

Correlation of frustration and work motivation of secondary school in relation with leadership behaviour of their heads

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Abstract

The role of leadership in organization is the behaviour of an individual where by he/she guides people and their activities into an organized effort. The success or failure of an organization depends upon the quality of leadership. Hence, an enquiry into the leadership behaviour in various educational organizations is of great significance to determine how leader can become effective. For instance, how a school principal does should enact his role to improve the school standards, teachers' morale and motivate the students for the overall growth of the institutions. In a school, the principal must have insight into the human and capacity to analyze the emotional forces of the students in order to prove a good leader. A research is needed to emphasize that a good educational institution means an institution with a watchful active democratic minded and effective principal.

In the present paper the research therefore, has been undertaken in order to find out the effect of good leadership. So that it keeps the teachers away from frustration and motivate to their teaching profession. So that favorable factors of leadership behavior could be identified and highlighted to establish positively contributing conditions in school administration.

Keywords: frustration, motivation, leader, leadership behaviour

Introduction

There is an urgent need to have qualitative persons who could cope with the changing circumstances and guide their pupil to fit in this metamorphic atmosphere. This requires effective leadership behaviour of heads to suit to the new circumstances. Because, the head is the centre of the whole organization. We may call him a referee-the captain of the ship the boss of the firm- a juvenile judge before whose tribunal come not only the culprits but the adults who frequently contribute to the pupils shortcoming. He is a promoter who must project the future of his institution. He is a needs attention. Unless he has a seeing eye, an understanding heart and an all adjusting mental poise, he is bound to falter and tumble. Leader should be firm in his dealing, resolute in his convictions and decisions. The success of the school system depends on his ability and skills as a sound and effective educational leader. The success or failure of the school depends upon its headmaster "as is the headmaster, so is the school". Great Headmaster makes school great.

Review of Literature

According to Best, "The research of reference material is time consumer but fruitful phase familiarity with literal use of any problem area helps the students to discover what is already know, what other have attempted to find out, what methods of attack have been promising of disappointing and what problem remain to be solved".

Hull's theory provides a framework within which motivated behavior can be analyzed. Hull proposed that "the initiation of learned, or habitual, patterns of movement or behavior is called motivation." In addition, Hull proposed a distinction between primary motivation, the evocation of action in relation to primary needs, and secondary motivation, the

evocation of action in relation to secondary reinforcing stimuli or incentives.

Grossberg proposed a neural model of instrumental and classical conditioning that embodies many of the concepts discussed in this chapter. Grossberg's model simulates neurons that represent sensory stimuli from the environment, as well as neurons that represent internal drive signals. Reinforcement acts to focus attention on relevant environmental stimuli, and allows the organism to learn what stimuli have value as reinforcers.

Campell described one of the important sources of frustration in police. He discussed conflicting roles and demand involved in the order maintenance, community service and crime fighting responsibilities of the police.

Mahanto conducted a study on the problems of teachers. He administered a questionnaire in 12 pupil teachers. The questionnaire was comprised of item wise problems and the respondents were asked to mark the problem in order of their seriousness and importance in teacher's lives, he found that teaches have emotional problem due to their heads.

Mathur studied the causes of frustration which were found mainly a home, health and socio-personal areas. All types of frustration and the leadership behavior of the heads were found to be significantly related. Frustration and leadership behavior the co-relation being negative at .01 level of significance.

Tripathy studied the frustration among school going children and adolescents. The major findings revealed that both boys and girls were frustrated and there was no significant sex difference, socio-economic status was related to frustration in the case of both boys and girls. Frustration affected academic achievement caused frustration. Girls showed more groups conformity. Physical handicapped and poor health developed frustration in the students of both sexes. Intelligence appeared

to be one of the factors related to frustration.

