CHAPTER -1

INTRODUCTION

1.1 A Principal in the Present Scenario ................................. 4
1.2 Job Satisfaction .......................................................... 7
1.3 Work Commitment ...................................................... 9
1.4 Emotional Maturity ...................................................... 12
1.5 Hardiness ................................................................. 16
1.6 Statement of the Problem ............................................. 20
1.7 Significance of the Study .............................................. 20
1.8 Justification of the Problem .......................................... 22
1.9 Definitions of Key Terms .............................................. 24
1.10 Objectives of the Study .............................................. 28
1.11 Hypotheses of the Study ............................................ 29
1.12 Delimitations of the Study ......................................... 31
1.13 Organisation of the Study .......................................... 32
CHAPTER-I

INTRODUCTION

The term education is derived from the Latin word ‘educare’ which means to ‘bring up’, and it is also connected with the verb ‘educare’ which means to ‘bring forth’. The aim of education is not merely to impart knowledge to the pupil in some subjects but to develop in him those habits and attitude with which he will be able to face the future. Education is the source of all achievements in the journey of one’s whole life. It develops the personality of an individual like a flower which spreads its fragrance all over. Good education is a passport to a comfortable and prosperous life. It reinforces the socio-economic dynamics of society towards equality and social order, which facilitate equalitarian ethos. It is a capital necessary for constructing a healthy society. It is a dynamic process as it has to deal with the ever changing demands and the needs of the society by which a person’s body, mind and character are formed. It enables an individual to develop his all round personality, while exploring the best in him. It plays a very vital role in the overall development and successful functioning of a democracy. It is the bedrock of the economy, social development and scientific progress of a nation. It is the most powerful instrument for growth and prosperity of a nation, and enables us to work towards peaceful coexistence in diversity, strengthens secularism and democracy, in pursuit of basic principles of equality and justice for all, and promotes national integration and respect for fellow beings. Quality education is a prerequisite for empowerment of socially excluded, economically backward and educationally disadvantaged sections of the society (Ahmad & Garg, 2007).

India is marching towards a bright and prosperous tomorrow. The social organ that has played the most important role in this aspect is education. Without a sound and goal oriented system of education, the dream of constructing nation’s economic, social and political life cannot be realised. In order to fulfill the ideals, the quality of education imparted to the children has to be improved.

Main purpose of education is to produce those types of students who have the knowledge and skills required for actual job market requirement. Education in general, and school education in particular, should be quality oriented, since quality education can make people useful, productive and prudent. In order to achieve these objectives we need effective principals who are knowledgeable, competent and
skilled. In the modern scenario, the role of teachers has been changing due to the pressure of socio-economic changes. The expected role of principals has assumed new dimensions and the society expects their leadership to be effective in the task of nation building. Every teacher and educationist of experience knows that even the best curriculum and the most perfect syllabus remains dead unless quickened into life by the right methods of teaching and the right kind of teachers, and right kind of teachers cannot deliver themselves if not led and guided by right kinds of principals. (Secondary Education Commission, 1952-53).

But, the deteriorating quality of education is a matter of grave concern and anxiety to all the stakeholders, students themselves, teachers and parents. Therefore, it is the social and moral responsibility of all the stakeholders to recast the education system in order to make it compatible to the growing needs of the society. It is also important because the world’s scenario of education is reshaping itself to meet the challenges and concerns of globalisation. It is believed that excellence is multi-dimensional in nature. It is not only the achievement of high scores but many other factors also contribute to the effectiveness of schools. Apparently the important elements that usually contribute to the excellence include, but are not restricted to, curriculum and instruction, assessment and evaluation system, physical infrastructure, academic facilities, learning and human resources, finance and management, research and scholarship, community links and outreach (Khan, Iqbal & Azeem, 2012). It is in this context that administrators must enact effective measures in order to enhance the organisational and institutional effectiveness.

Man’s unquenchable thirst for knowledge and his insatiable curiosity has led him from a nomadic existence to the modern society. From mysticism, dogma, and the limitations of unsystematic observation based upon personal experiences, he has examined the process of thinking itself to develop the method of deductive - inductive thinking, which has become the foundation of scientific method. Although, first applied as a method of the physical sciences, the process of scientific enquiry has also become the prevailing method of behavioural sciences. As human behaviour is too complex, it is much more difficult to develop sound theories of his behaviour than it is to develop theories that predict occurrences in the purely physical world. Educational research can be best conceived as the process of arriving at dependable solutions to the problems through a planned and systematic collection, analysis and interpretation
of data. Education would then have a degree of control over the human mind that the physicians possess, to some extent, over the humans.

