

STUDY ON RELATIONSHIP BETWEEN ADMINISTRATIVE SUCCESS AND JOB SATISFACTION OF PRINCIPALS WORKING IN PRIVATE SECONDARY SCHOOLS AND GOVERNMENT SECONDARY SCHOOLS

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Abstract

In order to find out the relationship between administrative success and job satisfaction of the principals working in private schools coefficient of correlation (r) was computed. Table 1 presents the summary of computed statistics for the said purpose. Studies disclose that in case of principals of private schools administrative success and job satisfaction were significantly and positively related as the obtained coefficient of correlation for the scores of administrative success and job satisfaction came out to be +0.448 which is highly significant at 0.01 level with df98.

A glance of both coefficient of correlation (+0.350 and +0.448) reveals that both were positive and highly significant in case of government and private secondary school principals. More or less similar position of relationship between administrative success and job satisfaction existed among principals working in government and private secondary schools.

Key Words: *administrative success, private schools, job satisfaction, significant.*

Introduction

Administration is to get things done for the accomplishment of some desired objectives. The science of administration consists of knowledge which deals with maintenance of relationships in a group working together towards the realization of these objectives. No doubt, the science of administration is not so exact as the physical sciences. Nevertheless, as a social science, like sociology, economics, political science, etc., it is bound to march forward toward greater and greater perfection. After all, the physical sciences were also not so perfect some time back. Thinkers and writers are carrying on the quest for some general principles and theory can be built inductively from studies of human experience in administration.

Need for a sound theory of administration is all the more acute because in all administration the basic task is to organize the collective effort of men, which needs co-operation, an

extremely necessary but rare commodity in the world of today. Writers have painfully pointed out that man's capacity for cooperation is fast decreasing. The nineteenth century raised high hopes for man's achievement in science, invention and knowledge. These hopes have been more than fulfilled and yet the two world wars in the present century have drowned the world in the ocean of hunger, disease, want and strife. Material efficiency has much increased, but at the same time the capacity for living together has much decreased. The fault does not lie with science, which can be used for both construction and destruction. The real cause is the lack of "collective determination" and "a spirit of willing cooperation", a lack of necessary system and order in human affairs. We live in the Atomic Age, but we forget that we also live in the Human Age. Instead of being armed with the atom, we should be armed with love, faith, joy and non-violence.

It is here that the educational administrator has a significant contribution to make. He can build a theory of administration which can teach people the art of working and living together so that man is relieved of his pain and fear. Though the operation of human values such a theory can render the service of energizing effort towards a happier life and a better society. An adequate theory would direct the student's (future administrator's) attention to processes and relationships rather than to techniques. It would provide him with a framework into which he could place both the future findings of the social sciences and his own experiences in administration.

In addition to the research and theory building that have focused on organizations, their members, and their environments, a large body of literature has developed that focuses on the behaviour of the leader/manager/administrator. For many years researchers and theorists have sought to identify the causal factors in administrative effectiveness. Much of the early research has been invalidated by late research. A great deal of work narrowly focuses on limited parts of the complex whole. In recent years, however, there has been confluence of thought in certain areas, and efforts to synthesize the various research findings have resulted in progress toward the construction of a viable and comprehensive behaviour theory of administrative effectiveness. But there are unsettled issues regarding the relations among theories of administration, research in administration and the practice of administration. **Getzels (1968)** points out that there are those who argue that knowledge of organization and administrative theory and research is a burden rather than a help to the practicing administrator, and those who assert that the practice of administration must be founded on theoretical understanding and research, however, imperfect these may be, or it will be

founded on high emotions and unquestioned recipe.

In spite of this criticism of theory, it cannot be denied that theory has a number of vital functions in the study and practice of administration, as indeed in any area where observations must be collected and interpreted to solve problems. The theory offers the administrator a basis for defining underlying problems, it suggests hypotheses for action and it supplies a framework for constant systematic self-criticism and improvement.

Review of literature

Suresh and Rejendran (1994) conducted the study entitled as “Information Processing and Decision Making Styles.” In the study the relationship between Hemispheric Information Processing Mode and Decision Making Styles of 99 middle level executives of a large public sector undertaking in South Indian was studied. Information Processing Mode was assessed by Human Information Processing Survey and Decision making styles was assessed by using Flinder’s Decision Making Questionnaire (DMQ-II). It was reported that left-brain information processing mode and vigilant decision making style are significantly correlated. Right brain mode is negatively correlated with vigilant style and positively correlated with Hypervigilant, Defensive Avoidance, Rationalization and Procrastination decision making styles. Inter-rated information Processing mode is negatively correlated with Hypervigilant styles.

Weiss (1994) carried out a research study, “Principals, shared decision making, and school reforms” on Six principals serving in Shared Decision-Making (SDM). Although three supported shared decision making as a vehicle for improving education and effectiveness, the other three supported it for its own sake, to democratize schools.