Karakhanyan aims to develop deeper in the actual implementation process of higher education reforms in Armenia through teacher's perceptions. The findings mainly reveal that teachers do long for productive and effective changes to take place. What causes frustration and consequently, district and resistance towards the reforms is the way the implementation of the reforms is organized and how the actual reforms unfold in the universities. Further, leadership behaviour of the head of the institution is major factors for teachers' frustration.

Dierkes examined the background of the owner-operators and challenges they face in hiring teaching staff. It found that almost teachers were preferred to teach after analyzing the heads behavior and characteristics. If they found head behavior unsatisfactory, than they leave the teaching profession.

Angel presented the major findings that emerged from their interview with 12 adults (7 males and 5 females ranging in age from 21 to 48) with congenital physical disabilities (i.e. spina bifida or cerebral palsy) as they looked back on their school years to identify teacher and educational staff behaviors that were sources of support or frustration.

Gibson studies the frustration among pre-service teachers. A sample of 200 teachers were selected random basis to find out the frustration among term. The major findings to the study reveals that leadership behaviour of the heads is the main factor for teachers frustration.

Driscoll undertook a study to find out the frustration among school teachers. The major findings of the study reveal that physical health, home problems, salary and behavior of the principals were the main factors for teachers' frustration.

Anna *et al.* carried out a research to look at sources of frustration in students of "prerequisite" mathematics courses (PMC), that is, courses required for admission into undergraduate programs in a large, urban, North American university. The research was based on responses to a questionnaire addressed to students and interview with students and instructors.

Arnold discussed the implication of the study involving school heads regarding how they perceive disposition for learning and social responsibility. It also presents descriptive results of the most common areas discussed by participants, and provides anecdotal data from the transcripts and some subjective impression of the researcher.

Ebsworth studies mixed design to explore the experiences of 90 pre- and in-service ESL, foreign language (FL) and bilingual teachers in studying and incorporating technology-enhanced language learning (TELL) in their classrooms. Pre-service teachers, for example, sometimes began with unrealistic goals.

Objectives of the study

The main objectives of this investigation are as followings:

- To find out whether leadership behaviour of Principals/Heads affects the frustration and work motivation of their school's teachers.
- To find out whether male and female Principals/Heads significantly differ on leadership behaviour or not.

Hypotheses of the study

1. There exists a significant positive relationship between

frustration of secondary school teachers and leadership behaviour heads.

2. There exists a significant positive relationship between work motivation of secondary school teachers and leadership behaviour heads.
3. There exists a significant difference between male and female heads on leadership behaviour.

Population and sample of the study

The term population in research is used in broader sense than its commonplace meaning as a population of people. The entire group from which the sample has been selected is called as the population. That group may consist of persons, objectives, attributes, qualities, behaviors of people and animals, cities, families, answers to various items of a test like, According to nature and scope of the research in hand a population should be well defined in terms of geographical generalization, principles, or relationship that have universal validity. It is concerned with functional relationship. This method of research is related to gathering of evidences in the existing situation. It collects three types of information what exists what we want and how to get the goals.

Population for the present study includes all the teachers and principals secondary school of Kurukshetra district of Haryana. A sample of 100 teachers and 20 principals/headmasters of secondary schools of Kurukshetra of Haryana were selected on the basis of random sampling.

Tools used for the study

The following research scales are used as tools for the research study.

1. Reaction to Frustration Scale (RFS)
2. Work Motivation Questionnaire (WMQ)
3. Leadership Behaviour Description Questionnaire (LBDQ)

Statistical techniques used for the study

To analyze the data for the present study the investigator used statistical techniques like

- Mean,
- S.D.,
- t- ratio and
- product moment co-relation

Analysis and interpretation of data

For clear and systematic presentation of the results, the data obtained from different senior secondary school of Haryana on the selected variables under study was analyzed in two sections.

- **Section-I** deals with the Correlation Analysis between Frustration and Work Motivation with Leadership Behavior of their Heads.
- **Section II** deals Comparison of Leadership Behavior between Male and Female Heads/Principals of the Schools.

