A STUDY OF THE PRINCIPALS’ EFFECTIVENESS IN RELATION TO JOB SATISFACTION, WORK COMMITMENT, EMOTIONAL MATURITY, AND HARDINESS

ABSTRACT
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ABSTRACT

History stands witness to the fact that no country succeeded if it did not educated its people. Education is of particular importance in increasing prosperity for the most disadvantaged and hitherto neglected sections of any population. In our country, despite the best efforts of the government, illiteracy continues to haunt us. The literacy rate in India is still very low. In order to progress we need emphasis more upon to education. It is essential to plug out every loophole in our educational system. It is known that out of the whole gamut of educational endeavours, school administration enjoys a pivotal position. If things are administered well, all the constituents of educational organisation will work effectively. Teachers feel free to teach efficiently and effectively as well as creatively and the students enjoy their programmes of learning.

Each and every institution whether small or big has certain aims and objectives. For the speedy and successful achievement of these aims and objectives a better administration is essential. It needs well-organised administrative machinery. Without efficient and effective administrative machinery there is bound to be chaos and confusion in school life. Efficient and effective administrative machinery brings systematisation in school work. Administration is of vital importance for the success of every dynamic organisation. Other things such as capital, materials and technical know-how are undoubtedly important, but without proper administration an organisation is a muddle of men and machines; and without effective administrators no organisation can successfully compete and survive in today’s ever changing environment. It places right persons at their right places at the right time and in the right manner, the school principal is the authority who is responsible for effective administration of a school.

Infrastructure, modern technology, finance, teacher morale- all these play a very important role in the success of a school, but the most important factor for the success of a school is the efficiency of the school principal. He is the head and heart of the school. No school can succeed if the teachers in it work only as individuals and not as a group. But just as every group needs a leader, so also a school must have a leader who would stimulate and direct its work. Such a leader is the school principal. He
occupies the most important position in the educational hierarchy. The whole school is run by a school principal who functions as the leader of a school. The principal in the school is like commander-in-chief in any army or captain of a ship. He is the life and blood of the school. His personality, ideals, and thoughts impact all the individuals and all the activities of the school. The social prestige of the school depends on his policy. He is described as the solar orbit around which all the teachers' planets revolve. In fact, he is the head of the school, both academically and administratively. The principal holds the key position in school as he plans, coordinates and organises various programmes. He ensures proper maintenance of discipline in the school. He promotes harmonious development of the institution. He carries the traditions, and projects the image of the school according to his own ideas. It is, therefore, said that a school is as great as its principal. A school is known by its products, not by its building and infrastructure. The whole credit of product goes to the principal. The principal plays a very important role in maintaining the efficiency and tone of the school. Whether the school perishes or flourishes, the whole credit goes to the principal. The principal is the keystone in the arch of school administration; he is the hub of educational efforts; and is the major component of school administration on whose ability, skills and personality the efficiency of the school depends.

Effective leadership is vital to the success of any school. In the context of India emerging as a significant international knowledge power, researches on principals' effectiveness need careful and sustained attention with respect to different demographic factors which are strongly governed by pluralistic social setup of our country. Research and practice confirm that there are slim chances of creating and sustaining high-quality vibrant teaching-learning environment without skilled and committed school leaders to shape our teaching and learning. Effective principals are expected to create and facilitate a conducive and congenial teaching and learning environment in the schools in which they are working. A good deal of research has been conducted on principals' effectiveness and it was found to be an important factor in the success of schools. Principal effectiveness was identified in the literature as a key element necessary for the development of effective schools. School principals play an important role in promoting improvement and positive change in schools. Without their efforts, schools cannot bring any positive change or improvement to
become places where students learn essential academic and non-academic lessons of life. Principals serve as catalysts for every positive change. They play a unique role in helping students, staff, parents, and community. Their role is to guide and support the course of change, bringing together the necessary resources and people to make schools successful.

Therefore, in order to deliver quality education we need quality principals who are committed to teaching-learning and equipped with necessary knowledge, skills and competencies for effectively administering schools. A principal has to be an exceptional man, a visionary. Such principals only can be the most important agents of social re-engineering and national reconstruction. What are the factors that would make an effective principal? Any research which helps in identifying the factors which contribute towards a principal being more effective, is worthy of pursuit. Thus a call for evaluation of "Principals' Effectiveness" is nothing more than an urgent plea for an honest look at the current working conditions.

Recognising the importance of this, the present study was carried out to study the principals' effectiveness in relation to job satisfaction, work commitment, emotional maturity and hardiness.

