



EFFECT OF TYPES OF SCHOOLS AND ADMINISTRATIVE BEHAVIOURS ON PERSONAL EFFECTIVENESS OF ADMINISTRATIVE STAFF

¹Kamaljeet Sandhu, ²Chanchal Sharma

¹Professor & Head, ²Research Scholar

Department of Psychology, Faculty of Social Sciences,
Dayalbagh Educational Institute, Dayalbagh, Agra -282005.

Abstract: This study examined the Effect of Types of Schools and Administrative Behaviours on Personal Effectiveness of Administrative Staff. The sample comprised of 100 Administrative Staff members selected conveniently from public and government (MCD) schools from Delhi and NCR reigns. The age range of the Administrative Staff members was between 35 to 55 years. Administrative Staff members had an experience of at least 5 years in the specific school. Their salary ranged in between 45 to 65 thousand. Administrative Behaviour Scale by Haseen Taj (1998), Personal Effectiveness Scale by Pareek and Purohit (2010). The results found from two way ANOVA showed that there is a significant effect of Types of Schools (Public and Government) on Personal effectiveness dimensions (Self- Disclosure and Openness to Feedback) of Administrative Staff, at $p < 0.01$ level. The F value =15.01 for school with Self- Disclosure and the F value =18.06 for Openness to Feedback. There is partially significant effect of Administrative Behaviours (Planning, Organization and Communication) on Personal effectiveness dimensions (Self- Disclosure and Openness to Feedback) of Administrative Staff. The F value =4.87 for Planning with Self- Disclosure, F value =1.005 for Planning with Openness to Feedback, F value =0.17 for Organization with Self- Disclosure, F value =3.66 for Organization with Openness to Feedback, F value =2.50 for Communication with Self- Disclosure and F value =2.83 for Communication with Openness to Feedback. There is no significant interaction effect of Types of Schools (Public and Government) and Administrative Behaviours (Planning, Organization and Communication) on Personal effectiveness dimensions (Self- Disclosure and Openness to Feedback) of Administrative Staff is rejected. The present study has implications in creating awareness in the Administrative Staff through Personal Effectiveness.

Index Terms - Public and Government Schools, Administrative Behaviours, Personal Effectiveness and Administrative Staff.

INTRODUCTION

Personal Effectiveness is about unlocking the potential that an individual possess. While personality measurement helps us to see a consistent pattern in a person's orientation, individuals with different types of personalities can be equally effective. Personal effectiveness refers to beliefs in one's capacities to derive motivation, cognitive resources and courses of action to meet given situational demands. One precondition for personal effectiveness is better self-awareness. But only understanding oneself does not make a person effective. It assesses the consistency in an individual's orientation towards the situation. Different personality types can be equally effective depending on how well s/he knowing oneself and managing the responses of those with whom s/ he interacts. Openness is critical for personal effectiveness. It has two aspects—self-disclosure (sharing with others what they do not seem to know about one- self) and use of feedback (being open to what others say on aspects which one may not be aware of). In addition, perceptiveness or sensitivity to others' feelings and to non-verbal cues is also important. Halpin (1966) first mentioned about administrator behaviour in his paradigm for research on Administrator Behaviour. According to him, the understanding of administrator behaviour is helpful to spot out the missing elements in our research knowledge about administration and to achieve a closer integration of empirical findings and theoretical analysis. Halpin (1966) has made distinction between administrative behaviour and administrator behaviour. He defines administrative behaviour as one that includes in it leadership act of any particular person who happens to be the administrator at the time and also the leadership act initiated by group members. It is known that leadership acts are performed by others in the school, like the senior teachers, headmasters and supervisors This can also be considered as administrative behaviour of institutional heads as long as the incumbents occupied that leadership role in a school

organisational set up. Administrative behavior (Simon 1947), the certainty premium effect might lead workers to prioritize projects in which their participation would turn an already high probability of success into certainty, over projects in which their participation would make success substantially more likely though not certain. The organizational environment can have a strong effect on personal effectiveness and productivity (Arthur, 1994; Donald et al., 2005). Styles of organizational culture that maximize employees' abilities to approach their tasks in ways that they perceive as constructive and fulfilling are likely, therefore, to be positively related to personal effectiveness. On the other hand, it has been shown that increased stress in the workplace tends to decrease productivity (Jamal & Baba, 1992).