Section I

Correlation Analysis between Frustration and Work Motivation with Leadership Behavior of their Heads

In this section of the chapter, the researcher has analyzed the modes of frustration with leadership behavior of the heads in connection with the secondary school teachers.

Table 1: Coefficient of Correlation between Frustration of Secondary School Teachers and Leadership Behavior of Heads in General

Variables	Number	Df	Coefficient of Correlation	Level of Significance
(i) Frustration	100	98	.63	.01
(ii) Leadership Behaviour				

The table 1 denotes that the coefficient of correlation between frustration and leadership behavior of heads is .63, which is significant at .01 level. That means *there is significant positive relationship between frustration of secondary school teachers and leadership behaviour of heads*. Leadership behaviour of the heads has direct impact on the frustration of the teachers. Thus, the hypothesis (H₁) *that there exists significant relationship between frustration of the secondary school teachers and leadership behaviour of their heads is retained*.

Table 2: Dimension-wise Coefficient of Correlation between Frustration of Secondary School Teachers and Leadership Behaviour of their Heads

S. no.	Dimensions of Leadership Behaviour	R with Frustration
1.	Representation	.59
2.	Demand Reconciliation	.62
3.	Tolerance of Uncertainty	.63
4.	Persuasiveness	.64
5.	Initiating Structure	.05
6.	Tolerance of Freedom	.55
7.	Role Assumption	.04
8.	Consideration	.58
9.	Production Emphasize	.01
10.	Predictive Accuracy	.59
11.	Integration	.24
12.	Superior Orientation	.21

Significant at .01 Level.

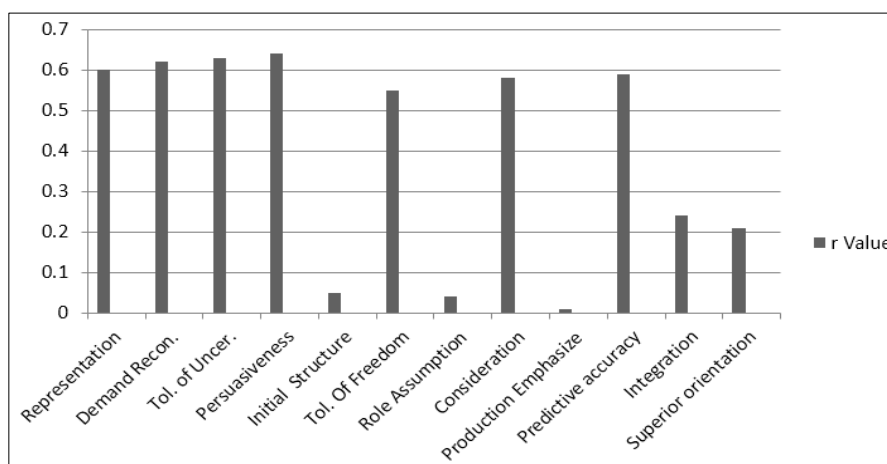


Fig 1: Dimension-wise Coefficient of Correlation between Frustration of Secondary School Teachers and Leadership Behaviour of their Heads

Table & figure depicts correlation between frustration and leadership behaviour of heads. It is evident from the table as many as nine dimensions of leadership behaviour are significantly related to frustration. These dimensions are *representation, demand reconciliation, tolerance of uncertainty, persuasiveness, tolerance of freedom, consideration, predictive accuracy, integration and superior orientation*. But the dimensions like *initiation structure, role assumption and production emphasize* are not significantly related with frustration of secondary school teachers.

Thus, the hypothesis (H₁) *that ‘there exists a significant positive relationship between frustration of secondary school teachers and leadership behaviour of their heads’* with respect of representations, demand reconciliation, tolerance of uncertainty, persuasiveness, tolerance of freedom, consideration, predicative accuracy, integration and superior orientation is accepted. But with dimensions like *initiating structure, role assumption and production emphasize*, the hypothesis is rejected.