Amalor and Suresh (1995) reported that students of professional and non-professional courses did not differ significantly with regard to their decision making styles (except rationalization) as measured by Leon Mann’s Decision Making Questionnaire. They concluded that decision making styles were not significantly related to stream. Rationalization was the only exception where gender difference emerged to a significant degree.

Pandey and Pandey (1995) carried out “a study of the Mental Health and Decision Making Capacity of Higher Secondary Schools Principals” to examine the relationship of decision making styles of principals with their mental health. Data were obtained from 80 principals of (+2) schools drawn randomly from three districts of Madhya Pradesh. It was found that

scores on decision making styles were positively correlated with mental health and mental health is a good predictor of decision making process.

Rajaram (1995) conducted a study, “Personality Correlates of Decision Making Styles” on 62 engineering graduates who had come for an employment. All the subjects were male with 21.6 average age years. DMQ-II was administered to assess their decision making styles. Personality trait inventory (PTI) was used to measure the personality dimensions and Type-A behaviour questionnaire. The findings indicate that negative personality dimensions are significantly related to non-vigilant decision making styles, indicating that personality of an individual plays important role in the adoption of decision making styles.

Ramalingam (1995) conducted the study “Comparison of Decision Making Styles Among Higher Secondary Students.” He examined the significant difference between some of the correlates of the higher secondary school students in their decision making styles. The study was carried out on 200 plus two students (+2) male and female in Pondicherry. Leon Mann’s Decision Making Questionnaire-II was administered to collect the data. The results of the study show that: (i) There is a significant difference between male and female students in their defensive avoidance decision making styles. (ii) the students of government and private schools significantly differ in their vigilance, Defensive Avoidance, Rationalization, and procrastination styles of decision-making and (iii) there is a significant difference between the Science and Arts students in their Vigilance, Buck passing and Procrastination Decision Making Styles.

Suresh and Rajendran (1995) examined the relationship between decision self-esteem and decision making styles of executives. Ninety nine middle level executives of a large public sector undertaking comprised the sample of the study. Decision self-esteem was measured with Flinder’s Decision Making Questionnaire-I and decision making styles were assessed with Flinder’s Decision Making Questionnaire-II. The findings revealed a positive relationship between decision self-esteem and vigilante style; and negative relationship between decision self-esteem and Defensive Avoidance retionalization and procrastination styles.

Weiss (1995) in an other study, “The four is of school reform; how interests, ideology, information and institution affect teachers and principals examined high school with and without shared decision-making in terms of interests, ideology, information and the institution. He found the institutions strongly influenced teacher’s willingness to innovate and that they tended to ignore external information sources that would mediate that influence. He

also reported that principals had more latitude to be reform-minded.

Brouillette (1997) in the study, “Who defines democratic leadership? Three high school Principals’ response to site-based reforms”, focused on behaviours and activities of three high school principals as they respond to districts’ decision to implement a shared decision-making model designed to give teachers and parents a larger voice. In the report these administrators’ varying responses have been described, along with varied ways the democratic leadership was multilaterally defined in each school by principal, teachers and others. Only one principal managed to create a climate of mutual trust.

Amalar and Suresh (1998) attempted to investigate the relationship of verbal creativity with decision-making styles. The sample of 770 higher secondary students was chosen. Their creative thinking was assessed by using “verbal test creative thinking” developed by Mehdi (1973) and decision-making styles were assessed by DMQ-II developed by Mann (1982). The results show that vigilant decision-making style is positively correlated with each component of creativity as well as total creativity. The findings made it clear that creativity is an important characteristic in making qualitative decisions.

Gonzales and Bogotch (1998) studied “High School Principal and Money Management, “The study described the managing of discretionary “School-generated monies” by high-school principals. The principals filled out a 76-item survey that explored their money management skills, how confident they were in handling money. Among other findings, it has been shown that collaborative decision-making with teachers and school-based management were important components in handling money.

Dempster (2004) analyzed the nature and consistency of principals’ ethical decision-making processes and reported that even though principals on the whole have well-meaning intentions, by and large, they do not display consistent conceptual knowledge of major ethical theories and they suffer regular conflicts with their own personal and professional values. He suggested that for professional development of a principal as an administrator, he must be consistent, confident and well-reasoned in his decision-making.

Attri (2005) found that male prospective teachers showed more liking for rational style while female prospective teachers exhibited stronger preference for intuitive, dependent and avoidant styles.

Kumari, Sangeeta (2005) conducted a study using Scott and Bruce tool decision-making styles on a sample of preservice secondary teachers and found that gender differences existed in decision-making styles. Female preservice teachers showed stronger preference for intuitive,

dependent and avoidant decision making styles and weaker preference for rational style in comparison to their male counterparts. No significant difference was found between male for female preservice teachers with regard to spontaneous decision making style.

