, (vi) subject handling, (vii) qualification, (viii) age, (ix) experience, (x) salary, (xi) courses attended (xii) having publications and (xiii) extra activities.

12. To find out the level of **personal influences** of principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables such as (i) sex, (ii) religion, (iii) community, (iv) locality of institution, (v) nature of institution, (vi) subject handling, (vii) qualification, (viii) age, (ix) experience, (x) salary, (xi) courses attended (xii) having publications and (xiii) extra activities.
13. To find out the significant difference in the managerial skills and its dimensions of principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables such as (i) sex, (ii) locality, (iii) nature of institution, (iv) subject handled, (v) qualification, (vi) age, (vii) salary, (viii) publications and (ix) extra curricular activities.
14. To find out the significant difference in reinforcement of interest and motives of principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables such as (i) sex, (ii) locality, (iii) nature of institution, (iv) subject handled, (v) qualification, (vi) age, (vii) salary, (viii) publications and (ix) extra curricular activities.
15. To find out the significant difference in organizational climate prevailing in the colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables such as (i) sex, (ii) locality, (iii) nature of

institution, (iv) subject handled, (v) qualification, (vi) age, (vii) salary, (viii) publications and (ix) extra curricular activities.

16. To find out the significant difference in organizational control maintained by the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables such as (i) sex, (ii) locality, (iii) nature of institution, (iv) subject handled, (v) qualification, (vi) age, (vii) salary, (viii) publications and (ix) extra curricular activities.
17. To find out the significant difference in personal influence by the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables such as (i) sex, (ii) locality, (iii) nature of institution, (iv) subject handled, (v) qualification, (vi) age, (vii) salary, (viii) publications and (ix) extra curricular activities.
18. To find out the significant correlation between managerial skills and its dimensions of the principals of colleges of education in Kerala and other related factors such as (a) Interpersonal relations, (b) Reinforcement of interest and motives, (c) Organizational climate, (d) Organizational control maintained and (e) Personal Influence as perceived by teacher educators in the state.
19. To find out the significant correlation between managerial skills and its dimensions of the principals of colleges of education in Kerala as perceived by teacher educators and other related factors such as (a) Interpersonal relations, (b) Reinforcement of interest and motives, (c) Organizational climate, (d) Organizational control maintained and (e) Personal Influence with reference to background variables such as (i) sex, (ii) locality, (iii) nature of institution, (iv)

subject handled, (v) qualification, (vi) age, (vii) salary, (viii) publications and (ix) extra curricular activities.

1.15 HYPOTHESES

SECTION-I

1. There is no significant difference in managerial skills and their dimensions **(Total)** of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to (i) sex, (ii) locality, (iii) nature of institution, (iv) subject handled, (v) qualification, (vi) age, (vii) salary, (viii) publications and (ix) extra curricular activities.
2. There is no significant difference in managerial skills – **Coercive autocracy** (dimension) of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to (i) sex, (ii) locality, (iii) nature of institution, (iv) subject handled, (v) qualification, (vi) age, (vii) salary, (viii) publications and (ix) extra curricular activities.
3. There is no significant difference in managerial skills – **Benevolent autocracy** (dimension) of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to (i) sex, (ii) locality, (iii) nature of institution, (iv) subject handled, (v) qualification, (vi) age, (vii) salary, (viii) publications and (ix) extra curricular activities.
4. There is no significant difference in managerial skills – **Manipulative autocracy** (dimension) of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to (i) sex, (ii) locality, (iii) nature of institution, (iv) subject handled, (v) qualification, (vi) age, (vii) salary, (viii) publications and (ix) extra curricular activities.

5. There is no significant difference in managerial skills – **Consultative Leadership** (dimension) of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to (i) sex, (ii) locality, (iii) nature of institution, (iv) subject handled, (v) qualification, (vi) age, (vii) salary, (viii) publications and (ix) extra curricular activities.
6. There is no significant difference in managerial skills – **Laissez faire Approach** (dimension) of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to (i) sex, (ii) locality, (iii) nature of institution, (iv) subject handled, (v) qualification, (vi) age, (vii) salary, (viii) publications and (ix) extra curricular activities.
7. There is no significant difference in **interpersonal relations** of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to (i) sex, (ii) locality, (iii) nature of institution, (iv) subject handled, (v) qualification, (vi) age, (vii) salary, (viii) publications and (ix) extra curricular activities.
8. There is no significant difference in **reinforcement of interest and motives** of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to (i) sex, (ii) locality, (iii) nature of institution, (iv) subject handled, (v) qualification, (vi) age, (vii) salary, (viii) publications and (ix) extra curricular activities.
9. There is no significant difference in **organizational climate** prevailing among the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to (i) sex, (ii) locality, (iii) nature of institution, (iv)

subject handled, (v) qualification, (vi) age, (vii) salary, (viii) publications and (ix) extra curricular activities.

10. There is no significant difference in **organizational control** maintained by the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to (i) sex, (ii) locality, (iii) nature of institution, (iv) subject handled, (v) qualification, (vi) age, (vii) salary, (viii) publications and (ix) extra curricular activities.
11. There is no significant difference in **personal influences** of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to (i) sex, (ii) locality, (iii) nature of institution, (iv) subject handled, (v) qualification, (vi) age, (vii) salary, (viii) publications and (ix) extra curricular activities.
12. There is no significant difference in managerial skills and their dimensions (**Total**) of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to religion.
13. There is no significant difference in managerial skills and their dimensions (**Total**) of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to community.
14. There is no significant difference in managerial skills and their dimensions (**Total**) of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to experience.
15. There is no significant difference in managerial skills and their dimensions (**Total**) of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to courses attended.

16. There is no significant difference between managerial skills and its dimensions of the principals of colleges of education in Kerala and other related factors such as (a) interpersonal relations, (b) reinforcement of interest and motives, (c) organizational climate, (d) organizational control and (e) personal influence as perceived by teacher educators in colleges of education in the state.
17. There is no significant correlation between managerial skills – **Coercive autocracy** and **interpersonal relations** of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.
18. There is no significant correlation between managerial skills – **Coercive autocracy** and **reinforcement of interest and motives** of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.
19. There is no significant correlation between managerial skills – **Coercive autocracy** and **organizational climate** prevailing among the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.
20. There is no significant correlation between managerial skills – **Coercive autocracy** and **organizational control** maintained by the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.
21. There is no significant correlation between managerial skills – **Coercive autocracy** and **personal influences** of the principals of colleges of education in

Kerala as perceived by teacher educators in the state with reference to background variables.

22. There is no significant correlation between managerial skills – **Benevolent autocracy** and **interpersonal relations** of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.
23. There is no significant correlation between managerial skills – **Benevolent autocracy** and **reinforcement of interest and motives** of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.
24. There is no significant correlation between managerial skills – **Benevolent autocracy** and **organizational climate** prevailing among the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.
25. There is no significant correlation between managerial skills – **Benevolent autocracy** and **organizational control** maintained by the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.
26. There is no significant correlation between managerial skills – **Benevolent autocracy** and **personal influences** of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.
27. There is no significant correlation between managerial skills – **Manipulative autocracy** and **interpersonal relations** of the principals of colleges of education

in Kerala as perceived by teacher educators in the state with reference to background variables.

28. There is no significant correlation between managerial skills – **Manipulative autocracy** and **reinforcement of interest and motives** of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.
29. There is no significant correlation between managerial skills – **Manipulative autocracy** and **organizational climate** prevailing among the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.
30. There is no significant correlation between managerial skills – **Manipulative autocracy** and **organizational control** maintained by the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.
31. There is no significant correlation between managerial skills – **Manipulative autocracy** and **personal influence** of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.
32. There is no significant correlation between managerial skills – **Consultative leadership** and **interpersonal relations** of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.
33. There is no significant correlation between managerial skills – **Consultative leadership** and **reinforcement of interest and motives** of the principals of

colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.

34. There is no significant correlation between managerial skills – **Consultative leadership** and **organizational climate** prevailing among the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.
35. There is no significant correlation between managerial skills – **Consultative leadership** and **organizational control** maintained by the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.
36. There is no significant correlation between managerial skills – **Consultative leadership** and **personal influences** of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.
37. There is no significant correlation between managerial skills – **Laissez faire approach** and **interpersonal relations** of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.
38. There is no significant correlation between managerial skills – **Laissez faire approach** and **reinforcement of interest and motives** of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.
39. There is no significant correlation between managerial skills – **Laissez faire approach** and **organizational climate** prevailing among the principals of colleges

of education in Kerala as perceived by teacher educators in the state with reference to background variables.

40. There is no significant correlation between managerial skills – **Laissez faire approach** and **organizational control** maintained by the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.

41. There is no significant correlation between managerial skills – **Laissez faire approach** and **personal influence** of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to background variables.

1.16 LIMITATIONS

Limitations of the present study are as follows:

1. The study was conducted in Kerala state only.
2. Only colleges of education were considered.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.01 INTRODUCTION

Here the researcher presents a brief review of research studies conducted in India and abroad.

Among the 60 studies reviewed 40 are international and the rest are Indian studies. All the studies have a significant bearing on the present study, *“Managerial Skills of the Principals of Colleges of Education in Kerala as Perceived by Teacher Educators in the State”*.

2.02 CLASSIFICATION OF LITERATURE

SECTION – A

INTERNATIONAL ABSTRACTS

Study No: 1

A study of the differences in perceptions between teachers and their principals on the principal's leadership style and school climate measures.

Dillon, Robert Wayne, Jr. Ed. D.

Saint Louis University, 2003.

Objectives

To find how perceptions regarding school climate and the principal's leadership style can differ between principals and teachers.

Sample

Only seven schools

Tools

Questionnaires

Statistical Techniques

ANOVA, t-test, Standard Deviation , Mean etc.

Findings

The schools examined lacked cohesive perceptions between teachers and principals to a significant degree.

The principals in the 7 schools should not focus on gathering data from the various teacher groups concerning school climate and the principal's leadership style.

No significant variances existed between male and female, white and non-white teachers or tenured and non-tenured teachers in their perception of school climate and the principal's leadership style.

Study No: 2

Working collaboratively: A case study of a labor-management partnership and its educational reform in an urban school district.

Dyson, Laural. W. Ed. D.

Harvard University, 2003.

Objectives

The objective of the study was to find non-adversarial approaches to collective bargaining that emerged over the last several decades. They are designed to promote mutually cooperative working relationships that support educational improvement efforts.

Sample

The sample of the study focuses on one school district efforts.

Tools

Interviews, Observations and Documents.

Statistical Techniques

Mean, S.D., t-test etc.

Findings

The study of labour-management collaboration has implications for both research and practice.

1. Relatively few efforts to utilize interest based negotiation have been studied.
2. It is an empirical study which will contribute to the educational-literature on collective bargaining and labour management relations.
3. This study examines the dynamics and complexities of labour management collaboration.

Study No: 3

Principal leadership and teacher expectancy in a high-stakes accountability policy context.

Finnigan, Kara suzanne, Ph.D.,

The University of Wisconsin - Madison, 2003.

Objectives

To examine the teacher's beliefs about their student's ability to learn and about their own ability to influence learning within a high-stakes accountability context.

Sample

10 elementary school teachers in Chicago Public Schools.

Tools

The tool used is Expectancy Theory.

Statistical Techniques

Mean, S.D., ANOVA, t-test etc.

Findings

1. Principal leadership is associated with teacher expectancy in probation and non-probation schools.
2. The amount of experience a teacher has at a school, the amount of education the teacher has, the race of the teacher and the school's performance level are associated with individual teacher expectancy.

3. The study identified a significant relationship between aggregate expectancy and a school's ability to move off of probation within two years.

Study No: 4

How principals work with their more and less effective teachers.

Fleck, Franzy D. Ph.D.,

Indiana State University, 2003.

Objective

1. To examine the differences between principals when working with their more and less effective teachers.
2. To find the difference among elementary, middle and high school principals when working with their more and less effective teachers.

Sample

The sample of the study comprises 300 principals of grades kinder garden through twelve.

Tools

Leadership Strategies Enquiry Questionnaire was the tool used in this study.

Statistical Techniques

Mean, Standard Deviation, Standard Error and ANOVA were used for the analysis of data.

Findings

1. There is no significant difference found among elementary, middle and high school principals when working with their more and less effective teachers.
2. The principal can and does make a difference in how they interact, lead and work with their teachers.
1. 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.
2. Principals need to be aware that they must spend an equal amount of time observing all teachers and their teaching methods.

Study No: 5

The impact of principal leadership on student academic achievement: A case study of south side intermediate school.

Gawereki, Julie Christine, Ph.D.,

University of Missouri - Columbia, 2003.

Objective

To examine the impact of principal leadership on student academic achievement at the middle school level.

Sample

One principal of middle school

Tools

Interview, non-participant observations and the collection of official documents.

Statistical Analysis

The qualitative data were entered to a software program to categorize and analyze as necessary.

Findings

1. The principals must be transformational leaders who serve as and share the responsibility for instructional and curricular leadership.
2. Shared leadership builds a collaborative culture and allows teachers to feel empowered when making decisions regarding student learning.
3. The principal's behaviours of empowerment, charismatic leadership, intellectual stimulation, appropriate model and maintaining high performance expectation serves as a foundation for all leadership behaviour.
4. Also the findings are supportive of a current movement in education toward shared leadership and this promotes a culture that fosters student learning.

Study No: 6

Leadership characteristics of teachers aspiring to Lutheran elementary school principal-ships.

Kretgmann, Norma Jean, Ed.D.

Saint Louis University, 2003.

Objectives

This study examined the leadership characteristics of educators who aspired to become elementary school principals in schools of the Lutheran Church Missouri Synod (LCMS).

Sample

The sample of the study included 315 LCMS educators and 82 school leadership development (SLeD) graduates.

Tools Used

1. Spiritual leadership survey - by Ross Stueber
2. Communication skills survey
3. Visionary leadership survey
4. Demographic questionnaire designed by the researcher.

Statistical Techniques

Descriptive statistics, independent sample 't' tests and chi-square tests of independence.

Findings

1. The findings for spiritual leadership characteristics were statistically insignificant between the educators who aspired to become LCMS elementary school principals and the non-aspiring educators.
2. The educators who aspired to become principals communicated effectively and managed conflicts well.

3. Aspiring educators when compared to non-aspiring educators were statistically more likely to hold a higher level of education, to be mean, to be younger and to be LCMS certified.
4. Men were also more likely to have been encouraged to consider becoming principals and to have had a mentor before entering the SLeD program.

Study No: 7

THE MANAGEMENT AND LEADERSHIP ORIENTATION

An empirical study of student affairs administrators at four year colleges and universities in Connecticut and Massachusetts(Pellegrino, Thomas Christopher Ph.D. The University of Connecticut, 2003).

Sample

117 administrators in colleges and universities in Connecticut and Massachusetts.

Tools

Bolman and Deals Leadership Orientation Survey (LOS)

Statistical Techniques

SD, Mean, t-test, ANOVA etc.

Findings

1. Student affairs administrators (SAA) who are able to use a fully balanced leadership frame approach are more effective managers of time then are SAAs who use only one or two leadership frames.

2. Senior level SAAs utilize the political leadership frame to a greater degree than do entry level SAAs.
3. Male and female SAAs do not differ with respect to either time management effectiveness or utilization of the four leadership frames tested by the LOS.
4. SAAs among different job levels did not differ with reference to their time management effectiveness.

Study No: 8

An analysis of perceptions of second career teachers and their principals as compared to first career teachers.

Pillettieri, Judith R., Ed.D., Boston College, 2003.

Objective

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.

Sample

Data were collected from a small group of purpose fully selected participants from three separate schools.

Tools

Interview.

Statistical techniques

t-test, Mean, SD etc.

Findings

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

Study No: 9

Principal's perception on interagency collaboratives

Goodman, Jone Johnson, Ed.D., 2003, University of Kentucky.

Objectives

- a) The purpose of this study was to understand principal's experiences with interagency collaboration in Kentucky.
- b) To study the professional perspectives of principals in relationship to the Kentucky Education Reform Acts goal of improving student learning by the provision of needed services through the auspices of the family resource and youth service centre.
- c) To develop a set of naturalistic generalizations or propositions.
- d) To develop a grounded theoretical explanation of the phenomena observed.

Sample

High School and Higher Secondary School Principals of Kentucky region.

Tools

Tools used to investigate values, beliefs, attitudes and norms were merged using tools by the investigator and data collected through Family Resource and Youth Service Centres.

Statistical Techniques

Mean, Median, t-test etc.

Findings

The principal's perceptions about the efficacy of providing services to students and their families through interagency collaboration can be positively influenced by shared values among principals and service agency staff as well as the degree of effort toward and the success of (1) interagency collaboration (2) boundary spanning and (3) limiting resistance to interagency collaboration.

Study No: 10

Administrative control exercised by academic deans.

Goodman, Jone Johnson, Ed.D., University of Kentucky, 2003.

Objective

To study the administrative control and influence by academic deans.

Sample

The sample of the study was selected from Wisconsin area and the data were gathered from faculty members, chairpersons, deans, vice chancellors and chancellors.

Tool

Tools used in this study were (a) “Administrative control mechanisms” and (b) “Organizational control”.

Statistical Techniques

SD, Mean, t-test etc were used for the analysis of data.

Findings

1. Academic deans make extensive use of three hierarchical forms of control - inputs, outputs and behavior controls.
2. Deans rely moderately on the non-hierarchical controls of selection, socialization and environment.
3. 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.
4. The significance of goals, environment, and traditions as determinants of control use by deans helps explain the overall pattern of control use by academic deans.
5. Findings indicate that academic deans are multiple. Means of control work.

Study No: 11

School superintendents’ transformational leadership styles and school climate : Teacher’s perceptions in Western Pennsylvania small school districts

Lesniewski, Thomas. A., Ed.D.,

Indiana University of Pennsylvania, 2003.

Objective

To study the relationship between the leadership style of superintendents and the organizational climate of the school district.

Sample

183 teachers in small rural school districts in Western Pennsylvania participated in the study.

Tools

The tools used in this study were (a) Multifactor Leadership Questionnaire (MLQ) & Leadership Style, (b) Organizational Climate Description Questionnaire (OCDQ) for school climate.

Statistical Techniques

Mean, SD, t-test, ANOVA etc

Findings

1. This study showed that a correlation does exist between school superintendents' transformational leadership style and school climate.
2. The study also found that factors such as
 - a) School type
 - b) Size of the school districts
 - c) The number of years a teacher knew their school superintendent and

- d) How well the teachers knew their school superintendent had a significant relationship with both school climate and the school superintendents' transformational leadership styles.
3. The relationship between school climate and transformational leadership suggests that a school superintendent can have an impact on the learning environment of the school buildings in his/her district.

Study No.12

Teacher's perceptions of principal's leadership skills in selected South Carolina secondary schools.

Moore, Quincie Little, Ph.D.

University of South Carolina, 2003.

Objectives

To analyse 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

South Carolina Public School principals in the same region.

Tool

The tool used in this study is the Principal Instructional Management Rating Scale (PIMRS).

Statistical Techniques

S.D., Mean, t-test etc.

Findings

1. 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.
2. Grouping of schools rated good and schools rated unsatisfactory showed significant differences.
3. There is no significant difference between monitor student progress subscale instruction and coordination curriculum subscale.
4. 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.

Study No. 13

An exploration of the ability to predict student achievement from leadership behaviors, teacher's job satisfaction and socio economic status.

Nicholson, Juanita Lynett, Ed.D.

The George Washington University, 2003.

Objectives

To investigate the relationships between principal leadership style, teacher job satisfaction, school socio economic status (SES) and student achievement.

Sample

Students of 31 high schools.

Tools

1. Scores in english, maths, social studies and science to measure student achievement.
2. Multifactor Leadership Questionnaire (MLQ-5X) to measure principal's leadership style.
3. Minnesota Job Satisfaction Questionnaire (MJSQ) to measure teacher's job satisfaction.

Statistical Techniques

Mean, Median, S.D, t-test, Multiple Regression Analysis etc.

Findings

1. There is significant relationship between school socio economic status variable and student achievement.
2. There is no significant relationship existing between the transformational leadership style of the principal or teacher job satisfaction and the percentage of students passing the standards of learning test.
3. Also there is direct negative correlation between the principal's transactional leadership style and student achievement.

Study No. 14

An analysis of principal leadership behavior, teacher attendance and student achievement in Chicago public secondary schools.

Nolen Kent, Ph.D.

Loyola University of Chicago, 2003.

Objectives

To study the style and type of leadership exhibited by the principal and its input on teacher attendance and the student achievement.

Sample

28 Chicago high school principals.

Tools

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

Statistical Techniques

Pearson Product Moment Correlation, Mean, S.D., and t-test.

Findings

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.

Study No.15

Administrator behavioral leadership practices: A comparative assessment of administrators and observers at selected community colleges in Texas.

Holt, Daniel Joseph, Ph.D,

Texas A & M University, 2003.

Objective

The purpose of this study was to examine the leadership behavior of administrators in community colleges.

Sample

850 individuals at two Texas community college districts.

Tools

Kouzes & Posners Leadership Practices Inventory (LPI) Questionnaire.

Statistical Techniques

Mean, Median, t-test, S.D., etc.

Findings

1. There is a significant difference between administrator's ratings and observer's ratings on leadership practices.
2. Knowledgeable observers offer much lower ratings on individual behavioral characteristics indicating that they believe in the administrator's commitment to leadership practices and that it is not as strong as the administrators imagine

Study No.16

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.

Senun, Sontaya, Ph.D.,

Illionois State University, 2002.

Objectives

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

20 schools under the Church of Christ in Thailand.

Tools

1. Change Facilitator Style Questionnaire (CFSQ)
2. Organizational Health Inventory for Secondary Schools (OHI-S)

Statistical Techniques

Mean, Median, t-test, S.D., Regression Analysis etc.

Findings

1. Teachers perceived their overall principals' change facilitator style to be that of a manager.
2. There is a significant difference between teacher's perception of principal's change facilitator style on teacher gender.
3. There is no significant difference between teacher's perception of principal's change facilitator style held by teacher age, education and experience.
4. There is a significant difference between teacher's perception of school health subtest-1 (Institutional Integrity), Subtest-2 (Initiating Structure), Subtest-3 (Consideration), Subtest-5 (Resource Support), Subtest-6 (Morale) and Subtest-7 (Academic Explains) on teacher gender.
5. There is a significant difference between teacher's perception of school health subtest-4 (Principal Influence), subtest-5 (Resource Support) and Subtest -6 (Morale) on teacher age.
6. There is a significant difference between teacher's perception of school health Subtest-4 (Principal Influence) on teacher education.
7. There is a significant difference between teacher's perception of school health subtest-2 (Initiating Structure), Subtest-3 (Consideration), Subtest-4 (Principal Influence), Subtest-5 (Resource Support) and Subtest 6 (Morale) on teacher experience.

Study No.17

The principal's role in changing school culture.

Arguelles - Anderson, Mary Lon, Ed.D.

The University of New Mexico, 2000.

Objectives

1. To describe efforts to implement an effective student portfolio assessment program in an urban middle school.
2. To identify, describe and analyze the strategies used by the principal to influence and support the faculties' implementation of the program.

Sample

Parents, teachers and students are included in the sample of the study.

Tools

Questionnaires, Surveys, Notes, Interviews, Observations and Document Review.

Statistical Techniques

Mean, Median, t-test, S.D., etc.

Findings

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.

Study No.18

Teacher's and principal's perception of leadership styles and their relation to school climate.

Booker Janice Elaine Garrett, Ph.D.,

University of Mississippi, 2003.

Objectives

1. To examine teacher's and principal's perception of leadership styles.
2. To study the relationship between leadership styles and school climate.

Sample

36 principals and 1080 middle school teachers.

Tools

1. Multifactor Leadership Questionnaire form 5X (MLQ-Form 5X)
2. Organizational Climate Description Questionnaire for Middle Schools (OCDQ-RM)

Statistical Techniques

S.D., Mean, t-test etc.,

Findings

1. There is significant relationship between teacher's and principal's perception of laissez-faire leadership and aspects of school climate.
2. There is significant relationship relative to teacher's and principal's perceptions of school climate.

Study No.19

Leadership behavior of principals opening new high schools in Virginia.

Brewer, William John Ed.D.

University of Virginia, 2003.

Objective

The purpose of this study was to solicit the perceptions of principals who have opened new high schools.

Sample

Three principals who had opened a new high school within the past two years.

Tool

The compilation of their experience should provide information that will assist those who will be charged with this responsibility in the future.

Statistical Techniques

t-test, Mean, Median, etc.

Findings

1. The expectations for leadership behavior by principals opening new high schools are not provided by the local school division.
2. The hiring process is the most important priority that must be addressed by the principal who is opening a new high school.

Study No.20

School effectiveness: the role of the principal in a leading public secondary school in Santa fe province, Argentina.

De Stefano, Marcelo, Ed.D.

Columbia University Teachers College, 2003.

Objectives

To identify the behavior of the principal that contributed to achieving school effectiveness in a leading public secondary school in Sant Fe Province, Argentina.

Sample

45 participants.

Tool

Interview.

Statistical Techniques

Mean, Median, t-test, S.D., etc.

Findings

1. The most frequent behavior of the principal contributing to the effectiveness of the school is placed in the category “exhibits administrative leadership / governance.”
2. The study concludes implications for the design of administrative training / development programs for teachers and principals.

Study No.21

A study of the relationship between principal's leadership behavior and the school culture as perceived by the teachers.

Stone Cheryl M, Ph.D.

The University of Mississippi - 2003.

Objectives

To study the relationship between the principal's leadership behavior and the school culture in schools in Madison County, Mississippi.

Sample

513 teachers from the eligible schools at all levels (elementary, middle and high schools)

Tools

1. The Leadership Practice Inventory Observer (LPI)
2. The Instructional Climate Inventory form T

Statistical Techniques

ANOVA, t-test, S.D., Mean, Pearson Product Moment Correlation etc.

Findings

1. There is no significant difference in the leadership practices of elementary middle and high school principals as perceived by teachers.
2. The principal's leadership practices were similar regardless of the type of school in which they worked.

Study No.22

Principals' leadership styles, school ratings and principals' time spent on instructional leadership and management tasks in Texas.

Blair, Darlene, Ed.D., Sam Houston,

State University, 2001.

Objectives

This study examined the relationship between principal's leadership styles, school ratings and the time principals spend on instructional leadership and management tasks.

Sample

170 principals and 277 teachers took part in the study.

Tools

1. Multifactor Leadership Questionnaire (MLQ)
2. The Instructional Leadership / Management Tasks Questionnaire (IL/MTQ)

Statistical Techniques

Mean, Median, S.D., ANOVA, Pearson product moment correlations etc were used for the study.

Findings

1. There is no significant difference between intellectual stimulation and individual consideration.

2. There is no significant difference between extra effort, effectiveness and satisfaction.
3. There is significant correlation between contingent reward, management by exception, passive and active to the instructional leadership and management tasks.
4. There is significant correlation between the amount of time principals spend on instructional leadership and management tasks for the three rating categories of exemplary, recognized and acceptable.
5. There is no significant difference between the amount of time principals at exemplary, recognized, acceptable or low performing campuses spend on instructional leadership tasks and management tasks.

Study No.23

The relationship between principal's instructional leadership skills and the academic achievement of high poverty students.

Harris Elizabeth Stewart, Ph.D.,

University of South Carolina, 2002.

Objectives

To study the perceptions of the instructional leadership skills of four elected Carolina public elementary school principals who were in schools with large poverty indices.

Sample

Two schools which received an absolute rating of good on the South Carolina School Report Card and two schools which received an absolute rating of unsatisfactory on the South Carolina School Report Card were selected for the study.

Tool

Principal Instructional Management Rating Scale (PIMRS)

Statistical Techniques

Mean, S.D., t-test, etc.

Findings

1. There is significant difference on the rating of the schools in the two subscales of supervise and evaluate instruction and monitor student progress.
2. Teachers in schools which received an absolute rating of Good on the South Carolina School Report Card, rated their principals as exhibiting instructional leadership skills in the areas of supervise and evaluate instruction and monitor student progress to a greater extent than teachers in schools which received an absolute rating of unsatisfactory.

Study No.24

The relationship of teacher morale to teacher perception of principal's behavior in selected high schools in south Texas.

Mitchell, Linda Marie Garcia, Ed.D.

Texas A & M University, Corpus Christi, 2002.

Objectives

To determine whether teachers who exhibited high morale rated their principal's behavior higher than teachers who exhibited average or low morale.

Sample

405 certified teachers in selected high schools in South Texas .

Tools

1. The Purdue Teacher Opinionnaire (PTO) and
2. Leader Behavior Description Questionnaire - Form XII (LBDQ - Form XII)

Statistical Techniques

Mean, t-test, Anova, etc.

Findings

1. There is no significant difference between teachers who exhibited high and average morale as measured by the PTO in their ratings of their principal's behavior.
2. There is no significant difference between teachers who exhibited average and low morale in their ratings.
3. There is significant difference between how teachers with high, average and low morale rated their principal's behavior.
4. There is significant difference between how teachers with average and low morale rated their principal's behavior.
5. There is significant difference between the high and low teacher morale groups and their ratings of their principal's behavior.

Study No.25

Principals as leaders and managers of selected after-school programs in California.

- Villalobas - MacIsaac, Margaret Isabel, Ed.D.,

University of La Verna, 2002.

Objectives

To identify and describe the leadership and management behaviors principals used to develop and implement a successful after-school program.

Sample

5 principals and 15 staff members in Sacramento Country.

Tool

Interview.

Statistical Techniques

S.D., t-test, Mean, Frequency etc.

Findings

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 staffs 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.

Study No.26

Principal leadership style and the dimensions of teacher leadership in Texas public schools.

Dickerson, Peggy Lee, Ed.D.,

Texas A&M University - Commerce, 2003

Objectives

1. To examine the leadership styles of Texas public elementary school principal's non leadership, transactional leadership and transformational leadership
2. To examine teacher leadership, student performance and selected demographic variables in schools headed by non leadership, transactional and transformational principals.

Sample

Elementary School Principals in Texas Region.

Tools

1. AEIS school rational scale.
2. Multifactor Leadership Questionnaire, (Bas & Avolio, 1995)
3. Teacher Leadership School Survey (Katzenmeyer & Katzenmeyer, 1998)
4. School profiles 02 (Texas Education Agency, 2002)

Statistical Techniques

Mean, Percentage, t-test, ANOVA, Spearman's product moment correlation etc.

Findings

1. There is significant difference between principal leadership and gender, school size, percentage of low socio-economic students and grade configuration.
2. There is no significant difference in the levels of teacher leadership based on the leadership style of elementary principal's.
3. There is significant difference between teacher leadership and the school rating.

Study No.27

A study of principal and teacher judgments of principal leadership orientations.

Fleming, N. Jane Byers, Ed.D.

University of Maryland College Park, 2003.

Objectives

To investigate the differences in the patterns of principal leadership behaviors as judged by teachers and principals in Comprehensive School Reform Demonstration (CSRD) and Non-Comprehensive School Reform Demonstration (Non-CSRD) schools in one mid-Atlantic state.

Sample

19 principals and 313 teachers of 9 CSRD and 10 Non-CSRD schools.

Tools

Bolman and Deals conceptual framework of leadership orientations survey (1984).

Statistical Techniques

S.D., t-test, Correlation analysis, Analysis of variance etc.

Findings

1. The structural frame was rated highest of the other frames named human resources, political and symbolic.
2. Principals consistently rated themselves more highly for all 4 frames than did their teachers.
3. CSRD urban schools marginally outperformed Non-CSRD urban schools.

Study No.28

A study to determine the relationship between the leadership styles of career technical directors and school climate as perceived by teachers.

Blatt Dennis. A, Ed.D.,

West Virginia University, 2002.

Objective

To study the relationship between transformational leadership, transactional leadership, Laizzes-faire leadership and school climate as perceived by teachers in Ohio secondary joint vocational schools.

Sample

345 teachers.

Tool

Multifactor Leadership Questionnaire 5x.

CFK Ltd., School climate profile.

Statistical Techniques

% analysis, Mean, Median, S.D., t-test etc.

Findings

1. There is significant positive relationship between transformational leadership and school climate.
2. There is statistically significant negative relationship between laizzes faire leadership and school climate.
3. There is no statistically significant relationship between transactional leadership and school climate.
4. There is positive relationship identified between transformational leadership and school climate for both female and male directors.
5. There is statistically significant positive relationship between transactional leadership and school climate for male directors.

6. There is no statistically significant positive relationship between transactional leadership and school climate for female directors.
7. There is statistically significant negative relationship between laissez-faire leadership and school climate for both female and male directors.

Study No. 29

Teacher assessment of school climate and its relationship to student achievement.

Callison, Jo Jean Faye, Ed.D.,

University of South Dakota, 2002.

Objective

1. To determine if relationship existed between teacher's assessment of school climate and student achievement.
2. To determine if there was difference between climate assessment of secondary and elementary teachers and student achievement at the secondary and the elementary levels.

Sample

250 teaching staff in the Sioux Falls, South Dakota School District.

Tools

The organizational climate index and Stanford Achievement Test-9.

Statistical Techniques

t-test, S.D., % Analysis, Mean etc.

Findings

1. There is no significant relationship between teacher's overall assessment of school climate and student achievement at either the elementary or the secondary level.
2. There is no significant relationship between climate dimensions of student achievement.
3. There is no significant difference between the climate dimensions of teachers at the elementary and secondary levels.
4. There is no significant difference between student achievement scores at the elementary and secondary levels.

Study No. 30

The relationship between principal's emotional intelligence and leadership effectiveness.

Condren, Tammy Dayle, Ed.D.,

University of Missouri Columbia, 2002.

Objectives

To study the relationship between the emotional intelligence of the principal and teacher's perception of the principal's leadership effectiveness.

Sample

32 Missouri principals and randomly selected teachers in the building of these principals.

Tools

Emotional IQ (EIQ) test by Ilona Jerabeck (1998) to principals and observer form of Louzes and Posners leadership practices inventory (LPI) (1997) to teachers.