The present society is full of innumerable problems. Today the rapid technological changes, globalisation and changing employee values have caused constant upheavals in the increasingly changing world. Education has held a prime place in all times. History stands witness to the fact that no country succeeded if it did not educated its people. It 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; still, the literacy rate in India is 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, effectively and creatively, and the students enjoy their programmes of learning. Any research which helps in this direction, would undoubtedly be of immense help. Schools are the basic units of our educational system. They perform a significant role. it was stated by M.L Jacks that “The world of tomorrow will be born from the schools of today.” School happens to be an important agency of education. It is obligatory on the part of the society to know whether objectives of education are being achieved by the schools or not. General, personal and social losses in terms of human and physical resources are likely to occur if schools are not subjected to periodical evaluation on scientific lines for their performance, provision and expectations. Secondary education is perhaps the most important stage of the education system. The effective functioning of secondary schools is essential not only to satisfy the manpower demand of a developing country like ours, but also to fulfill the social and cultural needs of our society. It is the secondary education system that has made significant contribution to the overall development of the country. All development programmes in education, ranging from creation of infrastructure to diverse production initiatives require trained manpower and secondary education has a vital role to play in the creation of the said manpower (Pandey, 2004). In schools, teachers play a very vital role. The Kothari Commission (1964-66) rightly stated that “The destiny of India is now being shaped in her classrooms”. This statement was not merely an articulating
Chapter-1  Introduction

statement but an asserting truth. The destiny of any nation of the world is continuously and constantly moulded into shape in its classrooms with the help of teachers. It is said that “There can be marvelous teaching in muddy walls and muddy teaching in marble halls.” It means a school does not mean simply a magnificent building with beautiful gardens and lawns, rich laboratories, libraries, and a large playground; rather it means a learning environment created by visionary and imaginative teachers (Chauhan, 2008). Emphasising the importance of teachers the Secondary Education Commission (1952-1953) stated, “We are convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualification, his professional training and the place that he occupies in the school as well as in the community. The reputation of a school and its influence on the life of the community invariably depend on the right kinds of teachers working in it.”

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 a 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 no doubt 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 environment (Mudasir, 2013). 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.

1.1) A Principal in the Present Scenario

The title, “Principal” is an appropriate designation for the chief administrator of a single school. This does not necessarily mean that his duties and responsibilities are confined to a particular school building of which he is the principal, but his duties and responsibilities, in fact are extended towards the community as well. The Good’s (1973a) Dictionary of Education, defines the term principal as the administrative head
and professional leader of a school division or unit, such as a high school or elementary school; a highly specialised, full time administrative officer in large public school systems, but usually carrying a teaching load in small ones; in public education, usually a subordinate to a superintendent of schools. The term “principal” means head of the institution. A principal’s effectiveness is a measure of his competence in running a school efficiently and effectively. This involves two major aspects:

1. Traits and Characteristics possessed by the principal.

2. Duties, functions and responsibilities carried out by the principal.

The school building, finance, teacher morale etc undoubtedly play a very important role in the success of the school, but the single most important factor in the success of the school is the efficiency of the principal. He is the head and heart of the school (Dash, 2004). 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, a school too should have a leader who would stimulate and direct its work. Such a leader is the principal. Special mention must be made of the position of the principal in a school. The proper working of the school ultimately depends on him. The reputation of a school and the position that it holds in the society, depends on a large extent on the influence that he exercises (Secondary Education Commission 1952-53). Leadership always involves responsibility; and the headmaster’s position is no exception to the rule. The principal deals with intelligent and well-qualified persons. He takes the praise as well as the blame for the reputation of his school, and for everything which happens within its premises. Hence, it is sometimes said that, “As is the principal so is the school.” (Mohiyuddin, 1943). The principal holds the key position in the school. He is the director, supervisor, coordinator, evaluator, organiser and above all, the administrator of the whole school system (Kauts & Kaur, 2007).