Objectives

The present research study was guided by the following objectives:

1. To study the difference between high effective group of principals and low effective group of principals on their job satisfaction.
2. To study the difference between high effective group of principals and low effective group of principals on their work commitment.
3. To study the difference between high effective group of principals and low effective group of principals on their emotional maturity.
4. To study the difference between high effective group of principals and low effective group of principals on their hardiness.
5. To find out the relationship between principals' effectiveness and their job satisfaction.
6. To find out the relationship between principals' effectiveness and their work commitment.
7. To find out the relationship between principals’ effectiveness and their emotional maturity.
8. To find out the relationship between principals’ effectiveness and their hardiness.
9. To study the combined and individual effects of selected independent variables viz., job satisfaction, work commitment, emotional maturity and hardiness on the effectiveness of school principals.
10. To find out the difference in principals’ effectiveness in relation to age.
11. To find out the difference in principals’ effectiveness in relation to gender.
12. To study the effectiveness of principals in relation to their length of experience.
13. To find out the difference in job satisfaction of male and female principals.
14. To find out the difference in work commitment of male and female principals.
15. To find out the difference in emotional maturity of male and female principals.
16. To find out the difference in hardiness of male and female principals.

Null Hypotheses

Based on the above research objectives, the following hypotheses in null form have been framed for the present research study:

Ho.1: There is no statistical significant difference in job satisfaction of high effective group of principals and low effective group of principals.
Ho.2: There is no statistical significant difference in work commitment of high effective group of principals and low effective group of principals.
Ho.3: There is no statistical significant difference in emotional maturity of high effective group of principals and low effective group of principals.
Ho.4: There is no statistical significant difference in hardiness of high effective group of principals and low effective group of principals.
Ho.5: There is no statistical relationship between principals’ effectiveness and their job satisfaction.
Ho.6: There is no statistical relationship between principals’ effectiveness and their work commitment.
Ho.7: There is no statistical relationship between principals’ effectiveness and their emotional maturity.
Ho.8: There is no statistical relationship between principals’ effectiveness and their hardiness.

Ho.9: There are no combined and individual effects of selected independent variables viz., job satisfaction, work commitment, emotional maturity and hardiness on the effectiveness of school principals.

Ho.10: Principals of different age groups do not differ significantly in their effectiveness.

Ho.11: Principals of different genders do not differ significantly in their effectiveness.

Ho.12: There is no statistical significant difference in the principals’ effectiveness in relation to their length of experience.

Ho.13: There is no statistical significant difference between the job satisfaction of male and female principals.

Ho.14: There is no statistical significant difference between the work commitment of male and female principals.

Ho.15: There is no statistical significant difference between the emotional maturity of male and female principals.

Ho.16: There is no statistical significant difference between the hardiness of male and female principals.

Methodology

The complete methodology and procedures to carry out the present research study have been described in detail in chapter 3. The present study was based on descriptive survey design. A sample of the 2500 school teachers and 500 school principals was selected from CBSE affiliated schools at secondary level of Districts Aligarh and Ghaziabad of Uttar Pradesh (U.P.) and New Delhi. Purposive sampling technique was used for selection of the principals and out of total teachers of a school, five teachers were selected randomly, who evaluated a school principal. Hence, 2005, teachers evaluated 500 principals. Keeping in view the purpose of research endeavour, the investigator utilised five standardised scales viz. 1) Principal Effectiveness Scale developed by Dr. Shaheen Usmani in 1988 and Reliability and Validity verified by investigator in 2010 on 104 subjects. 2) Job Satisfaction Scale developed by Dr. Amar Singh and Dr. T. R. Sharma (2009), 3) Work Commitment Scale developed by
Dr. Imtiaz Nasheed (2000), 4) Emotional Maturity Scale developed by Dr. Yashvir Singh and Mahesh Bhargava (2010), 5) Singh Psychological Hardiness Scale developed by Dr. Arun Kumar Singh (2008) and 6) Personal Data Sheet For School Principal (2010) developed by the investigator himself. These tools were reliable and valid. These tools were administered on the selected sample. The data recorded was categorised into two samples, one indicating the principals' effectiveness as shown by the five teachers of each school and the other indicating the principals' job satisfaction, work commitment, emotional maturity, hardiness, age, gender and length of experience as shown by the principals themselves on five questionnaires meant for the school principals of each sampled school. For the first sample an average score was calculated from the five scores obtained on the scale, “Principals' Effectiveness Scale”, as given by five randomly selected teachers of each school. This score contributed to the principals' effectiveness of each school. The teachers evaluated their principal on the scale i.e., Principal Effectiveness Scale (PES) provided to them. Out of these five teachers, there were three teachers who were having an experience of at least seven years and two teachers having an experience of at least two years. Thus, the total number of teachers consulted amounted to two thousand five hundred (2500).