Statistical Techniques

% Analysis, Mean, Correlation etc.

Findings

1. There is relationship between leadership practices and overall emotional intelligence factor as well as two specific aspects of emotional intelligence (behavioral and knowledge)
2. There is relationship between gender and building level of administrator.

Study No.31

Public middle school principal's perception of their role in improvement of Connecticut mastery test math scores.

Giddings, Anne Jessie Reode, Ed.D.,

University of Hard Ford, 2003.

Objectives

1. To determine the perceptions of Connecticut public middle school principals as to which factors are most essential in effecting score improvement on the eighth grade math CMT (Connecticut Master Test) and which of those factors principals felt they were able to influence.

2. To study the difference in the principal's perception based upon their attitudes towards the CMT, their years of experience as middle school principals, their undergraduate majors and their gender.

Sample

113 principals from all Connecticut Economic Reference Groups responded and formed part of the study.

Tools

CMT scores, Gordon Donaldsons' definition of educational leadership and standardized test scores.

Statistical Techniques

% analysis, Mean, S.D., and t-test.

Findings

1. Middle school principals want to spend more time as instructional leaders, working directly with teachers.
2. Principals feel limited influence over factors that they believe are essential to improving math CMT scores.
3. Principals provided insufficient evidence for judging the effectiveness of specific actions in improving eighth grade math CMT Scores.
4. Principal's attitudes towards the CMT do not appear to affect their perception of their roles in CMT math score improvement.
5. Newer Middle School Principals show greater familiarity with current educational trends.

Study No.32

Middle-level principal's instructional leadership behaviour and student achievement.

O' Donnell, Robert, Ed.D.,

Lehigh University, 2003.

Objectives

To study the relationship between middle level principal's instructional leadership behavior and student achievement.

Sample

75 Pennsylvania Middle Level Schools contributed data for the study. Individual schools served as the unit of analysis.

Tools

1. Hallinger's (1987) Principal Instructional Management Rating Scale (PIMRS) was used to assess principal behavior.
2. The Pennsylvania System of School Assessment (PSSA) was used to measure the dependent variables, grade eight reading and mathematics achievement.

Statistical Techniques

Regression, Pearson Correlation and t-test techniques.

Findings

1. Principal instructional leadership practices were significantly related to PSSA scores.

2. Teacher perception of principal behavior related to promoting the school learning climate suggest that performing the 25 tasks related to promoting the school learning climate helps principals support more effective teaching and learning practices.
3. A significant relationship exists between reading achievement and principals who believe they frequently performed behaviors associated with defining the schools mission.
4. Schools with high-socio economic status (SES) were positively related to reading scores, while schools with mid and low SES were negatively associated with reading scores.
5. There is no significant relationship between student achievement and the interaction of principal gender and principal instructional leadership behavior.
6. There is positive association between each of the three instructional leadership dimensions, as perceived by teachers of both mathematics and reading achievement.

Study No.33

Factors principals attribute to student academic achievement.

Ratliff, Brain Clay, Ed.D.,

University of Virginia, 2003.

Objectives

1. The purpose of the study was to find how principals rate the degree to which the factors influence student academic achievement.

2. What are the differences in principal's attitude to student's academic achievement related to differences in principal gender, ethnicity, years of experience, level of school, size of school or socio economic status of school population.

Sample

270 randomly selected principals in the commonwealth of Virginia.

Tools

A survey question based on the following 1. Gender, 2. Ethnicity, 3. Years of principal experience, 4. School level, 5. School size, 6. Percentage of free and reduced lunch, 7. and the 14 factors which influence student academic achievement.

Statistical Techniques

Frequencies, Percentages, Mean, t-tests, ANOVA etc. were used for the study.

Findings

1. Virginia principals rated most of the fourteen factors having strong or moderate influence on student academic achievement.
2. In most cases, the independent variables were not related to principal's perception.

Study No.34

The impact of principal's transformational leadership behavior on teacher commitment and teacher job satisfaction.

Amoroso, Paul Francis, Ed.D.,

Seton Hall University, College of Education and Human Services, 2002.

Objectives

1. To study teacher's perception of principal's transformational leadership behavior.
2. To study the relationship between teacher's perception to teacher commitment and teacher job satisfaction.

Sample

74 practising teachers who were enrolled in graduate programs in the field of educational administration.

Tool

Questionnaire.

Statistical Techniques

Mean, Percentage, t-test etc.

Findings

1. There is significant relationships between principal's usage of transformational leadership and staff morale.
2. There is significant relationship between transformational leadership behavior and teacher job satisfaction.
3. There is significant negative relationship between the number of years a teacher has taught in the same school and their level of both commitment and job satisfaction.

Study No.35

The leadership styles of male and female higher education administrators in Thailand.

Cheapalakit, Panpim, Ph.D.,

Illinois State University, 2002.

Objectives

1. The purpose of this study was to provide a demographic profile of male and female leaders holding the positions of vice presidents, deans and directors of institutions at public universities in Thailand.
2. This study also determined the leadership styles of those male and female leaders and differences in leadership styles existing among those leaders.
3. Finally, the study examined how these leaders perceive themselves with regard to the effects of their leadership behavior on their effectiveness, follower satisfaction and extra effort and investigated if differences in the leadership behavior effects existed.

Sample

558 administrators were chosen to participate in this study.

Tool

Bass and Avoilo's Multifactor Leadership Questionnaire.

Statistical Techniques

Percentage, Mean, Median, S.D., t-test, ANOVA etc.

Findings

1. Contingent reward was found to be the most predominant leadership style across the Thai-leaders.
2. The total transformational mechanism was the second most prevalent style found followed by total management-by-exception to a much lesser degree, and laissez-faire strategies only on rare occasions.
3. With regard to the effects of leadership behavior on followers' extra effort, leaders' effectiveness and followers' satisfaction, these leaders scored themselves high on each of these qualities.
4. Female leaders significantly exhibited more total transformational components and less total management-by-exception qualities than did their male peers.
5. There is significant difference between vice presidents and deans in the level of administration.

Study No.36

Profiles in success: the leadership role of the principal as initiator, facilitator and sustainer of change in blue ribbon elementary schools in Illinois.

Rose, Kenneth .E, Ed.D.,

Northern Illinois University, 2002.

Objectives

This study profiled the principal's role for initiating, facilitating and sustaining change in Blue Ribbon elementary schools in Illinois.

Sample

9 principals in Blue Ribbon elementary schools in Illinois.

Tool

Interview schedule developed by Schwahn and Spady.

Statistical Techniques

The qualitative analysis was enriched and supported through the use of SPSS reports and graphs.

Findings

The results of this research showed the importance of stable leadership and strong cultural leadership skills for successful principals.

The data described what practices Blue Ribbon Principals have used to successfully improve the school climate in the change process. Such practices need to be initiated and facilitated using a collaborative effort that involves all stakeholders and develops true ownership in the process. In addition, the principal needs to communicate effectively by providing informational data for all staff as they participate in decision making.

Study No.37

The making of an elementary school principal: perceptions from the university classroom to the office of the principal.

Tully, Bethojoy, Ph.D.,

University of Pittsburgh, 2002.

Objectives

To investigate how newly certified elementary school principals perceived the role and responsibilities of the principalship as they completed their university course work and to assess those perceptions of the same job after five years of actual work experience.

Sample

Ten principals were selected from the sample population of elementary principals in Allegheny county and Washington county.

Tools

This study used the Pennsylvania State Department of Education's course descriptors required to be included within the regimen of program course work for any university granting elementary principal certification. The International School Leaders Licensure Standards (ISLLC) were compared to these course requirements and were used to frame the literature review and the research questions which sought to determine how each candidate rated their preparation for the principalship, how familiar each was with the ISLLC standards, and how involved each was with the behavior and activities outlined within each standard. Data was collected through individual interviews.

Findings

1. All the 10 candidates related that they felt their university course work had adequately prepared them for the principalship.
2. Each candidate recommended a more in-depth internship prior to certification as part of their training program.

3. The 10 principals involved in this study were only vaguely familiar with the ISLLC standards but demonstrated through their interview responses that their behavior and activities are consistent with those listed within the individual standards and aggregate to a relatively uniform set of elementary principal habits of practice.

Study No.38

Principals' and teachers' perceptions of African-American elementary principals' leadership behavior.

Hatcher Robert Lee, Ed.D.,

Texas Southern University, 2002.

Objectives

To examine the leadership behavior of African–American principals as perceived by principals and teachers.

Sample

Teachers and principals of Texas area.

Tool

Leadership Behavior Description Questionnaire.

Statistical Techniques

The data were tested through the application of the one-way analysis of variance, the three-way analysis of variance and the Scheffe follow-up test.

Findings

1. Principals held favorable perceptions regarding their leadership behavior in Tolerance of uncertainty, Persuasiveness, Initiation of structure and consideration than their teacher counterparts.
2. No differences were found between the perceptions of teachers and principals regarding the leadership behavior of principals with regard to Representation, Demand Reconciliation, Tolerance of Freedom, Productive Emphasis, Predictive Accuracy, Integration and Superior Orientation.
3. Teachers held more favorable perception with regard to the Role Assumption leadership behavior of principals than did principals.
4. Principals perceived more favorably those aspects of leadership behavior associated with the human relation's element than did teachers.
5. Older school group members are more favorable in their perception toward leadership behavior of principals than younger school group members.
6. Male as well as female school group members who were 36 years or older had a more favorable perception than their counterparts 35 years of age or less regarding leadership behavior of principals.

Study No.39

Superintendents' perspectives of their relationship with their principals as they implement the "A plus reform act of 2000" in two mid-size school districts in Georgia.

Busbee, Ronald Jeffrey, Ed.D.,

University of Georgia, 2002.

Objectives

To examine the perspectives of two Superintendents from mid-sized counties in Georgia as they worked with site-level principals in light of the legislation mandated through the Georgia A plus Reform Act of 2000.

Sample

Two selected Superintendents.

Tool

Interview.

Statistical Techniques

The constant comparative method of data analysis was used in this study.

Findings

1. One primary function of the superintendent is to be a communicator.
2. High expectations set by the superintendent provide the mechanism for formal and informal evaluation of principals.
3. Regardless of state mandated reform, relationships between the superintendent and their principal are neither made nor broken as a result of legislated mandates.
4. Central office administrators play a key role in implementing the A plus Reform Act of 2000.

Study No.40

What effective middle school principals do to impact school climate.

Roeschlein, Tammy Dee, Ph.D.,

Indiana State University, 2002.

Objectives

1. Examine the relationship between teacher perception of principal effectiveness and principal perception of principal effectiveness.
2. Qualitatively investigate the differences between what more effective principals and less effective principals do to impact school climate.

Sample

254 principals and 2540 teachers of middle schools.

Tools

1. Principal Leadership Inventory developed by Barbara Downey (1999).
2. Focus group interviews.

Statistical Techniques

Percentage, Mean, S.D., t-tests, Pearson Product Moment Correlation etc.

Findings

1. There is significant correlation between the teachers' perceptions and principal's perception of the organizational management factor.
2. There is no significant correlation between the teacher's perception and principal's perception of the Learning-oriented climate factor, the provides

personal and professional leadership to forward the school community factor, the fosters team building and morale factor, and the provides instructional leadership to promote student achievement factor.

CONCLUSION

The researcher has reviewed 40 international abstracts. The sample of the study varies from minimum of 2 to maximum of 2540. Almost all the researchers used Questionnaire, interviews or both for the collection of data. The researchers used percentage, Mean, t-test, S.D., ANOVA, Correlation studies etc. for the analysis of data.

The findings of the studies reveals that the rise and fall of an institution rest on the hands of an administrator. (Principal / Head of the Institution). The years of experience, stable and strong cultural leadership etc. play an important role in administration. Also studies show that aged administrators had a greater individualized consideration. The studies show that principals should create opportunities for students to achieve, inspire, motivate others and his staff for a better tomorrow. A strong support from principal is a strong reason for one remaining in teaching. Also a good administrator should communicate effectively and manage conflicts well. It seems no one has conducted research on management skills of the principal in foreign countries and the investigator wants to study the managerial skills of the principals in colleges of education.

SECTION – B

INDIAN STUDIES

Study No.1

AWASTHI, J.N, Administrative Problems of Principals of Affiliated Colleges of Avadh University, Faizabad, Ph.D. Edu., Avadh. U., 1981.

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

feelings of caste and kinship. The management showed favors to certain teachers and this created groupism 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, who were 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.

Study No.2

NAMBIAR A.K.N., Administration of School Education in the State of Kerala, Ph.D. Edu., Ker. U., 1976.

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.

Study No.3

ARA, NASREEN, A Study of Principals' Leadership Behaviour in Relation to Teachers' Self-Concept, Job-Satisfaction and some other Institutional Characteristics at Secondary School Level, Ph.D. Edu., Gor. U., 1986.

The study was conducted to investigate principals' leadership behaviour in relation to teachers' self-concept, job-satisfaction and some other institutional characteristics at secondary school level. The objectives were (i) to study how teachers' self-concept was related to the leadership behavior of the principals, (ii) to study the relationship between principals' leadership behaviour and teachers' job satisfaction, and (iii) to study how principals' leadership behaviour was related to

some other institutional characteristics such as sex and location of schools. The hypotheses formulated were: (1) Leadership behaviour of the principals was significantly related to teachers' self-concept. (2) Each of the two styles of principals' leadership behavior, initiating structure and consideration was significantly related to teachers' self-concept. (3) Leadership behaviour of the principals was related to teachers' job satisfaction. (4) Each of the two styles of principals' leadership behaviour, initiating structure and consideration was significantly related to teachers' job satisfaction.

The tools used were the Educational Leadership Behaviour Description Questionnaire by P.C. Shukla, Personality Differential (a measure of self-concept) by K.G. Agarwal and Teachers' Job-Satisfaction Scale by S.P. Gupta and J.P. Srivastava. The sample comprised 780 teachers from intermediate colleges of the Gorakhpur region. Critical ratio was applied to test the hypotheses.

The findings were: 1. High desirable leadership behaviour of the principals generated a higher degree of conformity and normalcy in the teachers while low desirable leadership behaviour of principals caused a low degree of conformity and normalcy in them. 2. The initiating structure style of principals' leadership behaviour appeared to be significantly related to conformity and normalcy factors of teachers' self-concept. 3. The principals' leadership behaviour was positively related to teachers' job-satisfaction. 4. The initiating structure and consideration styles of principal's leadership behaviour were found to be significantly related to teachers' job satisfaction. 5. Male and female teachers perceived the leadership behavior of the principals. 6. The rural urban location of the schools was not related to the teachers' perception of principals' leadership behaviour.

Study No.4

CHAUHA, C.S., A Study of the Characteristics of Innovative Educational Administrators of Gujarat State, Ph.D., Edu., SPU, 1983.

The objectives of the study were (i) to identify the characteristics of innovative educational administrators, (ii) to study the various characteristics like administrative effectiveness, communication ability, innovative proneness, political orientation, decision-making ability and planning ability of innovative educational administrators, and (iii) to identify the factors affecting their innovative ability.

For studying the innovative characteristics of educational administrators, the Q-sort technique was adopted for preparing the tool. The tool was prepared keeping in view that it contains three main and eight sub-factors. The main factors were communication, administration and personality. The sub-factors were ability, responsiveness, decision-making, planning and four aspects of personality, viz., democratic, creative, loyal and honest. The construct validity of the tool was established by seeking the opinion of the experts in the field. The Factorial validity of the tool was established and reliability of the tool also was established by the test-retest method from 0.65 to 0.86. The data were collected from 4 perceptual administrators from Gujarat State.

The major findings were: 1. The innovative community affairs, possessed risk-taking behaviour self-confidence, ability to recall and was willing pose himself to interpersonal communication, self-reliant, honest, enthusiastic, self-discipline open minded, an initiator, emotional, accurate and decisive in approach. He could evaluate himself in comparison to others, had a sense of equality and fair voluntary cooperative

action, had self understanding, an appreciative attitude, ability to convince and able represent. He believed in expressing his view and mobilizing human resources. 2. The second array represented characteristic conditions of eight innovative administrators. They were ability to take intelligent decisions, to reason, analyse and to solve problems. Impartiality, knowledge, sincerity in work, ability to make a choice from among suggestions received from others, responsiveness to new suggestions, adjustability, awareness of innovations, willingness to pose himself to mass media, desire for improvement and a positive attitude to experience were other traits. 3. The second factor (negative end) represented characteristic description of six innovative administrators. The characters were open-mindedness, ability to identify and solve problems, ability to convince, earnestness in approach, honesty, pragmatic approach, high morality and flexibility. 4. The factor-array represented character descriptions of seven innovative educational administrators. The traits were promptness, effective ability, a positive attitude towards profession, responsiveness to knowledge and desire to serve people, patience and belief in decimation. The third factor-array presented characteristic description of six innovative educational administrators. 5. The personality attributes of innovative educational administrators represent ability to supply new ideas, ability for compressive observation, ability to diffuse new ideas, deal with abstracts, open-mindedness, frankness and belief in fostering publications. Besides this, it was found that 36 out of 40 innovative educational administrators got new administrative ideas. Only four could not suggest that they did something innovative. Fourteen out of 40 did not get excited when they got innovative ideas while 12 felt excited and the remaining felt excited sometimes. Twenty-eight out of 40 subjects never felt helpless in the context of administrative

ideas. Thirty-nine out of 40 encouraged critical thinking and only one did not encourage criticism, five sometimes encouraged, while three did not encourage the free flow of criticism on administrative decisions. Thirty-six out of 40 innovative administrators initiated, sponsored and assisted research and investigation, only four did not encourage research. Thirty of them were not guided by political forces. Seven of them sometimes felt guided by political forces, while three were guided by political forces. These factors showed that innovative educational administrators were generally optimistic and realistic in their dealings.

Study No.5

DAS, M., A Study of the Administrative Behaviour of Secondary School Principals in relation to Selected School Variables, Ph.D., Edu., MSU, 1983.

The major objectives of the study were (i) to study the secondary school principals' administrative behavior in relation to teachers' attitude towards work and work setting of the institution, school climate, and student achievement, (ii) to study the relationship between teachers' attitude towards work and work setting of the institution and student achievement, and (iii) to study the relationship between school climate and student achievement.

The sample of the study consisted of 286 principals, 260 teachers, and 1020 class IX students of 26 English-medium secondary schools from Gujarat State and Daman in the Goa, Daman, Diu Union Territory. The instruments used for the study were the Principal Performance Description Survey developed by the University of Georgia (1973-77) and modified by the investigator, the Teacher Attitude Inventory (Ellet and Masters, 1977), and My School Inventory for measurement of school

climate (University of Georgia, 1974). The data were analysed with the use of descriptive statistical techniques, Pearson's product-moment correlation, t-test, rank-difference correlation, and the Mann-Whitney 'U' test.

The major findings of the study were: 1. The secondary school principals were moderately effective in their performance of administrative tasks. 2. There was significant positive relationship between principals' administrative behaviour and teachers' attitude towards work and work setting of the institution. 3. There was no significant relationship between principals' administrative behaviour and the climate of their schools. 4. There was no significant relationship between principals' administrative behaviour and students' achievement. 5. The teachers manifested most favorable attitude towards supervisory relations as compared to administrative policies and support, staff relations, work load, and student evaluation practices. 6. There was no significant relationship between teachers' attitude towards work and work setting of the institution and student achievement. 7. There was no significant relationship between school climate and students' achievement.

The major educational implications as stated in the study are: (1) School principals should perform their various administrative tasks adequately and effectively to ensure teachers' favorable attitude towards their work and work setting of the institution. (2) There should be facilities for in-service training programmes for school principals to make them efficient in various administrative tasks.

Study No.6

KHAN, M.A., Osmania University in Governance and Administrative Adm., Osm. U., 1975.

The objectives of the study were (i) study of Osmania University's in History. (ii) to study the administration of teachers, (iii) to explore whether the teachers' expectations of principals' role were dependent upon the teachers' qualification and/or their experience, (iv) to explore whether principals' perception of teachers' expectations of principals were dependent upon principals' qualification and / or experience, (v) to explore whether principals' expectations of teachers' roles were dependent upon the principals' qualifications or their experience, (vi) to explore whether the teachers' roles were dependent upon their qualification and/or experience, (vii) to find if there existed differences between the mutual expectations and perceptions of the roles of teachers and principals, and (viii) to find out whether there were differences between role expectations and role perceptions of male and female teachers and principals.

The tools used in the study were two separate inventories prepared by the investigator to measure the role expectations of principals by teachers and the principals' perception of expectations of teachers. The first inventory was termed the Teachers' Expectations of Principals (TEP) Inventory. This inventory covered the following areas of the functions of teachers: (a) teaching-learning activities, (b) cocurricular activities; (c) administrative activities; (d) self-development activities; and (e) public relations activities. The second inventory was termed the Principals' Expectations of Teachers (PET) Inventory. This inventory covered the following areas of the functions of principals: (a) purposing, (b) planning, (c) organizing, (d) implementing and (e) evaluating. A personal data sheet was also used for collecting information about the subject's qualification and experience. Four hundred and fifty

teachers and 60 principals constituted the sample. Bar diagram and critical ratio were used for data analysis.

The major findings of the study were: 1. Both teachers and principals regarded the democratic role as the most important one. Next came the patronizing role followed by the disciplinarian and authoritative roles. 2. The means of scores on principal's expectations and teachers' perceptions were found to differ significantly. 3. Principals' desire of the teachers to play the disciplinarian role was more than what the teachers liked to play. 4. Principals' perception of the authoritarian role were higher than the teachers' expectations. 5. A very small difference existed between the principals' expectations and teachers' perception of the cooperative role. 6. There was no difference between principals' expectations and teachers' perceptions of the summative role. 7. The principals expected the teachers to indifferent role, more indifferent than teachers little. The principals gave highest priority to the cooperative role, next came the critical role. 9. The teachers' point was found negatively and significantly related to their experience. 10. The correlations between democratic role and the disciplinarian, patronage and authoritative roles were negative and highly significant. 11. The quality point of principals was not significantly related to any of the four roles, namely, theocratic, disciplinarian, patronizing and author roles. Principals' experience was also not related of these roles. Principals' experience was also noted to any of these roles. 12. The democratic role of principals was significantly related to the disciplinarian, patronizing and authoritative role and the cooperative role was negatively related to the submissive role. 13. The quality point of teachers was independent of the perception of principals' expectations. 14. No evidence was found between expectations and perceptions. 15. Teachers'

expectation was not influenced by quality point or by their experience. 16. Principal expectations of teachers were independent of their perception and experience. 17. Sex was not a teachers' expectations of principals. 18. The principals perceived their teachers to expect play the patronizing role than the male. The male principals expected their staff to be more missive than did the female principals. 19. Male and Female teachers' perceptions of principals' expectation on all the four roles were the same.

Study No.7

KUMAR, U., A Study of College Principals' Administrative Effectiveness in relation to Work-Values, Attitudes and Self-concept, Ph.D. Edu., Mee. U., 1986.

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 who might rather the effectiveness of their respective principals. The tools used to collect data were the Administrative Perfectiveness Scale (Bhatnagar) and Principal's Value Inventory (Vasanth). Besides, a Principals' Attitude Scale covering five major areas: students, teachers, ministerial staff, management and

higher authorities was constructed along with Principal's Self-concept Scale. The data collected were analyzed using median test, chi-square test and Aitken's pivotal condensation method.

The findings of the study were: 1. Work value of the principals was found significantly related to administrative effectiveness. 2. Power-based value and job-freedom-based work value were found to be relevant aspects of effective administration. 3. Principals' attitude towards teachers, students and ministerial staff was found to be a contributing factor of their administrative functioning. 4. Self-concept was not significantly related to administrative effectiveness. 5. Self-concept combined with confidence was found to be a significant predictor of administrative effectiveness. 6. Principal's work value, attitudes and self-concept combined together were found to be significantly related to their administrative effectiveness. 7. The combined relationship of work value and attitude to administrative effectiveness was found to be significant at 0.5 level. 8. Similarly the relationship of work value and self-concept to administrative effectiveness was found significant at 0.05 level.

Study No.8

MISRA, B.M., Educational Administration in Orissa, D.Lit., Edu., Utkal U., 1984.

The purposes of the study were (i) to examine the structure and function of education and their relationship to the goals of education, (ii) to examine the educational system and administration of education, (iii) to examine the extent to which the administration succeeded in realizing the desired goal, the effectiveness of the structure, the machinery, role-relation, personnel operating upon the system, and

(iv) to find out the relationship between the education system, the structure and the functional role of administrators and the undeveloped condition of education in the state.

The study was the result of multiphase work, including record survey, a questionnaire survey, interviews, case studies, and participant observation. The formats, questionnaire, interview schedule and observation guides were used as the tools of the study. Data were collected through official records, ordinance rules, regulations, responses from 150 educational administrators, interviews with ten selected administrators, case studies of decisions of courts and tribunals on educational matters, field study of 20 institutions and personal observation of events. Data were analysed qualitatively.

The major findings of the study were: 1. There was lack of suitable, efficient educational bureaucracy in Orissa, 2. Lack of proper and suitable advisers to the Orissa Government in educational matters came in the way of formulation of administrative policy in the matter of education, perspective planning, and programme planning. 3. There was neither any long term educational policy nor any standing administrative policy on education in Orissa. 4. This resulted in non-availability of sound educational planning. 5. Even though the volume of the education budget had increased, in view of large-scale expansion and inflation, the real per capita expenditure on education had steadily declined. 6. This had adversely affected the salary structure, infrastructure of education, quality buildings, equipment and teaching aids, etc. 7. Educational expansion had taken place mainly on political considerations. 8. New and unconnected structures were created without the role-relation and institutional basis being properly perceived. 9. Even though sometimes steps were

taken to increase enrollment, no concrete steps were taken to motivate people in education and to reduce dropouts. 10. Due to the absence of effective and attractive vocational education, demand for higher education increased. 11. A vast number of colleges were opened on political considerations; the teachers and other employees were appointed on political considerations and teaching, examination, introduction of new courses, subjects and posts were viewed from political angles. 12. Purposeless expansion of higher education, politicization of education at all levels, lack of terminal and vocational outlets at secondary school level, physical deficiencies in terms of building, equipment, furniture, books, sub-standard, ill-equipped teachers, corrupt bureaucracy and indifferent society contributed to the mess of education in the state. 13. The aristocratic educational bureaucracy had not only failed to formulate any policy for administration of education and administration of activities connected with education but it had also failed in evolving a system that would operate. 14. Politicization of educational administration had resulted in bringing weak and inexperienced administrators to power. 15. Most of them did not have the minimum requisite qualification for the posts they held. 16. Also, they were untrained for the job. 17. Their selection was made on subjective considerations. 18. Educational administration was dealt with in the same manner as the general administration. 19. The mediocre administrators in the academic bureaucracy did not enjoy the necessary powers. Thus, their effectiveness was never felt. 20. A subjective promotion process adversely affected the morale of educational administrators. 21. Communal feelings had not entered the educational establishments of the state.

Study No.9

PANDA, U.N., A Study of Management, Organizational Climate and Teachers' Morale in Orissa Schools, Ph.D., Edu., Utkal U., 1985.

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 analysed in descriptive form.

The findings of the study were: 1. The government schools had better physical facilities in comparison with those of private schools. 2. Both private and government schools were lacking in library facilities. 3. The staff of government schools got the prescribed salaries whereas the teachers of private schools did not get salaries at the prescribed rate. 4. In comparison with government schools, the private schools gave more stress on correction of written work and coaching classes. 5. The result of

secondary school board examination for private schools (51.5 per cent) was better than that of government schools (49.61 per cent). 6. Around 71 per cent of government schools and five per cent of private schools published magazines. 7. NCC was neglected in most of the high schools. 8. The majority of the managing committee members of rural area private schools were illiterate and inactive. 9. 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. 10. The headmasters of government schools were not satisfied with the government management, whereas the private school headmasters were somewhat satisfied with their management system. 11. There was no large difference between the school climate scores of government and private management schools. 12. The teachers were not satisfied with their present salary and other financial incentives. 13. Most of the appointments in private schools were made on the basis of acceptance of forced donations to the school. 14. The teachers did not have much scope to read magazines and reference books. 15. Around 76 per cent of the schools were poor with regard to teaching aids and equipment. 16. Around 70 per cent of the schools were average so far as teacher pupil ratio was concerned. 17. 94 per cent of the schools had good status as regards teacher qualification.

Study No.10

PANDEY, SAROJ, A Study of Leadership Behavior of the Principal, Organizational Climate and Teacher Morale of the Secondary Schools, D.Phil., EDU., All. U., 1985.

The study aimed (i) to find out the relationship between the leadership behavior of principals and the organizational climate of schools, (ii) to investigate the relationship between the leadership behaviour of principals and teacher morale, and (iii) to investigate the relationship between organizational climate and teacher morale. In order to attain these objectives, several hypotheses were formulated.

The study belonged to the category of descriptive survey of a correctional nature. The sample in this study included 34 secondary schools drawn from a population of 138 secondary schools of Allahabad district through the stratified random sampling technique. A total of 404 teachers of these schools participated in this study. A Hindi adaptation of Halpin and Winer's Leadership Behaviour Description Questionnaire and the School Organizational Climate Description Questionnaire by Motilal Sharma were used for data collection. The Mann Whitney U test, chi-square with Yate's correction and Rank difference correlation coefficient with tied observations were the statistical techniques used to examine the hypotheses.

The major findings were: 1. No significant difference was found between the leadership behaviour of rural and urban principals. 2. Rural schools were more open than those in urban areas. 3. A positive and significant relationship at 0.05 level was found between the initiating structure dimension of leadership behaviour and esprit, psycho-physical hindrance, controls, production emphasis and humanized thrust dimensions of organizational climate. 4. The consideration dimension of leader behaviour was found positively and significantly related to psycho-physical hindrance, controls and humanized thrust dimensions of organizational climate. 5. Teacher morale was positively and significantly related to the initiating structure and consideration dimensions of leadership and controls, production emphasis and

humanized thrust dimensions of organizational climate. 6. Chi-square value was found significant at 0.05 level between high vs. low teacher morale and open vs. closed climate.

Study No.11

PATEL R.M., A Study of the Leadership Behaviour of Principals of Higher Secondary Schools of Gujarat State, Ph.D., Edu., SPU, 1983.

The major objectives of the study were (i) to identify leadership behaviour 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 behaviour 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: 1. There was a positive relationship between the two dimensions of leadership behavior of the school principal, viz., initiating structure and

consideration. 2. The principals of the schools manifested mostly the high consideration (HH) and low consideration (LL) pattern of leadership behavior leaving middle positions sufficiently vacant. 3. The HH pattern of leadership behavior was associated with open, autonomous and controlled climates; the LL pattern of leadership behavior was perceived by teachers. 4. Significant mean differences were found between leader's self-perception and faculty perception of his actual leadership behavior. 5. Male and female principals perceived their own leadership behaviour as being significantly different on the 'consideration' dimension. 6. No significant differences were found between male and female administrators as perceived by teachers and by themselves on 'initiating structure' and 'consideration'. 7. The principal's effectiveness was a significant predictor of organizational climate. 8. The professional development of teachers of higher secondary schools was quite encouraging because on no dimension was the score less than sixty per cent. 9. The schools showed a tendency towards being closed rather than open. 10. The teachers scored highest on professional development under the leadership of principals manifesting the HL pattern of leadership behaviour in contrast to teachers working under the leadership of principals manifesting the LL pattern. 11. The teachers working in schools where a paternal climate prevailed scored highest on their professional development and lowest in schools with familiar climate. 12. The rural-urban dimension did not play any significant role in case of any of the dimensions of leadership behaviour. 13. Professional qualifications of principals did not play any significant role in the professional development of teachers and in shaping the climate of the schools. 14. Professional qualities significantly correlated with values, attitudes and motivation and negatively correlated with 'consideration' 15. Esprit

significantly correlated with 'intimacy' 'thrust' and 'aloofness'. 16. 'Aloofness' significantly correlated with 'production emphasis' and 'thrust'.

Study No.12

RAJ, A.B.C., Survey on Management and Administration of Education in Tamil Nadu, ASCI, 1975 (Tamil Nadu Government sponsored)

The objective of the study was to review the current situation in educational management and administration in relation to (i) the administration of school education at the department, district and village level, (ii) the management of technical, college and university education at the headquarters and college level, (iii) the management of education and science research programs and means of activating the State Institute of Education, (iv) the system of grant-in-aid and subsidies administered by the secretaries of education, health, agriculture and labor departments as set forth in the statutes and government orders and the sharing of educational expenditure between government and local bodies, and (vi) the machinery for planning and coordination of education in the state.

The study was a survey of the administration of the education department at state level and other educational institutions. The records of the state education department and other education institutions were consulted. Apart from this observation of the working of the administrative machinery was undertaken.

The findings of the study were: 1. The department of education was broadly divided into two directorates, the directorate of school education and the directorate of college education. While both directors of the directorates were paid the same salary, the workload and responsibilities of the director of school education were very heavy.

2. The power of decision making was highly centralized in the education department, the real decision-makers being the two directors of education and the secretary to the government. 3. The head office was tied down with very heavy paper-work. Consequently, the management functions, namely planning, organizing, coordinating and control were ignored. 4. The senior officers of the department had to carry a large number of files home due to excessive paper-work which interfered with their family life. 5. Staff and line functions were not clearly demarcated and job had not been clearly defined. 6. Hierarchical promotions were based on length of service and seniority, with the result that senior positions were manned by persons who had neither capability nor imagination. 7. Executive positions were often given to academics without any special training being imparted to them. 8. The structure of organization had not changed to meet environmental needs. 9. Internal and external coordination with other educational agencies of the state was lacking. 10. There were a number of committees to lay down guidelines the management of education but none of the committees ever met.

Study No.13

SEQUEIRA, D., A Study of Managerial Styles and Achievement Motivation in relation to Institutional Efficiency, Ph.D., Edu., MSU, 1986.