Soundararajan (2021) displayed that there was positive influence of leadership styles of school heads with their administrative behaviour.

Government schools are, as the name suggests, schools that are run by the government. They are fully or partially funded by the government and job appointments to government schools are run through the government. Almost all government schools have their state language as the medium of instruction in the school, which is in stark contrast to the private schools that have English as the medium of instruction.

Public school, a no-fee school, publicly funded and operated by the government. Schools have undergone extensive changes in growth and also in their management in recent times. Cloud (1991) wrote that administrators are too often caught between hostile faculties and divided trustees; (and) special interest groups including... unions- are increasingly represented on many governing boards, making the situation extremely volatile for the president and other administrators responsible for the management of the institution. School heads make approximately 80% of all decisions on schools, oversee the daily operation of personnel, both clerical and professional, and also are responsible for the students (Dyer & Miller, 1999).

Rationale of the Study

The review of the related literature prominently focus on Personal Effectiveness of Public Health Management Personnel in South East Asia Region: A Study, Attachment Styles and Patterns of Self-Disclosure, A Study of Administrative Behavior in Secondary Schools of Tamil Nadu, Administrative Behavior: A Study of Decision-Making Processes in Administrative Organization,). Influence of Authoritative, Participative And Delegates Leadership Styles On Administrative Behaviour Of School Head Masters etc. The studies indicated mixed results regarding the effect of Types of Schools, Administrative Behaviours and Personal Effectiveness. The level of the effect of these variables in determining Personal Effectiveness also needs to be identified. This seems as a gap that directs the current research to explore further. Education lays the basic foundation to build a bright future. School is a place where every person discovers their unique interests and passions. They can improve their personal effectiveness with help of administrative staff. When the members of administrative staff are not able to understand their potential then they are unable to explore the new opportunities and ideas in their life. So, the administrative staff of both types of schools (Public and Government) who have higher planning, organization and communication, as their administrative behaviour will show better personal effectiveness through Self-disclosure and Openness to feedback. To understand this, the current research is relevant for providing insight and information related to the above-mentioned issues.

RESEARCH METHOD

OBJECTIVES:

1. To study the effect of Types of Schools (Public and Government) on Personal Effectiveness dimensions (Self- Disclosure and Openness to Feedback) of Administrative Staff.
2. To study the effect of Administrative Behaviours (Planning, Organization and Communication) on Personal Effectiveness dimensions (Self- Disclosure and Openness to Feedback) of Administrative Staff.
3. To study the interaction effect of Types of Schools (Public and Government) and Administrative Behaviours (Planning, Organization and Communication) on Personal Effectiveness dimensions (Self- Disclosure and Openness to Feedback) of Administrative Staff.

HYPOTHESES:

1. There would be a significant effect of Types of Schools (Public and Government) on Personal effectiveness dimensions (Self- Disclosure and Openness to Feedback) of Administrative Staff.
2. There would be a significant effect of Administrative Behaviours (Planning, Organization and Communication) on Personal effectiveness dimensions (Self- Disclosure and Openness to Feedback) of Administrative Staff.
3. There would be a significant interaction effect of Types of Schools (Public and Government) and Administrative Behaviours (Planning, Organization and Communication) on Personal effectiveness dimensions (Self- Disclosure and Openness to Feedback) of Administrative Staff.

VARIABLES:

- **Independent Variables:** (1) Types of Schools (Public and Government) (2) Administrative Behaviours (Planning, Organization and Communication).
- **Dependent Variable:** (1) Personal Effectiveness (Self- Disclosure and Openness to Feedback).

SAMPLE DESCRIPTION:

The sample comprised of 100 Administrative Staff members selected conveniently from public and government (MCD) schools from Delhi and NCR reigns. The age range of the Administrative Staff members was between 35 to 55 years. Administrative Staff members had an experience of at least 5 years in the specific school. Their salary ranged in between 45 to 65 thousand.

