

**STUDY ON RELATIONSHIP BETWEEN ADMINISTRATIVE SUCCESS AND  
VALUES OF PRINCIPALS WORKING IN GOVERNMENT SECONDARY  
SCHOOLS AND PRIVATE SECONDARY SCHOOLS**

**Madhuri Sharma\*1, Dr. Shiv Kumar Sharma\*2**

*\*1(Singhania University, Rajasthan,India)*

**Abstract**

*In order to find out the relationship between administrative success and values of the principals working in government schools coefficient of correlation ( $r$ ) was computed. Table 4.3 presents the summary of computed statistics for the said purpose. depicts that coefficient of correlation for administrative success and pragmatist value came out to be (- 0.289) which is highly significant at 0.01 level with  $df$  98. Negative value of coefficient of correlation indicates that the two variables administrative success and pragmatist value is inversely related with each other. It means that government principals who had high score on pragmatist value exhibited low level of administrative success and those who had low inclination toward pragmatist value had more chance to have high score an administrative success and vice-versa. It means that higher the pragmatist value lower the administrative success of government secondary school principals.*

*Table 4.3 depicts that coefficient of correlation ' $r$ ' between administrative success and idealist value for government school principals came out to be -0.073 which is not significant at 0.05 level of significance. It indicates that the two variables administrative success and idealist value of government school principals were not related with each other. Further, it is also concluded that variation in the scores of idealist value did not affect significantly the scores of administrative success of government school principals.*

**Key Words:** *coefficient of correlation, government school, variation, significantly.*

**Introduction**

Administrative effectiveness is neither an absolute concept nor does it exist in vacuum. Rather it is influenced by certain factors and forces operating within and outside the institution as well as by the personality, attitudes, values and adjustment etc. of the administrators. Careful observation of human behavior finds it difficult to attribute a specific behaviour to a particular cause. Rather, they agree that the behaviour of individuals is due to combination of causes difficult to separate. There is therefore, reluctance among these observers to establish a cause and effect relationship between specific behaviours and the

elements of the situations merely on the basis of observational evidence. **Larbi (2013)** studied factors that contribute to the success of secondary school principals and reported that successful principals are visionary instructional leaders who promote student learning and support teachers through collaborative means. In addition, successful principals are self-confident and motivated, and derive much of their professional development from colleagues and through community partnerships. At the present stage in the development of the science of human behaviour, it is probably more meaningful to speak lot of causes of behaviour but of factors that may affect behaviours.

**Sergiovanni (2007)** gives three sets of inputs of forces that have a pronounced effect on educational decision making, administrative effectiveness and subsequent school success: (1) forces within the administrator, (2) forces in the human system, and (3) forces in the environment. Administrative behaviour is largely influenced by assumptions which school executives hold for themselves, their subordinates and for human nature itself. Thus, beliefs which school executives hold about school and society, educational goals, school management, authority and organizational forces within the administrator affect his administrative behaviour. The importance of linking administration and ethics is evidenced by the fact that schools are basically human organization. As such, forces in the human system-needs, wants, aspirations, hopes and beliefs of teachers, students and administrators are modifiers of administrative behaviour and decision making. Moreover, the forces in the environment (internal space) which are potential influence of educational decision-making and administrative effectiveness include structural characteristics of the organization which contribute to its mode of operation.

## **Review of literature**

**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.

Sherman( 2008) conducted a study on decision making is to present a discussion of one

element of a principal preparation graduate program that uses visualization as a technique to practice decision making. The researcher analyzed information collected from participants who created personal case studies using a visualization technique. Data also were collected through interviews and reflections of the new principals. A description of the use of visualization is offered including two examples of case studies using visualization. In the examples, new principals learned to make strong decisions about challenges and felt they developed problem-solving skills that they would use in the future.

Miller (2019) investigated the effects of gender on principals' decision making. He examined whether sex of principals is a predictive of principals' choices. Seventy-one principals' completed six decision problems. Analyses reported that men made more risky choices than female.

**Sarita (2019)** conducted a study on values and decision making styles among secondary school principals. She used Rowe and Boulgarides Value Inventory, Decision Style Inventory by A. J. Rowe (1985) and Flinders Decision Making Questionnaire (DMQ-II). Major findings of the study were as follows:

1. Male and female principals of secondary schools did not differ significantly with regard to values and decision making styles.
2. Significant difference does not exist in the values and decision making styles of government and private schools.
3. The impact of 'pragmatist' value on decision making styles of secondary school principals was not found significant. Impact of 'theorist' value was also not found to be significant on decision making styles of secondary school principals except directive and behavioural decision making style. On directive decision making style principals with high level of theorist value were found to be higher than low level of 'theorist' value. But on behavioural decision making style principals having low level of 'theorist' value were found to be higher than principals having high level theorist value.

**Oredein (2018)** investigated the principals' decision making competence as a correlate of crisis management in South-West Nigerian secondary schools. Influence of gender on principals' decision-making competence was also examined. Correlation analysis was used to measure the significant relationship between principals' decision-making competence and job performance, while t-test was used to measure the gender difference. The results showed that there is a statistically significant contribution made by principals' decision making

competence with in crisis management situations in South-West Nigerian secondary schools. Also, the result revealed that female principals handle crisis better than male principals in this context.