The hypotheses that the present study attempted to test were: (1) There is no significant relationship between a particular managerial style and levels of n-Ach. among educational and industrial managers. (2) There is no significant difference between the dominant managerial styles of educational managers and those of industrial managers. (3) 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. 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: 1. There was a significant positive relationship between the 9.1 managerial style and high n-Ach. scores. 2. 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. 3. There was no significant difference between the dominant managerial styles of educational managers and those of industrial managers. 4. There was no significant difference between the mean n-Ach. scores of educational managers and industrial managers. 5. 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. 6. 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.

The study implied that programmes on sensitivity, human relations and communication could be provided to 9.1 type educational managers to rectify their lack of concern for people. Similarly, training packages specifically designed to help raise levels of production and efficiency and also achievement motivation development courses could be given to 1.9 type managers lacking in concern for production.

Study No.14

*National council of Educational Research and Training onwards.
(Organization, Administration and Management of Education) Fernandez, M.S.
1990. A study of the psychological aspects of human relations in educational
administration of heads of schools. Ph.D., Edn. Uni. of Madras.*

Problem

The study explores the influence of psychological factors like the headmasters' ego status, basic assumptions about the motivation for work on the part of teachers, the organizational climate and on the headmasters' sharing and shouldering of administrative responsibilities.

Objectives

1. To identify the pattern of distribution of the grades of human relations in school administration in terms of the relative degree of sharing and shouldering of administrative tasks and responsibilities.
2. To explore the relationship between the grades of human relations on the one hand and (a) the headmasters' / headmistress' ego status. (b) his / her mode of thinking. (i.e. logical or intuitive) (c) his or her basic assumptions about the motivation for work on the part of teachers. (d) the organizational climate, on the other.

Methodology

The sample comprised 192 schools randomly chosen from the higher secondary schools in Madras city. The tools used to analyze the collected data included Educational administrative sharing practices questionnaire, cognitive style of thinking questionnaire, Assumption (about work motivation) inventory, Ego states inventory and Organizational climate description questionnaire, chi-square, correlation, critical ratio and analysis of covariance.

Major Findings

The pattern of distribution of grades of human relations in terms of the relative degree of sharing of responsibility was not normal; it was very skewed, i.e. there was a heavier concentration in the high and the moderate sharing groups as compared to the low sharing one.

A higher score on sharing practice was associated with a higher score on perception of intrinsic work motivation.

Sharing practice and cognitive style of thinking were not related.

Sharing practice and ego states were not related.

Sharing practice was not related to the following dimensions of organizational climate: disengagement, hindrance, esprit, and intimacy behavior of teachers (as perceived by senior teachers) and to aloofness, thrust and consideration behaviour of heads of schools. (DRG 0094).

Study No.15

Gill, H.K. 1988, Factors influencing the management at the directorate level.

Independent study, Chandigarh : Technical Teachers' Training Institute.

Problem

The study attempts to identify factors which can influence the management at the directorate level in order to help the states to frame policies and to reorganize for better functioning.

Objective

To help the states to frame policies and reorganize the directorates for efficient and effective functioning by identifying influencing factors.

Methodology

The case study method supported by interviews, questionnaires and observation was employed in the present study. The directorates of two states, A and B, and two polytechnics from each state constituted the sample. The tools used included interview schedules and questionnaires. The collected data were treated qualitatively.

Major Findings

1. The directors of the two states, A and B, possessed limited knowledge and skills about the system design, development, implementation and system evaluation but they had a positive attitude towards the functioning of the system. The lack of competencies in terms of knowledge and skills in the management of the technical education system affected the working of the system.
2. The middle level management people lacked knowledge of skills in planning, management, emerging areas of technology and futuristic trends but they had a positive attitude towards the technical system. The lack of this knowledge and skills on the part of middle level management people affected support to the working of the system as the DTE did not get support within the system.
3. The directorates of technical education of the two states were getting support from the state and central governments in terms of policy planning and resources but support / interaction from industry and other agencies (NCERT, ISTE, AICTE, Directorate of employment training education) was limited.
4. The directorates are getting adequate support from the resource system, eg. TTTI. The views expressed by the middle level management people from within the system in the two states suggest that the Director, Technical Education, must be from within the system. The tenure of the Director Technical Education should range from three to five years (MMM 1301).

Study No.16

Nair, Gangadharan R., 1989, Management of Higher Educational Institutions in Kerala, Ph.D. Soc. Sc. Cochin: University of Science and Technology.

Problem

It attempts to analyze the existing system of management of arts and science colleges in Kerala and to suggest a model for better management of these institutions.

Objectives

1. To analyze the existing system of management of arts and science colleges in Kerala.
2. To suggest a model for the better management of these institutions.

Major Finding

No college was found to make in of a formal information system and this adversely affected planned utilization of resources. (Author 0376).

Study No.17

Nanda A.R., 1992, A Study of the Leadership Behavior of Primary School Headmasters of Cuttack City, M.Phil., Edu. Utkal Unviersity.

Problem

The attempt is to study leadership behavior of heads of primary schools in Cuttack City.

Objectives

1. To study the leadership behavior of heads of the Primary Schools of Cuttack City as perceived by their respective teachers in terms of two dimensions of leadership, i.e. initiating structure and consideration.
2. To find out the difference in the leadership behavior of the heads of primary schools in respect of their age, teaching experience and controlling authority.

Methodology

The sample for the present study consisted of 30 primary schools in Cuttack City, 30 heads of primary schools and 189 teachers. The Leadership Behavior Description Questionnaire of Halpin and Craft was used to collect the data. The collected data were treated using mean, 't' test and chi-square test.

Major Findings

1. Out of 30 heads of primary schools in Cuttack city, only 10 heads were most effective leaders.
2. The heads of four primary schools were found to show more consideration behavior and less initiating behavior, which was not desirable for a leader. Ten heads of schools were not efficient in initiating structure and in consideration. So these heads were the most ineffective leaders.
3. Six heads of schools were found to manifest a higher type of leadership in initiating structure and in consideration items.
4. There was no significant difference between the leadership of male and female heads of primary schools in Cuttack City.

5. There was no significant difference in leadership among the heads of primary schools in Cuttack city controlled by the D.I. of schools.
6. Age and length of experience were not contributing factors in leadership behavior among the heads of primary schools in Cuttack City (KCP 0486).

Study No.18

Pati, S. 1992, A Study of the Administrative and Supervisory Problems of Secondary School Headmasters of Cuttack-I Circle, M.Phil., Edu. Utkal University.

Problem

The attempt is to study the administrative and supervisory problems of the secondary school headmasters of Cuttack-I Circle, Cuttack.

Objectives

1. To study the educational climate of the secondary education institutions.
2. To identify various administrative and supervisory difficulties of the secondary school headmasters.
3. To identify the causes of such problems.
4. To assess the views of the headmasters on those problems.
5. To suggest measures to overcome those problems.

Methodology

The sample covered 40 secondary school headmasters. Relevant data were collected using a questionnaire and interview. The collected data were treated using qualitative techniques.

Major Findings

1. Curricular problems included appointment of an inadequate number of teachers and lack of professional qualification among the teachers.
2. According to 75% of headmasters the guardians came and consulted the headmasters about the progress of their children.
3. Headmasters stated that their teachers followed teaching methods properly while teaching in class.
4. 85% have said that they did not have adequate provision for audio visual aids in their schools.
5. In 90% secondary schools various activities existed. In 32.5% schools there were sports activities and 97.5% organized annual sports.
6. 70% headmasters stated that they did not have sufficient funds for organizing co-curricular activities in their schools.
7. All the headmasters stated that their colleagues assisted them in their office work.
8. In 29 schools, there was the required number of poems.
9. 70% schools did not have a typing machine.
10. 67.5% headmasters stated that the teachers of their schools got regular payment.
11. Most of the headmasters, i.e., 35 (87.5%) were of the view that the school-community relationship was helpful.

12. Around 90% headmasters stated that the local people co-operated with them in their school work.
13. In eight schools, a parent-teacher association had been organized, while in seven schools a social service programme had been organized.
14. 35 out of 40 responding headmasters did not face any type of student indiscipline in their schools.

Study No.19

Sarma, M.S.R., 1991, A study of the administrative behavior of principals as perceived by teacher in relation to job satisfaction of teachers and student achievement in junior colleges. Ph.D., Edn., Andhra University.

Problem

The attempt is to study the administrative behavior of principals, the job satisfaction of teachers and student achievement in junior colleges.

Objectives

1. To study the relationship between administrative behavior (effectiveness rating as perceived by teacher of principals) and teachers, job satisfaction.
2. To study the relationship between the administrative behavior of college principals and student achievement.
3. To study the relationship between teachers, attitude towards job satisfaction and student achievement.

4. To study the relationship between the socio-economic variables and the administrative behavior of the principal.
5. To study the interrelationships of administrative behavior and job satisfaction dimensions.

Methodology

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

1. There was a strong association between sex and college type.
2. More females were employed in private colleges than in government colleges.
3. The colleges were staffed with relatively young teams of teachers.
4. Training and research degrees were conspicuously absent among the college teachers.
5. Association was found between family type and college type.
6. The average level of the principal's administrative behavior as perceived by teachers was moderately effective.
7. There existed a positive relationship between the principal's administrative behavior and teachers' job satisfaction.

8. There existed a low and non-significant relationship between the principal's administrative behavior and student achievement.
9. The age of the teacher did not have any relationship in the perception of the teachers towards the principal's administrative behavior.
10. The educational attainment of the teachers had established a relationship with the administrative behavior of principals.
11. 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.
12. Men and women teachers handling out subjects did not hold similar opinion towards the principal's administrative behavior.
13. Job satisfaction among college teachers was moderately high.
14. There was no significant relationship between the job satisfaction of college teachers and students achievement.
15. There existed a relationship between the age of the teachers and the job satisfaction and professional experience of the teachers.
16. Teachers, irrespective of sex, type of management, course of study, professional experience, age and marital status had the same opinion about satisfaction. (SCS 1841).

Study No.20

Upasani N.K., Chaudhury .K, Deshpande V.S., Deshpande S.S., and Katre S.A, 1991, A study of some models of efficient and inefficient administration and management at the secondary school level in Pune District.

Problem

This study aims to identify the correlates of effectiveness of a headmaster and to locate models of efficient and inefficient administration and management at the secondary level.

Objectives

1. To survey the present practices of administration and management in the secondary schools of Pune district.
2. To study the various aspects of administration and management with a view to identifying the correlates of effectiveness of a headmaster.
3. To locate the models of efficient and inefficient administration and management in the secondary schools of Pune district.
4. To study the leadership behavior of the headmaster and the organizational climate of the school of some efficient and inefficient models.

Methodology

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 analysed 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.

Major Findings

1. A significant difference was found between efficient and inefficient schools on the scores obtained for the following aspects of the headmaster questionnaire.
 - a) Planning and implementation of curricular and co-curricular activities.
 - b) Scholastic and other achievement of students.
 - c) Efficiency and enrichment of teaching staff.
 - d) Administration.
 - e) Relationship with the community.
2. Three typical examples of the findings from the case studies were discussed. All indicated a discrepancy in the perception of teachers and headmasters regarding organizational climate and leadership style. Also, what was stated personally in the interview differed from the findings.

3. The organizational climate varied from open to closed to autonomous. Yet all the three kinds of schools were identified as efficient. The correlates of efficiency of a headmaster were found to be planning, implementation of curricular and co-curricular activities, good relationship with the staff and the community, and provision of extra facilities for students (KC 0079).

CONCLUSION

The researcher has gone through 20 studies made by Indian educational investigators. The sample of the study varies from a minimum of 4 to a maximum of 780 teachers or non-teachers in educational institutions. The researchers used interviews, questionnaires, observations and document analysis for the collection of data. Percentage, mean, S.D., t-test, ANOVA, ANCOVA, correlation analysis were used for data analysis.

The findings of the studies revealed that there was no significant relationship between the administrative behavior of principal and student achievement in universities. The studies 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 principals administrative behavior.

CHAPTER III

METHODOLOGY AND TOOL CONSTRUCTION

3.01 METHOD ADOPTED

In the present study the researcher followed the survey type research approach. This method focuses into the problems existing at present and directs towards a proper understanding and solution of significant educational problems through interpretation, comparison, measurement, clarification, evaluation and generalization.

3.02 AREA OF THE STUDY

The researcher has selected the **“MANAGERIAL SKILLS OF THE PRINCIPALS OF COLLEGES OF EDUCATION AS PERCEIVED BY TEACHER EDUCATORS IN KERALA STATE”**.

3.03 APPLICATION AND DEVELOPMENT OF THE SAMPLING PLAN

The population of the study comprises all the teacher educators of government and aided colleges of teacher education. The investigator distributed 350 questionnaires to the teacher educators with the help of his friends and familiar teacher educators in colleges of education. 105 questionnaires were collected back. These 105 teacher educators form the sample of the present study.

3.04 COLLEGES OF EDUCATION IN KERALA STATE

3.04.1 Government Colleges of Teacher Education

S.No	Name of the College
1	Govt. College of Teacher Education, Kozhikode.
2	Govt. College of Teacher Education, Thalassery.
3	Govt. College of Teacher Education, Trivandrum-14.
4	Institute of Advanced Study in Education, Thrichur-20.

3.04.2 Aided Colleges of Teacher Education

S.No	Name of the College
1	Farook Training College, Feroke, Calicut.
2	Karmala Rani Training College, Kollam.
3	Keyi Sahib Training College, Kottayam.
4	Mar Theophilus Training College, Nalanchira, Trivandrum.
5	Mount Carmel Training College, Kottayam.
6	Mount Tabor Training College, Pathanapuram, Kollam.
7	NSS Training College, Changanachery.
8	NSS Training College, Ottapalam.
9	NSS Training College, Pandalam, Pattanamthitta.
10	Peet Memorial Training College, Mavelikkara.
11	PKM College of Education, Madmpam , Kannur.
12	S.N.M. Training College, Moothakunnam.

13	S.N.Training College, Nedumangadu, Trivandrum.
14	St. Joseph's Training College, Mannanam.
15	St.Joseph's Training College for Women, Ernakulam.
16	St.Thomas Training College, Pala.
17	Titus II Teacher's College, Thiruvalla.

3.04.3 Unaided Colleges of Teacher Education

S.No	Name of the College
1	Adi Sankara Training College, Sankar Nagar, Mator, Ernakulam.
2	Al-Azhar Training College, Thodupuzha.
3	Ansar Training College for Women, Perumpilavu, Trichur.
4	Avila College of Education, Edacochin.
5	AWH College of Education, Kallai, Kozhikode.
6	B.N.V. College of Teacher Education, Thiruvallam, Trivandrum.
7	Bafakhy Yathemkahana B.Ed. Training College, Kalpahanchery, Malappuram.
8	Baselious Marthoma Mathews II Training College, Kottarakara.
9	BSS B.Ed. Training College, Alathur, Palakkad.
10	Budha College of Teacher Education, Muthukulam, Alapuzha.
11	C.K. Raghavan Memorial Teacher Education, Pulpally, Wayanad.
12	Christ Nagar College of Education, Chavarapuram, Thiruvallam, Trivandrum.
13	CKS College of Teacher Education, Kozhikode.
14	College of Teacher Education, Arkanoor, Kollam.

S.No	Name of the College
15	Crescent B.Ed. College, Madipara, Payangadi.
16	CSI College of Education, LMS Compound, Parassala.
17	Devaki Amma Memorial College of Teacher Education, Valillapuzha, Malappuram.
18	Dr. Ambedkar College of Education, Periya, Kasargod.
19	Dr. Palpu Memorial SNDP Yogam College of Education, Kodungallur, Trichur.
20	EMEA Training College, Kondotty, Malappuram.
21	Emmanuel College of B.Ed. Training, Vazhichal, Trivandrum.
22	Euphresia Training College, Irinjalakuda, Thrissur.
23	Ezhuthachan Training College, Mananjapara, Palakkad.
24	Farook B.Ed. College, Changuvetti, Kottakal, Malappuram.
25	Fathima Memorial Training College, Mylapore, Quilon.
26	Fathima Memorial Training College, Vadakkevila (P.O), Kollam.
27	H.H. Marthoma II Training College, Adoor, Pathanamthitta.
28	H.M. Training College, Randarkam, Muvattupuzha.
29	HDPY College of Education, Mattupuram, Mannam.
30	Holy Crescent College of Education, Thaikkattukara, Aluva.
31	Holy family College of Education for Woman, Koduvayur, Palakkad.
32	Ideal Educational Society Training College, Chitilapally, Trichur.
33	Indira Gandhi Training College, Kothamangalam.
34	Iqbal Training College, Peringamala, Trivandrum.

S.No	Name of the College
35	Jameela Beevi Memorial Center for Teacher Education, Kayamkulam, Alapuzha.
36	Jamia Nadwiyya Training College, Salah Nagar, Edavanna, Malappuram.
37	Jesus Training College, Mala, Trichur.
38	JPE Training College, Koorkancherry, Trichur.
39	K.T.C.T. College of Teacher Education, Kallambalam, Trivandrum.
40	KNMS Training College, Kathiparra, Kothali, Vellarada.
41	KPPM College of Teacher education, Arakkayam, Malappuram.
42	Labour India Educational Society Teachers' Training College, Marangaattupally, Kottayam.
43	MAET B.Ed. Training College, Nettayam, Trivandrum.
44	Maha Jubilee Training College, Mulloorkara, Trichur.
45	Majmas Training College, Kavannur, Malappuram.
46	Mangalam College of Education, Ettumanoor.
47	Manjappara B.Ed. Centre, Quilon.
48	Mannam Centre for Education Technology, Ezhammayil, Edacode, Kollam.
49	Mannam Memorial Training College, Vilakkudy.
50	Mar Baselins B.Ed. College, Sulthan Bathery, Wayanad.
51	Mar Osthathos Training College, Perumpilavu, Trichur.
52	Mar Severious Memorial Training College, Kunnathanam, Chenganoor.
53	Mar Thoma Teachers Training College, Edakulam, Ranni.
54	Markaz Training College, Athavanad, Malappuram.

S.No	Name of the College
55	MCT Training College, Alathumpadi, Melmuri, Malappuram.
56	Meppayur Salafi College of Teacher Education, Meppayur, Kozhikode.
57	MES Training College, Edathala, Aluva.
58	Milath College of Teacher Education, Patharam, Sooranad, Quilon.
59	Moulana College of Teacher Education, Kuttayi, Malappuram.
60	N G M B.Ed. College Valamangalam, Thuravoor, Cherthala.
61	National College for Teacher Education, Vengola, Perumbavoor.
62	National Training College for Women, Pazhakutty, Nedumangad.
63	Navjyothi College of Teacher Education, Olarikkara, Trichur.
64	New B.Ed. College, Nellimoodu, Trivandrum.
65	Nirmala Training College, Thalacode, Ernakulam.
66	Patriach Ignatius Zhakka I Training College, Puthencruz, Ernakulam.
67	Porukara College of Education, Champakulam, Alapuzha.
68	R.V. Training College, Valakom, Quilon.
69	Sabarigiri College of Education, Anchal, Quilon.
70	Sahadaran Ayyappan Memorial Training College, Puthen Kavu, Puthotta, Ernakulam.
71	Sankaramangalam Training College, Kaviyoor, Thiruvalla.
72	SNDP Yogam Training College, Adimaly.
73	Sobha College of Teacher Education, Chertala.
74	Sree Narayana College of Education, Chelannur, Kozhikode.
75	Sree Narayana College of Education, Muvattupuzha.
76	Sree Narayana College of Teacher Education, Kottapuram, Palakkad.

S.No	Name of the College
77	Sree Narayana Training College, Sreekantesvaram, Alleppey.
78	Sree Swami Vivekananda Centre of Teacher Education, Malumpuram, Ottapalam.
79	Sree Vidyadhi Raja Model College of Teacher Education, Vendar, Kollam.
80	Sree Vivekananda Padana College of Teacher Education, Edakkara, Malappuram.
81	Sree Vivekananda Teacher Education center, Akkikavu, Trichur.
82	St, Gregorios Teacher Training College, Meenangady, Wayanad.
83	St. Joseph's Training College, Pavaratty, Thrissur.
84	St. Mary's Women's College of Teacher Education, Paliakkara, Thiruvalla.
85	St. Peter's Training College, Kolenchery, Ernakulam.
86	St. Thomas B.Ed. Training College, Mylacom, Thodupuzha.
87	St. Thomas Training College, Mukkalokkal, Trivandrum.
88	St. Xavier's Training College for Women, Aluva.
89	St.Jacob's Training College, Menamkulam, Trivandrum.
90	St.John the Baptist College of Education, Nedumkunnam, Changanacherry.
91	St.Mary's Training College, Karikode, Peruva.
92	Sullamussalam College of Teacher Education, Areacode, Malappuram.
93	SVGV Training College, Kidangannur, Nalkalikkal, Aranmula.
94	TIM Training College, Nadapuram, Kozhikode
95	Victory College of Teacher Education, Olathanni, Trivandrum.

3.05 CONSTRUCTION OF THE RESEARCH TOOL

In order to identify the managerial skills of the principals of colleges of education, the researcher used the following tools.

1. Managerial skill inventory
2. Tool of interpersonal relations
3. Organizational climate questionnaire
4. Tool of organizational Control
5. Tool of personal influences

The tool named managerial skill inventory and the tool of interpersonal relations were constructed by the researcher himself with the help of his guide.

The other 3 tools were extracted from the book of psychological tools. The researcher modified the items with the help of his guide in order to suit the new situation. The maximum score is four and the minimum is one for positive questions and for negative questions vice versa.

Managerial skills inventory describes the following five dimensions.

(a) Coercive autocracy

This dimension is meant for heads of institutions, who are very strict, workaholic and simply not kind. Questions 1-10 describe this dimension.

(b) Benevolent autocracy

Here the head is kind, but strict. But the level of strictness is less compared to that of the heads under Coercive autocracy. Questions 11-20 describe this dimension.

(c) Manipulative autocracy

This dimension is meant for heads of institutions who are not straightforward. He / She manipulates the situation for their convenience. But it doesn't mean that the head of the institution is kind. Questions 21-30 come under this category.

(d) Consultative leadership

In this dimension the head is open minded to some extent. He / She discusses the problems with the teacher educators. They are always ready to accept others suggestions. Questions 31-40 come under this category.

(e) Laissez faire Approach

Here, the head of the institution is like a friend. The teacher educators feel their head as their family member. Questions 41-50 come under this dimension.

Regarding other tools, a head of the institution is expected to keep good understanding with teacher educators for the well being of the institution. A successful head of institution will have good relationship with PTA members, authorities and respected individuals in the society.

The personal influence of the head of institution may lead to establishing a good organizational climate which will lead to organizational control. Thus the head acts as a catalyst for motivation for teacher educators.

3.06 ESTABLISHING CONTENT VALIDITY

CONTENT VALIDITY OF THE TOOL MANAGERIAL SKILLS INVENTORY, INTERPERSONAL RELATIONS AND REINFORCEMENT OF INTEREST AND MOTIVES

150 questions were prepared by the investigator and submitted to the guide, and a panel of teacher educators of St. Xavier's College of Education (Autonomous), Palayamkottai and St. Ignatius College of Education, Palayamkottai. They checked and deleted the irrelevant and ambiguous questions in the model questionnaire. After their consultation and with their help the investigator modified the rough model and prepared the new refined tool with 50 items named managerial skill inventory and a tool of 10 items named interpersonal relations. A statement suggested by his respected teacher Dr.P.S. Chandrakumar, Ph.D. is also included. The scale varies from positive through neutral to negative.

Other tools named organizational climate, organizational control and personal influences are modified versions of standard tools.

3.07 SCORING

A five point scale scoring scheme was adopted for the evaluation of the responses for the tools: managerial skills inventory, interpersonal relations and reinforcement of interest and motives. Every positive statement got 5, 4, 3, 2 or 1 according to the response. This order was reserved in the case of negative questions.

For the other tools: Organizational Climate, Organizational Control and Personal Influences the scoring was as follows. For positive questions the maximum score was 4 and minimum score was 1. For negative questions the order was reserved.

3.08 ESTABLISHING RELIABILITY

The test-retest method was followed by the investigator with an interval of one week. The responses were then quantified and the coefficient of correlation for the complete tool was found out. Karl Pearson's product moment coefficient of correlation determined was 0.857149215. Twenty teacher educators take part in the study.

3.09 DATA COLLECTION

The prepared tool was distributed to all the government and aided colleges of teacher education in Kerala state for the collection of relevant data. 49 male teacher educators and 56 female teacher educators took part in the study.

3.10 STATISTICS USED

(i) Pearsons' Product Moment Coefficient of Correlation

$$\gamma = \frac{N (\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{[N \Sigma X^2 - (\Sigma X)^2]} \sqrt{[N \Sigma Y^2 - (\Sigma Y)^2]}}$$

where

N	=	Number of the paired scores
γ	=	Karl Pearsons' product moment co-efficient
ΣX	=	Sum of the X scores
ΣY	=	Sum of the Y scores
ΣX^2	=	Sum of the X scores squared
ΣY^2	=	Sum of the Y scores squared
ΣXY	=	Sum of the product of X,Y scores

(ii) Standard Deviation (σ)

$$\sigma = C \sqrt{\frac{\sum fd^2}{N} - \frac{(\sum fd)^2}{N^2}}$$

where

σ = standard deviation

f = frequency of the median class

d = deviation of the scores = (X-A) / C

N = total frequency

C = size of the class interval

X = Class interval

A = Assumed Mean

(iii) 't' test:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

where

\overline{X}_1 = Mean of experimental sample

\overline{X}_2 = Mean of control sample

S_1 = Variance of experimental sample

S_2 = Variance of control sample

N_1 = No. of cases in experimental sample

N_2 = No. of cases in control sample

(iv) Arithmetic Mean

Mean is calculated by using the formula

$$\text{Mean} = \frac{\Sigma X}{N}$$

where

M = Mean of the scores

ΣX = Sum of scores

N = Number of scores

(v) Analysis of Variance (ANOVA) - 'F' test

$$F = \frac{\text{Variance among the groups}}{\text{Variance within the groups}}$$

CHAPTER V

FINDINGS, INTERPRETATIONS AND SUGGESTIONS

5.01 INTRODUCTION

The investigator has investigated on the title “MANAGERIAL SKILLS OF THE PRINCIPALS OF COLLEGES OF EDUCATION AS PERCEIVED BY TEACHER EDUCATORS IN KERALA STATE”, on the basis of the analysis of data collected through the administration of the tool. The major findings are given below.

5.02 FINDINGS

5.02.1 FINDINGS FROM PERCENTAGE ANALYSIS

Table 4.1

1. The level of managerial skills of the principals of colleges of education as perceived by teacher educators regarding coercive autocracy is 16.19% low, 69.52% average and 14.29% high in Kerala.
2. The level of managerial skills of the principals of colleges of education as perceived by teacher educators regarding benevolent autocracy is 22.86% low, 57.14% average and 20.0% high in Kerala.
3. The level of managerial skills of the principals of colleges of education as perceived by teacher educators regarding manipulative autocracy is 20.00% low, 63.81% average and 16.19% high in Kerala.
4. The level of managerial skills of the principals of colleges of education as perceived by teacher educators regarding consultative autocracy is 13.33% low, 71.43% average and 15.24% high in Kerala.

5. The level of managerial skills of the principals of colleges of education as perceived by teacher educators regarding laissez faire approach is 20.95% low, 56.19% average and 22.86% high in Kerala.

Table 4.2

1. The level of interpersonal relations of principals of colleges of education as perceived by teacher educators is 22.86% low, 58.10% average and 19.05% high in Kerala.
2. The level of reinforcement of interest and motives of principals of colleges of education as perceived by teacher educators is 14.29% low, 71.43% average and 14.29% high in Kerala.
3. The level of organizational climate of principals of colleges of education as perceived by teacher educators is 23.81% low, 54.29% average and 21.90% high in Kerala.
4. The level of organizational control of principals of colleges of education as perceived by teacher educators is 20.95% low, 57.14% average and 21.90% high in Kerala.
5. The level of personal influences of principals of colleges of education as perceived by teacher educators is 23.81% low, 51.43% average and 24.76% high in Kerala.

Table 4.3

1. The level of coercive autocracy of principals of colleges of education as perceived by teacher educators with regard to male and female teacher educator is 16.33% low, 67.34% average, 16.33% high; 16.07% low, 71.43% average and 12.50% high respectively in Kerala state.

2. The level of coercive autocracy of principals of colleges of education as perceived by Hindu, Christian and Muslim teacher educator is 16.00% low, 74.9% average, 10.00% high; 22.50% low, 60.00% average, 17.50% high; 0% low, 80.00% average and 20.00% high respectively in Kerala state.
3. The level of coercive autocracy of principals of colleges of education as perceived by communities FC, OBC, SC and ST teacher educators is 38.10% low, 42.86% average, 19.05% high; 10.96% low, 75.34% average, 13.70% high; 14.29% low, 71.43% average, 14.29% high; 0.00% low, 100.00% average and 0.00% high respectively in Kerala state.
4. The level of coercive autocracy of principals of colleges of education as perceived by rural and urban teacher educators is 10.20% low, 71.43% average, 18.37% high; 21.43% low, 67.86% average and 10.71% high respectively in Kerala state.
5. The level of coercive autocracy of principals of colleges of education as perceived by teacher educators in govt. college and aided college is 8.70% low, 71.74% average, 19.56% high; 22.03% low, 67.80% average and 10.17% high respectively in Kerala state.
6. The level of coercive autocracy of principals of colleges of education as perceived by teacher educators handling optional subject and handling general subject is 23.08% low, 23.08% average, 03.84% high; 13.92% low, 68.35% average and 17.73% high respectively in Kerala state.
7. The level of coercive autocracy of principals of colleges of education as perceived by teacher educators having required qualification and above required qualification is 16.95% low, 69.49% average, 13.56% high; 15.22% low, 69.57% average and 15.22% high respectively in Kerala state.

8. The level of coercive autocracy of principals of colleges of education as perceived by teacher educators of age below 45 years and above 45 years is 16.67% low, 70.00% average, 13.33% high; 15.56% low, 68.89% average and 15.56% high respectively in Kerala state.
9. The level of coercive autocracy of principals of colleges of education as perceived by teacher educators of experience below 5 years, 5 – 10 years and above 10 years is 20.00% low, 80.00% average, 00.00% high; 16.46% low, 65.82% average, 17.72% high; 14.29% low, 80.95% average and 04.76% high respectively in Kerala state.
10. The level of coercive autocracy of principals of colleges of education as perceived by teacher educators drawing salary below 20,000 and above 20,000 is 16.48% low, 68.13% average, 15.38% high; 14.29% low, 78.57% average and 07.14% high respectively in Kerala state.
11. The level of coercive autocracy of principals of colleges of education as perceived by teacher educators who have attended orientation course, refresher course and attended both orientation and refresher course is 16.33% low, 63.27% average, 20.41% high; 17.02% low, 72.34% average, 10.64% high; 11.11% low, 88.89% average and 0.00% high respectively in Kerala state.
12. The level of coercive autocracy of principals of colleges of education as perceived by teacher educators who have published their works and those who have not published their works is 15.00% low, 70.00% average, 15.00% high; 16.92% low, 69.23% average and 13.85% high respectively in Kerala state.
13. The level of coercive autocracy of principals of colleges of education as perceived by teacher educators having extra activities and not having extra

activities is 11.11% low, 66.67% average, 22.22% high; 17.24% low, 70.11% average and 12.64% high respectively in Kerala state.

Table 4.4

1. The level of benevolent autocracy of principals of colleges of education as perceived by teacher educators with regard to male and female teacher educator is 18.37% low, 63.27% average, 18.37% high; 26.79% low, 51.79% average and 21.43% high respectively in Kerala state.
2. The level of benevolent autocracy of principals of colleges of education as perceived by Hindu, Christian and Muslim teacher educator is 22.00% low, 60.00% average, 18.00% high; 20.00% low, 57.50% average, 22.50% high; 33.33% low, 46.67% average and 20.00% high respectively in Kerala state.
3. The level of benevolent autocracy of principals of colleges of education as perceived by communities FC, OBC, SC and ST teacher educators is 23.81% low, 57.14% average, 19.05% high; 20.55% low, 57.53% average, 21.92% high; 57.14% low, 28.57% average, 14.29% high; 0.00% low, 100.00% average and 0.00% high respectively in Kerala state.
4. The level of benevolent autocracy of principals of colleges of education as perceived by rural and urban teacher educators is 26.53% low, 55.10% average, 18.37% high; 19.64% low, 58.93% average and 21.43% high respectively in Kerala state.
5. The level of benevolent autocracy of principals of colleges of education as perceived by teacher educators in govt. college and aided college is 21.74% low, 56.52% average, 21.74% high; 23.73% low, 57.63% average and 18.64% high respectively in Kerala state.

6. The level of benevolent autocracy of principals of colleges of education as perceived by teacher educators handling optional subject and handling general subject is 11.54% low, 65.38% average, 23.00% high; 26.58% low, 54.43% average and 18.99% high respectively in Kerala state.
7. The level of benevolent autocracy of principals of colleges of education as perceived by teacher educators having required qualification and above required qualification is 20.34% low, 57.63% average, 22.03% high; 26.09% low, 56.52% average and 17.39% high respectively in Kerala state.
8. The level of benevolent autocracy of principals of colleges of education as perceived by teacher educators of age below 45 years and above 45 years is 25.00% low, 56.67% average, 18.33% high; 20.00% low, 57.78% average and 22.22% high respectively in Kerala state.
9. The level of benevolent autocracy of principals of colleges of education as perceived by teacher educators of experience below 5 years, 5 – 10 years and above 10 years is 0.00% low, 60.00% average, 40.00% high; 22.78% low, 59.49% average, 17.72% high; 28.57% low, 47.62% average and 23.81% high respectively in Kerala state.
10. The level of benevolent autocracy of principals of colleges of education as perceived by teacher educators drawing salary below 20,000 and above 20,000 is 24.18% low, 57.14% average, 18.68% high; 14.29% low, 57.14% average and 28.57% high respectively in Kerala state.
11. The level of benevolent autocracy of principals of colleges of education as perceived by teacher educators who have attended orientation course, refresher course and attended both orientation and refresher course is 28.57% low,

53.06% average, 18.37% high; 19.15% low, 61.70% average, 19.15% high; 11.11% low, 55.56% average and 33.33% high respectively in Kerala state.