TOOLS:

Administrative Behaviour Scale – This scale is developed by Haseen Taj in (1998). There is 90 items which has concerning four major areas: (1) Planning, (2) Organization, (3) Communication, and (4) Decision – Making. These four areas cover all the aspects of administrative behavior of Heads of Educational Institutions. Test- retest reliability for Administrative behavior scale was found to be 0.85 split half reliability found to be 0.83. Content validity is high and criteria related validity was established by administering two similar standardized scales, namely, Leadership Behavior Description Questionnaire (Halpin and Winer), and Self Administrator Description Questionnaire (Rajeevalochana) along with the administrative behavior scale. The correlation co-efficient was found to be 0.74 with LBDQ and 0.91 with the SABDQ.

Personal Effectiveness Scale– This questionnaire is developed by Pareek and Purohit (2010). Pareek and Purohit had found the Alpha for PES–S to be 0.90. The questionnaire contained 15 items, five for each of the three dimensions of Personal Effectiveness– Self-disclosure, Perceptiveness, and Openness to feedback. The questionnaire was in the form of Likert scale of 5 points (1 = Not at all true; 2 = occasionally true; 3 = somewhat true; 4 = fairly true; 5 = Always true).

RESEARCH DESIGN: 2x3 factorial design was used for the present study.

STATISTICAL ANALYSIS: Two way AOVNA was used for the analysis of the data.

The main purpose of analysis and interpretation was to find the effect of the independent variables on dependent variables. The data was generated from the executive positions/ heads of government and public schools. Three types of administrative behaviours were identified (i.e. planning, organization and communication) and the personal effectiveness was measured through self- disclosure and openness to feedback. The Table 1(a)and 1(b) display the means and SD for the variables i.e. the types of Schools, Planning Administrative Behaviour and Personal effectiveness through Self- Disclosure and Openness to Feedback considered for investigation here.

Table 1(a): Showing the Mean score and SD of the types of School and Planning for Personal effectiveness through Self- Disclosure of Administrative Staff				
Schools	Planning	Mean	SD	N
Public School	High	9.70	3.278	20
	Low	9.37	1.903	30
	Total	9.50	2.517	50
Government School	High	13.48	3.816	21
	Low	10.83	4.054	29
	Total	11.94	4.133	50
Total	High	11.63	4.005	41
	Low	10.08	3.207	59
	Total	10.72	3.618	100

Table 1(b): Showing the Mean score and SD of the type of Schools and Planning for Personnel effectiveness through Openness to Feedback of Administrative Staff				
School	Planning	Mean	SD	N
Public School	High	10.65	3.345	20
	Low	10.07	3.216	30
	Total	10.30	3.247	50
Government School	High	13.14	2.330	21
	Low	12.55	2.501	29
	Total	12.80	2.424	50
Total	High	11.93	3.102	41
	Low	11.29	3.124	59
	Total	11.55	3.115	100

From the mean scores it is indicated that the administrative staff of both types of schools who observe higher planning as their administrative behaviour shows better personal effectiveness through Self-disclosure and Openness to feedback. Further, the data was subjected to the analysis of variance and the results are displayed in Table 1.1 and 1.2. sequentially.

Table 1.1: Summary of Analysis of variance for the effect of the Types of School and Planning on Personal effectiveness through Self -Disclosure of Administrative Staff				
Source	Sum of Squares	df	Mean Square	F
Intercept	11369.987	1	11369.987	1029.208
School	165.789	1	165.789	15.01**
Planning	53.749	1	53.749	4.87*
School * Planning	32.402	1	32.402	2.93
Error	1060.543	96	11.047	
Total	12788.00	100		

Table 1.2: Summary of Analysis of variance for the effect of the Types of Schools and Planning for Personnel effectiveness through Openness to Feedback of Administrative Staff				
Source	Sum of Squares	df	Mean Square	F
Intercept	13020.232	1	13020.232	1569.963
School	149.785	1	149.785	18.06**
Planning	8.338	1	8.338	1.005
School * Planning	0.00	1	0.00	0.00
Error	796.161	96	8.293	
Total	14301.000	100		