### **Material and Method**

In order to find out the relationship between administrative success and values of the principals working in government 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 values of secondary school principals working in government schools. (N=100)**

<b>Sr. No.</b>	<b>Values</b>	<b>'r'</b>	<b>Level of Significance</b>
<b>1</b>	<b>Theorist</b>	<b>+0.145</b>	<b>NS</b>
<b>2</b>	<b>Pragmatist</b>	<b>-0.289</b>	<b>0.01</b>
<b>3</b>	<b>Idealist</b>	<b>-0.073</b>	<b>NS</b>
<b>4</b>	<b>Humanist</b>	<b>+0.173</b>	<b>NS</b>

**df 98.**

An observation of Table 1 reveals that correlation coefficient for administrative success came out to be + 0.145 with df 98 which is not significant at 0.05 level. It means that administrative success of secondary school principals working in government schools was not related with the theorist value. Alternatively, it is also interpreted that increase or decrease in the scores of theorist value did not affect the scores of administrative success of government secondary school principals.

Table 1 depicts that coefficient of correlation for administrative success and pragmatist value came out to be (- 0.289) which is highly significant at 0.01 level with df 98. Negative value of coefficient of correlation indicates that the two variables administrative success and pragmatist value is inversely related with each other. It means that government principals who had high score on pragmatist value exhibited low level of administrative success and

those who had low inclination toward pragmatist value had more chance to have high score an administrative success and vice-versa. It means that higher the pragmatist value lower the administrative success of government secondary school principals.

Table 1 depicts that coefficient of correlation 'r' between administrative success and idealist value for government school principals came out to be -0.073 which is not significant at 0.05 level of significance. It indicates that the two variables administrative success and idealist value of government school principals were not related with each other. Further, it is also concluded that variation in the scores of idealist value did not affect significantly the scores of administrative success of government school principals.

Table 1 also indicated that correlation coefficient 'r' for administrative success and humanist value for government school principals came out to be + 0.173 which is non-significant at 0.05 level. It conveys the message that both the variables administrative success and humanist value were not significantly related with each other.

#### **RELATIONSHIP BETWEEN ADMINISTRATIVE SUCCESS AND VALUES OF PRINCIPALS WORKING IN PRIVATE SECONDARY SCHOOLS**

In order to find out the relationship between administrative success and values of the principals working in private 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 values of secondary school principals working in private schools. (N=100)**

<b>Sr. No.</b>	<b>Values</b>	<b>'r'</b>	<b>Level of Significance</b>
<b>1</b>	<b>Theorist</b>	<b>+0.047</b>	<b>NS</b>
<b>2</b>	<b>Pragmatist</b>	<b>+0.195</b>	<b>0.05</b>
<b>3</b>	<b>Idealist</b>	<b>-0.125</b>	<b>NS</b>
<b>4</b>	<b>Humanist</b>	<b>-0.109</b>	<b>NS</b>

**df 98.**

Table 2 shows that the correlation between administrative success and ‘theorist’ value was positive (+0.047) but not statistically significant at 0.05 level with df 98. It means ‘theorist’ value was unrelated with administrative success of secondary school principals working in private schools.

The second obtained coefficient of correlation (+0.195) for the scores of administrative success and ‘pragmatist’ value came out to be significant at 0.05 level with df 98. From this it is inferred that ‘pragmatist’ value of principals of private schools was significantly and positively related with their administrative success. In other words ‘pragmatist’ value led to administrative success of principals working in private schools. Those principals who were high at ‘pragmatist’ value were high in administrative success.

Table 2 further shows that coefficient of correlation for administrative success and ‘idealist’ value was negative (-0.125). It was not statistically significant; meaning thereby ‘idealist’ value of principals of private schools did not contribute to their administrative success. Rather, its trend was somewhat negative.

The coefficient of correlation for the scores of administrative success and ‘humanist’ value was obtained to be -0.109 which was not significant ( $P > 0.05$ , df98). Again it is inferred that ‘humanist’ value was unrelated with administrative success of principals in private schools. The relationship between the two was also of negative nature like ‘idealist’ value and administrative success.

It is apparent from Table 1 and 2 that in case of principals working in government and private secondary schools ‘pragmatist’ value was significantly related with their administrative success. However in case of former group (government schools) of principals it was negatively related and in case of latter group (private schools) it was positively related. Further, in both the cases of principals in government and private secondary schools ‘theorist’, ‘idealist’ and ‘humanist’ values turned out to be unrelated with administrative success.

### **RELATIONSHIP BETWEEN ADMINISTRATIVE SUCCESS AND JOB SATISFACTION OF PRINCIPALS WORKING IN GOVERNMENT SECONDARY SCHOOLS**

In order to find out the relationship between administrative success and job satisfaction of the principals working in government 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 job satisfaction of secondary school principals working in government schools. (N=100)**

<b>Sr. No.</b>	<b>Variables</b>	<b>'r'</b>	<b>Level of Significance</b>
<b>1</b>	<b>Administrative Success</b>	<b>+0.350</b>	<b>0.01</b>
<b>2</b>	<b>Job Satisfaction</b>		

**df 98.**

Table 3 exhibits that coefficient of correlation for the scores of administrative success and job satisfaction was found to be +0.350. It is significant at 0.01 level with df98. From this it is inferred that job satisfaction was positively related with administrative success of principals working in government schools. Alternatively, it is said that high level of job satisfaction results into high level of administrative success or in government schools principals with lower level of job satisfaction were likely to have lower level of administrative success and vice-versa.

### **Conclusion**

Studies indicates that correlation coefficient 'r' for administrative success and humanist value for government school principals came out to be + 0.173 which is non-significant at 0.05 level. It conveys the message that both the variables administrative success and humanist value were not significantly related with each other. Alternatively, it is said that high level of job satisfaction results into high level of administrative success or in government schools principals with lower level of job satisfaction were likely to have lower level of administrative success and vice-versa.

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