Table 3: A Combined Representation of Coefficient of Correlation between Frustration Modes of Secondary School Teachers & Leadership Behaviour of Their Heads

N-100 S. no.	Dimensions of Leadership Behaviour	Overall Frustration	Modes of Frustration of Teachers			
			AGG	REG	RES	FIX
1	Representation	.59	.22	.26	.22	.26
2	Demand Reconciliation	.62	.20	.03	.19	.03
3	Tolerance of Uncertainty	.63	.21	.21	.21	.21
4	Persuasiveness	.64	.27	.06	.27	.23
5	Initiating Structure	.05	.22	.09	.29	.29
6	Tolerance of Freedom	.55	.21	.29	.29	.25
7	Role Assumption	.04	.22	.22	.22	.22
8	Consideration	.58	.19	.09	.20	.08
9	Production Emphasize	.01	.21	.21	.21	.21
10	Predictive Accuracy	.59	.22	.04	.24	.24
11	Integration	.24	.20	.22	.22	.29
12	Superior Orientation	.21	.19	.21	.21	.21

Table 3 shows a combined representation of coefficient of correlation between frustration modes of secondary school teachers & leadership behaviour of their heads at length. It also reveals the overall r values of frustration level in connection with the twelve dimensions of leadership behaviour.

Table depicts correlation between various dimension of leadership behaviour of heads and frustration dimension ‘A’ i.e. Aggression of secondary school teachers. It is evident from the table that all the dimensions of leadership behaviour are significantly related to aggression dimension of frustration of teachers.

Table depicts correlation between various dimension of leadership behaviour of heads and frustration dimension ‘B’ i.e. Regression of secondary school teachers. It is evident from the table as many as seven dimensions of leadership behaviour are significantly related to regression dimension of frustration of teachers. These dimensions are representation, tolerance of uncertainty, tolerance of freedom, role assumption, production emphasize, integration and superior orientation. But the dimensions like demand reconciliation, persuasiveness, initiating structure, consideration and predicting accuracy are not significantly related with regression dimension of frustration of teachers.

Table depicts correlation between various dimension of leadership behaviour of heads and frustration dimension ‘C’ i.e. Resignation of secondary school teachers. It is evident from the table that all the dimensions of leadership behaviour are significantly related to resignation dimension of frustration of teachers.

Table also depicts correlation between various dimension of leadership behaviour of heads and frustration dimension ‘D’ i.e. Fixation of secondary school teachers. It is evident from the table that as many as ten dimensions of leadership behaviour are significantly related to fixation dimension of frustration of teachers. These dimensions are representation, tolerance of uncertainty, persuasiveness, initiating structure, tolerance of freedom, role assumption, production emphasize, predictive accuracy, integration and superior orientation. But the dimensions like demand reconciliation and consideration

are not significantly related with regression dimension of frustration of teachers.

Table 4: Coefficient of Correlation between Work Motivation of Secondary School Teachers and Leadership Behaviour of Heads in General

Variables	Number	Df	Coefficient of Correlation	Level of Significance
Work Motivation	100	98	.45	.01
Leadership Behaviour				

The table 4 denotes that the coefficient of correlation between work motivation and leadership behaviour of heads is .45, which is significant at .01 level of significance. That means there is significant positive relationship between work motivation of secondary school teachers and leadership behaviour of heads. Leadership behaviour of the heads has direct impact on the work motivation of the teachers. Thus, the hypothesis (H₁) that there exists significant relationship between work motivation of the secondary school teachers and leadership behaviour of their heads is retained.