*p < 0.05 **p < 0.01

It is evident from the Table 1.1 and 1.2, that the F value =15.01 and 18.06 for the effect of Types of Schools on Personal effectiveness through self -disclosure and openness to feedback respectively, is significant at 0.01 level (where p < 0.01). This means that the Types of schools have an effect on the personal effectiveness through self-disclosure and openness to feedback both. The mean scores in the table 1(a and b) reveal that the government schools have better self-disclosure and are more open to feedback. Therefore, the personal effectiveness here is better for government schools than public schools altogether. The F value equal to 4.87 in Table 1.1 for the effect of Planning Administrative behaviour on Personal effectiveness through Self -Disclosure, is also significant at 0.05 level (p < 0.05). When planning pertaining to school activities is higher and in advance with the time phase and work phase bound by schedules the self -disclosure is also better. But, the interaction effect of the types of schools and planning administrative behaviour on personal effectiveness through self -disclosure as well as openness to feedback is not significant even at 0.05 level (p > 0.05). This also means that the independent variables interactively fail to have any effect on the personal effectiveness of the

administrative staff. This is also shown in the graphical plots (Figure 1) representing the interaction effect, where it is clearly evident that the interaction lines do not intersect explaining no interaction effect.

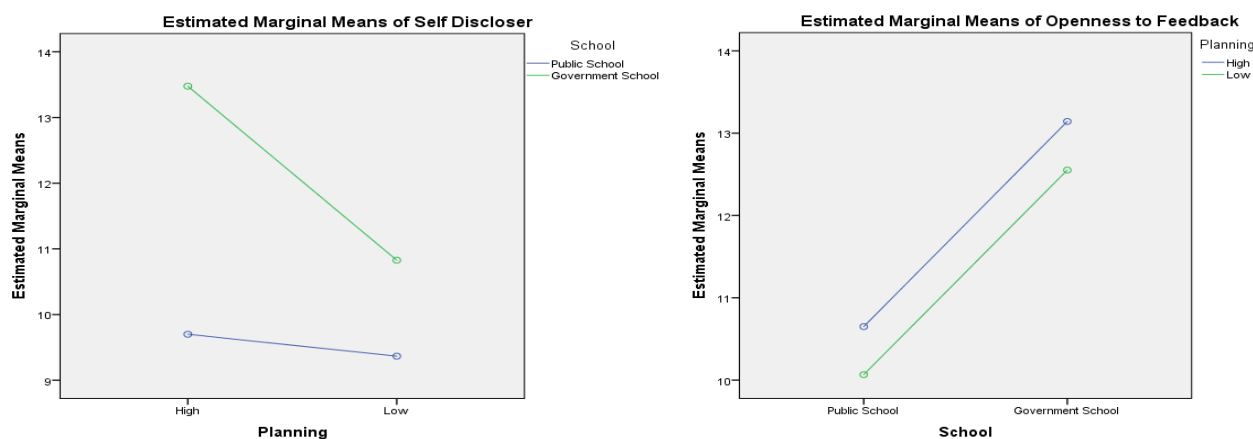


Figure 1: Graphical representation for interaction effect of the types of school and planning administrative behaviour on personal effectiveness through self-disclosure and openness to feedback

The Table 2(a) and 2(b) displays the mean scores and SD of the type of Schools and Organization Administrative Behaviour for Personal effectiveness through Self-Disclosure and Openness to Feedback reflecting higher mean scores for the types of schools. Comparatively the Government Schools are higher on personal effectiveness through Self-Disclosure and Openness to Feedback. Organization pertains to the way the administrative staff distributes the work to be carried out by different members for the academic year. It also means allocating the physical facilities and material required to do the work and the responsibilities fixed for the different members. The mean scores show better self-disclosure and openness to feedback in Government schools as compared to public school when organization is high.

Table 2(a): Showing the Mean scores and SD of the type of Schools and Organization Administrative Behaviour for Personal effectiveness through Self-Disclosure of Administrative Staff				
School	Organization	Mean	SD	N
Public School	High	9.57	2.87	28
	Low	9.41	2.02	22
	Total	9.50	2.52	50
Government School	High	12.10	3.99	31
	Low	11.68	4.45	19
	Total	11.94	4.13	50
Total	High	10.90	3.71	59
	Low	10.46	3.52	41
	Total	10.72	3.62	100

Table 2(b): Showing the Mean scores and SD of the type of Schools and Organization Administrative Behaviour for Personal effectiveness through Openness to Feedback of Administrative Staff				
School	Organization	Mean	SD	N
Public School	High	11.25	3.47	28
	Low	9.09	2.52	22
	Total	10.30	3.25	50
Government School	High	12.81	2.48	31
	Low	12.79	2.39	19
	Total	12.80	2.42	50
Total	High	12.07	3.07	59
	Low	10.80	3.07	41
	Total	11.55	3.12	100