The school principal 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, 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 schools become great not because of their magnificent buildings, but because of magnificent principals. 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 (Parvez, 2010). What the main spring is to the watch, the fly wheel to the machine or the engine to the steamship, the principal is to the school. The character of the principal reflects and proclaims the character of the school. He is a seal and school is the wax. He is the organiser, leader, governor, business director, coordinator, superintendent teacher, guide, philosopher and friend. In school administration, the principal occupies a unique position. He is in the strategic centre of a web of instructional relationships teacher-pupil, teacher-parent, and teacher-teacher. It is he who organises their coordinated efforts. The principal is the dispatching station at the centre of educational endeavour. It is he who plans what and how is to be done in the school. It is he who organises independent elements into a functional or logical whole; it is he who directs the teaching and non-teaching staff to get the solution of the common problems of the institution; it is he who coordinates all the elements into a unified programme to achieve a common objective and a single effect; it is he who evaluates to get at the reason of failure or success; it is he who keeps the public as well as the authorities informed through records, research and inspection as to what is going on; it is he who is responsible of supervision of services. In short the principal is the constant factor in a school’s leadership picture-his is the big role in the school play (Kochhar, 2008). Principals are supposed to maintain the high and relevant standards for academic success besides also maintaining student centred and achievement oriented classroom environments. To accomplish this, a combination of both knowledge of human behaviour and
understanding of the nature of effective administration itself can provide a solid foundation for effectiveness. Assessment of principals’ effectiveness is an important approach for determining the characteristics of effective principals on one hand and providing feedback useful for the improvement of teaching practice. Leithwood, Harris, Day, Sammons, & Hopkins (2008) claimed that “school leadership is second only to the classroom teaching as an influence on schools and learning.” And effective leaders can be defined as “those persons, occupying various roles in the school, who work with others to provide direction and who exert influence on persons and things in order to achieve the school’s goals (Leithwood & Riehl, 2003, p.9). In other words, effective principals facilitate effective schools for teachers who in turn help students in achieving success.

There are many factors which contribute towards the effectiveness of the school principal. The investigator proposes to find out the factors which are responsible for making a school principal effective. A scale will be used by the investigator in order to measure principals’ effectiveness. Further the effects of variables like, job satisfaction, work commitment, emotional maturity, and hardiness on principals’ effectiveness will be found out. Thus, the investigator also proposes to find out the relationship among principals’ effectiveness, job satisfaction, work commitment, emotional maturity, and hardiness of the principals.

1.2) Job Satisfaction.

Job Satisfaction is one of the most important factors in career success. It is a factor that will increase efficiency and personal satisfaction. It is a widely accepted psychological aspect of functioning in any profession. The credit of bringing this term into currency goes to Hoppock (1935). He reviewed a little over thirty contemporary studies and concluded that though there was much opinion about job satisfaction yet there was not much factual work done in the field. The summum bonum of the opinions is that job satisfaction is a favourableness with which workers view their job. It results when there is a balance between job requirements and the wants and expectations of the employees. In other words, it expresses the extent of the match between worker’s expectations (also aspirations) and the rewards the job provides and the values it creates and gets cherished. It is an attitude reflecting the extent to which an employee of the organisation expresses a positive feeling toward a job. According
to Hoppock (1935) job satisfaction is a combination of psychological and environmental circumstances that causes a person truthfully to say, “I am satisfied with my job”. Six major factors of job satisfaction which he extracted from his study are (i) the way the individuals react to unpleasant situations, (ii) the situation in which an employee adjusts himself with other persons, (iii) an employee who has a relative status in social and economic group with which he identifies himself, (iv) the nature of work in relation to his abilities, interests and preparation, (v) security, and (vi) loyalty. In the opinion of Brayfield and Rothe (1951), job satisfaction refers to how people feel about different jobs. Mumford (1970) states that job satisfaction can be defined in terms of the degree of ‘fit’ between organisational demands and individual needs, and that the employee’s satisfaction with his job and the employers satisfaction with work performance will only be high when this fit is a good one. Locke (1976) states that job satisfaction results from the appraisal of one’s job as attaining or allowing the attainment of one’s important job values. Providing these values are congruent with or help to fulfill one’s basic needs. These needs are of two separable but interdependent types: bodily or physical needs and psychological needs, especially the need for growth. Growth is made possible mainly by the nature of work itself. Kelleberg (1977) states that job satisfaction refers to an overall affective orientation on the part of individuals toward work roles which they are presently occupying. It can be defined as an overall feeling about one’s job or career or in terms of specific facets of the job or career (e.g., compensation, autonomy, coworkers) and it can be related to specific outcomes, such as productivity (Rice, Gentile, & McFarlin, 1991). According to Joshi (1998) job satisfaction is a general attitude, which is the result of many specific attitudes. The amount of satisfaction that one derives from his present job is an indicator of his job satisfaction. Job satisfaction may be regarded as the positive or negative evaluative judgments people make about their jobs (Weiss, 2002). In the opinion of Robbins (2003) the term job satisfaction refers to an individual’s general attitude toward his job. A person with a high level of job satisfaction holds positive attitudes about the job, while a person who is dissatisfied with his job holds negative attitudes about the job. For Dhar, Dhan, & Mukherjee (2003) job satisfaction is the favourableness experience with which employees view a job. Kreitner & Kinicki (2006) defined job satisfaction as a global construct or as a constellation of different dimensions to which the employee reacts affectively. Bhandari and Patil (2009) defined job satisfaction as a pleasurable or positive
emotional reaction to a person’s job experiences. The extent of job satisfaction is measured through different aspects such as work, workplace, infrastructure provided, supervision, salary, job security, promotional opportunity, incentives and work environment. Mackler (1996) reports that respect, recognition, and rewards of the job are critical in effective work relationships. Brooks (2000) contended that job satisfaction is significant due to the positive relationship between job satisfaction and organisational performance. Employees who have high level of job satisfaction commit their time, energy and efforts to work which result in high productivity (Scott, 2004). Job satisfaction is critical to retaining and attracting well-qualified principals (Saeed, Azizollah, Zahra, Abdolghayoum, Zaman, & Peyman, 2011).