Williams (2006) studied decision making styles of principals of New Branswick schools. The decision making style inventory developed by Rowe (Rowe and Mason 1987), was used which consisted of four decision making styles-directive, behavioural, analytical and conceptual. The analysis of the decision-making styles by gender shows that one commonly believed difference between males and females is reflected in principal decision-making styles. Females were more likely to have dominant styles that are people oriented, while males were more likely to have task oriented styles. The pattern is most dramatic within the two styles that are low in cognitive complexity, where males were twice as likely as females to be directive styles dominant and females were almost twice as likely to be behavioural style dominant.

Hansson (2017) studied decision making styles of two hundred Swedish principals (male and female). The Keegan Type Indicator Form B (KTI) (Keegan, 1982) was chosen to collect data on decision making variables- sensing, thinking, feeling and intuition. Results showed that almost 40% of the principals belong to intuitive type. They were more likely than other principals to be able to make decisions in the time of change. No significant differences between male and female principals were found.

Material and Method

RELATIONSHIP BETWEEN ADMINISTRATIVE SUCCESS AND JOB SATISFACTION OF PRINCIPALS WORKING IN PRIVATE SECONDARY SCHOOLS

In order to find out the relationship between administrative success and job satisfaction of the principals working in private schools coefficient of correlation (r) was computed. Table 1 presents the summary of computed statistics for the said purpose.

TABLE 1. Relationship between administrative success and job satisfaction of secondary school principals working in private schools. (N=100)

Sr. No.	Variables	'r'	Level of Significance
1	Administrative Success	+0.448	0.01

2	Job Satisfaction		
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df 98.

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A glance of both coefficient of correlation (+0.350 and +0.448) reveals that both were positive and highly significant in case of government and private secondary school principals. More or less similar position of relationship between administrative success and job satisfaction existed among principals working in government and private secondary schools.

RELATIONSHIP BETWEEN ADMINISTRATIVE SUCCESS AND DECISION MAKING STYLES OF PRINCIPALS WORKING IN GOVERNMENT SECONDARY SCHOOLS

In order to find out the relationship between administrative success and decision making styles of the principals working in government schools coefficient of correlation (r) was computed. Table 2 presents the summary of computed statistics for the said purpose.

Table 2. Relationship between administrative success and decision making styles of secondary school principals working in government schools. (N=100)

Sr. No.	Decision Making Styles	'r'	Level of Significance
1	Vigilance	+0.200	0.05
2	Hyper Vigilance	-0.422	0.01
3	Defensive-Avoidance	-0.458	0.01
4	Rationalization	-0.189	NS
5	Buck-Passing	-0.082	NS
6	Procrastination	-0.508	0.01

df98

Table 2 indicates that there was significant positive relationship between administrative success and 'vigilance' style of decision making in case of government school principals (r = +0.200, P < + 0.05, df98). This leads to the conclusion that greater the use of vigilance style of decision making greater the administrative success among the principals of government schools.

Table 2 further reveals that there were negative correlations between administrative success of government school principals and three decision making styles namely ‘hyper vigilance’, ‘defensive-avoidance’ and ‘procrastination’. This implies that greater use of these three decision making styles reduces administrative success of principals working in government schools.

It is also observed from table 3 that ‘rationalization’ and ‘buck-passing’ decision making styles were also negatively related with administrative success of government school principals but the relationship were not statistically significant.

RELATIONSHIP BETWEEN ADMINISTRATIVE SUCCESS AND DECISION MAKING STYLES OF PRINCIPALS WORKING IN PRIVATE SECONDARY SCHOOLS

In order to find out the relationship between administrative success and decision making styles of the principals working in private schools coefficient of correlation (r) was computed. Table 3 presents the summary of computed statistics for the said purpose.

TABLE 3. Relationship between administrative success and decision making styles of secondary school principals working in private schools. (N=100)

Sr. No.	Decision Making Styles	‘r’	Level of Significance
1	Vigilance	+0.453	0.01
2	Hyper Vigilance	-0.357	0.01
3	Defensive-Avoidance	-0.091	NS
4	Rationalization	+0.250	0.01
5	Buck-Passing	+0.268	0.01
6	Procrastination	-0.152	NS

df98

Table 3 discloses that administrative success of private secondary school principals was positively related with ‘vigilance’, ‘rationalization’ and ‘buck-passing’ decision making styles as the corresponding coefficient of correlation comes out to be (r = +0.453, r = +0.250, r = +0.268, P< 0.01).

Conclusion

On the other hand administrative success of private secondary school principals was negatively related with ‘hyper vigilance’ decision making style (r = -0.357, P < 0.01). Administrative success of private secondary school principals was found to be unrelated with ‘defensive-avoidance’ and ‘procrastination’ decision making styles.

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