The second sample giving scores of job satisfaction, work commitment, emotional maturity and hardiness of principals were tabulated against the average scores of principal effectiveness respectively. The High Effective Group of Principal (HEGP) and Low Effective Group of Principal (LEGP) were drawn by employing Extreme Group Technique of 27% above and below. As such, from the principals' effectiveness score arranged in increasing order, the above 27% i.e., 135 school principals possessing high scores were identified as high effective group of principals (HEGP) and below 27% i.e., 135 school principals were identified as low effective group of principals (LEGP) and the middle scores were left out. The data obtained were subjected to appropriate statistical techniques such as mean, standard deviation, correlation, t-test, multiple regression analysis (step wise), one way analysis of variance (ANOVA) and Scheffe's test for post hoc analysis. Chapter 4 contains a description analysis, interpretation of data and a detailed discussion of the results and along with necessary tables.
Findings

The main findings emanating from the present investigation are as follows:

1. A significant difference was found between the job satisfaction of high effective group of principals (HEGP) and job satisfaction of low effective group of principals (LEGP).

   Job satisfaction and job dissatisfaction have differential effect on the effectiveness of school principals. More specifically, job satisfied principals were more effective than job dissatisfied principals.

2. A significant difference was found between the work commitment of high effective group of principals (HEGP) and work commitment of low effective group of principals (LEGP).

   More specifically, principals who were committed towards work were more effective as compared to the principals who were not committed towards their work.

3. A significant difference was found between the emotional maturity of high effective group of principals (HEGP) and emotional maturity of low effective group of principals (LEGP).

   Emotional maturity and emotional immaturity have differential effect on the effectiveness of school principals. More specifically, principals' effectiveness of emotionally mature principals was found much superior than that of emotionally immature principals. Emotionally mature principals were more effective than the emotionally immature principals.

4. A significant difference was found between the hardiness of high effective group of principals (HEGP) and hardiness of low effective group of principals (LEGP).

   Hardiness variation had a significant impact on the effectiveness of school principals. More specifically, hardy principals were more effective as compared to their non hardy counterparts.

5. A significant positive relationship was found between principals' effectiveness and their job satisfaction. This shows that principals' effectiveness increases with the increase in job satisfaction.

6. A significant positive relationship was found between principals' effectiveness and their work commitment. This shows that principals' effectiveness increases with the increase in work commitment.
7. A significant positive relationship was found between principals’ effectiveness and their emotional maturity. This shows that principals’ effectiveness increases with the increase in emotional maturity.

8. A significant positive relationship was found between principals’ effectiveness and their hardiness. This shows that principals’ effectiveness increases with the increase in their hardiness.

9. The four independent variables, job satisfaction, work commitment, emotional maturity, and hardiness in combination contributed significantly and accounted around 65.2% variance in the dependent variable, principals’ effectiveness. Emotional maturity ($\beta = -.501$) was found to be the most potential predictor of principals’ effectiveness followed by work commitment ($\beta = .408$), hardiness ($\beta = -.098$), and job satisfaction with a $\beta$ weight of .080. Emotional maturity had affected the principals’ effectiveness. Around 50% of the variance in dependent variable, principals’ effectiveness is explained by independent variable, emotional maturity. Work commitment had affected the principals’ effectiveness. Around 14.20% of the variance in dependent variable, principals’ effectiveness was explained by the independent variable, work commitment. Hardiness had affected the principals’ effectiveness. 0.70% of the variance in dependent variable, principals’ effectiveness was explained by independent variable, hardiness. And also job satisfaction had affected the principals’ effectiveness. Around 0.30% of the variance in dependent variable, principals’ effectiveness is explained by independent variable, job satisfaction.

10. Principals of different age groups differ significantly in their effectiveness. More specifically, principals of above 45 years of age were found to be more effective as compared to principals who were upto 45 years of age. Age had an influence on the effectiveness of school principals.

11. No significant difference was found in the principals’ effectiveness on the basis of their genders. More specifically, gender had no influence on the effectiveness of school principals.