Table 5: Dimension Wise Coefficient of Correlation between Work Motivation of Secondary School Teachers and Leadership Behaviour of Their Heads

S. no.	Dimensions of Leadership Behaviour	R with (Work Motivation)
1.	Representation	.46
2.	Demand Reconciliation	.04
3.	Tolerance of Uncertainty	.25
4.	Persuasiveness	.25
5.	Initiating Structure	.18
6.	Tolerance of Freedom	.20
7.	Role Assumption	.21
8.	Consideration	.38
9.	Production Emphasize	.29
10.	Predictive Accuracy	.27
11.	Integration	.37
12.	Superior Orientation	.26

Significant at .01 Level.

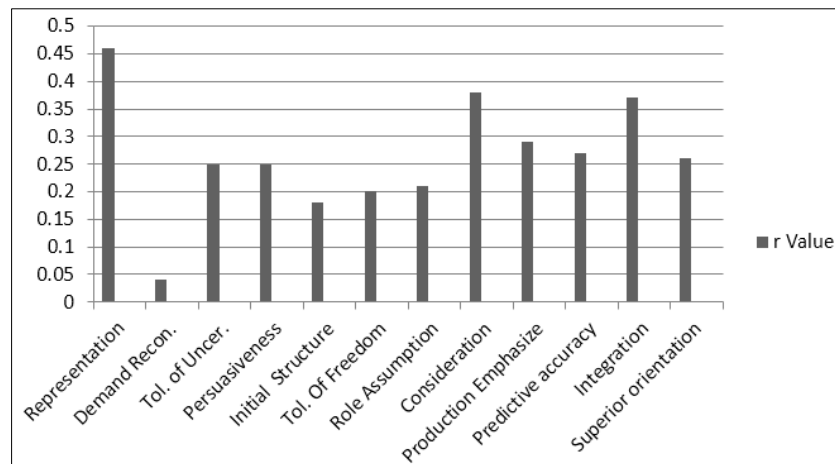


Fig 2: Dimension Wise Coefficient of Correlation between Work Motivation of Secondary School Teachers and Leadership Behaviour of Their Heads

Table and figure depicts correlation between work motivation of secondary school and leadership behaviour of heads.

It is evident from the table and figure that all the dimensions of leadership behaviour are significantly related to work

motivation. These dimensions are representation, tolerance of uncertainty, persuasiveness, initiating structure, tolerance of freedom, role assumption, consideration, productive emphasize, predictive accuracy, integration and superior orientation. But the dimension like demand reconciliation is not significantly related with work motivation of secondary school teachers.

Section II

Differential analysis between different groups on leadership behaviour

This sections deals with the differential analysis between different groups of heads on leadership behaviour.

Hypothesis (H₁): There Exists Significant Difference between Male & Female Heads on Leadership behaviour.

Table 6: Significance of Difference between Male and Female Heads on Leadership Behaviour

Variable	Groups	N	M	S.D.	t. ratio	Level of significance
Leadership Behaviour	Male	12	221.04	8.90	11.86	.01
	Female	8	201.86	7.42		

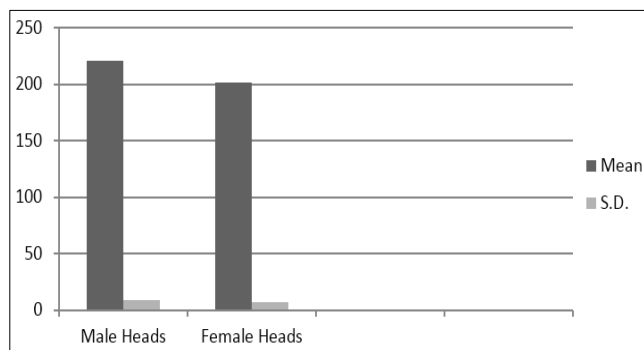


Fig 3: Significance of Difference between Male and Female Heads on Leadership Behaviour

It is revealed from the Table and figure that the mean scores of male and female of heads on leadership behaviour are 221.04 and 201.86 with S.D. 8.90, and 7.42 respectively. The t-ratation came out from the above two groups is 11.86, which is significant at .01 level of significance. That means, there is significant difference between male and female on leadership behaviour. Again, the mean scores of male heads more than the female heads. It indicates that male heads had better leadership behaviour than the female heads. Thus, the hypothesis (H₁) that *there exists a significant difference between male and female heads on leadership behaviour* is retained.