Further, closely observing the Table 2.1 and 2.2 it is evident that the F values for the Types of Schools is equal to 11.64 and 21.37 respectively, which are both significant at 0.01 level (where, $p < 0.01$). This means that the types of schools have an effect on the personal effectiveness through self-disclosure and openness to feedback of the administrative staff. The F values = 0.167 and 3.66 for Organization Administrative Behaviour are not significant even at 0.05 level of significance ($p > 0.05$ level). So, even if there is distribution of the work to be carried out by different members for the academic year, allocation of the physical facilities and material required to do the work is done and the responsibilities are fixed for the different members, it does not impact their personal effectiveness on both the dimensions. Also, the interaction effect between types of schools and Organization Administrative

Behaviour is not significant ($p > 0.05$ level) both for Personal effectiveness through Self-Disclosure and Openness to Feedback (Table 2.1 and 2.2) for the Administrative Staff indicating no joint effect of the independent variables.

Table 2.1: Summary of Analysis of variance for the effects of the Types of School and Organization Administrative Behaviour for Personal effectiveness through Self-disclosure of Administrative Staff				
Source	Sum of Squares	df	Mean Square	F
Intercept	11011.460	1	11011.460	923.239
School	138.773	1	138.773	11.64**
Organization	1.990	1	1.990	0.17
School * Organization	0.377	1	0.377	0.03
Error	1144.990	96	11.927	
Total	12788.000	100		

Table 2.2: Summary of Analysis of variance for the effects of the Types of School and Organization Administrative Behaviour for Personal effectiveness through Openness to Feedback of Administrative Staff				
Source	Sum of Squares	df	Mean Square	F
Intercept	12707.528	1	12707.528	1632.954
School	166.298	1	166.298	21.37**
Organization	28.52	1	28.52	3.66
School * Organization	27.633	1	27.633	3.55
Error	747.065	96	7.782	
Total	14301.000	100		

** $p < 0.01$

Additionally, the graphical representation for both the interaction effects (Figure 2) i.e. Types of Schools and Organization Administrative Behaviour for Personal effectiveness through Self-disclosure as well as Openness to feedback of Administrative Staff, which is shown in the plot exhibits that the interaction between variables do not show as the lines do not intersect although they are very close for openness to feedback. So, the interaction effect could have been visible if the graphical lines were extended further as it is very close for personal effectiveness through openness to feedback.

Table3(a): Showing the Mean scores and SD of the Types of Schools and Communication Administrative behavior for Personnel effectiveness through Self-Disclosure of Administrative Staff

School	Communication	Mean	SD	N
Public School	High	9.77	2.932	30
	Low	9.10	1.714	20
	Total	9.50	2.517	50
Government School	High	12.50	4.197	32
	Low	10.94	3.933	18
	Total	11.94	4.133	50
Total	High	11.18	3.865	62
	Low	9.97	3.080	38
	Total	10.72	3.618	100

Table 6: Showing the Mean score and SD of the Types of Schools and Communication Administrative behavior for Personnel effectiveness through Openness to Feedback of Administrative Staff

School	Communication	Mean	SD	N
Public School	High	11.07	3.321	30
	Low	9.15	2.834	20
	Total	10.30	3.247	50
Government School	High	12.81	2.278	32
	Low	12.78	2.734	18
	Total	12.80	2.424	50
Total	High	11.97	2.942	62
	Low	10.87	3.306	38
	Total	11.55	3.115	100