12. There was a significant influence of length of experience on the effectiveness of school principals. The effectiveness of school principals having 21 and above years of experience was found to be much higher than principals having 11-20 and 0-10 years of experience.
13. A significant difference was found between the job satisfaction of male and female principals. More specifically, male principals were more job satisfied as compared to their female counterparts.

14. A significant difference was found between the work commitment of male and female principals. More specifically, male principals were more committed towards their work as compared to their female counterparts.

15. A significant difference was found between the emotional maturity of male and female principals. More specifically, male principals were emotionally immature as compared to their female counterparts.

16. A significant difference was found between the hardiness of male and female principals. More specifically, female principals were more hardy as compared to their male counterparts.

Conclusion

With 2500 teachers and 500 principals in 500 secondary schools of Districts Aligarh and Ghaziabad of Uttar Pradesh (UP) and New Delhi participated in the present research study, a comprehensive range of responses were collected to assess the impact of different demographic variables like age, gender and length of experience on principals' effectiveness. Effect of job satisfaction, work commitment, emotional maturity and hardiness on principals' effectiveness was also studied. This is also a study of relationship of principals' effectiveness with independent variables like, job satisfaction, work commitment, emotional maturity and hardiness. To test the hypotheses, the purposive sampling technique was employed for the selection of school principals and school teachers were selected randomly. Then collected data were analysed with the help of appropriate statistical techniques like mean, standard deviation, co-efficient of correlation, 't' test, multiple regression analysis (step wise), One-way Analysis of Variance (ANOVA) and Scheffle's test for post hoc analysis.

The findings of the present research study have revealed that job satisfied principals are more effective principals than job dissatisfied principals. It means that the happier the principal is with his/her job the better he/she is discharging his/her duties. Likewise work committed principals are found to be more effective than those who are not committed towards work. Moving towards emotional maturity the results are also in the expected direction reporting emotionally mature principals more effective
than the emotionally immature principals. Similarly, hardy principals are found to be more effective than the non hardy principals.

Results of the stepwise multiple regression analysis (SMRA) revealed that the four independent variables job satisfaction, work commitment, emotional maturity and hardiness are significant predictors of principals’ effectiveness with a good prediction ability of about 65.2% and revealing them as significant predictors of principals’ effectiveness irrespective of the demographic variables taken under consideration. Overall the findings of the present study emphasise the role of psychological and personal variables that certainly make a difference in the effectiveness of school principals.

By investigating the impact of demographic variables on the effectiveness of principals, results indicated that demographic variables exhibited varied influence on principals’ effectiveness. Gender does not affect the effectiveness of school principals, while age and length of experience as a principal did influence the effectiveness of school principals. Principals above 45 years of age were found to exhibit higher levels of effectiveness as compared to the principals upto 45 years of age. Similarly, the principals having 21 and above years of experience were found to exhibit higher levels of effectiveness as compared to principals having 11-20 and 0-10 years of experience. Male principals were more job satisfied than their female counterparts. Male principals were more committed towards their work than their female counterparts. Male principals were less emotionally mature than their female counterparts and female principals were more hardy than their male counterparts.

Arising from the findings of this study, one major conclusion that could be drawn is that personality characteristics of secondary school principals such as age and length of experience significantly influence their effectiveness. This finding is in line with the day to day experience of many administrators and educationists. No significant difference existed in the effectiveness of principals based on their genders. It is assumed that these findings have some implications for practice and for further research. One important implication of the present research study is the finding that principals’ length of experience positively determined the effectiveness of a secondary school principal. This observation requires the attention of educational policy makers in the country. Many years of experience could be perceived as an asset.
to principals' effectiveness. The findings of this investigation may afford the school higher authorities the need to place high emphasis and priority on length of experience in the appointment of secondary school principals. Such awareness could also help the authorities to develop strategies and mechanisms for developing effective principals in the school system. However, it may be recommended that in as much as length of experience is a necessary criterion for deploying and promoting teachers to the position of principalship, the management and higher authorities should not consider experience in isolation, experience should be considered along with age. Gender factor should be de-emphasised in the appointment of secondary school principals as no significant differences existed between male and female principals in their effectiveness. All these factors should be complemented with appropriate training in leadership and supervisory functions of secondary school principals. This is required to fill the present gap observed between the competencies of experienced and inexperienced principals. With the results of the present study, it seems imperative to appoint principals of above 45 years in age to leadership positions in the school system for better outputs.