Findings, educational implications & suggestions

Following are the main findings of the research study:

Main Findings

Relationship between frustration and leadership behaviour

1. There is a significant positive relationship between frustration of secondary school teachers and leadership behaviour of heads in general.
2. There is a significant positive relationship between representation of leadership behaviour of heads and frustration of secondary school teachers.
3. There is a significant positive relationship between demand reconciliation of leadership behaviour of heads and frustration of secondary school teachers.
4. There is a significant positive relationship between tolerance uncertainty of leadership behaviour of heads and frustration of secondary school teachers.
5. There is a significant positive relationship between persuasiveness of leadership behaviour of heads and frustration of secondary school teachers.

6. There is no significant positive relationship between ‘initiating structure’ of leadership behaviour of heads and frustration of secondary school teachers.
7. There is a significant positive relationship between ‘tolerance of freedom demand reconciliation’ of leadership behaviour of heads and frustration of secondary school teachers.
8. There is a significant positive relationship between ‘role of assumption’ demand reconciliation of leadership behaviour of heads and frustration of secondary school teachers.
9. There is a significant positive relationship between ‘consideration’ of leadership behaviour of heads and frustration of secondary school teachers.
10. There is a significant positive relationship between ‘productive emphasize’ of leadership behaviour of heads and frustration of secondary school teachers.
11. There is a significant positive relationship between ‘predictive accuracy’ of leadership behaviour of heads and frustration of secondary school of teachers.
12. There is a significant positive relationship between ‘integration’ of leadership behaviour of heads and frustration of secondary school teachers.
13. There is a significant positive relationship between ‘superior orientation’ of leadership behaviour of heads and frustration of secondary school teachers.

Relationship between leadership behaviour and frustration dimension ‘A’ Aggression of teachers.

1. There is a significant positive relationship between ‘representation’ of leadership behaviour of heads and ‘aggression’ dimension of frustration of secondary school teachers.
2. There is a significant positive relationship between ‘demand reconciliation’ of leadership behaviour of heads and ‘aggression’ dimension of frustration of secondary school teachers.
3. There is a significant positive relationship between ‘tolerance uncertainty’ of leadership behaviour of heads and ‘aggression’ dimension of frustration of secondary school teachers.
4. There is a significant positive relationship between ‘persuasiveness’ of leadership behaviour of heads and ‘aggression’ dimension of frustration of secondary school teachers.
5. There is a significant positive relationship between ‘initiating structure’ of leadership behaviour of heads and

and 'resignation' dimension of frustration of secondary school teachers.

- There is a significant positive relationship between 'integration' of leadership behaviour of heads and 'resignation' dimension of frustration of secondary school teachers.
- There is a significant positive relationship between 'superior orientation' of leadership behaviour of heads and 'resignation' dimension of frustration of secondary school teachers.

Relationship between leadership behaviour and frustration dimension 'D' Fixation of teachers.