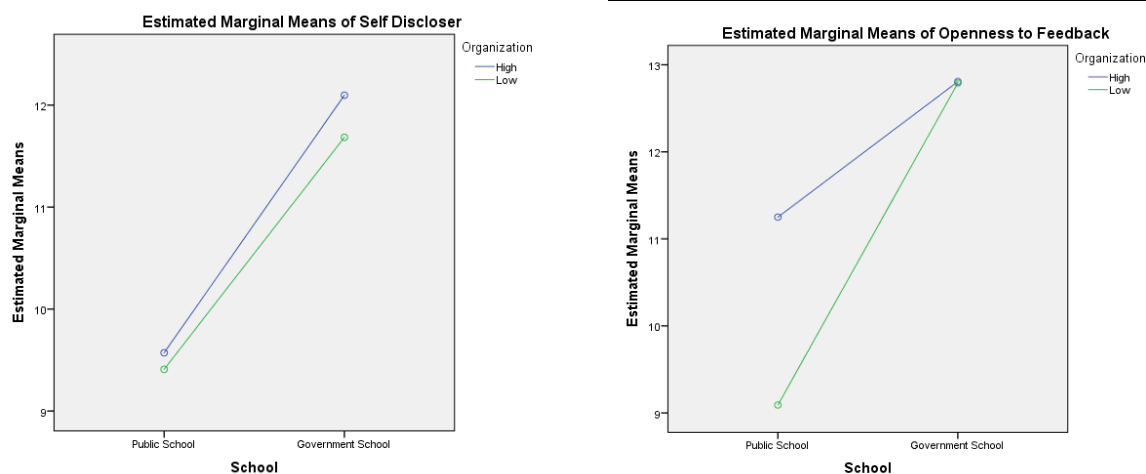


Figure 2: Graphical representation for interaction effect of the types of school and Organisation administrative behaviour on personal effectiveness through self-disclosure and openness to feedback

For the types of schools and Communication Administrative behaviour the results are displayed in the Table 3(a and b) of the mean scores and SD for Personnel effectiveness through Self-Disclosure and Openness to feedback, the variables that are considered for investigation. Communication administrative behaviour includes a free flow of communication amongst all the members, students, higher authorities and even community at large. In the table the mean scores reveal a comparative difference for the types of schools and that personal effectiveness through self-disclosure and openness to feedback is better for the Government schools altogether.

Apparently, it is evident in the Table 3.1 and 3.2, for the types of schools that the F values equal to 10.61 and 21.43 respectively for personal effectiveness through self-disclosure and openness to feedback, are significant at 0.01 level ($p < 0.01$ level). The F values for Communication administrative behaviour are 2.50 and 2.83 respectively, for personal effectiveness through self-disclosure and openness to feedback, which are not significant even at 0.05 level (where $p > 0.05$). This means that the types of schools alone have an effect on the personal effectiveness and since the communication flow is not an issue in schools mostly it has the same effects evident altogether. The interaction effect for the types of schools and Communication administrative behaviour also is not significant for Personnel effectiveness through Self-disclosure and openness to feedback of Administrative Staff, which is shown in the graphical plot in the Figure 3. The interaction lines for personal effectiveness through openness to feedback are close but do not intersect supporting the results obtained.

Table 3.1: Summary Analysis of variance for the effect of the Types of School and Communication for Personnel effectiveness through Self-disclosure of Administrative Staff				
Source	Sum of Squares	df	Mean Square	F
Intercept	10522.169	1	10522.169	906.667
School	123.170	1	123.170	10.61**
Communication	29.025	1	29.025	2.50
School * Communication	4.644	1	4.644	0.400
Error	1114.111	96	11.605	
Total	12788.000	100		

Table 3.2: Summary of Analysis of variance for the effects of the Types of School and Communication for Personnel effectiveness through Openness to Feedback of Administrative Staff				
Source	Sum of Squares	df	Mean Square	F
Intercept	12332.725	1	12332.725	1556.993
School	169.718	1	169.718	21.43**
Communication	22.381	1	22.381	2.83
School * Communication	20.817	1	20.817	2.63
Error	760.403	96	7.921	
Total	14301.000	100		