1.3) **Work Commitment**

Commitment is that attitude which ties someone to a thing or an act. In the case of a worker, it ties him to the work setting. What differentiates between effective and less effective employee is the quality and the commitment of the people in the organisation. The centrality of work or importance of work in a person’s life is also a way of defining work commitment. The degree of commitment to work experienced by the person affects that person’s participation in both the qualitative and quantitative sense. Work commitment is judged in terms of psychology of participation. The greater the degree to which time, energy, and the definition of self is involved in the person’s work, the greater the commitment to that work. Committed employees are more likely to remain with the organisation and strive towards the organisation’s mission, goals and objectives (Meyer, Allen, Gellatly, & Jackson, 2000). Hall, Schneider, & Nygren (1970) considered that commitment is the process by which the goals of the organisation and those of the individuals become increasingly integrated or congruent. This contention is highly logical, as it is important in enhancing human working efficiency. According to Porter, Crampon, & Smith (1976) commitment is the strength of one’s identification with the job and the involvement in a particular organisation, hence, characterised by one’s willingness to exert considerable effort on behalf of the organisation and a desire to maintain membership in it. Mowday, Porter, & Steers (1982) applied commitment to the individuals’ tie to the organisation; they specified three factors: (a) a strong belief in and acceptance of the organisation’s goals and values, (b) a willingness to exert
considerable effort on behalf of the organisation, and (c) a strong desire to maintain membership in the organisation. The concept of work commitment encompasses the level of involvement an employee has with his work, organisation, job, career, and union (Morrow & Goetz, 1988). Sharma & Singh (1991) found that work commitment is the product of two independent sets of factors viz., personal and organisational which simultaneously operate in every organisation. Meyer & Allen (1991) noticed that generally the definitions related to commitment reflect three broad aspects viz., affective orientation, cost based and obligation or moral responsibility. To acknowledge that each of these three sets of definition represent a legitimate but clearly different conceptualization of the commitment construct. According to Allen & Meyer (1996) work commitment is a psychological link between the employee and his or her organisation that makes it less likely that the employee will voluntarily leave the organisation. Meyer & Allen (1991) proposed a three component model of organisational commitment and applied different labels to which they described as three components of commitment: affective, continuance and normative.

![Diagram of Three components of work commitment](image)

**Fig. 1.1: Three components of work commitment**

**Components of work commitment:** Work commitment is composed of three important components:

1) **Affective commitment:** Affective commitment refers to the employee’s emotional attachment to, identification with, and involvement in the organisation.
Employees with a strong affective commitment continue employment in an organisation because they are internally compelled to do so.

2) **Continuance commitment:** Continuance commitment refers to an awareness of the costs associated with leaving the organisation. It clearly carries the meaning that if employees perceive that they have to pay more cost then it is most likely that they will remain attached to the organisation, but on the other hand if they believe that leaving the organisation and joining another one will be beneficial then such condition becomes instrumental in discontinuing their affiliation to an organisation.

3) **Normative commitment:** Finally, normative commitment reflects a feeling of obligation to continue. Employees with a high level of normative commitment feel that they ought to remain with the organisation.