Educational Implications of the Research

Educationists all over the world have emphasised that principal's quality is the most important school related factor influencing students' achievement and performance of school teachers with whom they work in the school setting. In this perspective, the observations and findings of the present study may have strong and useful educational implications in the existing educational set up of our country. Findings of the present research study contribute to the existing knowledge on the principals' effectiveness. In addition to providing empirical data to fill in the gap in the literature, this study provides useful information that may be of value to researchers.

As the present research is primarily concerned with the principals' effectiveness, it therefore contributes information in the area of principals' evaluation by the teachers and in turn is useful for the improvement in principalship by helping principals to identify their weaknesses and strengths for further professional development and growth and in identifying the effective and ineffective principals thereby protecting the schools from incompetent principals by bringing structured assistance to
ineffective principals and accordingly may also serve as a process of rewarding and penalizing the individual principal.

The present research may also help making principals more accountable towards their profession by ensuring that principals perform at their best to enhance schools' effectiveness and in turn the students' performance by holding principals accountable for their performance by associating it with promotion, task assignments, tenure considerations and a range of consequences for their career.

By providing the information about the effectiveness of principals, this research may help in monitoring the organisation's employment decisions and in assessing and improving the school effectiveness because principals are at the helm of the affairs in a school who are responsible for better outcomes of students that in turn reflect the effectiveness of the schools. It may also give evidence of the quality of services rendered by principals and therefore, justify the community for the investment of public funds in educational institutions.

The present study explored the differential effects of some of the personality variables on the effectiveness of school principals and the findings would be beneficial in understanding the role of job satisfaction, work commitment, emotional maturity and hardiness in enhancing the performance of school principals. The information generated could be utilized by the principals to frame better professional identities and to tackle the degradation of their principalship on account of personal variables. Further the results help in suggesting better ways of training including professional as well as personal skills. Based on the findings of the study it would be beneficial if stress management components can be incorporated not only for in-service principals but also for prospective school principals. Therefore, it is proposed that there is a need to plan personality grooming programmes for in-service as well as prospective principals in order to help them develop a sound and balanced personality that do contribute in making and developing an effective principal and in turn productive outcome in our schools.

Findings of the job satisfaction suggest that school higher authorities need to develop strategies to deal with the needs of those principals who experience less job satisfaction and to facilitate their commitment through proper incentive plans which would help in reducing absenteeism and retaining effective principals. As we know
that in order to motivate principals for better performance, motivation factors are needed. The results of the study may be useful in identifying the motivational factors required for principals’ effectiveness. It should be clearly known to higher authorities of schools that what principals personally find satisfying or dissatisfying about their jobs. It is extremely important to identify the factors that lead to job dissatisfaction for secondary school principals. When these factors are known then practices can be put into place that will enable management to maximise job satisfaction and reduce the job dissatisfaction among school principals.

The results of work commitment suggest that school authorities at the helm of affairs should provide such type of environment in the schools, where school principals may involve and devote themselves completely and may achieve the desired outcome of principals’ effectiveness.

Findings of emotional maturity levels related to principals’ effectiveness would help in generating emotional labour rules and integrating emotion regulation skills in principal preparation programmes. Effective leadership of a school principal requires a wide range of skills. Emotional intelligence, which is one of the dimensions of emotional maturity, is one skill that may assist secondary school principals as they strive to more effectively meet the needs of the present day’s students. There is a need to develop and hone this very important skill of a principal. There is a need to implement the training programmes for school principals to develop these skills.

Moreover, the results of hardiness variation on principals’ effectiveness assist in the development of stress management programmes for in-service principals emphasising the cultivation of hardy skills of commitment, control and challenge to face the pressures encountering while delivering the services in the ever changing environment of the schools.

This study also helps in understanding the dynamics of principals and teachers relationship in their educational context that has been increasingly recognised as a means to enhance the effectiveness of secondary school principals.

Novice school principals have to be prepared to face all aspects of their new job of principalship. They have to be prepared for short deadlines, to deal with stress, financial problems, security issues and other tasks and problems which are difficult to
deal with. Principals need good skills in leadership, management, communication and the decision making process. Thus, if we want to attract competent people into school administration, we must ensure that the job meets the needs of principals.

This study provides important information for understanding the job satisfaction, work commitment, emotional maturity and hardiness of CBSE affiliated school principals in the Districts Aligarh, and Ghaziabad of Uttar Pradesh (UP) and New Delhi. This information will assist concerned officials and persons at the helm in developing and enhancing mentoring programmes for principals leading to greater retention of effective principals in the CBSE affiliated secondary schools.