** $p < 0.01$

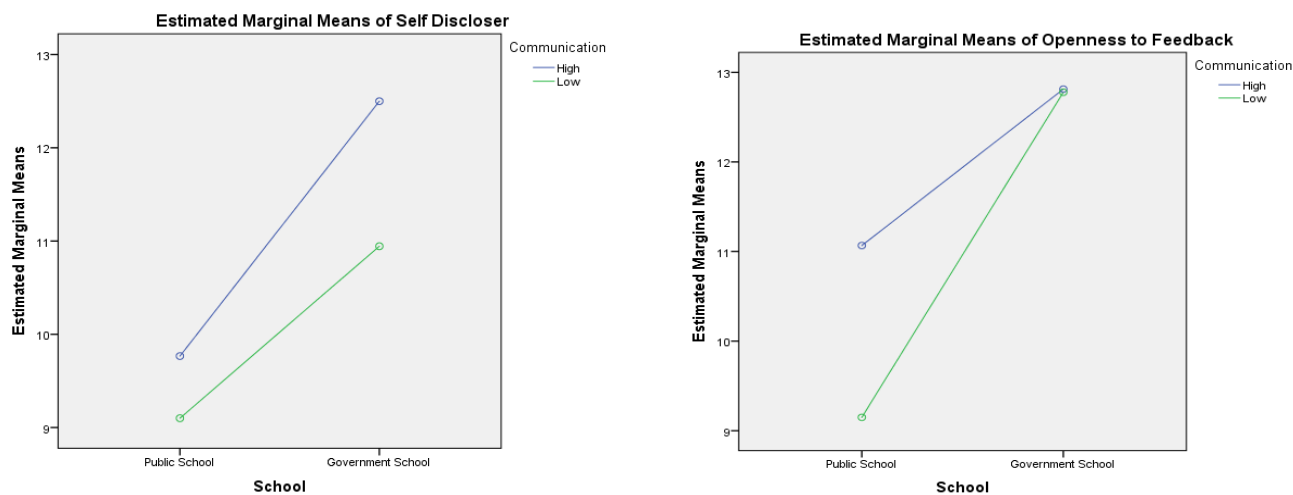


Figure 3: Graphical representation for interaction effect of the types of school and Communication administrative behaviour on personal effectiveness through self-disclosure and openness to feedback

FINDINGS

- According to the data analysed and results obtained the H_1 i.e. There would be a significant effect of Types of Schools (Public and Government) on Personal effectiveness dimensions (Self-Disclosure and Openness to Feedback) of Administrative Staff is accepted at $p < 0.01$ level. The F value = 15.01 for school with Self-Disclosure and the F value = 18.06 for Openness to Feedback.
- H_2 i.e. there would be a significant effect of Administrative Behaviours (Planning, Organization and Communication) on Personal effectiveness dimensions (Self-Disclosure and Openness to Feedback) of Administrative Staff is partially accepted. The F value = 4.87 for Planning with Self-Disclosure, F value = 1.005 for Planning with Openness to Feedback, F value = 0.17 for Organization with Self-Disclosure, F value = 3.66 for Organization with Openness to Feedback, F value = 2.50 for Communication with Self-Disclosure and F value = 2.83 for Communication with Openness to Feedback.
- H_3 i.e. there would be a significant interaction effect of Types of Schools (Public and Government) and Administrative Behaviours (Planning, Organization and Communication) on Personal effectiveness dimensions (Self-Disclosure and Openness to Feedback) of Administrative Staff is rejected.

DISCUSSION

The administrative staff of both types of schools who observe higher planning as their administrative behaviour shows better personal effectiveness through Self-disclosure and Openness to feedback. Mikulincer and Nachshon (1991) indicated that both secure and ambivalent people showed more self-disclosure than avoidant people. Findings also yielded that secure and ambivalent people disclosed more information to, felt better interacting with, and were more attracted to a high discloser partner than a low discloser partner.

The government schools have better self-disclosure and are more open to feedback. Therefore, the personal effectiveness here is better for government schools than public schools altogether.

Arya. M. (2015) reveals that it was recommended that the principals of schools should not relevant in sustaining the temp of their Administrative behaviour. It was also recommended that all in the senior secondary school education as well as the government should try to uphold the level of performance of students in the affective and psychomotor field.

When planning pertaining to school activities is higher and in advance with the time phase and work phase bound by schedules the self-disclosure is also better. Choi, Venetis (2016) revealed that disclosure efficacy reduced planning, which then positively influenced scheduling.

This means that the types of schools alone have an effect on the personal effectiveness and since the communication flow is not an issue in schools mostly it has the same effects evident altogether. Heffernan and Sweeney (2009) explains some of the ambiguity in the literature about this construct, showing that being friendly can improve communication but being friendly with students alone does not necessarily improve teaching effectiveness. This supports our finding about the effect of types of schools and administrative behaviours on personal effectiveness of administrative staff.

CONCLUSION

On the basis of the findings it is concluded that the effect of the types of schools on personal effectiveness is significant while on significant effect of administrative behavior on personal effectiveness and on interaction effect. This is mainly because of lack of planning, organization and communication of administrative staff.