Work commitment/Organisational commitment can be defined generally as a psychological link between the employee and his organisation that makes it less likely that the employee will voluntarily leave the organisation. Although early work in the area was characterised by various, and often conflicting, unidimensional views of the construct, organisational commitment is now widely recognised as a multidimensional work attitude (Allen & Meyer, 1996). Meyer & Herscovitch (2001) describe work commitment/organisational commitment as a motive to engage in behaviour which leads to a positive whole when an employee experiences a positive exchange relationship with the organisation. According to Meyer & Allen (2004) commitment implies an intention to persist in a course of action. Therefore, organisations often try to foster commitment in their employees to achieve stability and reduce costly turnover. It is commonly believed that committed employees will also work harder and be more likely to “go the extra mile” to achieve organisational objectives. In the opinion of Lumley (2010) the concept of work commitment has attracted considerable interest in an attempt to understand and clarify the intensity and stability of an employee’s dedication to the organisation.

Commitment plays a decisive role in effective principalship. The more a principal is committed, the more competencies he would acquire and the more he would tend to be a performing principal. A committed principal would certainly respond to most of the issues through his professional expertise and appropriate utilisation of relevant competencies. Various research studies have revealed that commitment enhances job satisfaction, performance and reduces absenteeism.
1.4) Emotional Maturity

In the present circumstances the study of emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with interplay of forces with intensities and quantities. As emotions do play central role in the life of an individual, one is expected to have higher emotional maturity in order to lead an effective life. It is also true that our behavior is constantly influenced by the emotional maturity level that we possess. Emotional maturity is one of the vital components of personality. A person can be called emotionally mature if he is able to display his emotions in appropriate degree with reasonable control. Almost all the emotions can be distinctly seen in him and the pattern of expression is easily recognised. He will express his emotions in a socially desirable way. He is able to exercise control over his emotions i.e., sudden inappropriate emotional outbursts are rarely found in him. He is able to hide his feelings and check his emotional tide. He is not a daydreamer and does not possess the desire to run away from realities. He is more guided by intellect than his emotions. He does not possess the habit of rationalisation i.e., he never gives arguments in defense of his undesirable behaviour or improper conduct. He possesses an adequate self-concept and self-respect. He is not confined to himself. He thinks for others and is keen to maintain social relationships. His behaviour is characterised by greater stability. He shows no sudden shift from one emotion to another.

According to Chamberlain (1960) an emotionally mature person is one whose emotional life is well under control. On the other hand the emotionally immature usually are moody and have not learned to control the emotional moods, the first cousin of emotions. The concept of mature emotional behaviour of any level is that which reflects the fruits of normal emotional development. In the words of Mohsin (1960) emotional maturity is perhaps the most important attribute which an individual can possess to ensure success. Strang (1965) defines emotional maturity as indicated by the individual’s growth in inner control or conscience and ability to accept inevitable frustrations and to meet life situations in constructive ways. It is indicated by his satisfaction in being of service to others and by his adaptability to changing conditions.

Emotional maturity is the emotional pattern of an adult who has progressed through the inferior emotional stages characteristic of infancy, childhood and adolescence.
and is now fitted to deal successfully with reality and to participate in adult love 
relationships without undue emotional strain. According to Smitson (1974) it is a 
process in which personality is continuously striving for greater sense of emotional 
health, both intra-psychically and intra-personally. According to Mishra (1994) 
emotional maturity is said to be an essential criterion of good adjustment. To be 
emotionally mature means to signify the capacity to react emotionally in terms of the 
requirements that a situation imposes. It refers to the avoidance or elimination of 
responses that are not suited to these requirements. Raber (1995) in the *Penguin 
Dictionary of Psychology* defined emotional maturity as the state in which one’s 
emotional reactivity is considered appropriate and normal for an adult in a given 
society. The clear connotation in most cultures is one of self-control and the ability to 
suppress extreme emotions. Emotional maturity can be understood in terms of ability 
of self-control which in turn is a result of thinking and learning (Pastey & 
Aminbhavi, 2006). Singh (2006) defines emotional maturity as the ability to evaluate 
emotions of oneself and others; identify and express feelings; balance the state of 
heart and mind; appreciate others’ points of view; develop others; delay gratification 
of immediate psychological satisfaction; and being adaptable and flexible. 
Emotionally mature individuals generally evaluate, handle, control, and use emotions 
quickly. This is done more or less automatically. Those less mature often are 
inefficient, slow to analyse and often do not use their emotions constructively 
(Singaravelu, 2008). In brief emotional maturity can be called as the process of 
impulse control through the agency of “self” or “ego” (Subbarayan & Visvanathan 
2011).

**Dimensions of Emotional Maturity:** following are the five dimensions of emotional 
maturity:

![Figure 1.2: Dimensions of emotional maturity](image-url)
1) **Emotional Stability:** Emotional stability refers to the characteristics of a person that does not allow him to react excessively or given to swings in mood or marked changes in any emotive situation. The emotionally stable person is able to understand what is required for him in any given situation. On the contrary, emotional instability is a tendency to quick changing and unreliable responses and is a factor representing syndrome of irritability, stubbornness, temper tantrums, lack of capacity to dispose off problems and seek help for one’s day to day problems.