- There is a significant positive relationship between 'representation' of leadership behaviour of heads and 'Fixation' dimension of frustration of secondary school teachers.
- There is a significant positive relationship between 'demand reconciliation' of leadership behaviour of heads and 'Fixation' dimension of frustration of secondary school teachers.
- There is a significant positive relationship between 'tolerance uncertainty' of leadership behaviour of heads and 'Fixation' dimension of frustration of secondary school teachers.
- There is a significant positive relationship between 'persuasiveness' of leadership behaviour of heads and 'Fixation' dimension of frustration of secondary school teachers.
- There is a significant positive relationship between 'initiating structure' of leadership behaviour of heads and 'Fixation' dimension of frustration of secondary school teachers.
- There is a significant positive relationship between 'tolerance of freedom' of leadership behaviour of heads and 'Fixation' dimension of frustration of secondary school teachers.
- There is a significant positive relationship between 'role of assumption' of leadership behaviour of heads and 'Fixation' dimension of frustration of secondary school teachers.
- There is a significant positive relationship between 'consideration' of leadership behaviour of heads and 'Fixation' dimension of frustration of secondary school teachers.
- There is a significant positive relationship between 'productive emphasize' of leadership behaviour of heads and 'Fixation' dimension of frustration of secondary school teachers.
- There is a significant positive relationship between 'predictive accuracy' of leadership behaviour of heads and 'Fixation' dimension of frustration of secondary school teachers.
- There is a significant positive relationship between 'integration' of leadership behaviour of heads and 'Fixation' dimension of frustration of secondary school teachers.
- There is a significant positive relationship between 'superior orientation' of leadership behaviour of heads and 'Fixation' dimension of frustration of secondary school teachers.

Relationship between work motivation and leadership behaviour

- There is a significant positive relationship between work motivation of secondary school teachers and leadership behaviour of heads in general.
- There is a significant positive relationship between 'representation' of leadership behaviour of heads and work motivation of secondary school teachers.
- There is a significant positive relationship between 'demand reconciliation' of leadership behaviour of heads and work motivation of secondary school teachers.
- There is a significant positive relationship between 'tolerance uncertainty' of leadership behaviour of heads and work motivation of secondary school teachers.
- There is a significant positive relationship between 'persuasiveness' of leadership behaviour of heads and work motivation of secondary school teachers.
- There is a significant positive relationship between 'initiating structure' of leadership behaviour of heads and work motivation of secondary school teachers.
- There is a significant positive relationship between 'tolerance of freedom' of leadership behaviour of heads and work motivation of secondary school teachers.
- There is a significant positive relationship between 'role of assumption' of leadership behaviour of heads and work motivation of secondary school teachers.
- There is a significant positive relationship between 'consideration' of leadership behaviour of heads and work motivation of secondary school teachers.
- There is a significant positive relationship between 'productive emphasize' of leadership behaviour of heads and work motivation of secondary school teachers.
- There is a significant positive relationship between 'predictive accuracy' of leadership behaviour of heads and work motivation of secondary school teachers.
- There is a significant positive relationship between 'integration' of leadership behaviour of heads and work motivation of secondary school teachers.
- There is a significant positive relationship between 'superior orientation' of leadership behaviour of heads and work motivation of secondary school teachers.

Relationship between male and female physical education teachers on organizational health

- There is a significant difference between male and female secondary school heads on leadership behaviour.

Implications

Analysis of findings showed that there is significant relationship between leadership behaviour and frustration secondary school teachers. It is suggested that heads should take the following steps:

- Reexamine their role and function in order to enhance the health of their school.
- Examining the current professional skills of their staff by applying an inventory to make sure that their staff has necessary skills.
- Observe and record the role of heads that supports their about the strength and weakness of the schools.
- If their recoding suggests that the leadership behaviour doesn't need improvement then share this observation

with the educational of those buildings and encourages them to continue providing such effective leadership.

- Scheduling a conference to conflict to confer with the educational leaders to those building and determining if they, too, think the leadership behaviour concept needs further consideration.
- Counseling practice should be given to encourage better leadership behaviour among principals.
- Psychological assistance should be provided to uplift the level of work motivation among teachers.
- Healthy and sympathetic teacher students' relationship should be made to upgrade the level of work motivation and reduce the frustration among teachers.

Suggestion for further research

- A correlation study of leadership behaviour of heads and their strategies of conflicts management.
- A cross cultural study of strategies employed to leadership behaviour by of developing and developed countries.
- A comparative study of leadership behaviour and personality factors of secondary school teachers representing different S.E.S.
- A study of some factors associated with leadership behaviour of teachers.

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