12. The level of benevolent autocracy of principals of colleges of education as perceived by teacher educators who have published their works and those who have not published their works is 20.00% low, 50.00% average, 30.00% high; 24.62% low, 61.54% average and 13.85% high respectively in Kerala state.

13. The level of benevolent autocracy of principals of colleges of education as perceived by teacher educators having extra activities and not having extra activities is 27.78% low, 44.44% average, 27.78% high; 21.84% low, 59.11% average and 18.39% high respectively in Kerala state.

Table 4.5

1. The level of manipulative autocracy of principals of colleges of education as perceived by teacher educators with regard to male and female teacher educator as 16.33% low, 63.27% average, 20.41% high; 23.21% low, 64.29% average and 12.50% high respectively in Kerala state.
2. The level of manipulative autocracy of principals of colleges of education as perceived by Hindu, Christian and Muslim teacher educator as 16.00% low, 64.00% average, 20.00% high; 25.00% low, 60.00% average, 15.00% high; 20.00% low, 73.33% average and 6.67% high respectively in Kerala state.
3. The level of manipulative autocracy of principals of colleges of education as perceived by communities FC, OBC, SC and ST teacher educators is 14.29% low, 66.67% average, 19.05% high; 19.18% low, 65.75% average, 15.07% high; 42.86% low, 28.57% average, 28.57% high; 25.00% low, 75.00% average and 0.00% high respectively in Kerala state.

4. The level of manipulative autocracy of principals of colleges of education as perceived by rural and urban teacher educators as 20.41% low, 65.31% average, 14.29% high; 19.64% low, 62.50% average and 17.86% high respectively in Kerala state.
5. The level of manipulative autocracy of principals of colleges of education as perceived by teacher educators in govt. college and aided college is 17.39% low, 63.04% average, 19.57% high; 22.03% low, 64.41% average and 13.56% high respectively in Kerala state.
6. The level of manipulative autocracy of principals of colleges of education as perceived by teacher educators handling optional subject and handling general subject is 3.85% low, 80.77% average, 15.38% high; 25.32% low, 58.23% average and 16.46% high respectively in Kerala state.
7. The level of manipulative autocracy of principals of colleges of education as perceived by teacher educators having required qualification and above required qualification is 25.42% low, 57.63% average, 16.95% high; 13.04% low, 71.74% average and 15.22% high respectively in Kerala state.
8. The level of manipulative autocracy of principals of colleges of education as perceived by teacher educators of age below 45 years and above 45 years is 21.67% low, 60.00% average, 18.33% high; 17.78% low, 68.89% average and 13.33% high respectively in Kerala state.
9. The level of manipulative autocracy of principals of colleges of education as perceived by teacher educators of experience below 5 years, 5 – 10 years and above 10 years is 0.00% low, 100.00% average, 0.00% high; 21.52% low, 59.49% average, 18.99% high; 19.05% low, 71.43% average and 9.52% high respectively in Kerala state.

10. The level of manipulative autocracy of principals of colleges of education as perceived by teacher educators drawing salary below 20,000 and above 20,000 is 19.78% low, 61.54% average, 18.68% high; 21.43% low, 78.57% average and 0.00% high respectively in Kerala state.
11. The level of manipulative autocracy of principals of colleges of education as perceived by teacher educators who have attended orientation course, refresher course and attended both orientation and refresher course is 16.33% low, 69.39% average, 14.29% high; 21.28% low, 57.45% average, 21.28% high; 33.33% low, 66.67% average and 0.00% high respectively in Kerala state.
12. The level of manipulative autocracy of principals of colleges of education as perceived by teacher educators who have published their works and those who have not published their works is 27.50% low, 60.00% average, 12.50% high; 15.38% low, 66.15% average and 18.46% high respectively in Kerala state.
13. The level of manipulative autocracy of principals of colleges of education as perceived by teacher educators having extra activities and not having extra activities is 27.78% low, 66.67% average, 5.56% high; 18.39% low, 63.22% average and 18.39% high respectively in Kerala state.

Table 4.6

1. The level of consultative leadership of principals of colleges of education as perceived by teacher educators with regard to male and female teacher educator is 8.16% low, 71.43% average, 20.41% high; 17.86% low, 71.43% average and 10.71% high respectively in Kerala state.
2. The level of consultative leadership of principals of colleges of education as perceived by Hindu, Christian and Muslim teacher educator is 12.00% low,

70.00% average, 18.00% high; 12.50% low, 72.50% average, 15.00% high; 20.00% low, 73.33% average and 6.67% high respectively in Kerala state.

3. The level of consultative leadership of principals of colleges of education as perceived by communities FC, OBC, SC and ST teacher educators is 9.52% low, 76.19% average, 14.29% high; 16.44% low, 67.12% average, 16.44% high; 0.00% low, 100.00% average, 0.00% high; 0.00% low, 75.00% average and 25.00% high respectively in Kerala state.
4. The level of consultative leadership of principals of colleges of education as perceived by rural and urban teacher educators is 10.20% low, 77.55% average, 12.24% high; 16.07% low, 66.07% average and 17.86% high respectively in Kerala state.
5. The level of consultative leadership of principals of colleges of education as perceived by teacher educators in Govt. College and aided college is 13.04% low, 63.04% average, 23.91% high; 13.56% low, 77.97% average and 8.47% high respectively in Kerala state.
6. The level of consultative leadership of principals of colleges of education as perceived by teacher educators handling optional subject and handling general subject is 11.54% low, 76.92% average, 11.54% high; 13.92% low, 69.62% average and 16.46% high respectively in Kerala state.
7. The level of consultative leadership of principals of colleges of education as perceived by teacher educators having required qualification and above required qualification is 11.86% low, 67.80% average, 20.34% high; 15.22% low, 76.09% average and 8.70% high respectively in Kerala state.
8. The level of consultative leadership of principals of colleges of education as perceived by teacher educators of age below 45 years and above 45 years is

18.33% low, 63.33% average, 18.33% high; 6.67% low, 82.22% average and 11.11% high respectively in Kerala state.

9. The level of consultative leadership of principals of colleges of education as perceived by teacher educators of experience below 5 years, 5 – 10 years and above 10 years is 0.00% low, 80.00% average, 20.00% high; 15.19% low, 67.09% average, 17.72% high; 9.52% low, 85.71% average and 04.76% high respectively in Kerala state.
10. The level of consultative leadership of principals of colleges of education as perceived by teacher educators drawing salary below 20,000 and above 20,000 is 12.09% low, 70.33% average, 17.58% high; 21.43% low, 78.57% average and 0.00% high respectively in Kerala state.
11. The level of consultative leadership of principals of colleges of education as perceived by teacher educators who have attended orientation course, refresher course and attended both orientation and refresher course is 8.16% low, 73.47% average, 18.37% high; 17.02% low, 68.09% average, 14.89% high; 22.22% low, 77.78% average and 0.00% high respectively in Kerala state.
12. The level of consultative leadership of principals of colleges of education as perceived by teacher educators who have published their works and those who have not published their works is 15.00% low, 72.50% average, 12.50% high; 12.31% low, 70.77% average and 16.92% high respectively in Kerala state.
13. The level of consultative leadership of principals of colleges of education as perceived by teacher educators having extra activities and not having extra activities is 22.22% low, 61.11% average, 16.67% high; 11.49% low, 73.56% average and 14.94% high respectively in Kerala state.

Table 4.7

1. The level of laizzez faire approach of principals of colleges of education as perceived by teacher educators with regard to male and female teacher educator is 20.41% low, 57.14% average, 22.45% high; 21.43% low, 55.36% average and 23.21% high respectively in Kerala state.
2. The level of laizzez faire approach of principals of colleges of education as perceived by Hindu, Christian and Muslim teacher educator is 22.00% low, 50.00% average, 28.00% high; 17.50% low, 65.00% average, 17.50% high; 26.67% low, 53.33% average and 20.00% high respectively in Kerala state.
3. The level of laizzez faire approach of principals of colleges of education as perceived by communities FC, OBC, SC and ST teacher educators is 28.57% low, 38.10% average, 33.33% high; 19.18% low, 58.90% average, 21.92% high; 0.00% low, 100.00% average, 0.00% high; 50.00% low, 25.00% average and 25.00% high respectively in Kerala state.
4. The level of laizzez faire approach of principals of colleges of education as perceived by rural and urban teacher educators is 24.49% low, 55.10% average, 20.41% high; 17.86% low, 57.14% average and 25.00% high respectively in Kerala state.
5. The level of laizzez faire approach of principals of colleges of education as perceived by teacher educators in Govt. College and aided college is 23.91% low, 54.35% average, 21.74% high; 18.64% low, 57.63% average and 23.73% high respectively in Kerala state.
6. The level of laizzez faire approach of principals of colleges of education as perceived by teacher educators handling optional subject and handling general

subject is 26.92% low, 50.00% average, 23.08% high; 18.99% low, 58.23% average and 22.78% high respectively in Kerala state.

7. The level of laizzez faire approach of principals of colleges of education as perceived by teacher educators having required qualification and above required qualification is 20.34% low, 57.63% average, 22.03% high; 21.74% low, 54.35% average and 23.91% high respectively in Kerala state.
8. The level of laizzez faire approach of principals of colleges of education as perceived by teacher educators of age below 45 years and above 45 years is 21.67% low, 61.67% average, 16.67% high; 20.00% low, 48.89% average and 31.11% high respectively in Kerala state.
9. The level of laizzez faire approach of principals of colleges of education as perceived by teacher educators of experience below 5 years, 5 – 10 years and above 10 years is 0.00% low, 80.00% average, 20.00% high; 24.05% low, 54.43% average, 21.52% high; 14.29% low, 57.14% average and 28.57% high respectively in Kerala state.
10. The level of laizzez faire approach of principals of colleges of education as perceived by teacher educators drawing salary below 20,000 and above 20,000 is 21.98% low, 54.95% average, 23.08% high; 14.29% low, 64.29% average and 21.43% high respectively in Kerala state.
11. The level of laizzez faire approach of principals of colleges of education as perceived by teacher educators who have attended orientation course, refresher course and attended both orientation and refresher course is 22.45% low, 46.94% average, 30.61% high; 21.28% low, 61.70% average, 17.02% high; 11.11% low, 77.78% average and 11.11% high respectively in Kerala state.

12. The level of laizzez faire approach of principals of colleges of education as perceived by teacher educators who have published their works and those who have not published their works is 22.50% low, 50.00% average, 27.50% high; 20.00% low, 60.00% average and 20.00% high respectively in Kerala state.
13. The level of laizzez faire approach of principals of colleges of education as perceived by teacher educators having extra activities and not having extra activities is 27.78% low, 44.44% average, 27.78% high; 19.54% low, 58.62% average and 21.84% high respectively in Kerala state.

Table 4.8

1. The level of interpersonal relations of principals of colleges of education as perceived by teacher educators with regard to male and female teacher educator is 18.37% low, 55.10% average, 26.53% high; 26.79% low, 60.71% average and 12.50% high respectively in Kerala state.
2. The level of interpersonal relations of principals of colleges of education as perceived by Hindu, Christian and Muslim teacher educator is 22.00% low, 66.00% average, 12.00% high; 17.50% low, 57.50% average, 25.00% high; 40.00% low, 33.33% average and 26.67% high respectively in Kerala state.
3. The level of interpersonal relations of principals of colleges of education as perceived by communities FC, OBC, SC and ST teacher educators is 19.05% low, 61.90% average, 19.05% high; 24.66% low, 54.79% average, 20.55% high; 28.57% low, 71.43% average, 0.00% high; 0.00% low, 75.00% average and 25.00% high respectively in Kerala state.
4. The level of interpersonal relations of principals of colleges of education as perceived by rural and urban teacher educators is 20.41% low, 65.31%

average, 14.29% high; 25.00% low, 51.79% average and 23.21% high respectively in Kerala state.

5. The level of interpersonal relations of principals of colleges of education as perceived by teacher educators in Govt. College and aided college is 21.74% low, 63.04% average, 15.22% high; 23.73% low, 54.24% average and 22.03% high respectively in Kerala state.
6. The level of interpersonal relations of principals of colleges of education as perceived by teacher educators handling optional subject and handling general subject is 11.54% low, 69.23% average, 19.23% high; 26.58% low, 54.43% average and 18.99% high respectively in Kerala state.
7. The level of interpersonal relations of principals of colleges of education as perceived by teacher educators having required qualification and above required qualification is 20.34% low, 57.63% average, 22.03% high; 26.09% low, 58.70% average and 15.22% high respectively in Kerala state.
8. The level of interpersonal relations of principals of colleges of education as perceived by teacher educators of age below 45 years and above 45 years is 21.67% low, 63.33% average, 15.00% high; 24.44% low, 51.11% average and 24.44% high respectively in Kerala state.
9. The level of interpersonal relations of principals of colleges of education as perceived by teacher educators of experience below 5 years, 5 – 10 years and above 10 years is 0.00% low, 60.00% average, 40.00% high; 26.58% low, 59.49% average, 13.92% high; 14.29% low, 52.38% average and 33.33% high respectively in Kerala state.
10. The level of interpersonal relations of principals of colleges of education as perceived by teacher educators drawing salary below 20,000 and above 20,000

is 21.98% low, 59.34% average, 18.68% high; 28.57% low, 50.00% average and 21.43% high respectively in Kerala state.

11. The level of interpersonal relations of principals of colleges of education as perceived by teacher educators who have attended orientation course, refresher course and attended both orientation and refresher course is 22.45% low, 61.22% average, 16.33% high; 21.28% low, 53.19% average, 25.53% high; 33.33% low, 66.67% average and 0.00% high respectively in Kerala state.
12. The level of interpersonal relations of principals of colleges of education as perceived by teacher educators who have published their works and those who have not published their works is 25.00% low, 55.00% average, 20.00% high; 21.54% low, 60.00% average and 18.46% high respectively in Kerala state.
13. The level of interpersonal relations of principals of colleges of education as perceived by teacher educators having extra activities and not having extra activities is 27.78% low, 66.67% average, 5.56% high; 21.84% low, 56.32% average and 21.84% high respectively in Kerala state.

Table 4.9

1. The level of reinforcement of interest and motives of principals of colleges of education as perceived by teacher educators with regard to male and female teacher educator is 16.33% low, 69.39% average, 14.29% high; 12.50% low, 73.21% average and 14.29% high respectively in Kerala state.
2. The level of reinforcement of interest and motives of principals of colleges of education as perceived by Hindu, Christian and Muslim teacher educator is 16.00% low, 70.00% average, 14.00% high; 15.00% low, 72.50% average, 12.50% high; 6.67% low, 73.33% average and 20.00% high respectively in Kerala state.

3. The level of reinforcement of interest and motives of principals of colleges of education as perceived by communities FC, OBC, SC and ST teacher educators is 9.52% low, 76.19% average, 14.29% high; 16.44% low, 69.86% average, 13.70% high; 14.29% low, 71.43% average, 14.29% high; 0.00% low, 75.00% average and 25.00% high respectively in Kerala state.
4. The level of reinforcement of interest and motives of principals of colleges of education as perceived by rural and urban teacher educators is 16.33% low, 67.35% average, 16.33% high; 12.50% low, 75.00% average and 12.50% high respectively in Kerala state.
5. The level of reinforcement of interest and motives of principals of colleges of education as perceived by teacher educators in govt. college and aided college is 10.87% low, 73.91% average, 15.22% high; 16.95% low, 69.49% average and 13.56% high respectively in Kerala state.
6. The level of reinforcement of interest and motives of principals of colleges of education as perceived by teacher educators handling optional subject and handling general subject is 15.38% low, 61.54% average, 23.08% high; 13.92% low, 74.68% average and 11.39% high respectively in Kerala state.
7. The level of reinforcement of interest and motives of principals of colleges of education as perceived by teacher educators having required qualification and above required qualification is 15.25% low, 76.27% average, 8.47% high; 13.04% low, 65.22% average and 21.74% high respectively in Kerala state.
8. The level of reinforcement of interest and motives of principals of colleges of education as perceived by teacher educators of age below 45 years and above 45 years is 13.33% low, 71.67% average, 15.00% high; 15.56% low, 71.11% average and 13.33% high respectively in Kerala state.

9. The level of reinforcement of interest and motives of principals of colleges of education as perceived by teacher educators of experience below 5 years, 5 – 10 years and above 10 years is 0.00% low, 80.00% average, 20.00% high; 16.46% low, 72.15% average, 11.39% high; 9.52% low, 66.67% average and 23.81% high respectively in Kerala state.
10. The level of reinforcement of interest and motives of principals of colleges of education as perceived by teacher educators drawing salary below 20,000 and above 20,000 is 15.38% low, 74.73% average, 9.89% high; 7.14% low, 50.00% average and 42.86% high respectively in Kerala state.
11. The level of reinforcement of interest and motives of principals of colleges of education as perceived by teacher educators who have attended orientation course, refresher course and attended both orientation and refresher course is 14.29% low, 79.59% average, 6.12% high; 17.02% low, 65.96% average, 17.02% high; 0.00% low, 55.56% average and 44.44% high respectively in Kerala state.
12. The level of reinforcement of interest and motives of principals of colleges of education as perceived by teacher educators who have published their works and those who have not published their works is 10.00% low, 70.00% average, 20.00% high; 16.92% low, 72.31% average and 10.77% high respectively in Kerala state.
13. The level of reinforcement of interest and motives of principals of colleges of education as perceived by teacher educators having extra activities and not having extra activities is 11.11% low, 72.22% average, 16.67% high; 14.94% low, 71.26% average and 13.79% high respectively in Kerala state.

Table 4.10

1. The level of organizational climate of principals of colleges of education as perceived by teacher educators with regard to male and female teacher educator is 18.37% low, 53.06% average, 28.57% high; 28.57% low, 55.36% average and 16.07% high respectively in Kerala state.
2. The level of organizational climate of principals of colleges of education as perceived by Hindu, Christian and Muslim teacher educator is 26.00% low, 52.00% average, 22.00% high; 17.50% low, 62.50% average, 20.00% high; 33.33% low, 40.00% average and 26.67% high respectively in Kerala state.
3. The level of organizational climate of principals of colleges of education as perceived by communities FC, OBC, SC and ST teacher educators is 23.81% low, 66.67% average, 9.52% high; 24.66% low, 52.05% average, 23.29% high; 0.00% low, 57.14% average, 42.86% high; 50.00% low, 25.00% average and 25.00% high respectively in Kerala state.
4. The level of organizational climate of principals of colleges of education as perceived by rural and urban teacher educators is 28.57% low, 59.18% average, 12.24% high; 19.64% low, 50.00% average and 30.36% high respectively in Kerala state.
5. The level of organizational climate of principals of colleges of education as perceived by teacher educators in Govt. College and aided college is 23.91% low, 52.17% average, 23.91% high; 23.73% low, 55.93% average and 20.34% high respectively in Kerala state.
6. The level of organizational climate of principals of colleges of education as perceived by teacher educators handling optional subject and handling general

subject is 26.92% low, 65.38% average, 7.69% high; 22.78% low, 50.63% average and 26.58% high respectively in Kerala state.

7. The level of organizational climate of principals of colleges of education as perceived by teacher educators having required qualification and above required qualification is 23.73% low, 54.24% average, 22.03% high; 23.91% low, 54.35% average and 21.74% high respectively in Kerala state.
8. The level of organizational climate of principals of colleges of education as perceived by teacher educators of age below 45 years and above 45 years is 25.00% low, 56.67% average, 18.33% high; 22.22% low, 51.11% average and 26.67% high respectively in Kerala state.
9. The level of organizational climate of principals of colleges of education as perceived by teacher educators of experience below 5 years, 5 – 10 years and above 10 years is 20.00% low, 60.00% average, 20.00% high; 26.58% low, 51.90% average, 21.52% high; 14.29% low, 61.90% average and 23.81% high respectively in Kerala state.
10. The level of organizational climate of principals of colleges of education as perceived by teacher educators drawing salary below 20,000 and above 20,000 is 24.18% low, 56.04% average, 19.78% high; 21.43% low, 42.86% average and 35.71% high respectively in Kerala state.
11. The level of organizational climate of principals of colleges of education as perceived by teacher educators who have attended orientation course, refresher course and attended both orientation and refresher course is 24.49% low, 61.22% average, 14.29% high; 23.40% low, 51.06% average, 25.53% high; 22.22% low, 33.33% average and 44.45% high respectively in Kerala state.

12. The level of organizational climate of principals of colleges of education as perceived by teacher educators who have published their works and those who have not published their works is 25.00% low, 50.00% average, 25.00% high; 23.08% low, 56.92% average and 20.00% high respectively in Kerala state.
13. The level of organizational climate of principals of colleges of education as perceived by teacher educators having extra activities and not having extra activities is 33.33% low, 38.89% average, 27.78% high; 21.84% low, 57.47% average and 20.69% high respectively in Kerala state.

Table 4.11

1. The level of organizational control of principals of colleges of education as perceived by teacher educators with regard to male and female teacher educator is 24.49% low, 51.02% average, 24.49% high; 17.86% low, 62.50% average and 19.64% high respectively in Kerala state.
2. The level of organizational control of principals of colleges of education as perceived by Hindu, Christian and Muslim teacher educator is 18.00% low, 58.00% average, 24.00% high; 17.50% low, 60.00% average, 22.50% high; 40.00% low, 46.67% average and 13.33% high respectively in Kerala state.
3. The level of organizational control of principals of colleges of education as perceived by communities FC, OBC, SC and ST teacher educators is 23.81% low, 47.62% average, 28.57% high; 23.29% low, 57.53% average, 19.18% high; 0.00% low, 57.14% average, 42.86% high; 0.00% low, 100.00% average and 0.00% high respectively in Kerala state.
4. The level of organizational control of principals of colleges of education as perceived by rural and urban teacher educators is 22.45% low, 55.10%

average, 22.45% high; 19.64% low, 58.93% average and 21.43% high respectively in Kerala state.

5. The level of organizational control of principals of colleges of education as perceived by teacher educators in govt. college and aided college is 17.39% low, 54.35% average, 28.26% high; 23.73% low, 59.32% average and 16.95% high respectively in Kerala state.
6. The level of organizational control of principals of colleges of education as perceived by teacher educators handling optional subject and handling general subject is 19.23% low, 61.54% average, 19.23% high; 21.52% low, 55.70% average and 22.78% high respectively in Kerala state.
7. The level of organizational control of principals of colleges of education as perceived by teacher educators having required qualification and above required qualification is 23.73% low, 54.93% average, 20.34% high; 17.39% low, 58.70% average and 23.91% high respectively in Kerala state.
8. The level of organizational control of principals of colleges of education as perceived by teacher educators of age below 45 years and above 45 years is 25.00% low, 56.67% average, 18.33% high; 15.56% low, 57.78% average and 26.67% high respectively in Kerala state.
9. The level of organizational control of principals of colleges of education as perceived by teacher educators of experience below 5 years, 5 – 10 years and above 10 years is 40.00% low, 60.00% average, 00.00% high; 24.25% low, 56.96% average, 22.78% high; 19.05% low, 57.14% average and 23.81% high respectively in Kerala state.
10. The level of organizational control of principals of colleges of education as perceived by teacher educators drawing salary below 20,000 and above 20,000

is 20.88% low, 57.14% average, 21.98% high; 21.43% low, 57.14% average and 21.43% high respectively in Kerala state.

11. The level of organizational control of principals of colleges of education as perceived by teacher educators who have attended orientation course, refresher course and attended both orientation and refresher course is 16.33% low, 65.31% average, 18.37% high; 25.53% low, 48.94% average, 25.53% high; 22.22% low, 55.56% average and 22.22% high respectively in Kerala state.
12. The level of organizational control of principals of colleges of education as perceived by teacher educators who have published their works and those who have not published their works is 22.50% low, 50.00% average, 27.50% high; 20.00% low, 61.54% average and 18.46% high respectively in Kerala state.
13. The level of organizational control of principals of colleges of education as perceived by teacher educators having extra activities and not having extra activities is 27.78% low, 44.44% average, 27.78% high; 19.54% low, 59.77% average and 20.69% high respectively in Kerala state.

Table 4.12

1. The level of personal influences of principals of colleges of education as perceived by teacher educators with regard to male and female teacher educator is 18.37% low, 57.14% average, 24.49% high; 28.57% low, 46.43% average and 25.00% high respectively in Kerala state.
2. The level of personal influences of principals of colleges of education as perceived by Hindu, Christian and Muslim teacher educator is 22.00% low, 52.00% average, 26.00% high; 25.00% low, 55.00% average, 20.00% high; 26.67% low, 40.00% average and 33.33% high respectively in Kerala state.

3. The level of personal influences of principals of colleges of education as perceived by communities FC, OBC, SC and ST teacher educators is 14.29% low, 52.38% average, 33.33% high; 27.40% low, 50.68% average, 21.92% high; 14.29% low, 42.86% average, 42.86% high; 25.00% low, 75.00% average and 0.00% high respectively in Kerala state.
4. The level of personal influences of principals of colleges of education as perceived by rural and urban teacher educators is 26.53% low, 53.06% average, 20.41% high; 21.43% low, 50.00% average and 28.57% high respectively in Kerala state.
5. The level of personal influences of principals of colleges of education as perceived by teacher educators in govt. college and aided college is 21.74% low, 54.35% average, 23.91% high; 25.42% low, 49.15% average and 25.42% high respectively in Kerala state.
6. The level of personal influences of principals of colleges of education as perceived by teacher educators handling optional subject and handling general subject is 19.23% low, 61.54% average, 19.23% high; 25.32% low, 48.10% average and 26.58% high respectively in Kerala state.
7. The level of personal influences of principals of colleges of education as perceived by teacher educators having required qualification and above required qualification is 25.42% low, 50.85% average, 23.73% high; 21.74% low, 52.17% average and 26.09% high respectively in Kerala state.
8. The level of personal influences of principals of colleges of education as perceived by teacher educators of age below 45 years and above 45 years is 25.00% low, 43.33% average, 31.67% high; 22.22% low, 62.22% average and 15.56% high respectively in Kerala state.

9. The level of personal influences of principals of colleges of education as perceived by teacher educators of experience below 5 years, 5 – 10 years and above 10 years is 20.00% low, 60.00% average, 20.00% high; 25.32% low, 49.37% average, 25.32% high; 19.05% low, 57.14% average and 23.81% high respectively in Kerala state.
10. The level of personal influences of principals of colleges of education as perceived by teacher educators drawing salary below 20,000 and above 20,000 is 25.27% low, 50.55% average, 24.18% high; 14.29% low, 57.14% average and 28.57% high respectively in Kerala state.
11. The level of personal influences of principals of colleges of education as perceived by teacher educators who have attended orientation course, refresher course and attended both orientation and refresher course is 26.53% low, 46.94% average, 26.53% high; 21.28% low, 57.45% average, 21.28% high; 22.22% low, 44.44% average and 33.33% high respectively in Kerala state.
12. The level of personal influences of principals of colleges of education as perceived by teacher educators who have published their works and those who have not published their works is 20.00% low, 52.50% average, 27.50% high; 26.15% low, 50.77% average and 23.08% high respectively in Kerala state.
13. The level of personal influences of principals of colleges of education as perceived by teacher educators having extra activities and not having extra activities is 16.67% low, 50.00% average, 33.33% high; 25.29% low, 51.72% average and 22.99% high respectively in Kerala state.

5.02.2 Findings from t-test

1. There is significant difference in managerial skills and their dimensions of the principals of colleges of education as perceived by male and female teacher educators in the state.
2. There is no significant difference in managerial skills and their dimensions of the principals of colleges of education as perceived by teacher educators in the state with reference to locality, nature of institution, subject handled, qualification, age, salary, publications and extra curricular activities.
3. There is significant difference in managerial skills – coercive autocracy dimension- of the principals of colleges of education in Kerala as perceived by rural college teachers and urban college teachers in colleges of education in the state.
4. There is no significant difference in managerial skills – coercive autocracy dimension- of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to sex, nature of institution, subject handled, qualification, age, salary, publications and extra curricular activities.
5. There is no significant difference in managerial skills – benevolent autocracy dimension- of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to sex, locality, nature of institution, subject handled, qualification, age, salary, publications and extra curricular activities.
6. There is no significant difference in managerial skills – manipulative dimension- of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to sex, locality, nature of

institution, subject handled, qualification, age, salary, publications and extra curricular activities.

7. There is significant difference in managerial skills – consultative leadership dimension- of the principals of colleges of education in Kerala as perceived by teacher educators with the required qualifications and teacher educators having more than the required qualification in the state.
8. There is no significant difference in managerial skills – consultative leadership dimension- of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to sex, locality, nature of institution, subject handled, age, salary, publications and extra curricular activities.
9. There is no significant difference in managerial skills – laissez faire approach dimension- of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to sex, locality, nature of institution, subject handled, qualification, age, salary, publications and extra curricular activities.
10. There is no significant difference in managerial skills interpersonal relations of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to sex, locality, nature of institution, subject handled, qualification, age, salary, publications and extra curricular activities.
11. There is significant difference in reinforcement of interest and motives of the principals of colleges of education in Kerala as perceived by teacher educators in the state drawing salary below 20,000 and those drawing above 20,000.

12. There is no significant difference in reinforcement of interest and motives dimension- of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to sex, locality, nature of institution, subject handled, qualification, age, publications and extra curricular activities.
13. There is significant difference in organizational climate prevailing of the colleges of education as perceived by teacher educators in the state with reference to sex and subject handled.
14. There is no significant difference in organizational climate prevailing dimension- of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to locality, nature of institution, qualification, age, publications and extra curricular activities.
15. There is no significant difference in organizational control maintained by the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to sex, locality, nature of institution, subject handled, qualification, age, salary, publications and extra curricular activities.
16. There is no significant difference in personal influences dimension- of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to sex, locality, nature of institution, subject handled, qualification, age, salary, publications and extra curricular activities.
17. There is significant difference in managerial skills and their dimensions (Total) of the principals of colleges of education in Kerala as perceived by Hindu and Muslim teacher educators and Christian and Muslim teacher educators in the state.

18. There is no significant difference in managerial skills and their dimensions (Total) of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to religion.
19. There is significant difference in managerial skills and their dimensions (Total) of the principals of colleges of education in Kerala as perceived by FC and SC teacher educators, OBC and SC teacher educators, SC and ST teacher educators in Total dimensions, OBC and ST teacher educators in the state.
20. There is no significant difference in managerial skills and their dimensions (Total) of the principals of colleges of education in Kerala as perceived by FC and OBC teacher educators, FC and ST teacher educators in dimension Total and FC and OBC teacher educators, FC and SC teacher educators, FC and ST teacher educators, OBC and SC teacher educators and SC and ST teacher educators in coercive autocracy in colleges of education in the state with reference to community.
21. There is no significant difference in managerial skills and their dimensions (Total) of the principals of colleges of education in Kerala as perceived by teacher educators in the state for the dimensions: coercive autocracy, benevolent autocracy, manipulative autocracy, consultative leadership and laissez faire approach with reference to community.
22. There is no significant difference in managerial skills and their dimensions (Total) of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to experience.
23. There is no significant difference in managerial skills and their dimensions (Total) of the principals of colleges of education in Kerala as perceived by teacher educators in the state with reference to courses attended.

5.02.3 Findings from F-test

1. There is significant difference between managerial skills and their dimensions of the principals of colleges of education in Kerala and other related factors such as interpersonal relations, reinforcement of interest and motives, organizational climate, organizational control and personal influence as perceived by teacher educators in the state.

5.02.4 Findings from correlation analysis

1. There is significant correlation between managerial skills – coercive autocracy dimension- and Interpersonal relations of the principals of colleges of education as perceived by teacher educators with reference to Sex (female), Community (SC, ST), Nature of institution (govt.) and Salary (below 20,000).
2. There is no significant correlation between managerial skills – coercive autocracy dimension- and Interpersonal relations of the principals of colleges of education as perceived by teacher educators with reference to Sex (male), Religion, Community (FC, OBC), Locality, Nature of the institution (aided) , Subject handling, Qualifications, Age, Experience, Salary (above 20,000) and Courses attended.
3. There is significant correlation between managerial skills – coercive autocracy dimension- and Reinforcement of interest and motives of the principals of colleges of education as perceived by teacher educators with reference to Religion (muslim), Community (FC, SC and ST), Experience (between 5 -10 years), Salary (below 20,000) and Courses attended(Both) .
4. There is no significant correlation between managerial skills – coercive autocracy dimension- and Reinforcement of interest and motives in the principals of colleges of education as perceived by teacher educators with

reference to Sex, Religion (Hindu and Christian), Community (OBC), Locality, Nature of the institution, Subject handled, Qualifications, Age, Experience (below 5 years), Salary (above 20,000) and Courses attended (Refresher, Orientation).

5. There is significant correlation between managerial skills – coercive autocracy dimension- and Organizational climate maintained by the principals of colleges of education as perceived by teacher educators with reference to Religion (Muslim), Community (FC, SC, ST), Experience (below 5 years, above 10 years), Salary (above 20,000) and Courses attended (both).
6. There is no significant correlation between Managerial skills – Coercive autocracy dimension- and Organizational climate maintained by the principals of colleges of education as perceived by teacher educators with reference to Sex, Religion (Hindu, Christian), Community (OBC), Locality, Nature of the institution, Subject handling, Qualifications, Age, Experience (between 5-10 years), Salary (below 20,000) and Courses attended (Orientation, Refresher).
7. There is significant correlation between managerial skills – coercive autocracy dimension - and Organizational control maintained by the principals of colleges of education as perceived by teacher educators with reference to Religion (Hindu), Community (SC, ST) and Experience (below 5 years, above 10 years).
8. There is no significant correlation between managerial skills – coercive autocracy dimension - and Organizational control maintained by the principals of colleges of education as perceived by teacher educators with reference to Sex, Religion (Muslim, Christian), Community (FC, OBC), Locality, Nature

of the institution, Subject handled, Qualifications, Age, Experience (between 5-10 years), Salary and Courses attended .