2) **Emotional Progression:** Emotional progression is the characteristic of a person that refers to a feeling of adequate advancement and growing vitality of emotions in relation to the environment to ensure a positive thinking imbued with righteousness and contentment. Whereas, emotional regression is also a broad group of factors representing such syndromes as feeling of inferiority, restlessness, hostility, aggressiveness and self-centeredness.

3) **Social Adjustment:** Social adjustment refers to a process of interaction between the needs of a person and demands of the social environment in any given situation, so that they can maintain and adapt a desired relationship with the environment. Therefore, it may be described as a person’s harmonious relationship with his social world. A socially maladjusted person on the contrary exhibits lack of social adaptability, hatred, and is seclusive, boasting, liar and shirker.

4) **Personality Integration:** Personality integration is the process of firmly unifying the diverse elements of an individual’s motives and dynamic tendencies, resulting in harmonious co-actions and de-escalation of inner conflict in undaunting expressions of behaviour. Whereas disintegrated personality includes symptoms like reaction, phobias formation, rationalisation, pessimism, immorality etc. Such a person suffers from inferiorities and hence reacts to environment through aggressiveness, destruction and has a distorted sense of reality.

5) **Independence:** Independence is the capacity of a person’s attitudinal tendency to be self-reliant or of resistance to control by others, where he can take his decisions by his own judgement based on his intellectual and creative potentialities. He would never like to show any habitual reliance upon another person in making his decisions or carrying out difficult actions. Whereas, a dependent person showing
parasitic dependence on others is egotic and lacks ‘objective interests’. People think of him as an unreliable person.

According to Bernard (1954) following are the criteria of mature emotional behaviour;

1. Inhibition of direct expression of negative emotions.
2. Cultivation of positive, upholding emotions.
3. Development of higher tolerance for disagreeable circumstances.
4. Increasing satisfaction from socially approved responses.
5. Increasing dependence of actions.
6. Ability to make a choice and not brood about other choices.
7. Freedom from unreasonable fear.
8. Understanding and action in accordance with limitations.
9. Awareness of the ability and achievement of others.
10. Ability to err without feeling disgraced.
11. Ability to carry victory and prestige with grace.
12. Ability to bounce back from disappointing experiences.
13. Ability to delay the gratification of impulses.
14. The enjoyment of daily living.

Emotional maturity and emotional intelligence are the terms which are often used interchangeably but emotional maturity is not identical to emotional intelligence. M Beard in his blog states that emotional maturity is a broader general category for someone’s emotional life whereas emotional intelligence is the whole science of quantifyingly studying and understanding human emotions both individually and rationally. In other words emotional intelligence is the understanding of emotions and emotional maturity is the appropriate application of the knowledge. Dalip Singh (2006) has also clarified the relation between the two. He viewed emotional maturity as one of the dimensions of emotional intelligence besides emotional competency and emotional sensitivity. It was George (2000) who indicated that emotional intelligence is important to the process of leading and should be considered an essential component of effective leadership.
Emotionally mature persons generally evaluate, handle, control and use emotions quickly and more appropriately. On the other hand those less mature or emotionally immature often are inefficient, slow in analysing the situations and often do not use their emotions constructively that results in depleted self motivation. Therefore to be emotionally mature means to signify the capacity to react emotionally in terms of the requirements that a particular situation demands. It has been considered that emotional maturity is a significant predictor of the level of success that an individual will achieve in their lifetime that includes all the domains of one’s life pertaining to happiness, self confidence, success in relationship, the level of well being in terms of emotional and physical health and the degree of leadership and responsibility taken in one’s community and the world as a whole. Most of the empirical researches on traits of emotional maturity show that key components of emotional maturity are associated with managerial effectiveness and advancements (Bass & Stogdill, 1990)