IMPLICATIONS OF THE STUDY

- The study can be utilized by administrative staff of schools to show their personal effectiveness.
- The study can be utilized by administrative staff of schools to understand their strength and weaknesses.
- It can be utilized for enhancing their administrative behavior through personal effectiveness.
- It has research implications and will be useful in the research and the counseling for the administrative staff of normal population as well.
- In the schools, it is not just important to earn money to administrative staff but also make them aware of one's own thoughts and administrative behavior, which helps sometimes to tackle problems that seem not to resolve at times.

LIMITATIONS OF THE STUDY

Many a times, researchers are unable to carry the work perfectly due to unavoidable reasons like lack of resources and knowledge. No research is a complete research and every research has a room for improvement. Here, are some limitations and suggestions for further research:

- The study was conducted on a sample of 100 students. The sample could be increased and varied groups included to draw better generalized the results.
- Area of research is limited to two cities only. The research may be conducted across the continent to validate the relationship and generalize the results.
- Further, research can be done on the areas with other variables like all the government schools also.
- Further, any expert suggestions would be highly appreciated.

REFERENCES

- 1) Arthur, J., Donald et al. (1994). Effects of human resources systems on manufacturing performance and turnover. *Academy of Management Journal*, 37, 67–688. <https://doi.org/10.2307/256714>
- 2) Arya, M.L. (2015). Relationship between Principal's Administrative Behaviour And Senior Secondary School's Effectiveness In Moradabad. *Global Journal Of Multidisciplinary Studies*, 4,(5), 98-109.
- 3) Choi, S. Y., Venetis, M. K., Greene, K., Magsamen-Conrad, K., Checton, M. G., & Banerjee, S. C. (2016). Planning a Stigmatized Nonvisible Illness Disclosure: Applying the Disclosure Decision-Making Model. *The Journal of Psychology*, 150(8), 1004-1025. doi:10.1080/00223980.2016.1226742
- 4) Cloud, R.C. (1991). Thoughts on stress and college management. *Community College Review*. 19, (1), 24-29.
- 5) Dyer, B.G, M. & Miller, M. (1999). A critical review of literature related to the department chair position. *Educational Resources Information Center (ERIC) document ED*, 4(3), 21-93.
- 6) Halpin, A.W. (1966). *Theory and Research in Administration*, New York: Macmillian.
- 7) Halpin, A.W. and Winer, B.J. (1957). The Leadership Behaviour of the Airplane Commander Columbus Ohio. *The Ohio State University Research Foundation*.
- 8) Heffernan, T., Sweeney, A. (2009). Personal attributes of effective lecturers: The importance of dynamism, communication, rapport and applied knowledge. *International Journal of Management Education*, 8(3), 13-27. DOI:10.3794/ijme.83.275
- 9) Retrive from https://www.taylorfrancis.com/books/mono/10.4324/9780080497648/personal_effectiveness-alexander-murdock-carol-scutt as on 7/02/2023.
- 10) Retrieved from <https://www.teachmint.com/glossary/g/government-schools/> as on 7/02/2023.
- 11) Jain, N., Shahnawaz, M., Gupta, S.D. , Jha, R.K., Bhatta, G.K. (2013). Personal Effectiveness of Public Health Management Personnel in South East Asia Region: A Study. *SAARC Journal of Tuberculosis, Lung Diseases & HIV/AIDS*, 10,(2).1-6.
- 12) Jamal, M., Baba, V., (1992). Stressful jobs and employee productivity: results from studies on managers, blue-collar workers and nurses. *International Journal of Management* 9, 62–67.

- 13) Mikulincer, M., Nachshon, O. (1991). Attachment Styles and Patterns of Self-Disclosure. *Journal of Personality and Social Psychology*, 61,(2), 321-331.
- 14) Rajeevlochana, A. (1981). A Study of Administrative Behavior in Secondary Schools of Tamil Nadu. In. M. B. Buch's Second Survey of Research in Education.
- 15) Simon, Herbert A. (1947). Administrative Behavior: A Study of Decision-Making Processes in Administrative Organization. *New York: Macmillan*
- 16) Soundararajan. M., Shirley. M. (2021). Influence Of Authoritative, Participative And Delegates Leadership Styles On Administrative Behaviour Of School Head Masters. *Turkish Online Journal of Qualitative Inquiry (TOJQI)*,12, (10), 1524-1533.