9. There is significant correlation between managerial skills – coercive autocracy dimension- and Personal influence of the principals of colleges of education as perceived by teacher educators with reference to Religion (Hindu, Muslim), Community (FC, ST), Locality (Urban), Nature of institution (Aided), Subject handled (optional), Qualification (Above required), Age (Above 45 years), Experience (below 5 years, above 10 years), Salary and Courses attended (Orientation, Refresher).
10. There is no significant correlation between managerial skills – coercive autocracy dimension- and Personal influence of the principals of colleges of education as perceived by teacher educators with reference to Sex, Religion (Christian), Community (OBC, SC), Locality (Rural), Nature of the institution (Govt), Subject handled (General), Qualifications (Required), Age (Below 45 years), Experience (between 5-10 years) and Courses attended (both).
11. There is significant correlation between managerial skills – benevolent autocracy dimension- and Interpersonal relations of principals of colleges of education as perceived by teacher educators with reference to Sex (Female), Religion (Hindu, Muslim), Community (FC, ST), Qualification (Required), Age (below 45 years), Experience (between 5-10 years), Salary (Below 20,000) and Courses attended (Refresher and both).
12. There is no significant correlation between managerial skills – benevolent autocracy dimension- and Interpersonal relations of principals of colleges of education as perceived by teacher educators with reference to Sex (Male), Religion (Christian), Community (SC, OBC), Locality, Nature of the

institution, Subject handled, Qualifications (Above required), Age (Above 45 years), Experience (Below 5 years), Salary (above 20,000) and Courses attended (Orientation).

13. There is significant correlation between managerial skills – benevolent autocracy dimension- and Reinforcement of interest and motives of the principals of colleges of education as perceived by teacher educators with reference to Religion (Muslim), Community (SC and ST), Qualification (Required).
14. There is no significant correlation between managerial skills – benevolent autocracy dimension- and Reinforcement of interest and motives of the principals of colleges of education as perceived by teacher educators with reference to Sex, Religion (Hindu and Christian), Community (FC, OBC), Locality, Nature of the institution, Subject handled, Qualifications (Above required), Age, Experience, Salary and Courses attended.
15. There is significant correlation between managerial skills – benevolent autocracy dimension- and Organizational climate maintained by the principals of colleges of education as perceived by teacher educators with reference to Sex (Male), Religion (Muslim), Community (ST), Locality (Rural), Qualification (required), Experience (below 5 years, above 10 years), Salary (above 20,000) and Courses attended (Refresher, both).
16. There is no significant correlation between managerial skills – benevolent autocracy dimension- and Organizational climate maintained by the principals of colleges of education as perceived by teacher educators with reference to Sex (Female), Religion (Hindu, Christian), Community (FC, OBC, SC), Locality (Urban), Nature of the institution, Subject handled, Qualifications

(Above required), Age, Experience (between 5-10 years), Salary (below 20,000) and Courses attended (Orientation).

17. There is significant correlation between managerial skills – benevolent autocracy dimension- and Organizational control maintained by the principals of colleges of education as perceived by teacher educators with reference to Sex (Female), Religion (Hindu, Muslim), Community (FC, SC, ST), Locality, Nature of institution, Subject handled (General), Qualification (Required), Age (Below 45 years), Experience (above 10 years), Salary (Below 20,000) and Courses attended (Orientation).
18. There is no significant correlation between managerial skills – benevolent autocracy dimension- and Organizational control maintained by the principals of colleges of education as perceived by teacher educators with reference to Sex (Male), Religion (Christian), Community (OBC), Subject handled (Optional) , Qualifications (Above required), Age (Above 45 years) , Experience (between 5-10 years), Salary (Above 20,000) and Courses attended (Refresher and both) .
19. There is significant correlation between managerial skills – benevolent autocracy dimension- and Personal influence of the principals of colleges of education as perceived by teacher educators with reference to Sex, Religion (Hindu, Muslim), Community (OBC), Locality (Rural), Nature of institution (Aided), Subject handling (General), Qualification (required), Age, Experience, Salary and Courses attended.
20. There is no significant correlation between managerial skills – benevolent autocracy dimension- and Personal influence of the principals of colleges of education as perceived by teacher educators with reference to Religion

(Christian), Community (FC, SC, ST), Locality (Urban), Nature of the institution (Govt), Subject handled (Optional), Qualifications (Above required).

21. There is significant correlation between managerial skills – manipulative autocracy dimension- and Interpersonal relations of principals of colleges of education as perceived by teacher educators with reference to Sex (Male), Community (ST), Locality, Age (Above 45 years) and Experience (between 5-10 years).
22. There is no significant correlation between managerial skills – manipulative autocracy dimension- and Interpersonal relations of principals of colleges of education as perceived by teacher educators with reference to Sex (Female), Religion, Community (FC, OBC, SC), Nature of the institution, Subject handled, Qualifications, Age (Below 45 years), Experience (Below 5 years), Salary and Courses attended.
23. There is significant correlation between managerial skills – manipulative autocracy dimension- and Reinforcement of interest and motives of the principals of colleges of education as perceived by teacher educators with reference to Sex (Female), Religion (Hindu), Community (SC and ST), Locality (Urban), Nature of institution (Govt), Qualification (Above required), Age (Above 45 years) and Experience (Below 5 years) .
24. There is no significant correlation between managerial skills – manipulative autocracy dimension- and Reinforcement of interest and motives of the principals of colleges of education as perceived by teacher educators with reference to Sex (Male), Religion (Muslim and Christian), Community (FC, OBC), Locality (Rural), Nature of the institution (aided), Subject handled

- (Optional), Qualifications (Required), Age (Below 5 years), Experience (between 5-10 years, above 10 years), Salary and Courses attended.
25. There is significant correlation between managerial skills – manipulative autocracy dimension- and Organizational climate maintained by the principals of colleges of education as perceived by teacher educators with reference to Religion (Muslim), Community (ST) and Experience (below 5 years).
 26. There is no significant correlation between managerial skills – manipulative autocracy dimension- and Organizational climate maintained by the principals of colleges of education as perceived by teacher educators with reference to Sex, Religion (Hindu, Christian), Community (FC, SC, OBC), Locality, Nature of the institution, Subject handled, Qualifications, Age, Experience (between 5-10 years, above 10 years), Salary and Courses attended.
 27. There is significant correlation between managerial skills – manipulative autocracy dimension- and Organizational control maintained by the principals of colleges of education as perceived by teacher educators with reference to Sex, Religion (Hindu, Christian), Community (OBC, SC, ST), Locality (Rural), Nature of institution (Govt), Subject handling (General), Qualification, Age (Below 45 years), Experience (below 5 years, between 5-10 years), Salary (below 20,000) and Courses attended.
 28. There is no significant correlation between managerial skills – manipulative autocracy dimension- and Organizational control maintained by the principals of colleges of education as perceived by teacher educators with reference to Religion (Muslim), Community (FC), Locality (Urban), Nature of the institution (Aided), Subject handling (Optional) , Age (Above 45 years), Experience (Above 10 years), and Salary (Above 20,000).

29. There is significant correlation between managerial skills – manipulative autocracy dimension- and Personal influence of principals of colleges of education as perceived by teacher educators with reference to Religion (Muslim), Community (SC, ST), Locality (Rural), Experience (below 5 years), Salary (Above 20,000) and Courses attended (both).
30. There is no significant correlation between managerial skills – manipulative autocracy dimension- and Personal influence of principals of colleges of education as perceived by teacher educators with reference to Sex, Religion (Hindu, Christian), Community (FC, OBC), Locality (Urban), Nature of the institution, Subject handled, Qualifications, Age, Experience (between 5-10 years, Above 10 years), Salary (Below 20,000) and Courses attended (Orientation , Refresher).
31. There is significant correlation between managerial skills – consultative Leadership dimension- and Interpersonal relations of principals of colleges of education as perceived by teacher educators with reference to Sex (Female), Religion (Hindu, Muslim), Community (FC), Locality (Urban), Nature of the institution (Aided) , Age (Above 45 years) and Courses attended (Both).
32. There is no significant correlation between managerial skills – consultative Leadership dimension- and Interpersonal relations of principals of colleges of education as perceived by teacher educators with reference to Sex (Male), Religion (Christian), Community (OBC, SC, ST), Locality (Rural), Nature of the institution (Govt) , Subject handled (Optional), Qualifications, Age (Below 45 years), Experience, Salary and Courses attended (Orientation, Refresher).
33. There is significant correlation between managerial skills – consultative Leadership dimension- and Reinforcement of interest and motives of the

principals of colleges of education as perceived by teacher educators with reference to Religion (Christian, Muslim), Community (SC and ST) and Locality (Rural).

34. There is no significant correlation between managerial skills – consultative Leadership dimension- and Reinforcement of interest and motives of the principals of colleges of education as perceived by teacher educators with reference to Sex, Religion (Hindu), Community (FC, OBC), Locality (Urban), Nature of the institution, Subject handled, Qualifications, Age, Experience, Salary and Courses attended.
35. There is significant correlation between managerial skills – consultative Leadership dimension- and Organizational climate maintained by the principals of colleges of education as perceived by teacher educators with reference to Sex (Male), Community (ST) and Experience (below 5 years).
36. There is no significant correlation between managerial skills – consultative Leadership dimension- and Organizational climate maintained by the principals of colleges of education as perceived by teacher educators with reference to Sex (Female), Religion, Community (FC, OBC, SC), Locality, Nature of the institution, Subject handled, Qualifications, Age, Experience (between 5-10 years, above 10 years), Salary (below 20,000) and Courses attended .
37. There is significant correlation between managerial skills – consultative Leadership dimension- and Organizational control maintained by the principals of colleges of education as perceived by teacher educators with reference to Community (SC, ST), Subject handled (Optional) and Experience (below 5 years).

38. There is no significant correlation between managerial skills – consultative Leadership dimension- and Organizational control maintained by the principals of colleges of education as perceived by teacher educators with reference to Sex, Religion, Community (FC, OBC), Locality, Nature of the institution, Subject handled (General), Qualifications, Age, Experience (between 5-10 years, above 10 years), Salary and Courses attended.
39. There is significant correlation between managerial skills – consultative Leadership dimension- and Personal influence of principals of colleges of education as perceived by teacher educators with reference to Sex (Male), Community (SC, ST), Locality (Rural), Experience (below 5 years), Salary (Above 20,000) and Courses attended (Both).
40. There is no significant correlation between managerial skills – consultative Leadership dimension- and Personal influence of principals of colleges of education as perceived by teacher educators with reference to Sex (Female), Religion, Community (FC, OBC), Locality (Urban), Nature of the institution, Subject handled, Qualifications, Age, Experience (between 5-10 years, above 10 years), Salary (Below 20,000) and Courses attended (Orientation, Refresher).
41. There is significant correlation between managerial skills – laissez faire approach dimension- and Interpersonal relations of principals of colleges of education as perceived by teacher educators with reference to Religion (Muslim), Community (SC, ST), Experience (Between 5-10 years) and Salary (below 20,000).
42. There is no significant correlation between managerial skills – laissez faire approach dimension- and Interpersonal relations of principals of colleges of

education as perceived by teacher educators with reference to Sex, Religion (Hindu, Christian), Community (FC, OBC), Locality, Nature of the institution, Subject handled, Qualifications, Age, Experience (Below 5 years, Above 10 years), Salary (above 20,000) and Courses attended.

43. There is significant correlation between managerial skills – laissez faire approach dimension- and Reinforcement of interest and motives of the principals of colleges of education as perceived by teacher educators with reference to Community (SC and ST), Nature of the institution (Govt), Salary (below 20,000) and Courses attended (Both) .
44. There is no significant correlation between managerial skills – laissez faire approach dimension- and Reinforcement of interest and motives of the principals of colleges of education as perceived by teacher educators with reference to Sex, Religion, Community (FC, OBC), Locality, Nature of the institution (Aided), Subject handled, Qualifications, Age, Experience, Salary (above 20,000) and Courses attended (Refresher, Orientation).
45. There is significant correlation between managerial skills – laissez faire approach dimension- and Organizational climate maintained by the principals of colleges of education as perceived by teacher educators with reference to Sex (Male), Community (SC, ST), Age, Experience (below 5 years) and Courses attended (both).
46. There is no significant correlation between managerial skills – laissez faire approach dimension- and Organizational climate maintained by the principals of colleges of education as perceived by teacher educators with reference to Sex (Female), Religion, Community (FC, OBC), Locality, Nature of the

institution, Subject handled, Qualifications, Experience (between 5-10 years, above 10 years), Salary and Courses attended (Orientation, Refresher).

47. There is significant correlation between managerial skills – laissez faire approach dimension- and Organizational control maintained by the principals of colleges of education as perceived by teacher educators with reference to Community (SC, ST), Locality (Rural), Nature of institution (Govt), Age, Experience (below 5 years, above 10 years), Salary (Above 20,000) and Courses attended (Orientation, Both).
48. There is no significant correlation between managerial skills – laissez faire approach dimension- and Organizational control maintained by the principals of colleges of education as perceived by teacher educators with reference to Sex, Religion, Community (FC, OBC), Locality (Urban), Nature of the institution (Aided), Subject handled, Qualifications, Experience (between 5-10 years), Salary (Below 20,000) and Courses attended (Refresher) .
49. There is significant correlation between managerial skills – laissez faire approach dimension- and Personal influence of the principals of colleges of education as perceived by teacher educators with reference to Religion (Hindu), Community (FC, SC), Subject handled (optional) and Experience (below 5 years).
50. There is no significant correlation between managerial skills – laissez faire approach dimension- and Personal influence of the principals of colleges of education as perceived by teacher educators with reference to Sex, Religion (Muslim, Christian), Community (OBC, ST), Locality, Nature of the institution , Subject handled (General), Qualifications, Age , Experience (between 5-10 years, Above 10 years), Salary and Courses attended .

5.03 INTERPRETATIONS

From the present study it is found that male and female teacher educators, Hindu and Muslim teacher educators, FC and SC teacher educators, OBC and ST teacher educators, OBC and SC teacher educators and SC and ST teacher educators differ significantly with their managerial skills. This may be due to the difference in their view of the principals of colleges of education. Some teachers like strict principals, some like principals who are moderately strict and some others like principals who are friendly. Regarding community, the above view is found to be very significant. Compared to government institutions, Christian, Muslim and Hindu educational institutions have their own distinct approaches and it fact will reflect in the college atmosphere. Family atmosphere, culture etc., are different for OBC, SC, ST and FC communities. Therefore they differ significantly.

Vice versa coercive autocracy, urban college teacher educators like freedom more than rural college teachers. Regarding consultative leadership, teacher educators with the required qualification and those with more than required qualification show difference because the latter category of teacher educators always get more recognition and reputation from the society and institutions than teacher educators with the required qualification. As salary increases, the facilities also increase, this makes difference. Male teachers like more freedom than female teachers. This makes for the difference in organizational climate prevailing in the institutions. Language teachers get more time for relaxation than subject teachers. This shows a difference. Organizational climate prevailing in the institutions affects male teacher educators as well as female teacher educators. Male teachers do not like restrictions compared to female teacher educators, Language teachers get more time for relaxation than subject teacher educators.

Managerial skills and their dimensions show no significant difference as to locality, nature of institution, subject handled, qualification, age, salary, publications and extra curricular activities and also in relation to religion, and in FC and OBC, and FC and ST teacher educators due to the influence of the level of education and status in the society. Also the principals of colleges of education having managerial skills with coercive autocracy dimension show no significant difference with regard to sex, nature of institution, subject handled, qualification, age, salary, publications, extracurricular activities and with reference to community- FC and OBC, FC and SC, FC and ST, OBC and SC and SC and ST teacher educators- because due to strictness of the principals of education, no one gets the freedom to express their views and therefore all are treated equally. No significant difference is found with regard to manipulative autocracy, laissez-faire approach, interpersonal relations, reinforcement of interest and motives, organizational control, personal influence of the principals of colleges of education, with reference to sex, locality, nature of institution, subject handled, qualification, age, salary, publications and extra curricular activities because the principals treated all the above categories equally. It is the same with consultative leadership in relation to sex, locality, nature of institution, subject handled, age, salary, publications and extracurricular activities because the principals of education treated all the members under them as equals. It is found that there is no significant difference between organizational climate and locality, nature of institution, qualification, age, publications and extracurricular activities because all the above categories of teacher educators feel the same under their principal. With reference to experience and with reference to courses attended, the managerial skills and their dimensions as perceived by teacher educators vary because courses and experience can transform their minds and teacher educators learn to adjust with their principals.

Correlation analysis of the study reveals that, there is significant correlation between coercive autocracy and (a) interpersonal relations of female, SC, ST, government college teacher educators, teacher educators who draw salary below 20,000/- ;coercive autocracy and (b) reinforcement of interest and motives of muslim teacher educators, FC, SC and ST teacher educators, teacher educators of experience between 5 to 10 years, teacher educators drawing salary below 20,000/- and those who have attended courses; coercive autocracy and (c) organizational climate of Muslim teacher, FC, SC, ST teacher educators, teacher educators of experience below 5 years and above 10 years, teacher educators drawing salary above 20,000 and those who have attended courses. Coercive autocracy and (d) organizational control of Hindu teacher educators, SC, ST teacher educators, teacher educators of experience below 5 years and teacher educators of experience above 10 years; coercive autocracy and personal influence of Hindu teacher educators, Muslim teacher educators, FC teacher educators, ST teacher educators, urban teacher educators, aided college teacher educators, teacher educators handling optional subjects, teacher educators having more than required qualification, teacher educators of age above 45 years teacher educators of experience below 5 years and above 10 years and those who have attended courses. Here the head of the institution is very strict, hence the perception.

At the same time no significant correlation exist between the following because due to the strictness of the principals the teacher educators do not reveal their mind, because no change will happen if they move against their principals. They are (1) coercive autocracy and (a) interpersonal relations, of male teacher educators, Hindu, Christian and Muslim educators, teacher educators who come under FC and OBC communities, locality of the institution, aided college teacher educators, subject

handled, qualification of teacher educators, age, experience, salary (above 20,000) and courses attended. (2) Coercive autocracy and (3) reinforcement of interest and motives of the principals of colleges of education as perceived by teacher educators with reference to sex, religion (Hindu and Christian), community (OBC), locality, nature of institution, subject handled, qualification, age, experience (below 5 years), salary (above 20,000) and courses attended (refresher course, orientation). (3) Coercive autocracy and (c) organizational climate maintained by the principals of colleges of education as perceived teacher educators with reference to sex, religion (Hindu, Christian), community (OBC), locality of the institution, nature of the institution, subject handled, qualification, age, experience (between 5-10 years), salary (below 20,000) and courses attended (orientation, refresher), (4) Coercive autocracy and (d) organizational control maintained by the principals of colleges of education as perceived by teacher educators with reference to sex, religion (Muslim, Christian), community (FC, OBC), locality, nature of the institution, subject handled, qualification, age, experience (between 5-10 years), salary and courses attended. (5) Coercive autocracy and (e) personal influence of principals of colleges of education as perceived by teacher educators with reference to sex, religion (Christian), community (OBC, SC), locality (rural), nature of the institution (government), subject handled (general), qualification (required), age (below 45 years), experience (between 5-10 years) and courses attended (both).

Significant correlation exists between (1) Benevolent autocracy and (a) interpersonal relations of the principals of colleges of education as perceived by female teacher educators, Hindu and Muslim teacher educators, FC and ST teacher educators, teacher educators of age below 45 years, teacher educators with experience between 5-10 years, teacher educators drawing salary below 20,000 and teacher

educators who have attended refresher courses only and teacher educators who have attended both refresher and orientation courses. (2) Benevolent autocracy and (b) reinforcement of interest and motives of the principals of college of education as perceived by teacher educators belonging to the Muslim community, SC and ST communities and teacher educators with the required qualification. (3) Benevolent autocracy and (c) organizational climate maintained by the principals of colleges of education as perceived by teacher educators with reference to sex (male), religion (Muslim), community (ST), locality (rural), qualification (required), experience (below 5 years, above 10 years), salary (above 20,000) and courses attended (refresher, both). (4) Benevolent autocracy and (d) organizational control of the principals of colleges of education as perceived by teacher educators with reference to sex (female), religion (Hindu, Muslim), community (FC,SC,ST), locality, nature of institution, subject handled (general), qualification (required), age (below 45 years), experience (above 10 years), salary (below 20,000) and courses attended (orientation). (5) Benevolent autocracy and (e) personal influence of the principals of colleges of education as perceived by teacher educators with reference to sex, religion (Hindu, Muslim), community (OBC), locality (rural), nature of institution (aided), subject handled (general), teacher educators of required qualification, age, experience, salary, and courses attended. Here the head of the institution is not very strict as those with coercive autocracy. Hence the perception.

Teacher educators perceive their principal to be kind, who follows benevolent autocracy, when compared to the one who follows coercive autocracy. Therefore the following results are obtained: (1) Benevolent autocracy and (a) interpersonal relations of the principals of colleges of education as perceived by teacher educators with reference to sex (male), religion (Christian), community (SC, OBC), locality,

nature of institution, subject handled, qualification (above required), age (above 45 years), experience (below 5 years), salary (above 20,000) and courses attended (orientation). (2) Benevolent autocracy and (b) reinforcement of interest and motives of the principals of colleges of education as perceived by teacher educators with reference to sex, religion (Hindu and Christian), community (FC, OBC), locality, nature of institution, subject handling, qualification (above required), age, experience, salary and courses attended. (3) Benevolent autocracy and (c) organizational climate maintained by principals of colleges of education as perceived by teacher educators with reference to sex (male), religion (Hindu and Christian), community (FC, SC, OBC), locality (urban), nature of institution, subject handled, qualifications (above required), age, experience (between 5-10 years), salary (below 20,000) and courses attended (orientation). (4) Benevolent autocracy and (d) organizational control maintained by principals of colleges of education as perceived by male teacher educators, Christian teacher educators, teacher educators belonging to the OBC community, teacher educators handling optional subjects, qualification (above required), age (above 45 years), experience (between 5-10 years), salary (above 20,000) and courses attended (refresher and both). (5) Benevolent autocracy and (e) personal influence of principals of colleges of education as perceived by teacher educators with reference to religion (Christian), community (FC,SC,ST), locality (urban), nature of institution (govt.), subject handled (optional), qualification (above required).

The heads of institutions who follow manipulative autocracy always modify the circumstances according to their need without considering their subordinates' needs hence significant correlation exists between (1) Manipulative autocracy and (a) interpersonal relations among principals of colleges of education as perceived by

teacher educators with reference to sex (male), community (ST), locality, age (above 45 years) and experience (between 5-10 years);(2) Manipulative autocracy and (b) reinforcement of interest and motives of the principals of colleges of education as perceived by teacher educators with reference to sex (female), religion (Hindu), community (SC and ST), locality (urban), nature of institution (govt.), qualification (above required), age (above 45 years) and experience (below 5 years); (3) Manipulative autocracy and (c) organizational climate maintained by principals of colleges of education as perceived by teacher educators with reference to religion (Muslim), community (ST), and experience (below 5 years). (4) Manipulative autocracy and (d) organizational control maintained by principals of colleges of education as perceived by teacher educators with reference to sex, religion (Hindu, Christian), community (OBC, SC and ST), locality (rural), nature of institution (govt.), subject handled (general), qualification, age (below 45 years), experience (below 5 years, between 5-10 years), salary (below 20,000) and courses attended. (5) Manipulative autocracy and (e) personal influence of principals of colleges of education as perceived by teacher educators with reference to religion (Muslim), community (SC, ST), locality (rural), experience (below 5 years), salary (above 20,000) and courses attended (both).

But teacher educators who do not give respect to the heads of institutions who alter the situation for their own advantage show no significant correlation between managerial skills. (1) Manipulative autocracy and (a) interpersonal relations of principals of colleges of education as perceived by female teacher educators, FC, OBC and SC teacher educators, with reference to nature of the institution, subject handled, qualification, age (below 45 years), experience (below 5 years), salary and courses attended. (2) Manipulative autocracy and (b) reinforcement of interest and

motives of the principals of colleges of education as perceived by male teacher educators, Muslim and Christian teacher educators, FC and OBC teacher educators, rural college teacher educators, aided college teacher educators, teacher educators handling optional subjects, teacher educators with the required qualification, teacher educators of age below 45 years, experience (between 5-10 years and above 10 years), salary and courses attended. (3) Manipulative autocracy and (c) organizational climate of principals of colleges of education as perceived by teacher educators with reference to sex, religion (Hindu, Christian), community (FC, SC, OBC), locality, nature of institution, subject handled, qualification, age, experience (between 5-10 years, above 10 years), salary and courses attended. (4) Manipulative autocracy and (d) organizational control maintained by principals of colleges of education as perceived by teacher educators with reference to religion (Muslim), community (FC), locality (urban), nature of institution (aided), subject handled (optional), age (above 45 years), experience (above 10 years) and salary (above 20,000). (5). Manipulative autocracy and (e) personal influence of principals of colleges of education as perceived by teacher educators with reference to sex, religion (Hindu, Christian), community (FC, OBC), locality (urban), nature of the institution, subject handled, qualification, age, experience (between 5-10 years, above 10 years), salary (below 20,000) and courses attended (orientation, refresher).

The head of the institution always consults his subordinates for solving problems. Here significant correlation exists between 1. consultative leadership and (a) interpersonal relations of principals of colleges of education as perceived by female teacher educators Hindu and Muslim teacher educators, FC teacher educators, urban teacher educators, aided college teacher educators, teacher educators above 45 years of age and teacher educators who have attended both orientation and refresher

courses. The significant correlation is due to the open minded nature of the head of the institution. He discusses everything about the institution with the college teachers. Hence the following results: 2. Consultative leadership and (b) reinforcement of interest and motives of the principals of colleges of education as perceived by teacher educators with reference to religion (Christian, Muslim), community (SC and ST) and locality (rural). 3. Consultative leadership and (c) organizational climate maintained by the principals of colleges of education as perceived by teacher educators with reference to sex (female), community (ST) and experience (below 5 years). 4. Consultative leadership and (d) organizational control maintained by principals of colleges of education as perceived by teacher educators with reference to community (SC, ST), subject handled (Optional) and experience (below 5 years). 5. Consultative leadership and (e) personal influence of principals of colleges of education as perceived by teacher educators with reference to sex (male), community (SC, ST), locality (rural), experience (below 5 years), salary (above 20,000) and courses attended(both).

At the same time teacher educators who do not like the character of head of the institution, who discusses every thing with all the teachers therefore no significant correlation exists between the following 1. Consultative leadership and (a) Interpersonal relations of the principals of colleges of education as perceived by teacher educators with reference to sex (male), religion (Christian), community (OBC, SC, ST), locality (rural), nature of the institution (govt.), subject handled (optional), qualification, age(below 45 years), experience, salary and courses attended (orientation, refresher). 2. Consultative leadership and (b) reinforcement of interest and motives of the principals of colleges of education as perceived by teacher educators with reference to sex, religion (Hindu), community (FC, OBC), locality

(urban), nature of institution, subject handled, qualification, age, experience, salary and courses attended.3. Consultative leadership and (c) organizational climate of principals of colleges of education as perceived by teacher educators with reference to sex (female), religion, community (FC, OBC, SC), locality, nature of institution, subject handled, qualification, age, experience (between 5-10 years, above 10 years), salary (below 20,000) and courses attended. 4. Consultative leadership and (d) organizational control of the principals of colleges of education as perceived by teacher educators with reference to sex, religion, community (FC, OBC), locality, nature of the institution, subject handled (general), qualification, age, experience (between 5-10 years, above 10 years), salary and courses attended. 5. Consultative leadership and personal influence of the principals of colleges of education as perceived by teacher educators with reference to sex (female), religion, community (FC, OBC), locality (urban), nature of institution, subject handled, qualification, age, experience (between 5-10 years, above 10 years), salary (below 20,000) and courses attended (orientation, refresher).6. Laizzez faire approach and (e) personal influences of the principals of colleges of education as perceived by teacher educators with reference to sex, religion (Muslim, Christian), community (OBC, ST), locality, nature of institution, subject handled (general), qualification, age, experience (between 5-10 years, above 10 years), salary and courses attended.

5.04 SUGGESTIONS FOR FURTHER RESEARCH

1. This study is conducted in Kerala state only. Other parts of our country can be selected for the study.
2. Perceptions of other staff (teaching and non-teaching) can be chosen for the study.

3. Managerial skills of the principals of arts and science colleges, technical colleges, engineering colleges etc. can be selected as area for the study.
4. Managerial skills of principals of arts and science colleges and professional colleges- A comparative analysis in terms of perception of their subordinates.

5.05 CONCLUSION

From the study it is clear that teacher educators like the managerial skills which have all the elements. None likes pure coercive autocratic, benevolent autocratic or any other pure autocratic form. In order to succeed a head of institution will have to adjust with his subordinates. This is essential to attain the goal of the institution.

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INTRODUCTION

Managerial skills is treated by some people as an art and for some others it is a science. The problem of management has become increasingly acute in the last few decades. In the case of an educational institution, the first thing comes to the mind is the name and fame of the institution. If we go deep into the factors of reputation of an institution, we finally reach the basement, the skills of the principal who manages the institution.

An enlightened managerial skills of the principals of colleges of education give emphasis upon the all round development of students, modification of the acquired skills, moral and physical development of individual. Thus an eminent principal of colleges of education is concerned with the management of things as well as with human relationships.

SIGNIFICANCE OF THE STUDY

The name and fame of an institution rest on the custody of good principal or head of the institution. In some institution there is rivalry between students group, in some institution, they give only importance to academic affairs. In some other places the attendance in regular class is not a must. In some institution there is no cooperation between teachers. All these are faced by the head of the institution. Some institutions are good some institutions are better and some are not better. There are the views of common people. Hence the betterment of the institutions and its affairs are under the responsibility of a great personnel and skills one possesses.

Hence the researcher reviewed a large number of Indian and Foreign studies but it seems no one studied in our area about the managerial skills of the principals of colleges of education.

So here the researcher made an attempt to extract the managerial skills of the principals of colleges of education as perceived by teacher educators, the researcher feels the study is relevant and significant.

STATEMENT OF THE PROBLEM

“MANAGERIAL SKILLS OF THE PRINCIPALS OF COLLEGES OF EDUCATION AS PERCEIVED BY TEACHER EDUCATORS IN KERALA STATE”.

DEFINITION OF THE KEY TERMS

MANAGERIAL SKILLS

Here the researcher means the total ability to lead an institution to achieve the good name and goals.

PRINCIPALS OF COLLEGES OF EDUCATION

Here the researcher means the head of colleges of education.

PERCEPTION

Here the researcher means what the lecturers in colleges of education feel and see the performance of the principals of colleges of education.

TEACHER EDUCATORS

Here the researcher means lecturers working in colleges of education.

COLLEGES OF EDUCATION

Colleges preparing students for the B.Ed degree.

OBJECTIVES

1. To find out the level of the Managerial skills and its dimensions of principals of colleges of education as perceived by teacher educators in Colleges of Education in Kerala State such as (a) Coercive Autocracy, (b) Benevolent Autocracy, (c) Manipulative Autocracy, (d) consultative Autocracy and (e) Laizzez-Faire Approach with reference to background variables such as (a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.

2. To find out the level of the Interpersonal relations of principals of colleges of education as perceived by teacher educators in Colleges of Education in Kerala State with reference to background variables such as (a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
3. To find out the level of the Reinforcement of interest and motives of principals of colleges of education as perceived by teacher educators in Colleges of Education in Kerala State with reference to background variables such as (a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
4. To find out the level of Organizational climate prevailing in colleges of education as perceived by teacher educators in Colleges of Education in Kerala State with reference to background variables such as (a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
5. To find out the level of Organizational control maintained by principals of colleges of education as perceived by teacher educators in Colleges of Education in Kerala State with reference to background variables such as (a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
6. To find out the level of Personal influences of principals of colleges of education as perceived by teacher educators in Colleges of Education in Kerala State with reference to background variables such as (a) sex, (b)

locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.

7. To find out the significant difference in Managerial skills and its dimensions of principals of colleges of education as perceived by teacher educators in Kerala State with reference to background variables such as (a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
8. To find out the significant difference in Reinforcement of interest and motives of principals of colleges of education as perceived by teacher educators in Kerala State with reference to background variables such as (a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
9. To find out the significant difference in Organizational climate prevailing in colleges of education as perceived by teacher educators in Kerala State with reference to background variables such as (a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
10. To find out the significant difference in Organizational control maintained by the principals of colleges of education as perceived by teacher educators in Kerala State with reference to background variables such as (a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
11. To find out the significant difference in Personal influence of principals of colleges of education as perceived by teacher educators in Kerala State with reference to background variables such as (a) sex, (b) locality, (c) nature of

institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.

12. To find out the significant correlation between Managerial skills and its dimensions of principals of colleges of education and other related factors such as (a) Interpersonal relations, (b) Reinforcement of interest and motives, (c) Organizational climate, (d) Organizational control maintained and (e) Personal consequences of principals of colleges of education as perceived by teacher educators of colleges of education in Kerala state.
13. To find out the significant correlation between Managerial skills and its dimensions of principals of colleges of education and other related factors such as (a) Interpersonal relations, (b) Reinforcement of interest and motives, (c) Organizational climate, (d) Organizational control maintained and (e) Personal influences with reference to background variables such as a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.

HYPOTHESES

SECTION-I

1. There is no significant difference in Managerial skills and its dimensions (Total) of the Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
2. There is no significant difference in Managerial skills – **Coercive autocracy** (dimension) of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to a) sex, (b)

locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.