1.5) Hardiness

Everyday people experience situations that have the potential to be stressful. While some people physically and mentally fall apart when facing major changes and challenges in their life, others have a personality structure to flourish in this type of situations. Hardiness is an important construct in explaining individual differences in person’s ability to deal with stressful situations. The hardiness concept was originally developed by Kobasa (1979). Hardy persons have a high sense of life and work commitment, a greater feeling of control over what happens to them, and are more open to changes and to face challenges in life. They interpret stressful and difficult experiences as normal features of their existence which is interesting and worthwhile. Concept of hardiness focuses on the person that remains relatively healthy after experiencing high amounts of stressful life events. Kobasa (1979) argues that persons who experience high degree of stress without falling ill have a personality structure differentiating them from a person who becomes sick under stress. This personality difference is best characterised by the term “Hardiness”. Hardiness reflects the individual’s response to life events both personally and professionally. Psychological hardiness is a personality construct of beliefs about self and world involving the importance of a sense of commitment, control and challenge. The hardiness construct represents a constellation of three relatively stable appraisals which function as a
buffer in the encounter of work and life stress. These three cognitive appraisals are described as (1) a view of commitment rather than alienation toward work and life, (2) a view of personal control (internal) over individual outcomes, and (3) a view of life change as a challenge rather than a threat. Individuals possessing hardy appraisals of work and life remain physically healthier, particularly when experiencing a great deal of life change stress (Kobasa, 1979). In other words, hardiness is a constellation of personality characteristics that serves as resistance resource when encountering stressful situations. Three basic elements comprise hardiness: challenge, which is the perception of change as normal and natural, as well as an opportunity for personal growth; commitment, which is a sense of purpose or meaningfulness in one’s life and a strong involvement in directing one’s life and a strong involvement in directing one’s life course and control, which is a belief that one is capable of impacting one’s life circumstances (Kobasa, 1979). Hardiness studies have found that individuals possessing hardiness traits do not give up easily under pressure, become ill less often, and have the ability to behave in an adaptive manner when stress is experienced (Kobasa, Maddi, & Kahn, 1982). Three factors or components viz commitment, control and challenge measure hardiness.

![Diagram of the Three C’s of Hardiness](image)

**Figure 1.3: Three C’s of Hardiness**

**Components of Hardiness:** Psychological hardiness is composed of three important components:

1) **Commitment:** Commitment reflects a dedication to oneself and to one’s work. It refers to tendency to involve oneself in whatever one encounters.
Hardy people have deep sense of commitment to their values, beliefs, sense of identity, work and family life (Ciccarelli, & Meyer, 2006).

2) **Control:** Control is the extent to which an individual influences life events to ensure a particular outcome. It is the sense that one causes the events that happen in one’s life and one can influence one’s environment. The hardy people feel that they are in control of their lives.

3) **Challenge:** Challenge refers to life events and one’s response to those events. Individuals who are hardy cope with various stressors, both personal for example cycle, family and professional for example, occupational role and relationships are better than those individuals who are not hardy (Simoni & Peterson, 1997). Thus hardy people interpret events in primary appraisal differently than people who are not hardy. When things go wrong or things are out of control and events become unpredictable, they don’t see a frightening problem to be avoided but instead to be bravely faced.

During the past twenty years, the personality construct hardiness has emerged as an important factor in buffering, or offering resistance toward the effects of stress. Hardy people are described in terms of being able to look at a situation from different perspectives, placing it into the broader context in which it does not seem so terrible (Maddi, 1999). According to Maddi (2002, 2004) strong commitment refers to the belief that, no matter how bad things get, it is most meaningful to stay involved with the events and people in one’s life, rather than retreat into isolation and alienation. Strong control is the belief that no matter how bad things get, it is worth continuing to try to have an effect on outcomes, rather than retreating into powerlessness and passivity. Strong challenge is the belief that stressful changes are normal in life, and provide an opportunity to learn more, rather than being an inappropriate violation of one’s right to easy comfort and security. Together the 3Cs amount to the existential courage and motivation to carry out the hard work involved in the hardy skills whereby one can master stresses. Maddi & Khoshaba (2005) noted that one of the characteristics of hardiness is the ability to recognise and face the reality of the situation. In contrast low levels of hardiness are often associated with denial and disengaging with the problem at hand. According to Judkins, Reid, & Furlow (2006) hardiness protects against stress in two ways: it alters perceptions of stress and mobilises effective coping strategies. Hardy individuals are said to exhibit beliefs that
stressors are changeable and they can influence what is happening around them with a willingness to act on that belief (control). According to Maddi, Harvey, Khoshaba, Lu, Persico, & Brow (2006) hardy people are better able to recruit support from friends, family and colleagues, building supportive and encouraging relationships to help manage stressful situations. Although hardy individuals are not subject to fewer or less severe stressful events than their non-hardy counterparts, hardy individuals experience more positive effective outcomes due to their appraisals of stressful events (Dolbier, Smith, & Sternhardt, 2007). Hardiness is a psychological concept used to describe the trait or characteristic of those who remain physically or mentally healthy when and after confronting hardships, trauma, and life obstacles. It involves a plethora of beliefs, attitudes, personal dispositions, and behavioural tendencies that distinguish healthy people from those who become ill. Thus, hardy people are those who remain committed to their lives and feel intricately involved with the activities in their daily lives. They believe that they have a control on their lives and exert such authority over their own circumstances and experiences. They perceive the changes and problems in their lives as challenges and opportunities for growth and further development. Hardy people tend to depend on problem-focused strategies to modify stressful situations into either benign or transformative experiences. People who are not hardy tend to rely on distancing coping strategies including withdrawal, repression, and denial. These strategies usually fail to transform the stressful situations or solve or adapt to problems and, in some cases, may even contribute to the psychological distress already perceived. For example, when confronted with a problem, people may focus their resources on blaming themselves or others for their troubles instead of working toward a solution to change their circumstances for the better. Hardiness entails maximising existing circumstances and minimising difficulties, which is akin to the very concept of successful aging. Hardiness research suggests that those with high levels of this construct display higher levels of physical and mental health. Hardiness consists of three primary components: commitment, control, and challenge (Bayazidi & Ghaderi, 2012). School principals work in an extremely tumultuous environment (Friedman, 2002; Pounder and Merrill, 2001; Whitaker, 1996, 2003). Consequently, the study of principals’ hardiness becomes especially relevant to the current trends in school leadership.
1.6) Statement of the Problem