3. There is no significant difference in Managerial skills – **Benevolent autocracy** (dimension) of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
4. There is no significant difference in Managerial skills – **Manipulative autocracy** (dimension) of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
5. There is no significant difference in Managerial skills – **Consultative Leadership** (dimension) of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
6. There is no significant difference in Managerial skills – **Laizzez Fair approach** (dimension) of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e)

qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.

7. There is no significant difference in Interpersonal relations of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
8. There is no significant difference in Reinforcement of Interest and Motives of the Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
9. There is no significant difference in Organizational climate prevailing of the Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
10. There is no significant difference in Organizational control maintained by the Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
11. There is no significant difference in Personal influences of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to a) sex, (b) locality, (c) nature of

institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.

12. There is no significant difference in Managerial skills and its dimensions (Total) of the Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to (a) Religion, (b) Community, (c) Experience and (d) Course attended.
13. There is no significant difference in Managerial skills – **Coercive autocracy** (dimension) of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to (a) Religion, (b) Community, (c) Experience and (d) Course attended.
14. There is no significant difference in Managerial skills – **Benevolent autocracy** (dimension) of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to (a) Religion, (b) Community, (c) Experience and (d) Course attended.
15. There is no significant difference in Managerial skills – **Manipulative autocracy** (dimension) of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to (a) Religion, (b) Community, (c) Experience and (d) Course attended.
16. There is no significant difference in Managerial skills – **Consultative leadership** (dimension) of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to (a) Religion, (b) Community, (c) Experience and (d) Course attended.
17. There is no significant difference in Managerial skills – **Laizzez Fair approach** (dimension) of Principals of colleges of education as perceived by teacher

educators in colleges of education in Kerala state with reference to (a) Religion, (b) Community, (c) Experience and (d) Course attended.

18. There is no significant correlation between Managerial skills and its dimensions of the Principals of colleges of education and other related factors such as (a) Interpersonal relations, (b) Reinforcement of Interest and Motives, (c) Organizational climate, (d) Organizational control and (e) Personal influences as perceived by teacher educators in colleges of education in Kerala state.
19. There is no significant correlation between Managerial skills – **Coercive autocracy** and Interpersonal relations of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
20. There is no significant correlation between Managerial skills – **Coercive autocracy** and Reinforcement of Interest and Motives of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
21. There is no significant correlation between Managerial skills – **Coercive autocracy** and Organizational climate of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
22. There is no significant correlation between Managerial skills – **Coercive autocracy** and Organizational control of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
23. There is no significant correlation between Managerial skills – **Coercive autocracy** and Personal influences of Principals of colleges of education as

perceived by teacher educators in colleges of education in Kerala state with reference to background variables.

24. There is no significant correlation between Managerial skills – **Benevolent autocracy** and Interpersonal relations of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
25. There is no significant correlation between Managerial skills – **Benevolent autocracy** and Reinforcement of Interest and Motives of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
26. There is no significant correlation between Managerial skills – **Benevolent autocracy** and Organizational climate of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
27. There is no significant correlation between Managerial skills – **Benevolent autocracy** and Organizational control of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
28. There is no significant correlation between Managerial skills – **Benevolent autocracy** and Personal influences of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
29. There is no significant correlation between Managerial skills – **Manipulative autocracy** and Interpersonal relations of Principals of colleges of education as

perceived by teacher educators in colleges of education in Kerala state with reference to background variables.

30. There is no significant correlation between Managerial skills – **Manipulative autocracy** and Reinforcement of Interest and Motives of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
31. There is no significant correlation between Managerial skills – **Manipulative autocracy** and Organizational climate of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
32. There is no significant correlation between Managerial skills – **Manipulative autocracy** and Organizational control of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
33. There is no significant correlation between Managerial skills – **Manipulative autocracy** and Personal influences of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
34. There is no significant correlation between Managerial skills – **Consultative leadership** and Interpersonal relations of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
35. There is no significant correlation between Managerial skills – **Consultative leadership** and Reinforcement of Interest and Motives of Principals of colleges

of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.

36. There is no significant correlation between Managerial skills – **Consultative leadership** and Organizational climate of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
37. There is no significant correlation between Managerial skills – **Consultative leadership** and Organizational control of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
38. There is no significant correlation between Managerial skills – **Consultative leadership** and Personal influences of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
39. There is no significant correlation between Managerial skills – **Laissez faire approach** and Interpersonal relations of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
40. There is no significant correlation between Managerial skills – **Laissez faire approach** and Reinforcement of Interest and Motives of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
41. There is no significant correlation between Managerial skills – **Laissez faire approach** and Organizational climate of Principals of colleges of education as

perceived by teacher educators in colleges of education in Kerala state with reference to background variables.

42. There is no significant correlation between Managerial skills – **Laizzes faire approach** and Organizational control of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.

43. There is no significant correlation between Managerial skills – **Laizzes faire approach** and Personal influences of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.

POPULATION AND SAMPLE

Population includes the principals of colleges of education and teacher educators in the colleges of education in Kerala state.

Here the investigator planned to collect samples through stratified random sampling technique.

The sample of the study includes all the teacher educators working in the colleges of education in Kerala state.

METHODOLOGY

Survey method is adopted to collect the relevant data.

TOOLS USED

1. Managerial Skills Inventory- Validated by the investigator.
2. Interpersonal relationship- Validated by the investigator.
3. Organizational factors- from psychological tools.

STATISTICS USED

- (a) Percentage analysis
- (b) Standard deviation

- (c) t-test
- (d) F-test
- (e) Correlation.

Findings from percentage analysis

1. Percentage analysis of Managerial skills reveals that teacher educators in colleges of education in Kerala state perceived Coercive autocracy as 16% low and 14% high.
2. Teacher educators in colleges of education in Kerala state perceived Benevolent autocracy as 23% low and 20% high.
3. Teacher educators in colleges of education in Kerala state perceived Manipulative autocracy as 20% low and 16% high.
4. Teacher educators in colleges of education in Kerala state perceived Consultative Leadership as 13% low and 15% high.
5. Teacher educators in colleges of education in Kerala state perceived Laizzez faire approach as 21% low and 23% high.
6. Teacher educators in colleges of education in Kerala state perceived as 23% low and 19% high level in Interpersonal relationship of principals of colleges of education.
7. The level of perception of teacher educators in Kerala state is not varying in Reinforcement of interest and motives of principals of colleges of education (low value and high value are equal, 14%).
8. The level of perception of teacher educators in Kerala state is 24% low and 22% high in Organizational climate of principals of colleges of education .
9. The level of perception of teacher educators in Kerala state is 21% low and 22% high in Organizational control of principals of colleges of education .
10. The level of perception of teacher educators in Kerala state is 24% low and 25% high in Personal influence of principals of colleges of education .

11. The level of perception of teacher educators in Kerala state is 16% high for Male teachers and 13% high for Female teachers ; and in low count both Male and Female are equal (Nearly equal to 16%) in the Managerial skills –Coercive autocracy of principals of colleges of education .
12. The level of perception of teacher educators in Kerala state is 18% high for Rural college teachers and 11% high for Urban college teachers in the Managerial skills –Coercive autocracy of principals of colleges of education .
13. The level of perception of teacher educators in Kerala state is 20% high for Govt college teachers and 10% high for Aided college teachers in the Managerial skills –Coercive autocracy of principals of colleges of education .
14. The level of perception of teacher educators in Kerala state is 04% high for Optional subject teachers and 18% high for general subject teachers in the Managerial skills –Coercive autocracy of principals of colleges of education .
15. The level of perception of teacher educators in Kerala state is 14% high for teacher educators of required qualification and 15% high for teacher educators of above required qualification in the Managerial skills – Coercive autocracy of principals of colleges of education.
16. The level of perception of teacher educators in Kerala state is 13% high for teacher educators of age below 45 years and 16% high for teacher educators of above age above 45 years in the Managerial skills – Coercive autocracy of principals of colleges of education.
17. The level of perception of teacher educators in Kerala state is 15% high for teacher educators draw salary below 20,000 and 7% high for teacher educators who draw above 20,000 in the Managerial skills –Coercive autocracy of principals of colleges of education.
18. The level of perception of teacher educators in Kerala state is 15% high for teacher educators who published their work and 14% high for teacher educators those who not having publications in the Managerial skills – Coercive autocracy of principals of colleges of education.

19. The level of perception of teacher educators in Kerala state is 22% high for teacher educators having extra activities and 13% high for teacher educators not having extra activities in the Managerial skills –Coercive autocracy of principals of colleges of education.
20. The level of perception of teacher educators in Kerala state is 19% high for Male teachers and 21% high for Female teachers ; and in low count for Male is 18% and for Female 27% in the Managerial skills – Benevolent autocracy of principals of colleges of education .
21. The level of perception of teacher educators in Kerala state is 18% high for Rural college teachers and 21% high for Urban college teachers in the Managerial skills – Benevolent autocracy of principals of colleges of education .
22. The level of perception of teacher educators in Kerala state is 22% high for Govt college teachers and 19% high for Aided college teachers in the Managerial skills – Benevolent autocracy of principals of colleges of education .
23. The level of perception of teacher educators in Kerala state is 23% high for Optional subject teachers and 19% high for general subject teachers in the Managerial skills – Benevolent autocracy of principals of colleges of education .
24. The level of perception of teacher educators in Kerala state is 22% high for teacher educators of required qualification and 17% high for teacher educators of above required qualification in the Managerial skills – Benevolent autocracy of principals of colleges of education.
25. The level of perception of teacher educators in Kerala state is 18% high for teacher educators of age below 45 years and 22% high for teacher educators of above age above 45 years in the Managerial skills – Benevolent autocracy of principals of colleges of education.
26. The level of perception of teacher educators in Kerala state is 19% high for teacher educators draw salary below 20,000 and 29% high for teacher educators who draw above 20,000 in the Managerial skills – Benevolent autocracy of principals of colleges of education.
27. The level of perception of teacher educators in Kerala state is 30% high for teacher educators who published their work and 14% high for teacher

educators those who not having publications in the Managerial skills – Benevolent autocracy of principals of colleges of education.

28. The level of perception of teacher educators in Kerala state is 28% high for teacher educators having extra activities and 18% high for teacher educators not having extra activities in the Managerial skills – Benevolent autocracy of principals of colleges of education.
29. The level of perception of teacher educators in Kerala state is 20% high for Male teachers and 13% high for Female teachers ; and in low count for Male is 16% and for Female 23% in the Managerial skills – Manipulative autocracy of principals of colleges of education .
30. The level of perception of teacher educators in Kerala state is 14% high for Rural college teachers and 18% high for Urban college teachers in the Managerial skills – Manipulative autocracy of principals of colleges of education .
31. The level of perception of teacher educators in Kerala state is 20% high for Govt college teachers and 14% high for Aided college teachers in the Managerial skills – Manipulative autocracy of principals of colleges of education .
32. The level of perception of teacher educators in Kerala state is 15% high for Optional subject teachers and 16% high for general subject teachers in the Managerial skills – Manipulative autocracy of principals of colleges of education .
33. The level of perception of teacher educators in Kerala state is 17% high for teacher educators of required qualification and 15% high for teacher educators of above required qualification in the Managerial skills – Manipulative autocracy of principals of colleges of education.
34. The level of perception of teacher educators in Kerala state is 18% high for teacher educators of age below 45 years and 13% high for teacher educators of above age above 45 years in the Managerial skills – Manipulative autocracy of principals of colleges of education.
35. The level of perception of teacher educators in Kerala state is 19% high for teacher educators draw salary below 20,000 and 0% high for teacher educators who draw above 20,000 in the Managerial skills – Manipulative autocracy of principals of colleges of education.

36. The level of perception of teacher educators in Kerala state is 13% high for teacher educators who published their work and 18% high for teacher educators those who not having publications in the Managerial skills – Manipulative autocracy of principals of colleges of education.
37. The level of perception of teacher educators in Kerala state is 06% high for teacher educators having extra activities and 18% high for teacher educators not having extra activities in the Managerial skills – Manipulative autocracy of principals of colleges of education.
38. The level of perception of teacher educators in Kerala state is 20% high for Male teachers and 11% high for Female teachers ; and in low count for Male is 08% and for Female 18% in the Managerial skills – Consultative leadership of principals of colleges of education .
39. The level of perception of teacher educators in Kerala state is 12% high for Rural college teachers and 18% high for Urban college teachers in the Managerial skills – Consultative leadership of principals of colleges of education .
40. The level of perception of teacher educators in Kerala state is 24% high for Govt college teachers and 08% high for Aided college teachers in the Managerial skills – Consultative leadership of principals of colleges of education .
41. The level of perception of teacher educators in Kerala state is 12% high for Optional subject teachers and 16% high for general subject teachers in the Managerial skills – Consultative leadership of principals of colleges of education .
42. The level of perception of teacher educators in Kerala state is 20% high for teacher educators of required qualification and 09% high for teacher educators of above required qualification in the Managerial skills – Consultative leadership of principals of colleges of education.
43. The level of perception of teacher educators in Kerala state is 18% high for teacher educators of age below 45 years and 11% high for teacher educators of above age above 45 years in the Managerial skills – Consultative leadership of principals of colleges of education.
44. The level of perception of teacher educators in Kerala state is 18% high for teacher educators draw salary below 20,000 and 0% high for teacher

educators who draw above 20,000 in the Managerial skills – Consultative leadership of principals of colleges of education.

45. The level of perception of teacher educators in Kerala state is 13% high for teacher educators who published their work and 17% high for teacher educators those who not having publications in the Managerial skills – Consultative leadership of principals of colleges of education.
46. The level of perception of teacher educators in Kerala state is 17% high for teacher educators having extra activities and 15% high for teacher educators not having extra activities in the Managerial skills – Manipulative autocracy of principals of colleges of education.
47. The level of perception of teacher educators in Kerala state is 22% high for Male teachers and 23% high for Female teachers ; and in low count for Male is 20% and for Female 21% in the Managerial skills –Laizzez faire approach of principals of colleges of education .
48. The level of perception of teacher educators in Kerala state is 20% high for Rural college teachers and 25% high for Urban college teachers in the Managerial skills – Laizzez faire approach of principals of colleges of education .
49. The level of perception of teacher educators in Kerala state is 22% high for Govt college teachers and 24% high for Aided college teachers in the Managerial skills – Laizzez faire approach of principals of colleges of education .
50. The level of perception of teacher educators in Kerala state is 23% high for Optional subject teachers and 23% high for general subject teachers in the Managerial skills – Laizzez faire approach of principals of colleges of education .
51. The level of perception of teacher educators in Kerala state is 22% high for teacher educators of required qualification and 24% high for teacher educators of above required qualification in the Managerial skills – Laizzez faire approach of principals of colleges of education.
52. The level of perception of teacher educators in Kerala state is 17% high for teacher educators of age below 45 years and 31% high for teacher educators of above age above 45 years in the Managerial skills – Laizzez faire approach of principals of colleges of education.

53. The level of perception of teacher educators in Kerala state is 23% high for teacher educators draw salary below 20,000 and 21% high for teacher educators who draw above 20,000 in the Managerial skills – Laizzez faire approach of principals of colleges of education.
54. The level of perception of teacher educators in Kerala state is 28% high for teacher educators who published their work and 20% high for teacher educators those who not having publications in the Managerial skills – Laizzez faire approach of principals of colleges of education.
55. The level of perception of teacher educators in Kerala state is 28% high for teacher educators having extra activities and 22% high for teacher educators not having extra activities in the Managerial skills – Laizzez faire approach of principals of colleges of education.
56. The level of perception of teacher educators in Kerala state is 26% high for Male teachers and 12% high for Female teachers ; and in low count for Male is 19% and for Female 27% in Interpersonal relationship of principals of colleges of education .
57. The level of perception of teacher educators in Kerala state is 14% high for Rural college teachers and 23% high for Urban college teachers in Interpersonal relationship of principals of colleges of education .
58. The level of perception of teacher educators in Kerala state is 15% high for Govt college teachers and 22% high for Aided college teachers in Interpersonal relationship of principals of colleges of education .
59. The level of perception of teacher educators in Kerala state is 19% high for Optional subject teachers and 19% high for general subject teachers in Interpersonal relationship of principals of colleges of education .
60. The level of perception of teacher educators in Kerala state is 22% high for teacher educators of required qualification and 15% high for teacher educators of above required qualification in Interpersonal relationship of principals of colleges of education.
61. The level of perception of teacher educators in Kerala state is 15% high for teacher educators of age below 45 years and 24% high for teacher educators of above age above 45 years in Interpersonal relationship of principals of colleges of education.

62. The level of perception of teacher educators in Kerala state is 19% high for teacher educators draw salary below 20,000 and 21% high for teacher educators who draw above 20,000 in Interpersonal relationship of principals of colleges of education.
63. The level of perception of teacher educators in Kerala state is 20% high for teacher educators who published their work and 18% high for teacher educators those who not having publications in Interpersonal relationship of principals of colleges of education.
64. The level of perception of teacher educators in Kerala state is 06% high for teacher educators having extra activities and 22% high for teacher educators not having extra activities in Interpersonal relationship of principals of colleges of education.
65. The level of perception of teacher educators in Kerala state is 14% high for Male teachers and 14% high for Female teachers ; and in low count for Male is 16% and for Female 12% in Reinforcement of interest and motives of principals of colleges of education .
66. The level of perception of teacher educators in Kerala state is 16% high for Rural college teachers and 13% high for Urban college teachers in Reinforcement of interest and motives of principals of colleges of education .
67. The level of perception of teacher educators in Kerala state is 15% high for Govt college teachers and 14% high for Aided college teachers in Reinforcement of interest and motives of principals of colleges of education .
68. The level of perception of teacher educators in Kerala state is 23% high for Optional subject teachers and 11% high for general subject teachers in Reinforcement of interest and motives of principals of colleges of education .
69. The level of perception of teacher educators in Kerala state is 08% high for teacher educators of required qualification and 21% high for teacher educators of above required qualification in Reinforcement of interest and motives of principals of colleges of education.
70. The level of perception of teacher educators in Kerala state is 15% high for teacher educators of age below 45 years and 13% high for teacher

educators of above age above 45 years in Reinforcement of interest and motives of principals of colleges of education.

71. The level of perception of teacher educators in Kerala state is 10% high for teacher educators draw salary below 20,000 and 43% high for teacher educators who draw above 20,000 in Reinforcement of interest and motives of principals of colleges of education.
72. The level of perception of teacher educators in Kerala state is 20% high for teacher educators who published their work and 11% high for teacher educators those who not having publications in Reinforcement of interest and motives of principals of colleges of education.
73. The level of perception of teacher educators in Kerala state is 17% high for teacher educators having extra activities and 14% high for teacher educators not having extra activities in Reinforcement of interest and motives of principals of colleges of education.
74. The level of perception of teacher educators in Kerala state is 29% high for Male teachers and 16% high for Female teachers ; and in low count for Male is 18% and for Female 29% in Organizational climate prevailing in the colleges of education .
75. The level of perception of teacher educators in Kerala state is 12% high for Rural college teachers and 30% high for Urban college teachers in Organizational climate prevailing in the colleges of education .
76. The level of perception of teacher educators in Kerala state is 24% high for Govt college teachers and 20% high for Aided college teachers in Organizational climate prevailing in the colleges of education .
77. The level of perception of teacher educators in Kerala state is 08% high for Optional subject teachers and 27% high for general subject teachers in Organizational climate prevailing in the colleges of education .
78. The level of perception of teacher educators in Kerala state is 22% high for teacher educators of required qualification and 21% high for teacher educators of above required qualification in Organizational climate prevailing in the colleges of education.
79. The level of perception of teacher educators in Kerala state is 18% high for teacher educators of age below 45 years and 27% high for teacher

educators of above age above 45 years in Organizational climate prevailing in the colleges of education.

80. The level of perception of teacher educators in Kerala state is 20% high for teacher educators draw salary below 20,000 and 36% high for teacher educators who draw above 20,000 in Organizational climate prevailing in the colleges of education.
81. The level of perception of teacher educators in Kerala state is 25% high for teacher educators who published their work and 20% high for teacher educators those who not having publications in Organizational climate prevailing in the colleges of education.
82. The level of perception of teacher educators in Kerala state is 28% high for teacher educators having extra activities and 21% high for teacher educators not having extra activities in Organizational climate prevailing in the colleges of education.
83. The level of perception of teacher educators in Kerala state is 24% high for Male teachers and 19% high for Female teachers ; and in low count for Male is 24% and for Female 18% in Organizational control maintained by the principals of colleges of education .
84. The level of perception of teacher educators in Kerala state is 22% high for Rural college teachers and 21% high for Urban college teachers in Organizational control maintained by the principals of colleges of education .
85. The level of perception of teacher educators in Kerala state is 28% high for Govt college teachers and 17% high for Aided college teachers in Organizational control maintained by the principals of colleges of education .
86. The level of perception of teacher educators in Kerala state is 19% high for Optional subject teachers and 23% high for general subject teachers in Organizational control maintained by the principals of colleges of education .
87. The level of perception of teacher educators in Kerala state is 20% high for teacher educators of required qualification and 24% high for teacher educators of above required qualification in Organizational control maintained by the principals of colleges of education.

88. The level of perception of teacher educators in Kerala state is 18% high for teacher educators of age below 45 years and 27% high for teacher educators of above age above 45 years in Organizational control maintained by the principals of colleges of education.
89. The level of perception of teacher educators in Kerala state is 22% high for teacher educators draw salary below 20,000 and 21% high for teacher educators who draw above 20,000 in Organizational control maintained by the principals of colleges of education.
90. The level of perception of teacher educators in Kerala state is 28% high for teacher educators who published their work and 18% high for teacher educators those who not having publications in Organizational control maintained by the principals of colleges of education.
91. The level of perception of teacher educators in Kerala state is 28% high for teacher educators having extra activities and 21% high for teacher educators not having extra activities in Organizational control maintained by the principals of colleges of education.
92. The level of perception of teacher educators in Kerala state is 24% high for Male teachers and 25% high for Female teachers ; and in low count for Male is 18% and for Female 29% in Personal influences of principals of colleges of education .
93. The level of perception of teacher educators in Kerala state is 20% high for Rural college teachers and 29% high for Urban college teachers in Personal influences of principals of colleges of education .
94. The level of perception of teacher educators in Kerala state is 24% high for Govt college teachers and 25% high for Aided college teachers in Personal influences of principals of colleges of education .
95. The level of perception of teacher educators in Kerala state is 19% high for Optional subject teachers and 26% high for general subject teachers in Personal influences of principals of colleges of education .
96. The level of perception of teacher educators in Kerala state is 24% high for teacher educators of required qualification and 26% high for teacher educators of above required qualification in Personal influences of principals of colleges of education.

97. The level of perception of teacher educators in Kerala state is 32% high for teacher educators of age below 45 years and 16% high for teacher educators of above age above 45 years in Personal influences of principals of colleges of education.
98. The level of perception of teacher educators in Kerala state is 24% high for teacher educators draw salary below 20,000 and 29% high for teacher educators who draw above 20,000 in Personal influences of principals of colleges of education.
99. The level of perception of teacher educators in Kerala state is 28% high for teacher educators who published their work and 23% high for teacher educators those who not having publications in Personal influences of principals of colleges of education.
100. The level of perception of teacher educators in Kerala state is 33% high for teacher educators having extra activities and 23% high for teacher educators not having extra activities in Personal influences of principals of colleges of education.

Findings from t-test

101. There is significant difference in Managerial skills and its dimensions of principals of colleges of education as perceived by Male and Female teacher educators in colleges of education in Kerala state.
102. There is no significant difference in Managerial skills and its dimensions of principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to locality, nature of institution, subject handling, qualification, age, salary, publications and extra curricular activities.
103. There is significant difference in Managerial skills – Coercive autocracy (dimension) of principals of colleges of education as perceived by Rural college teachers and Urban college teachers in colleges of education in Kerala state.
104. There is no significant difference in Managerial skills – Coercive autocracy (dimension) of principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to sex, nature of institution, subject handling, qualification, age, salary, publications and extra curricular activities.

105. There is no significant difference in Managerial skills – Manipulative autocracy (dimension) of principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to sex, locality, nature of institution, subject handling, qualification, age, salary, publications and extra curricular activities.
106. There is significant difference in Managerial skills – Consultative leadership (dimension) of principals of colleges of education as perceived by teacher educators of required qualifications and teacher educators of above required qualification in colleges of education in Kerala state.
107. There is no significant difference in Managerial skills – Consultative leadership (dimension) of principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to sex, locality, nature of institution, subject handling, age, salary, publications and extra curricular activities.
108. There is no significant difference in Managerial skills – Laizzez faire approach (dimension) of principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to sex, locality, nature of institution, subject handling, qualification, age, salary, publications and extra curricular activities.
109. There is no significant difference in Managerial Interpersonal relations of principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to sex, locality, nature of institution, subject handling, qualification, age, salary, publications and extra curricular activities.
110. There is significant difference in Reinforcement of interest and motives of principals of colleges of education as perceived by teacher educators in who draw salary below 20,000 and above 20,000 in colleges of education in Kerala state.
111. There is no significant difference in Reinforcement of interest and motives of principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to sex, locality, nature of institution, subject handling, qualification, age, publications and extra curricular activities.

112. There is significant difference in Organizational climate prevailing of the principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with sex and subject handling.
113. There is no significant difference in Organizational climate prevailing of the principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to locality, nature of institution, qualification, age, publications and extra curricular activities.
114. There is no significant difference in Organizational control maintained by the principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to sex, locality, nature of institution, subject handling, qualification, age, salary, publications and extra curricular activities.
115. There is no significant difference in Personal influences of principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to sex, locality, nature of institution, subject handling, qualification, age, salary, publications and extra curricular activities.
116. There is significant difference in Managerial skills and its dimensions (Total) of principals of colleges of education as perceived by Hindu and Muslim teacher educators and Christian and Muslim teacher educators in colleges of education in Kerala state.
117. There is no significant difference in Managerial skills and its dimensions (Total) of principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to Religion.
118. There is significant difference in Managerial skills and its dimensions (Total) of principals of colleges of education as perceived by FC and SC teacher educators , OBC and SC teacher educators, SC and ST teacher educators in Total dimensions , OBC and ST teacher educators in colleges of education in Kerala state.
119. There is no significant difference in Managerial skills and its dimensions (Total) of principals of colleges of education as perceived by FC and OBC teacher educators, FC and ST teacher educators in dimension Total

and FC and OBC teacher educators, FC and SC teacher educators , FC and ST teacher educators, OBC and SC teacher educators and SC and ST teacher educators in Coercive autocracy in colleges of education in Kerala state with reference to Community

120. There is no significant difference in Managerial skills and its dimensions (Total) of principals of colleges of education as perceived by teacher educators in dimension Coercive autocracy Benevolent autocracy, Manipulative autocracy , consultative leadership and Laizzez faire approach in colleges of education in Kerala state with reference to Community.
121. There is no significant difference in Managerial skills and its dimensions (Total) of principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to Experience.
122. There is no significant difference in Managerial skills and its dimensions (Total) of principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to Courses attended.

Findings from F-test

123. There is significant difference between Managerial skills and its dimensions of principals of colleges of education and other related factors such as Interpersonal relations, Reinforcement of interest and motives, Organizational climate, organizational control and Personal influences as perceived by teacher educators in colleges of education in Kerala state.

Findings from correlation analysis

124. There is significant correlation between Managerial skills – Coercive autocracy and Interpersonal relations of principals of colleges of education as perceived by Sex (Female), Community (SC, ST), Nature of institution (Govt) and Salary (below 20,000).
125. There is no significant correlation between Managerial skills – Coercive autocracy and Interpersonal relations of principals of colleges of education as perceived by Sex (Male), Religion, Community (FC, OBC), Locality, Nature of the institution (Aided) , Subject handling,

Qualifications, Age, Experience, Salary (above 20,000) and Courses attended.

126. There is significant correlation between Managerial skills – Coercive autocracy and Reinforcement of interest and motives of the principals of colleges of education as perceived by Religion (Muslim), Community (FC, SC and ST), Experience (between 5 -10 years), Salary (below 20,000) and Courses attended(Both) .
127. There is no significant correlation between Managerial skills – Coercive autocracy and Reinforcement of interest and motives of the principals of colleges of education as perceived by Sex, Religion (Hindu and Christian), Community (OBC), Locality, Nature of the institution, Subject handling, Qualifications, Age, Experience (below 5 years), Salary (above 20,000) and Courses attended (Refresher, Orientation).
128. There is significant correlation between Managerial skills – Coercive autocracy and Organizational climate of principals of colleges of education as perceived by Religion (Muslim), Community (FC, SC, ST), Experience (below 5 years, above 10 years), Salary (above 20,000) and Courses attended (both).
129. There is no significant correlation between Managerial skills – Coercive autocracy and Organizational climate of principals of colleges of education as perceived by Sex, Religion (Hindu, Christian), Community (OBC), Locality, Nature of the institution, Subject handling, Qualifications, Age, Experience (between 5-10 years), Salary (below 20,000) and Courses attended (Orientation, Refresher).
130. There is significant correlation between Managerial skills – Coercive autocracy and Organizational control of principals of colleges of education as perceived by Religion (Hindu), Community (SC, ST) and Experience (below 5 years, above 10 years).
131. There is no significant correlation between Managerial skills – Coercive autocracy and Organizational control of principals of colleges of education as perceived by Sex, Religion (Muslim, Christian), Community (FC, OBC), Locality, Nature of the institution, Subject handling, Qualifications, Age, Experience (between 5-10 years), Salary and Courses attended .

132. There is significant correlation between Managerial skills – Coercive autocracy and Personal influences of principals of colleges of education as perceived by Religion (Hindu, Muslim), Community (FC, ST), Locality (Urban), Nature of institution (Aided), Subject handling (optional), Qualification (Above required), Age (Above 45 years), Experience (below 5 years, above 10 years), Salary and Courses attended (Orientation, Refresher).
133. There is no significant correlation between Managerial skills – Coercive autocracy and Personal influences of principals of colleges of education as perceived by Sex, Religion (Christian), Community (OBC, SC), Locality (Rural), Nature of the institution (Govt), Subject handling (General), Qualifications (Required), Age (Below 45 years), Experience (between 5-10 years) and Courses attended (both).
134. There is significant correlation between Managerial skills – Benevolent autocracy and Interpersonal relations of principals of colleges of education as perceived by Sex (Female), Religion (Hindu, Muslim), Community (FC, ST), Qualification (Required), Age (below 45 years), Experience (between 5-10 years), Salary (Below 20,000) and Courses attended (Refresher and both).
135. There is no significant correlation between Managerial skills – Benevolent autocracy and Interpersonal relations of principals of colleges of education as perceived by Sex (Male), Religion (Christian), Community (SC, OBC), Locality, Nature of the institution, Subject handling, Qualifications (Above required), Age (Above 45 years), Experience (Below 5 years), Salary (above 20,000) and Courses attended (Orientation).
136. There is significant correlation between Managerial skills – Benevolent autocracy and Reinforcement of interest and motives of the principals of colleges of education as perceived by Religion (Muslim), Community (SC and ST), Qualification (Required).
137. There is no significant correlation between Managerial skills – Benevolent autocracy and Reinforcement of interest and motives of the principals of colleges of education as perceived by Sex, Religion (Hindu and Christian), Community (FC, OBC), Locality, Nature of the

- institution, Subject handling, Qualifications (Above required), Age, Experience, Salary and Courses attended.
138. There is significant correlation between Managerial skills – Benevolent autocracy and Organizational climate of principals of colleges of education as perceived by Sex (Male), Religion (Muslim), Community (ST), Locality (Rural), Qualification (required), Experience (below 5 years, above 10 years), Salary (above 20,000) and Courses attended (Refresher, both).
 139. There is no significant correlation between Managerial skills – Benevolent autocracy and Organizational climate of principals of colleges of education as perceived by Sex (Female), Religion (Hindu, Christian), Community (FC, OBC, SC), Locality (Urban), Nature of the institution, Subject handling, Qualifications (Above required), Age, Experience (between 5-10 years), Salary (below 20,000) and Courses attended (Orientation).
 140. There is significant correlation between Managerial skills – Benevolent autocracy and Organizational control of principals of colleges of education as perceived by Sex (Female), Religion (Hindu, Muslim), Community (FC, SC, ST) , Locality , Nature of institution , Subject handling (General), Qualification (Required), Age (Below 45 years), Experience (above 10 years), Salary (Below 20,000) and Courses attended (Orientation).
 141. There is no significant correlation between Managerial skills – Benevolent autocracy and Organizational control of principals of colleges of education as perceived by Sex (Male), Religion (Christian), Community (OBC), Subject handling (Optional) , Qualifications (Above required), Age (Above 45 years) , Experience (between 5-10 years), Salary (Above 20,000) and Courses attended (Refresher and both) .
 142. There is significant correlation between Managerial skills – Benevolent autocracy and Personal influences of principals of colleges of education as perceived by Sex, Religion (Hindu, Muslim), Community (OBC), Locality (Rural), Nature of institution (Aided), Subject handling (General), Qualification (required), Age, Experience, Salary and Courses attended.

143. There is no significant correlation between Managerial skills – Benevolent autocracy and Personal influences of principals of colleges of education as perceived by Religion (Christian), Community (FC, SC, ST), Locality (Urban), Nature of the institution (Govt), Subject handling (Optional), Qualifications (Above required).
144. There is significant correlation between Managerial skills – Manipulative autocracy and Interpersonal relations of principals of colleges of education as perceived by Sex (Male), Community (ST), Locality, Age (Above 45 years) and Experience (between 5-10 years).
145. There is no significant correlation between Managerial skills – Manipulative autocracy and Interpersonal relations of principals of colleges of education as perceived by Sex (Female), Religion, Community (FC, OBC, SC), Nature of the institution, Subject handling, Qualifications, Age (Below 45 years), Experience (Below 5 years), Salary and Courses attended.
146. There is significant correlation between Managerial skills – Manipulative autocracy and Reinforcement of interest and motives of the principals of colleges of education as perceived by Sex (Female), Religion (Hindu), Community (SC and ST), Locality (Urban), Nature of institution (Govt), Qualification (Above required), Age (Above 45 years) and Experience (Below 5 years) .
147. There is no significant correlation between Managerial skills – Manipulative autocracy and Reinforcement of interest and motives of the principals of colleges of education as perceived by Sex (Male), Religion (Muslim and Christian), Community (FC, OBC), Locality (Rural), Nature of the institution (aided) , Subject handling (Optional), Qualifications (Required), Age (Below 45 years), Experience (between 5-10 years, above 10 years), Salary and Courses attended.
148. There is significant correlation between Managerial skills – Manipulative autocracy and Organizational climate of principals of colleges of education as perceived by Religion (Muslim), Community (ST) and Experience (below 5 years).
149. There is no significant correlation between Managerial skills – Manipulative autocracy and Organizational climate of principals of

colleges of education as perceived by Sex, Religion (Hindu, Christian), Community (FC, SC, OBC), Locality, Nature of the institution, Subject handling, Qualifications, Age, Experience (between 5-10 years, above 10 years), Salary and Courses attended.

150. There is significant correlation between Managerial skills – Manipulative autocracy and Organizational control of principals of colleges of education as perceived by Sex, Religion (Hindu, Christian), Community (OBC, SC, ST) , Locality (Rural), Nature of institution (Govt), Subject handling(General), Qualification, Age (Below 45 years), Experience (below 5 years, between 5- 10 years), Salary (below 20,000) and Courses attended.
151. There is no significant correlation between Managerial skills – Manipulative autocracy and Organizational control of principals of colleges of education as perceived by Religion (Muslim), Community (FC), Locality (Urban), Nature of the institution (Aided), Subject handling (Optional) , Age (Above 45 years), Experience (Above 10 years), and Salary (Above 20,000).
152. There is significant correlation between Managerial skills – Manipulative autocracy and Personal influences of principals of colleges of education as perceived by Religion (Muslim), Community (SC, ST), Locality (Rural), Experience (below 5 years), Salary (Above 20,000) and Courses attended (both).
153. There is no significant correlation between Managerial skills – Manipulative autocracy and Personal influences of principals of colleges of education as perceived by Sex, Religion (Hindu, Christian), Community (FC, OBC), Locality (Urban), Nature of the institution, Subject handling, Qualifications, Age, Experience (between 5-10 years, Above 10 years), Salary (Below 20,000) and Courses attended (Orientation , Refresher).
154. There is significant correlation between Managerial skills – Consultative Leadership and Interpersonal relations of principals of colleges of education as perceived by Sex (Female), Religion (Hindu, Muslim), Community (FC), Locality (Urban), Nature of institution (Aided) , Age (Above 45 years) and Courses attended (Both).

155. There is no significant correlation between Managerial skills – Consultative Leadership and Interpersonal relations of principals of colleges of education as perceived by Sex (Male), Religion (Christian), Community (OBC, SC, ST), Locality (Rural), Nature of the institution (Govt) , Subject handling (Optional), Qualifications, Age (Below 45 years), Experience, Salary and Courses attended (Orientation, Refresher).
156. There is significant correlation between Managerial skills – Consultative Leadership and Reinforcement of interest and motives of the principals of colleges of education as perceived by Religion (Christian, Muslim), Community (SC and ST) and Locality (Rural).
157. There is no significant correlation between Managerial skills – Consultative Leadership and Reinforcement of interest and motives of the principals of colleges of education as perceived by Sex, Religion (Hindu), Community (FC, OBC), Locality (Urban), Nature of the institution, Subject handling, Qualifications, Age, Experience, Salary and Courses attended.
158. There is significant correlation between Managerial skills – Consultative Leadership and Organizational climate of principals of colleges of education as perceived by Sex (Male), Community (ST) and Experience (below 5 years).
159. There is no significant correlation between Managerial skills – Consultative Leadership and Organizational climate of principals of colleges of education as perceived by Sex (Female), Religion, Community (FC, OBC, SC), Locality, Nature of the institution, Subject handling, Qualifications, Age, Experience (between 5-10 years, above 10 years), Salary (below 20,000) and Courses attended .
160. There is significant correlation between Managerial skills – Consultative Leadership and Organizational control of principals of colleges of education as perceived by Community (SC, ST), Subject handling (Optional) and Experience (below 5 years).
161. There is no significant correlation between Managerial skills – Consultative Leadership and Organizational control of principals of colleges of education as perceived by Sex, Religion, Community (FC,

- OBC), Locality, Nature of the institution, Subject handling (General), Qualifications, Age, Experience (between 5-10 years, above 10 years), Salary and Courses attended.
162. There is significant correlation between Managerial skills – Consultative Leadership and Personal influences of principals of colleges of education as perceived by Sex (Male), Community (SC, ST), Locality (Rural), Experience (below 5 years), Salary (Above 20,000) and Courses attended (Both).
 163. There is no significant correlation between Managerial skills – Consultative Leadership and Personal influences of principals of colleges of education as perceived by Sex (Female), Religion , Community (FC, OBC), Locality (Urban), Nature of the institution, Subject handling , Qualifications, Age, Experience (between 5-10 years, above 10 years), Salary (Below 20,000) and Courses attended (Orientation, Refresher).
 164. There is significant correlation between Managerial skills – Laizzez faire approach and Interpersonal relations of principals of colleges of education as perceived by Religion (Muslim), Community (SC, ST), Experience (Between 5-10 years) and Salary (below 20,000).
 165. There is no significant correlation between Managerial skills – Laizzez faire approach and Interpersonal relations of principals of colleges of education as perceived by Sex, Religion (Hindu, Christian), Community (FC, OBC), Locality, Nature of the institution, Subject handling, Qualifications, Age, Experience (Below 5 years, Above 10 years), Salary (above 20,000) and Courses attended.
 166. There is significant correlation between Managerial skills – Laizzez faire approach and Reinforcement of interest and motives of the principals of colleges of education as perceived by Community (SC and ST), Nature of institution (Govt), Salary (below 20,000) and Courses attended(Both)
 167. There is no significant correlation between Managerial skills – Laizzez faire approach and Reinforcement of interest and motives of the principals of colleges of education as perceived by Sex, Religion, Community (FC, OBC), Locality, Nature of the institution (Aided),

Subject handling, Qualifications, Age, Experience, Salary (above 20,000) and Courses attended (Refresher, Orientation).

168. There is significant correlation between Managerial skills – Laizzez faire approach and Organizational climate of principals of colleges of education as perceived by Sex (Male), Community (SC, ST), Age, Experience (below 5 years) and Courses attended (both).
169. There is no significant correlation between Managerial skills – Laizzez faire approach and Organizational climate of principals of colleges of education as perceived by Sex (Female), Religion, Community (FC, OBC), Locality, Nature of the institution, Subject handling, Qualifications, Experience (between 5-10 years, above 10 years), Salary and Courses attended (Orientation, Refresher).
170. There is significant correlation between Managerial skills – Laizzez faire approach and Organizational control of principals of colleges of education as perceived by Community (SC, ST), Locality (Rural), Nature of institution (Govt), Age, Experience (below 5 years, above 10 years), Salary (Above 20,000) and Courses attended (Orientation, Both).
171. There is no significant correlation between Managerial skills – Laizzez faire approach and Organizational control of principals of colleges of education as perceived by Sex, Religion, Community (FC, OBC), Locality (Urban), Nature of the institution (Aided), Subject handling, Qualifications, Experience (between 5-10 years), Salary (Below 20,000) and Courses attended (Refresher) .
172. There is significant correlation between Managerial skills – Laizzez faire approach and Personal influences of principals of colleges of education as perceived by Religion (Hindu), Community (FC, SC), Subject handling (optional) and Experience (below 5 years).
173. There is no significant correlation between Managerial skills – Laizzez faire approach and Personal influences of principals of colleges of education as perceived by Sex, Religion (Muslim, Christian), Community (OBC, ST), Locality, Nature of the institution , Subject handling (General), Qualifications, Age , Experience (between 5-10 years, Above 10 years), Salary and Courses attended .

CONCLUSION

The investigator studied the managerial skills of the principals of colleges of education through the perception of teacher educators. The findings throws light into the importance of good skills in managing an institution.

It is sure that this study help us to select the closely liked factor which are essential for a good principal of colleges of education.

INTRODUCTION

Managerial skills is treated by some people as an art and for some others it is a science. The problem of management has become increasingly acute in the last few decades. In the case of an educational institution, the first thing comes to the mind is the name and fame of the institution. If we go deep into the factors of reputation of an institution, we finally reach the basement, the skills of the principal who manages the institution.

An enlightened managerial skills of the principals of colleges of education give emphasis upon the all round development of students, modification of the acquired skills, moral and physical development of individual. Thus an eminent principal of colleges of education is concerned with the management of things as well as with human relationships.

SIGNIFICANCE OF THE STUDY

The name and fame of an institution rest on the custody of good principal or head of the institution. In some institution there is rivalry between students group, in some institution, they give only importance to academic affairs. In some other places the attendance in regular class is not a must. In some institution there is no cooperation between teachers. All these are faced by the head of the institution. Some institutions are good some institutions are better and some are not better. There are the views of common people. Hence the betterment of the institutions and its affairs are under the responsibility of a great personnel and skills one possesses.

Hence the researcher reviewed a large number of Indian and Foreign studies but it seems no one studied in our area about the managerial skills of the principals of colleges of education.

So here the researcher made an attempt to extract the managerial skills of the principals of colleges of education as perceived by teacher educators, the researcher feels the study is relevant and significant.

STATEMENT OF THE PROBLEM

“MANAGERIAL SKILLS OF THE PRINCIPALS OF COLLEGES OF EDUCATION AS PERCEIVED BY TEACHER EDUCATORS IN KERALA STATE”.

DEFINITION OF THE KEY TERMS

MANAGERIAL SKILLS

Here the researcher means the total ability to lead an institution to achieve the good name and goals.

PRINCIPALS OF COLLEGES OF EDUCATION

Here the researcher means the head of colleges of education.

PERCEPTION

Here the researcher means what the lecturers in colleges of education feel and see the performance of the principals of colleges of education.

TEACHER EDUCATORS

Here the researcher means lecturers working in colleges of education.

COLLEGES OF EDUCATION

Colleges preparing students for the B.Ed degree.

OBJECTIVES

1. To find out the level of the Managerial skills and its dimensions of principals of colleges of education as perceived by teacher educators in Colleges of Education in Kerala State such as (a) Coercive Autocracy, (b) Benevolent Autocracy, (c) Manipulative Autocracy, (d) consultative Autocracy and (e) Laizzez-Faire Approach with reference to background variables such as (a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
2. To find out the level of the Interpersonal relations of principals of colleges of education as perceived by teacher educators in Colleges of Education in Kerala State with reference to background variables such as (a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
3. To find out the level of the Reinforcement of interest and motives of principals of colleges of education as perceived by teacher educators in Colleges of Education in Kerala State with reference to background variables such as (a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
4. To find out the level of Organizational climate prevailing in colleges of education as perceived by teacher educators in Colleges of Education in Kerala State with reference to background variables such as (a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
5. To find out the level of Organizational control maintained by principals of colleges of education as perceived by teacher educators in Colleges of Education in Kerala State with reference to background variables such as (a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
6. To find out the level of Personal influences of principals of colleges of education as perceived by teacher educators in Colleges of Education in

Kerala State with reference to background variables such as (a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.

7. To find out the significant difference in Managerial skills and its dimensions of principals of colleges of education as perceived by teacher educators in Kerala State with reference to background variables such as (a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
8. To find out the significant difference in Reinforcement of interest and motives of principals of colleges of education as perceived by teacher educators in Kerala State with reference to background variables such as (a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
9. To find out the significant difference in Organizational climate prevailing in colleges of education as perceived by teacher educators in Kerala State with reference to background variables such as (a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
10. To find out the significant difference in Organizational control maintained by the principals of colleges of education as perceived by teacher educators in Kerala State with reference to background variables such as (a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
11. To find out the significant difference in Personal influence of principals of colleges of education as perceived by teacher educators in Kerala State with reference to background variables such as (a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
12. To find out the significant correlation between Managerial skills and its dimensions of principals of colleges of education and other related factors such as (a) Interpersonal relations, (b) Reinforcement of interest and motives, (c) Organizational climate, (d) Organizational control maintained and (e) Personal consequences of principals of colleges of education as perceived by teacher educators of colleges of education in Kerala state.
13. To find out the significant correlation between Managerial skills and its dimensions of principals of colleges of education and other related factors such as (a) Interpersonal relations, (b) Reinforcement of interest and motives, (c) Organizational climate, (d) Organizational control maintained and (e) Personal influences with reference to background variables such as a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.

HYPOTHESES

SECTION-I

1. There is no significant difference in Managerial skills and its dimensions (Total) of the Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
2. There is no significant difference in Managerial skills – **Coercive autocracy** (dimension) of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
3. There is no significant difference in Managerial skills – **Benevolent autocracy** (dimension) of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
4. There is no significant difference in Managerial skills – **Manipulative autocracy** (dimension) of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
5. There is no significant difference in Managerial skills – **Consultative Leadership** (dimension) of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
6. There is no significant difference in Managerial skills – **Laizzez Fair approach** (dimension) of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
7. There is no significant difference in Interpersonal relations of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
8. There is no significant difference in Reinforcement of Interest and Motives of the Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to a) sex, (b) locality, (c)

nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.

9. There is no significant difference in Organizational climate prevailing of the Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
10. There is no significant difference in Organizational control maintained by the Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
11. There is no significant difference in Personal influences of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to a) sex, (b) locality, (c) nature of institution, (d) subject handling, (e) qualification, (f) age, (g) salary, (h) publication and (i) extra curricular activities.
12. There is no significant difference in Managerial skills and its dimensions (Total) of the Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to (a) Religion, (b) Community, (c) Experience and (d) Course attended.
13. There is no significant difference in Managerial skills – **Coercive autocracy** (dimension) of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to (a) Religion, (b) Community, (c) Experience and (d) Course attended.
14. There is no significant difference in Managerial skills – **Benevolent autocracy** (dimension) of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to (a) Religion, (b) Community, (c) Experience and (d) Course attended.
15. There is no significant difference in Managerial skills – **Manipulative autocracy** (dimension) of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to (a) Religion, (b) Community, (c) Experience and (d) Course attended.
16. There is no significant difference in Managerial skills – **Consultative leadership** (dimension) of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to (a) Religion, (b) Community, (c) Experience and (d) Course attended.
17. There is no significant difference in Managerial skills – **Laizzez Fair approach** (dimension) of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to (a) Religion, (b) Community, (c) Experience and (d) Course attended.
18. There is no significant correlation between Managerial skills and its dimensions of the Principals of colleges of education and other related factors such as (a) Interpersonal relations, (b) Reinforcement of Interest and Motives, (c) Organizational climate, (d) Organizational control and (e) Personal influences as perceived by teacher educators in colleges of education in Kerala state.

19. There is no significant correlation between Managerial skills – **Coercive autocracy** and Interpersonal relations of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
20. There is no significant correlation between Managerial skills – **Coercive autocracy** and Reinforcement of Interest and Motives of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
21. There is no significant correlation between Managerial skills – **Coercive autocracy** and Organizational climate of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
22. There is no significant correlation between Managerial skills – **Coercive autocracy** and Organizational control of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
23. There is no significant correlation between Managerial skills – **Coercive autocracy** and Personal influences of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
24. There is no significant correlation between Managerial skills – **Benevolent autocracy** and Interpersonal relations of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
25. There is no significant correlation between Managerial skills – **Benevolent autocracy** and Reinforcement of Interest and Motives of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
26. There is no significant correlation between Managerial skills – **Benevolent autocracy** and Organizational climate of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
27. There is no significant correlation between Managerial skills – **Benevolent autocracy** and Organizational control of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
28. There is no significant correlation between Managerial skills – **Benevolent autocracy** and Personal influences of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
29. There is no significant correlation between Managerial skills – **Manipulative autocracy** and Interpersonal relations of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.

30. There is no significant correlation between Managerial skills – **Manipulative autocracy** and Reinforcement of Interest and Motives of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
31. There is no significant correlation between Managerial skills – **Manipulative autocracy** and Organizational climate of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
32. There is no significant correlation between Managerial skills – **Manipulative autocracy** and Organizational control of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
33. There is no significant correlation between Managerial skills – **Manipulative autocracy** and Personal influences of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
34. There is no significant correlation between Managerial skills – **Consultative leadership** and Interpersonal relations of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
35. There is no significant correlation between Managerial skills – **Consultative leadership** and Reinforcement of Interest and Motives of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
36. There is no significant correlation between Managerial skills – **Consultative leadership** and Organizational climate of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
37. There is no significant correlation between Managerial skills – **Consultative leadership** and Organizational control of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
38. There is no significant correlation between Managerial skills – **Consultative leadership** and Personal influences of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
39. There is no significant correlation between Managerial skills – **Laissez faire approach** and Interpersonal relations of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
40. There is no significant correlation between Managerial skills – **Laissez faire approach** and Reinforcement of Interest and Motives of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.

41. There is no significant correlation between Managerial skills – **Laissez faire approach** and Organizational climate of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
42. There is no significant correlation between Managerial skills – **Laissez faire approach** and Organizational control of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.
43. There is no significant correlation between Managerial skills – **Laissez faire approach** and Personal influences of Principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to background variables.

POPULATION AND SAMPLE

Population includes the principals of colleges of education and teacher educators in the colleges of education in Kerala state.

Here the investigator planned to collect samples through stratified random sampling technique.

The sample of the study includes all the teacher educators working in the colleges of education in Kerala state.

METHODOLOGY

Survey method is adopted to collect the relevant data.

TOOLS USED

1. Managerial Skills Inventory- Validated by the investigator.
2. Interpersonal relationship- Validated by the investigator.
3. Organizational factors- from psychological tools.

STATISTICS USED

- (a) Percentage analysis
- (b) Standard deviation
- (c) t-test
- (d) F-test
- (e) Correlation.

Findings from percentage analysis

1. Percentage analysis of Managerial skills reveals that teacher educators in colleges of education in Kerala state perceived Coercive autocracy as 16% low and 14% high.
2. Teacher educators in colleges of education in Kerala state perceived Benevolent autocracy as 23% low and 20% high.

3. Teacher educators in colleges of education in Kerala state perceived Manipulative autocracy as 20% low and 16% high.
4. Teacher educators in colleges of education in Kerala state perceived Consultative Leadership as 13% low and 15% high.
5. Teacher educators in colleges of education in Kerala state perceived Laizzez faire approach as 21% low and 23% high.
6. Teacher educators in colleges of education in Kerala state perceived as 23% low and 19% high level in Interpersonal relationship of principals of colleges of education.
7. The level of perception of teacher educators in Kerala state is not varying in Reinforcement of interest and motives of principals of colleges of education (low value and high value are equal, 14%).
8. The level of perception of teacher educators in Kerala state is 24% low and 22% high in Organizational climate of principals of colleges of education.
9. The level of perception of teacher educators in Kerala state is 21% low and 22% high in Organizational control of principals of colleges of education.
10. The level of perception of teacher educators in Kerala state is 24% low and 25% high in Personal influence of principals of colleges of education.
11. The level of perception of teacher educators in Kerala state is 16% high for Male teachers and 13% high for Female teachers ; and in low count both Male and Female are equal (Nearly equal to 16%) in the Managerial skills –Coercive autocracy of principals of colleges of education.
12. The level of perception of teacher educators in Kerala state is 18% high for Rural college teachers and 11% high for Urban college teachers in the Managerial skills –Coercive autocracy of principals of colleges of education.
13. The level of perception of teacher educators in Kerala state is 20% high for Govt college teachers and 10% high for Aided college teachers in the Managerial skills –Coercive autocracy of principals of colleges of education.
14. The level of perception of teacher educators in Kerala state is 04% high for Optional subject teachers and 18% high for general subject teachers in the Managerial skills –Coercive autocracy of principals of colleges of education.
15. The level of perception of teacher educators in Kerala state is 14% high for teacher educators of required qualification and 15% high for teacher educators of above required qualification in the Managerial skills – Coercive autocracy of principals of colleges of education.
16. The level of perception of teacher educators in Kerala state is 13% high for teacher educators of age below 45 years and 16% high for teacher

educators of above age above 45 years in the Managerial skills – Coercive autocracy of principals of colleges of education.

17. The level of perception of teacher educators in Kerala state is 15% high for teacher educators draw salary below 20,000 and 7% high for teacher educators who draw above 20,000 in the Managerial skills –Coercive autocracy of principals of colleges of education.
18. The level of perception of teacher educators in Kerala state is 15% high for teacher educators who published their work and 14% high for teacher educators those who not having publications in the Managerial skills – Coercive autocracy of principals of colleges of education.
19. The level of perception of teacher educators in Kerala state is 22% high for teacher educators having extra activities and 13% high for teacher educators not having extra activities in the Managerial skills –Coercive autocracy of principals of colleges of education.
20. The level of perception of teacher educators in Kerala state is 19% high for Male teachers and 21% high for Female teachers ; and in low count for Male is 18% and for Female 27% in the Managerial skills – Benevolent autocracy of principals of colleges of education.
21. The level of perception of teacher educators in Kerala state is 18% high for Rural college teachers and 21% high for Urban college teachers in the Managerial skills – Benevolent autocracy of principals of colleges of education.
22. The level of perception of teacher educators in Kerala state is 22% high for Govt college teachers and 19% high for Aided college teachers in the Managerial skills – Benevolent autocracy of principals of colleges of education.
23. The level of perception of teacher educators in Kerala state is 23% high for Optional subject teachers and 19% high for general subject teachers in the Managerial skills – Benevolent autocracy of principals of colleges of education.
24. The level of perception of teacher educators in Kerala state is 22% high for teacher educators of required qualification and 17% high for teacher educators of above required qualification in the Managerial skills – Benevolent autocracy of principals of colleges of education.
25. The level of perception of teacher educators in Kerala state is 18% high for teacher educators of age below 45 years and 22% high for teacher educators of above age above 45 years in the Managerial skills – Benevolent autocracy of principals of colleges of education.
26. The level of perception of teacher educators in Kerala state is 19% high for teacher educators draw salary below 20,000 and 29% high for teacher educators who draw above 20,000 in the Managerial skills – Benevolent autocracy of principals of colleges of education.
27. The level of perception of teacher educators in Kerala state is 30% high for teacher educators who published their work and 14% high for teacher

educators those who not having publications in the Managerial skills – Benevolent autocracy of principals of colleges of education.

28. The level of perception of teacher educators in Kerala state is 28% high for teacher educators having extra activities and 18% high for teacher educators not having extra activities in the Managerial skills – Benevolent autocracy of principals of colleges of education.
29. The level of perception of teacher educators in Kerala state is 20% high for Male teachers and 13% high for Female teachers ; and in low count for Male is 16% and for Female 23% in the Managerial skills – Manipulative autocracy of principals of colleges of education.
30. The level of perception of teacher educators in Kerala state is 14% high for Rural college teachers and 18% high for Urban college teachers in the Managerial skills – Manipulative autocracy of principals of colleges of education.
31. The level of perception of teacher educators in Kerala state is 20% high for Govt college teachers and 14% high for Aided college teachers in the Managerial skills – Manipulative autocracy of principals of colleges of education.
32. The level of perception of teacher educators in Kerala state is 15% high for Optional subject teachers and 16% high for general subject teachers in the Managerial skills – Manipulative autocracy of principals of colleges of education.
33. The level of perception of teacher educators in Kerala state is 17% high for teacher educators of required qualification and 15% high for teacher educators of above required qualification in the Managerial skills – Manipulative autocracy of principals of colleges of education.
34. The level of perception of teacher educators in Kerala state is 18% high for teacher educators of age below 45 years and 13% high for teacher educators of above age above 45 years in the Managerial skills – Manipulative autocracy of principals of colleges of education.
35. The level of perception of teacher educators in Kerala state is 19% high for teacher educators draw salary below 20,000 and 0% high for teacher educators who draw above 20,000 in the Managerial skills – Manipulative autocracy of principals of colleges of education.
36. The level of perception of teacher educators in Kerala state is 13% high for teacher educators who published their work and 18% high for teacher educators those who not having publications in the Managerial skills – Manipulative autocracy of principals of colleges of education.
37. The level of perception of teacher educators in Kerala state is 06% high for teacher educators having extra activities and 18% high for teacher educators not having extra activities in the Managerial skills – Manipulative autocracy of principals of colleges of education.
38. The level of perception of teacher educators in Kerala state is 20% high for Male teachers and 11% high for Female teachers ; and in low count

for Male is 08% and for Female 18% in the Managerial skills – Consultative leadership of principals of colleges of education.

39. The level of perception of teacher educators in Kerala state is 12% high for Rural college teachers and 18% high for Urban college teachers in the Managerial skills – Consultative leadership of principals of colleges of education.
40. The level of perception of teacher educators in Kerala state is 24% high for Govt college teachers and 08% high for Aided college teachers in the Managerial skills – Consultative leadership of principals of colleges of education.
41. The level of perception of teacher educators in Kerala state is 12% high for Optional subject teachers and 16% high for general subject teachers in the Managerial skills – Consultative leadership of principals of colleges of education.
42. The level of perception of teacher educators in Kerala state is 20% high for teacher educators of required qualification and 09% high for teacher educators of above required qualification in the Managerial skills – Consultative leadership of principals of colleges of education.
43. The level of perception of teacher educators in Kerala state is 18% high for teacher educators of age below 45 years and 11% high for teacher educators of above age above 45 years in the Managerial skills – Consultative leadership of principals of colleges of education.
44. The level of perception of teacher educators in Kerala state is 18% high for teacher educators draw salary below 20,000 and 0% high for teacher educators who draw above 20,000 in the Managerial skills – Consultative leadership of principals of colleges of education.
45. The level of perception of teacher educators in Kerala state is 13% high for teacher educators who published their work and 17% high for teacher educators those who not having publications in the Managerial skills – Consultative leadership of principals of colleges of education.
46. The level of perception of teacher educators in Kerala state is 17% high for teacher educators having extra activities and 15% high for teacher educators not having extra activities in the Managerial skills – Manipulative autocracy of principals of colleges of education.
47. The level of perception of teacher educators in Kerala state is 22% high for Male teachers and 23% high for Female teachers ; and in low count for Male is 20% and for Female 21% in the Managerial skills –Laizzez faire approach of principals of colleges of education.
48. The level of perception of teacher educators in Kerala state is 20% high for Rural college teachers and 25% high for Urban college teachers in the Managerial skills – Laizzez faire approach of principals of colleges of education.
49. The level of perception of teacher educators in Kerala state is 22% high for Govt college teachers and 24% high for Aided college teachers in the

Managerial skills – Laissez faire approach of principals of colleges of education.

50. The level of perception of teacher educators in Kerala state is 23% high for Optional subject teachers and 23% high for general subject teachers in the Managerial skills – Laissez faire approach of principals of colleges of education.
51. The level of perception of teacher educators in Kerala state is 22% high for teacher educators of required qualification and 24% high for teacher educators of above required qualification in the Managerial skills – Laissez faire approach of principals of colleges of education.
52. The level of perception of teacher educators in Kerala state is 17% high for teacher educators of age below 45 years and 31% high for teacher educators of above age above 45 years in the Managerial skills – Laissez faire approach of principals of colleges of education.
53. The level of perception of teacher educators in Kerala state is 23% high for teacher educators draw salary below 20,000 and 21% high for teacher educators who draw above 20,000 in the Managerial skills – Laissez faire approach of principals of colleges of education.
54. The level of perception of teacher educators in Kerala state is 28% high for teacher educators who published their work and 20% high for teacher educators those who not having publications in the Managerial skills – Laissez faire approach of principals of colleges of education.
55. The level of perception of teacher educators in Kerala state is 28% high for teacher educators having extra activities and 22% high for teacher educators not having extra activities in the Managerial skills – Laissez faire approach of principals of colleges of education.
56. The level of perception of teacher educators in Kerala state is 26% high for Male teachers and 12% high for Female teachers ; and in low count for Male is 19% and for Female 27% in Interpersonal relationship of principals of colleges of education.
57. The level of perception of teacher educators in Kerala state is 14% high for Rural college teachers and 23% high for Urban college teachers in Interpersonal relationship of principals of colleges of education.
58. The level of perception of teacher educators in Kerala state is 15% high for Govt college teachers and 22% high for Aided college teachers in Interpersonal relationship of principals of colleges of education.
59. The level of perception of teacher educators in Kerala state is 19% high for Optional subject teachers and 19% high for general subject teachers in Interpersonal relationship of principals of colleges of education.
60. The level of perception of teacher educators in Kerala state is 22% high for teacher educators of required qualification and 15% high for teacher educators of above required qualification in Interpersonal relationship of principals of colleges of education.
61. The level of perception of teacher educators in Kerala state is 15% high for teacher educators of age below 45 years and 24% high for teacher

educators of above age above 45 years in Interpersonal relationship of principals of colleges of education.

62. The level of perception of teacher educators in Kerala state is 19% high for teacher educators draw salary below 20,000 and 21% high for teacher educators who draw above 20,000 in Interpersonal relationship of principals of colleges of education.
63. The level of perception of teacher educators in Kerala state is 20% high for teacher educators who published their work and 18% high for teacher educators those who not having publications in Interpersonal relationship of principals of colleges of education.
64. The level of perception of teacher educators in Kerala state is 06% high for teacher educators having extra activities and 22% high for teacher educators not having extra activities in Interpersonal relationship of principals of colleges of education.
65. The level of perception of teacher educators in Kerala state is 14% high for Male teachers and 14% high for Female teachers ; and in low count for Male is 16% and for Female 12% in Reinforcement of interest and motives of principals of colleges of education.
66. The level of perception of teacher educators in Kerala state is 16% high for Rural college teachers and 13% high for Urban college teachers in Reinforcement of interest and motives of principals of colleges of education.
67. The level of perception of teacher educators in Kerala state is 15% high for Govt college teachers and 14% high for Aided college teachers in Reinforcement of interest and motives of principals of colleges of education.
68. The level of perception of teacher educators in Kerala state is 23% high for Optional subject teachers and 11% high for general subject teachers in Reinforcement of interest and motives of principals of colleges of education.
69. The level of perception of teacher educators in Kerala state is 08% high for teacher educators of required qualification and 21% high for teacher educators of above required qualification in Reinforcement of interest and motives of principals of colleges of education.
70. The level of perception of teacher educators in Kerala state is 15% high for teacher educators of age below 45 years and 13% high for teacher educators of above age above 45 years in Reinforcement of interest and motives of principals of colleges of education.
71. The level of perception of teacher educators in Kerala state is 10% high for teacher educators draw salary below 20,000 and 43% high for teacher educators who draw above 20,000 in Reinforcement of interest and motives of principals of colleges of education.
72. The level of perception of teacher educators in Kerala state is 20% high for teacher educators who published their work and 11% high for teacher

educators those who not having publications in Reinforcement of interest and motives of principals of colleges of education.

73. The level of perception of teacher educators in Kerala state is 17% high for teacher educators having extra activities and 14% high for teacher educators not having extra activities in Reinforcement of interest and motives of principals of colleges of education.
74. The level of perception of teacher educators in Kerala state is 29% high for Male teachers and 16% high for Female teachers ; and in low count for Male is 18% and for Female 29% in Organizational climate prevailing in the colleges of education.
75. The level of perception of teacher educators in Kerala state is 12% high for Rural college teachers and 30% high for Urban college teachers in Organizational climate prevailing in the colleges of education.
76. The level of perception of teacher educators in Kerala state is 24% high for Govt college teachers and 20% high for Aided college teachers in Organizational climate prevailing in the colleges of education.
77. The level of perception of teacher educators in Kerala state is 08% high for Optional subject teachers and 27% high for general subject teachers in Organizational climate prevailing in the colleges of education.
78. The level of perception of teacher educators in Kerala state is 22% high for teacher educators of required qualification and 21% high for teacher educators of above required qualification in Organizational climate prevailing in the colleges of education.
79. The level of perception of teacher educators in Kerala state is 18% high for teacher educators of age below 45 years and 27% high for teacher educators of above age above 45 years in Organizational climate prevailing in the colleges of education.
80. The level of perception of teacher educators in Kerala state is 20% high for teacher educators draw salary below 20,000 and 36% high for teacher educators who draw above 20,000 in Organizational climate prevailing in the colleges of education.
81. The level of perception of teacher educators in Kerala state is 25% high for teacher educators who published their work and 20% high for teacher educators those who not having publications in Organizational climate prevailing in the colleges of education.
82. The level of perception of teacher educators in Kerala state is 28% high for teacher educators having extra activities and 21% high for teacher educators not having extra activities in Organizational climate prevailing in the colleges of education.
83. The level of perception of teacher educators in Kerala state is 24% high for Male teachers and 19% high for Female teachers ; and in low count for Male is 24% and for Female 18% in Organizational control maintained by the principals of colleges of education.
84. The level of perception of teacher educators in Kerala state is 22% high for Rural college teachers and 21% high for Urban college teachers in

Organizational control maintained by the principals of colleges of education.

85. The level of perception of teacher educators in Kerala state is 28% high for Govt college teachers and 17% high for Aided college teachers in Organizational control maintained by the principals of colleges of education.
86. The level of perception of teacher educators in Kerala state is 19% high for Optional subject teachers and 23% high for general subject teachers in Organizational control maintained by the principals of colleges of education.
87. The level of perception of teacher educators in Kerala state is 20% high for teacher educators of required qualification and 24% high for teacher educators of above required qualification in Organizational control maintained by the principals of colleges of education.
88. The level of perception of teacher educators in Kerala state is 18% high for teacher educators of age below 45 years and 27% high for teacher educators of above age above 45 years in Organizational control maintained by the principals of colleges of education.
89. The level of perception of teacher educators in Kerala state is 22% high for teacher educators draw salary below 20,000 and 21% high for teacher educators who draw above 20,000 in Organizational control maintained by the principals of colleges of education.
90. The level of perception of teacher educators in Kerala state is 28% high for teacher educators who published their work and 18% high for teacher educators those who not having publications in Organizational control maintained by the principals of colleges of education.
91. The level of perception of teacher educators in Kerala state is 28% high for teacher educators having extra activities and 21% high for teacher educators not having extra activities in Organizational control maintained by the principals of colleges of education.
92. The level of perception of teacher educators in Kerala state is 24% high for Male teachers and 25% high for Female teachers ; and in low count for Male is 18% and for Female 29% in Personal influences of principals of colleges of education.
93. The level of perception of teacher educators in Kerala state is 20% high for Rural college teachers and 29% high for Urban college teachers in Personal influences of principals of colleges of education.
94. The level of perception of teacher educators in Kerala state is 24% high for Govt college teachers and 25% high for Aided college teachers in Personal influences of principals of colleges of education.
95. The level of perception of teacher educators in Kerala state is 19% high for Optional subject teachers and 26% high for general subject teachers in Personal influences of principals of colleges of education.
96. The level of perception of teacher educators in Kerala state is 24% high for teacher educators of required qualification and 26% high for teacher

- educators of above required qualification in Personal influences of principals of colleges of education.
97. The level of perception of teacher educators in Kerala state is 32% high for teacher educators of age below 45 years and 16% high for teacher educators of above age above 45 years in Personal influences of principals of colleges of education.
 98. The level of perception of teacher educators in Kerala state is 24% high for teacher educators draw salary below 20,000 and 29% high for teacher educators who draw above 20,000 in Personal influences of principals of colleges of education.
 99. The level of perception of teacher educators in Kerala state is 28% high for teacher educators who published their work and 23% high for teacher educators those who not having publications in Personal influences of principals of colleges of education.
 100. The level of perception of teacher educators in Kerala state is 33% high for teacher educators having extra activities and 23% high for teacher educators not having extra activities in Personal influences of principals of colleges of education.

Findings from t-test

101. There is significant difference in Managerial skills and its dimensions of principals of colleges of education as perceived by Male and Female teacher educators in colleges of education in Kerala state.
102. There is no significant difference in Managerial skills and its dimensions of principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to locality, nature of institution, subject handling, qualification, age, salary, publications and extra curricular activities.
103. There is significant difference in Managerial skills – Coercive autocracy (dimension) of principals of colleges of education as perceived by Rural college teachers and Urban college teachers in colleges of education in Kerala state.
104. There is no significant difference in Managerial skills – Coercive autocracy (dimension) of principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to sex, nature of institution, subject handling, qualification, age, salary, publications and extra curricular activities.
105. There is no significant difference in Managerial skills – Manipulative autocracy (dimension) of principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to sex, locality, nature of institution, subject handling, qualification, age, salary, publications and extra curricular activities.
106. There is significant difference in Managerial skills – Consultative leadership (dimension) of principals of colleges of education as perceived by teacher educators of required qualifications and teacher

educators of above required qualification in colleges of education in Kerala state.

107. There is no significant difference in Managerial skills – Consultative leadership (dimension) of principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to sex, locality, nature of institution, subject handling, age, salary, publications and extra curricular activities.
108. There is no significant difference in Managerial skills – Laissez faire approach (dimension) of principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to sex, locality, nature of institution, subject handling, qualification, age, salary, publications and extra curricular activities.
109. There is no significant difference in Managerial Interpersonal relations of principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to sex, locality, nature of institution, subject handling, qualification, age, salary, publications and extra curricular activities.
110. There is significant difference in Reinforcement of interest and motives of principals of colleges of education as perceived by teacher educators in who draw salary below 20,000 and above 20,000 in colleges of education in Kerala state.
111. There is no significant difference in Reinforcement of interest and motives of principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to sex, locality, nature of institution, subject handling, qualification, age, publications and extra curricular activities.
112. There is significant difference in Organizational climate prevailing of the principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with sex and subject handling.
113. There is no significant difference in Organizational climate prevailing of the principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to locality, nature of institution, qualification, age, publications and extra curricular activities.
114. There is no significant difference in Organizational control maintained by the principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to sex, locality, nature of institution, subject handling, qualification, age, salary, publications and extra curricular activities.
115. There is no significant difference in Personal influences of principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to sex, locality, nature of institution, subject handling, qualification, age, salary, publications and extra curricular activities.
116. There is significant difference in Managerial skills and its dimensions (Total) of principals of colleges of education as perceived by Hindu and

Muslim teacher educators and Christian and Muslim teacher educators in colleges of education in Kerala state.

117. There is no significant difference in Managerial skills and its dimensions (Total) of principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to Religion.
118. There is significant difference in Managerial skills and its dimensions (Total) of principals of colleges of education as perceived by FC and SC teacher educators , OBC and SC teacher educators, SC and ST teacher educators in Total dimensions , OBC and ST teacher educators in colleges of education in Kerala state.
119. There is no significant difference in Managerial skills and its dimensions (Total) of principals of colleges of education as perceived by FC and OBC teacher educators, FC and ST teacher educators in dimension Total and FC and OBC teacher educators, FC and SC teacher educators , FC and ST teacher educators, OBC and SC teacher educators and SC and ST teacher educators in Coercive autocracy in colleges of education in Kerala state with reference to Community.
120. There is no significant difference in Managerial skills and its dimensions (Total) of principals of colleges of education as perceived by teacher educators in dimension Coercive autocracy Benevolent autocracy, Manipulative autocracy , consultative leadership and Laizzez faire approach in colleges of education in Kerala state with reference to Community.
121. There is no significant difference in Managerial skills and its dimensions (Total) of principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to Experience.
122. There is no significant difference in Managerial skills and its dimensions (Total) of principals of colleges of education as perceived by teacher educators in colleges of education in Kerala state with reference to Courses attended.

Findings from F-test

123. There is significant difference between Managerial skills and its dimensions of principals of colleges of education and other related factors such as Interpersonal relations, Reinforcement of interest and motives, Organizational climate, organizational control and Personal influences as perceived by teacher educators in colleges of education in Kerala state.

Findings from correlation analysis

124. There is significant correlation between Managerial skills – Coercive autocracy and Interpersonal relations of principals of colleges of education as perceived by Sex (Female), Community (SC, ST), Nature of institution (Govt) and Salary (below 20,000).

125. There is no significant correlation between Managerial skills – Coercive autocracy and Interpersonal relations of principals of colleges of education as perceived by Sex (Male), Religion, Community (FC, OBC), Locality, Nature of the institution (Aided), Subject handling, Qualifications, Age, Experience, Salary (above 20,000) and Courses attended.
126. There is significant correlation between Managerial skills – Coercive autocracy and Reinforcement of interest and motives of the principals of colleges of education as perceived by Religion (Muslim), Community (FC, SC and ST), Experience (between 5 -10 years), Salary (below 20,000) and Courses attended (Both).
127. There is no significant correlation between Managerial skills – Coercive autocracy and Reinforcement of interest and motives of the principals of colleges of education as perceived by Sex, Religion (Hindu and Christian), Community (OBC), Locality, Nature of the institution, Subject handling, Qualifications, Age, Experience (below 5 years), Salary (above 20,000) and Courses attended (Refresher, Orientation).
128. There is significant correlation between Managerial skills – Coercive autocracy and Organizational climate of principals of colleges of education as perceived by Religion (Muslim), Community (FC, SC, ST), Experience (below 5 years, above 10 years), Salary (above 20,000) and Courses attended (both).
129. There is no significant correlation between Managerial skills – Coercive autocracy and Organizational climate of principals of colleges of education as perceived by Sex, Religion (Hindu, Christian), Community (OBC), Locality, Nature of the institution, Subject handling, Qualifications, Age, Experience (between 5-10 years), Salary (below 20,000) and Courses attended (Orientation, Refresher).
130. There is significant correlation between Managerial skills – Coercive autocracy and Organizational control of principals of colleges of education as perceived by Religion (Hindu), Community (SC, ST) and Experience (below 5 years, above 10 years).
131. There is no significant correlation between Managerial skills – Coercive autocracy and Organizational control of principals of colleges of education as perceived by Sex, Religion (Muslim, Christian), Community (FC, OBC), Locality, Nature of the institution, Subject handling, Qualifications, Age, Experience (between 5-10 years), Salary and Courses attended.
132. There is significant correlation between Managerial skills – Coercive autocracy and Personal influences of principals of colleges of education as perceived by Religion (Hindu, Muslim), Community (FC, ST), Locality (Urban), Nature of institution (Aided), Subject handling (optional), Qualification (Above required), Age (Above 45 years), Experience (below 5 years, above 10 years), Salary and Courses attended (Orientation, Refresher).
133. There is no significant correlation between Managerial skills – Coercive autocracy and Personal influences of principals of colleges of education

as perceived by Sex, Religion (Christian), Community (OBC, SC), Locality (Rural), Nature of the institution (Govt), Subject handling (General), Qualifications (Required), Age (Below 45 years), Experience (between 5-10 years) and Courses attended (both).

134. There is significant correlation between Managerial skills – Benevolent autocracy and Interpersonal relations of principals of colleges of education as perceived by Sex (Female), Religion (Hindu, Muslim), Community (FC, ST), Qualification (Required), Age (below 45 years), Experience (between 5-10 years), Salary (Below 20,000) and Courses attended (Refresher and both).
135. There is no significant correlation between Managerial skills – Benevolent autocracy and Interpersonal relations of principals of colleges of education as perceived by Sex (Male), Religion (Christian), Community (SC, OBC), Locality, Nature of the institution, Subject handling, Qualifications (Above required), Age (Above 45 years), Experience (Below 5 years), Salary (above 20,000) and Courses attended (Orientation).
136. There is significant correlation between Managerial skills – Benevolent autocracy and Reinforcement of interest and motives of the principals of colleges of education as perceived by Religion (Muslim), Community (SC and ST), Qualification (Required).
137. There is no significant correlation between Managerial skills – Benevolent autocracy and Reinforcement of interest and motives of the principals of colleges of education as perceived by Sex, Religion (Hindu and Christian), Community (FC, OBC), Locality, Nature of the institution, Subject handling, Qualifications (Above required), Age, Experience, Salary and Courses attended.
138. There is significant correlation between Managerial skills – Benevolent autocracy and Organizational climate of principals of colleges of education as perceived by Sex (Male), Religion (Muslim), Community (ST), Locality (Rural), Qualification (required), Experience (below 5 years, above 10 years), Salary (above 20,000) and Courses attended (Refresher, both).
139. There is no significant correlation between Managerial skills – Benevolent autocracy and Organizational climate of principals of colleges of education as perceived by Sex (Female), Religion (Hindu, Christian), Community (FC, OBC, SC), Locality (Urban), Nature of the institution, Subject handling, Qualifications (Above required), Age, Experience (between 5-10 years), Salary (below 20,000) and Courses attended (Orientation).
140. There is significant correlation between Managerial skills – Benevolent autocracy and Organizational control of principals of colleges of education as perceived by Sex (Female), Religion (Hindu, Muslim), Community (FC, SC, ST), Locality, Nature of institution, Subject handling (General), Qualification (Required), Age (Below 45 years), Experience (above 10 years), Salary (Below 20,000) and Courses attended (Orientation).

141. There is no significant correlation between Managerial skills – Benevolent autocracy and Organizational control of principals of colleges of education as perceived by Sex (Male), Religion (Christian), Community (OBC), Subject handling (Optional), Qualifications (Above required), Age (Above 45 years), Experience (between 5-10 years), Salary (Above 20,000) and Courses attended (Refresher and both).
142. There is significant correlation between Managerial skills – Benevolent autocracy and Personal influences of principals of colleges of education as perceived by Sex, Religion (Hindu, Muslim), Community (OBC), Locality (Rural), Nature of institution (Aided), Subject handling (General), Qualification (required), Age, Experience, Salary and Courses attended.
143. There is no significant correlation between Managerial skills – Benevolent autocracy and Personal influences of principals of colleges of education as perceived by Religion (Christian), Community (FC, SC, ST), Locality (Urban), Nature of the institution (Govt), Subject handling (Optional), Qualifications (Above required).
144. There is significant correlation between Managerial skills – Manipulative autocracy and Interpersonal relations of principals of colleges of education as perceived by Sex (Male), Community (ST), Locality, Age (Above 45 years) and Experience (between 5-10 years).
145. There is no significant correlation between Managerial skills – Manipulative autocracy and Interpersonal relations of principals of colleges of education as perceived by Sex (Female), Religion, Community (FC, OBC, SC), Nature of the institution, Subject handling, Qualifications, Age (Below 45 years), Experience (Below 5 years), Salary and Courses attended.
146. There is significant correlation between Managerial skills – Manipulative autocracy and Reinforcement of interest and motives of the principals of colleges of education as perceived by Sex (Female), Religion (Hindu), Community (SC and ST), Locality (Urban), Nature of institution (Govt), Qualification (Above required), Age (Above 45 years) and Experience (Below 5 years).
147. There is no significant correlation between Managerial skills – Manipulative autocracy and Reinforcement of interest and motives of the principals of colleges of education as perceived by Sex (Male), Religion (Muslim and Christian), Community (FC, OBC), Locality (Rural), Nature of the institution (aided), Subject handling (Optional), Qualifications (Required), Age (Below 45 years), Experience (between 5-10 years, above 10 years), Salary and Courses attended.
148. There is significant correlation between Managerial skills – Manipulative autocracy and Organizational climate of principals of colleges of education as perceived by Religion (Muslim), Community (ST) and Experience (below 5 years).
149. There is no significant correlation between Managerial skills – Manipulative autocracy and Organizational climate of principals of colleges of education as perceived by Sex, Religion (Hindu, Christian),

Community (FC, SC, OBC), Locality, Nature of the institution, Subject handling, Qualifications, Age, Experience (between 5-10 years, above 10 years), Salary and Courses attended.

150. There is significant correlation between Managerial skills – Manipulative autocracy and Organizational control of principals of colleges of education as perceived by Sex, Religion (Hindu, Christian), Community (OBC, SC, ST) , Locality (Rural), Nature of institution (Govt), Subject handling (General), Qualification, Age (Below 45 years), Experience (below 5 years, between 5- 10 years), Salary (below 20,000) and Courses attended.
151. There is no significant correlation between Managerial skills – Manipulative autocracy and Organizational control of principals of colleges of education as perceived by Religion (Muslim), Community (FC), Locality (Urban), Nature of the institution (Aided), Subject handling (Optional) , Age (Above 45 years), Experience (Above 10 years), and Salary (Above 20,000).
152. There is significant correlation between Managerial skills – Manipulative autocracy and Personal influences of principals of colleges of education as perceived by Religion (Muslim), Community (SC, ST), Locality (Rural), Experience (below 5 years), Salary (Above 20,000) and Courses attended (both).
153. There is no significant correlation between Managerial skills – Manipulative autocracy and Personal influences of principals of colleges of education as perceived by Sex, Religion (Hindu, Christian), Community (FC, OBC), Locality (Urban), Nature of the institution, Subject handling, Qualifications, Age, Experience (between 5-10 years, Above 10 years), Salary (Below 20,000) and Courses attended (Orientation , Refresher).
154. There is significant correlation between Managerial skills – Consultative Leadership and Interpersonal relations of principals of colleges of education as perceived by Sex (Female), Religion (Hindu, Muslim), Community (FC), Locality (Urban), Nature of institution (Aided) , Age (Above 45 years) and Courses attended (Both).
155. There is no significant correlation between Managerial skills – Consultative Leadership and Interpersonal relations of principals of colleges of education as perceived by Sex (Male), Religion (Christian), Community (OBC, SC, ST), Locality (Rural), Nature of the institution (Govt) , Subject handling (Optional), Qualifications, Age (Below 45 years), Experience, Salary and Courses attended (Orientation, Refresher).
156. There is significant correlation between Managerial skills – Consultative Leadership and Reinforcement of interest and motives of the principals of colleges of education as perceived by Religion (Christian, Muslim), Community (SC and ST) and Locality (Rural).
157. There is no significant correlation between Managerial skills – Consultative Leadership and Reinforcement of interest and motives of the principals of colleges of education as perceived by Sex, Religion

(Hindu), Community (FC, OBC), Locality (Urban), Nature of the institution, Subject handling, Qualifications, Age, Experience, Salary and Courses attended.

158. There is significant correlation between Managerial skills – Consultative Leadership and Organizational climate of principals of colleges of education as perceived by Sex (Male), Community (ST) and Experience (below 5 years).
159. There is no significant correlation between Managerial skills – Consultative Leadership and Organizational climate of principals of colleges of education as perceived by Sex (Female), Religion, Community (FC, OBC, SC), Locality, Nature of the institution, Subject handling, Qualifications, Age, Experience (between 5-10 years, above 10 years), Salary (below 20,000) and Courses attended.
160. There is significant correlation between Managerial skills – Consultative Leadership and Organizational control of principals of colleges of education as perceived by Community (SC, ST), Subject handling (Optional) and Experience (below 5 years).
161. There is no significant correlation between Managerial skills – Consultative Leadership and Organizational control of principals of colleges of education as perceived by Sex, Religion, Community (FC, OBC), Locality, Nature of the institution, Subject handling (General), Qualifications, Age, Experience (between 5-10 years, above 10 years), Salary and Courses attended.
162. There is significant correlation between Managerial skills – Consultative Leadership and Personal influences of principals of colleges of education as perceived by Sex (Male), Community (SC, ST), Locality (Rural), Experience (below 5 years), Salary (Above 20,000) and Courses attended (Both).
163. There is no significant correlation between Managerial skills – Consultative Leadership and Personal influences of principals of colleges of education as perceived by Sex (Female), Religion , Community (FC, OBC), Locality (Urban), Nature of the institution, Subject handling , Qualifications, Age, Experience (between 5-10 years, above 10 years), Salary (Below 20,000) and Courses attended (Orientation, Refresher).
164. There is significant correlation between Managerial skills – Laizzez faire approach and Interpersonal relations of principals of colleges of education as perceived by Religion (Muslim), Community (SC, ST), Experience (Between 5-10 years) and Salary (below 20,000).
165. There is no significant correlation between Managerial skills – Laizzez faire approach and Interpersonal relations of principals of colleges of education as perceived by Sex, Religion (Hindu, Christian), Community (FC, OBC), Locality, Nature of the institution, Subject handling, Qualifications, Age, Experience (Below 5 years, Above 10 years), Salary (above 20,000) and Courses attended.

166. There is significant correlation between Managerial skills – Laizzez faire approach and Reinforcement of interest and motives of the principals of colleges of education as perceived by Community (SC and ST), Nature of institution (Govt), Salary (below 20,000) and Courses attended (Both).
167. There is no significant correlation between Managerial skills – Laizzez faire approach and Reinforcement of interest and motives of the principals of colleges of education as perceived by Sex, Religion, Community (FC, OBC), Locality, Nature of the institution (Aided), Subject handling, Qualifications, Age, Experience, Salary (above 20,000) and Courses attended (Refresher, Orientation).
168. There is significant correlation between Managerial skills – Laizzez faire approach and Organizational climate of principals of colleges of education as perceived by Sex (Male), Community (SC, ST), Age, Experience (below 5 years) and Courses attended (both).
169. There is no significant correlation between Managerial skills – Laizzez faire approach and Organizational climate of principals of colleges of education as perceived by Sex (Female), Religion, Community (FC, OBC), Locality, Nature of the institution, Subject handling, Qualifications, Experience (between 5-10 years, above 10 years), Salary and Courses attended (Orientation, Refresher).
170. There is significant correlation between Managerial skills – Laizzez faire approach and Organizational control of principals of colleges of education as perceived by Community (SC, ST), Locality (Rural), Nature of institution (Govt), Age, Experience (below 5 years, above 10 years), Salary (Above 20,000) and Courses attended (Orientation, Both).
171. There is no significant correlation between Managerial skills – Laizzez faire approach and Organizational control of principals of colleges of education as perceived by Sex, Religion, Community (FC, OBC), Locality (Urban), Nature of the institution (Aided), Subject handling, Qualifications, Experience (between 5-10 years), Salary (Below 20,000) and Courses attended (Refresher).
172. There is significant correlation between Managerial skills – Laizzez faire approach and Personal influences of principals of colleges of education as perceived by Religion (Hindu), Community (FC, SC), Subject handling (optional) and Experience (below 5 years).
173. There is no significant correlation between Managerial skills – Laizzez faire approach and Personal influences of principals of colleges of education as perceived by Sex, Religion (Muslim, Christian), Community (OBC, ST), Locality, Nature of the institution, Subject handling (General), Qualifications, Age, Experience (between 5-10 years, Above 10 years), Salary and Courses attended.

CONCLUSION

The investigator studied the managerial skills of the principals of colleges of education through the perception of teacher educators. The findings throw light into the importance of good skills in managing an institution.

It is sure that this study help us to select the closely liked factor which are essential for a good principal of colleges of education.

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TAMILNADU, INDIA

RESEARCH TOOL

PROGRAMME : Ph.D. (Education)
TOPIC : Managerial skills of the principals of colleges of
education as perceived by teacher education in Kerala
State.
GUIDE : Dr. A. Amal Raj, Ph.D (Centre for research)
INVESTIGATOR : M. Kumara Das

Sir / Madam,

I request you to respond to the questionnaire promptly so as to enable me to gather information for my Ph.D thesis. The information you provide, will be kept confidential and will be used only for the purpose of my research.

Thanking you

Trivandrum

Yours faithfully,

(KUMARA DAS. M.)

Personal data

Name	:	
Sex	:	Male <input type="checkbox"/> Female <input type="checkbox"/>
Religion	:	Hindu <input type="checkbox"/> Christian <input type="checkbox"/> Muslim <input type="checkbox"/>
Community	:	FC <input type="checkbox"/> OBC <input type="checkbox"/> SC <input type="checkbox"/> ST <input type="checkbox"/>
Locality of the Institution	:	Rural <input type="checkbox"/> Urban <input type="checkbox"/>
Nature of the Institution	:	Govt <input type="checkbox"/> Aided <input type="checkbox"/>
Type of the Institution	:	Co-education <input type="checkbox"/> Men's <input type="checkbox"/> Women's <input type="checkbox"/>
Subject Handling	:	Optional <input type="checkbox"/> General <input type="checkbox"/>
Qualification	:	
Age	:	Below 45 <input type="checkbox"/> Above 45 <input type="checkbox"/>
Experience	:	Below 5 years <input type="checkbox"/> Above 5 years <input type="checkbox"/> Above 10 years <input type="checkbox"/>
Salary	:	Basic <input type="checkbox"/> Below Rs. 20,000/- <input type="checkbox"/> Above Rs.20,000/- <input type="checkbox"/>
Course Attended	:	Orientation <input type="checkbox"/> Refresher <input type="checkbox"/>
Publication of creative works	:	
Extra activities other than teaching	:	

1. MANAGERIAL SKILLS INVENTORY

		Strongly agree	Partially agree	Undecided	Partially disagree	Fully disagree
1	It is very difficult to satisfy our head					
2	To our head nothing is more important than attending to work					
3	All of us feel that we are compelled to shoulder responsible					
4	We haven't seen our head in a happy mood					
5	The very presence of the head alerts everyone to be serious about the work					
6	The rules which go in favour of the management are often cited by our head					
7	The quality of work done, however good it may be, is often critized without a word of appreciation					
8	There is no difference between men and machine in our institution					
9	Rules and policies which would ultimately help the management are introduced quite relevantly with the consent of all					
10	'Fearing isolation', no one dares violating the norms of the institution.					
11	Our head gives equal importance to work and leisure.					
12	All of us work more and more to keep smiling face of our head smiling on us.					
13	The benevolence of our head makes us work over and alone to prescribed work load.					
14	As we are free to voice on opinions, the suggestion from our head are always respected.					
15	No one is high, no one is low, all are equal to our head.					
16	Our head never delays in offering incentives for the works done well.					
17	Though our head is often tolerant to defects and slips, everyone is anxious to avoid such situation.					
18	Our head has made us understood that the working place is our second home.					
19	Since our head is easily approachable differences of opinions among the staff are easily sorted out without affecting the works.					
20	Our head's positive attitude towards staff yields rich dividend in curriculum transaction.					
21	It is a pleasure for our head to find fault with our performance.					

22	Our head is not consistent in his / her dealings.					
23	When some of our colleagues are being encouraged by our head some are badly criticized by him / her.					
24	Some of the trivial issues are blown up unnecessarily by our head.					
25	Our head does not deal with the problems in straight forward manner.					
26	Our head always manipulates the situations to his / her advantage.					
27	If anything good happens on the campus, our head would always take the credit on himself / herself.					
28	Our head always engages us in conversation with a hidden agenda.					
29	Many of our colleagues feel that they have been put into hardships due to the wrong motive of our head.					
30	Nothing is systematized in our institution. Everything depends on the whims and fancies of our head.					
31	Important policy matters are openly discussed in our staff meetings.					
32	Leadership roles are given to everyone irrespective of one's caste or experiences.					
33	No Junior-Senior differences are felt in our institution.					
34	Our head never feels that it is below his dignity to get the opinions of his subordinates.					
35	Every one in our institution feels that he is regarded and respected by his superiors.					
36	Everybody get opportunity in our institution to exhibit his talents.					
37	A friendly atmosphere is assumed in our institution because of each one's contribution to the major decisions.					
38	Unhealthy competitions among the staff is avoided due to well established procedures.					
39	Our head is available all the time for guidance and consultation.					
40	No one has ill feelings towards the head because each one is proud of his own role in the administration.					
41	All of us are very much aware of the mode of functioning of our institution.					
42	Role and responsibilities are well defined for every member of the staff.					
43	We don't feel any external pressure to discharge our duties.					
44	In our institution, our head efficiently co-ordinates all activities.					
45	Delegation of power is the secret of success in our college administration.					

46	Our head never dominates over the staff.					
47	Any unit or individual can have easy access to the head.					
48	However hard one may work, he may not feel dejected or exhausted in our institution.					
49	Our head never troubles himself by interfering with the works of others.					
50	Our head not only shares his expertise freely with his subordinates but also acts as a prime motivating factor.					

2. INTERPERSONAL

		Strongly agree	Partially agree	Undecided	Partially disagree	Fully disagree
1	Our head plays his role very efficiently					
2	Our head is a model for all of us.					
3	Anything conceiving institution is known to all.					
4	Our head has a great concern for all his subordinates.					
5	Our head is tolerant not only towards the erring staff but also towards those who criticize him.					
6	Our head is aware of the presence of groups and cliques expects them for the good of the institution.					
7	Our head is patient enough to listen to the views and opinions of his subordinates.					
8	Our head is quite blind to caste or community.					
9	Our head ensures co-operation from each and every individual for the success of the encouraged prospects.					
10	Since everyone plays a role in evolving the short term and long goals of the institution, all most institutional activities are treated common to all.					

Our interest and motives are reinforced again and again on receipt of rewards or incentives offered for the works done.

Agreement

Neutral

Disagreement

3. ORGANISATIONAL CLIMATE

		Always True	Frequently True	True	Seldom True
1	Both labour and management fully accept the importance of the co-operation of the institution.				
2	Any decision we make has to have our principal's approval.				
3	The teachers recognize that they have certain goals in common.				
4	There can be little action taken here until a principal approves the decision.				
5	The contract is understood and effectively administered in good faith by both parties.				
6	We participate in the decision on the promotions of any of the professional.				
7	A person who wants to make his decision will be quickly discouraged.				
8	Employees feel a sense of participation in their general welfare as a result of collective understanding.				
9	Negotiations are carried out with intelligence, preparations and a sincere desire to achieve results.				
10	We participate in the decision to hire new staff.				
11	We participate in interpersonal conflicts resolution.				
12	We feel we are our own boss in most matters.				
13	Although each party identifies most strongly with its own interest, the parties know and respect each other's goals.				
14	The union is strong enough to create a balance of power between labour and management.				
15	We have to ask our principal before we do almost anything.				
16	Even small matters have to be referred to someone higher up for a final answer.				
17	Communication between the parties, other than the negotiations, is highly developed.				
18	We participate in evaluating the performance.				
19	Both parties continually evaluate the effectiveness of their relationship with the other party.				
20	We participate in decisions on the adoption of new policies.				
21	The grievance procedure is comprehensively structured with a binding final step.				

22	We participate in the decisions of the adoption of new programme.				
23	Management (organization) has a strong, well organized labour relations programme.				
24	We participate in the decisions on budget preparation.				
25	Most jobs have something new happening every day.				
26	We are to follow strict operating procedures at all times.				
27	Whatever situations arise we have procedure to follow in dealing with them.				
28	People here are allowed to do almost as they please.				
29	There is something different everyday to do.				
30	Whenever we have a problem we are supposed to go to some person for opinion.				
31	Everyone has a specific job to do.				
32	Most people here make their own rules on the job.				
33	One thing people like around here is the variety of work.				
34	This institution keeps written records of everyone's job performance.				
35	People here feel they are constantly being checked to see that they obey all rules.				
36	How things are done here is left to persons doing the work.				
37	A person can make one's own decisions without checking with anybody else.				
38	The employees here are constantly being checked for rule violation.				
39	Going through proper channel is constantly stressed.				
40	Teachers here do the same job in the same way everyday.				
41	Teachers here would not do anything else except the task assigned by the institution.				
42	Principal emphasizes meeting targets.				
43	Principal takes offence if teachers do not pay them respects.				
44	Job specification is not liked as it fixes individual responsibility.				
45	Teachers would remain in their seat but engage themselves in gossips.				
46	Principal and teachers have clear understanding of each other.				
47	Principal and teachers have differing interests.				
48	Teachers work vigorously when put together on some institutional task.				

49	Principal drive teachers to work hard.				
50	Principal gives specific directions to the teachers.				
51	Principal demand personal loyalty and blind obedience.				
52	Teachers would remain in their seat / office but would do the job only for namesake.				
53	Principal enforces rules and regulations uniformly over teachers.				
54	Vanity and whims of a Principal get priority over everything.				
55	Principal show his / her superiority by letting the teachers down.				

4. ORGANISATIONAL CONTROL

		Most of the time	Frequently	Some time	Seldom
1	Efficient teachers are given special increments.				
2	Annual increments are stopped of those who do not work well.				
3	The hot headed snub, sniff and sneer and control teachers effectively.				
4	Superficial concern is shown to assuage the feelings of the complainant.				
5	Teachers describe themselves to their targets as most weak and powerless.				
6	Any means are adopted to get the work done.				
7	Rowdyism brings teachers to their knees.				
8	Undue financial or other favours are given to buy loyalty from individuals or groups.				
9	Positions with possibility of brief are given to loyal ones.				
10	Fear of insecurity of job keeps teachers under control.				
11	Efficient and complaint teachers are put on management committee.				
12	Fringe benefits are withdrawn if someone is found misusing it.				
13	Quality and quantity checks are carried on regularly.				
14	Efficient teachers are sent on higher course.				
15	None gets promotion if his / her tackling of teachers is ineffective.				
16	A constant watch through men and machine is kept to ensure that everybody is working.				
17	Good behaviour is rewarded by giving them desired posting.				
18	Communication channels are kept alive to anticipate exigencies.				
19	Accountancy rule violation results in snatching of financial power.				
20	Annual confidential report keeps the teachers under control.				
21	At times friends mediate and sort out the differences.				
22	To get things done from a person his / her ideas and opinions are praised.				
23	Erring ones are sent to higher authority for being taken to task.				

24	Consensus is sought and the course of action follows thereafter.				
25	Teachers change themselves quickly with the changes in the person whom they intend to influence.				
26	Good ones are sent to higher authority to receive bouquet.				
27	Where there is no law, the wirt of authority runs large.				
28	Deviants are controlled through group pressure.				
29	At the most, things go to the tribunal level and everybody takes it as final.				
30	Those indulging in theft, physical violence are handed over to police.				
31	To keep everybody at par, teacher support one another.				
32	To win over someone teachers pose themselves fully dependent upon him / her.				
33	Anyone found guilty is never promoted.				
34	Use of unparliamentarily language shows positive results.				
35	Those who manage gangs are obeyed well.				
36	Disliked ones are tucked up to obscure positions in the name of institution.				
37	Teachers communicate explicitly their achievement with their targets.				
38	Teachers are played against each other.				

5. PERSONAL INFLUENCES

		Most of the time	Frequently	Some time	Seldom
1	Principal is willing to put in a great deal of effort beyond that normally expected in order to help this institution to be successful.				
2	Principal would accept almost any type of job assignment in order to keep working for this institution.				
3	This institution really inspires the very best in me in the way of job performance.				
4	Principal talks of this institution to his / her friends as great institution to work for.				
5	Principal is proud to tell others that he / she is part of this institution.				
6	Principal feel very little loyalty to this institution.				
7	Principal could just as well be working for a different institution as long as the type of work is similar.				
8	Principal find that his / her values and the institution's values are very similar.				
9	It would take very little change in Principal's present circumstances to cause him / her to leave this institution.				
10	There is always a feeling of worthwhile accomplishment here.				
11	I am very secure in this position as this job assure, regular steady income sufficient for my family.				
12	Often, Principal finds it difficult to agree with the policies of this institution on important matters related to its employees.				
13	Principal feels free to do his / her job and also participate in the setting of goals in this institution.				
14	Deciding to work for this institution was a definite mistake on his / her part.				
15	There is not too much to be gained by sticking with the organization indefinitely.				
16	Principal receives affection, esteem from the colleagues regularly.				
17	For the Principal this is the best of all possible institutions for which to work.				
18	Principal is extremely glad that he / she chose this organization to work for over others he / she was considering at the time he joined.				

19	Principal finds sufficient opportunity for intermingling with teachers and work together.				
20	Principal really cares about the fate of this institution.				
21	There is sufficient scope to take over the next position as the gap is minimum and easily accessible.				
22	In the course of work Principal has all the rights to direct and regulate the activities of the teachers.				
23	In his work Principal always has a feeling that he / she has done this.				