In the light of discussion given above, the investigator has taken up the problem to investigate the principals’ effectiveness in relation to job satisfaction, work commitment, emotional maturity and hardiness. The problem is formally stated as below:

“A Study of the Principals’ Effectiveness in Relation to Job Satisfaction, Work Commitment, Emotional Maturity and Hardiness.”

1.7) Significance of the Study

The school principal is expected to be a friend of the students, a colleague of management, good fellow with alumni, a sound administrator with the trustee, a good speaker with public, a politician with the state legislatures, a persuasive diplomat with donors, a champion of education in general, a spokesman to the press, a scholar in his own right, a public servant to the state and national levels, a devout of arts and sports equally, a decent human being and a good spouse and parent. Above all he must enjoy his work regardless of the tensions involved in carrying out all his responsibilities (Usmani, 1988). There are some important characteristics of leadership of a school principal:

1) A principal must be a leader and not an autocrat or a despot. One crucial test of the principal’s competency must be his ability to inspire and lead teachers, not drive them.

2) Imagination must be a second requisite of a principal of the secondary school.

3) A leader for the secondary school should possess an unflagging adventurous spirit and an experimental attitude toward his problems.

4) A principal must be much more than a pusher of buttons. He should be a man of wealth of contacts, direct and vicarious.

5) He must have a clear understanding of the basic philosophies of life and values upon which different contemporary societies are based (Ediger & Rao, 2004).

Regarding the qualities of a good principal Goldsmith says: “…hundred and thousands of eyes watch him, judge him, measure him and are eager to follow his noble example. He has to be sweet and soft as well as stiff and stern. Unless he has a
seeing eye, an understanding heart and all adjusting mental poise, he is bound to falter and tumble. He should be firm in his dealings, resolute in his conviction and decisions, relentless in their execution.”

School effectiveness has always been stressed directly or indirectly by the persons related to education sector. Effectiveness of principals is one of the major and probably the most important factor contributing towards school effectiveness. Highly successful schools are driven by highly effective principals. Reformers of education may establish new schools, bring changes in structure and curriculum, recommend and prescribe teaching methods and aids, but in the end, only effective principal will be solely responsible for effectively applying them. Every year a number of principals are recruited in the schools of our country. Yet school teachers, authorities complain that school principals lack the basic skills and motivation to succeed at work.

Ineffective supervision is a very bad reason for poor standards of educational institutions. Poor educational institutions not only undermine and block the progress of the nation but also endanger its existence, if allowed to continue for long periods. Our educational institutions are indeed in desperate need of quality leadership. Assessment activity must contribute to improve leadership and heighten morale if it is worthy of support. While administrators may be on trials so are our institutions, their governing bodies and faculties. They must nurture the best qualities of leadership. The administration of any such institution is an increasingly complex assignment, one vulnerable to many conflicting and changing objectives.

Hence identifying, recruiting and promoting competent and effective principals is of immense significance in the current educational setup. These realisations strengthen the need for the means and ways to evaluate and recognise principal effectiveness. The study of principals’ effectiveness can provide assistance to policy makers in understanding the degree of influence of different demographic factors, such as age, gender and length of experience on principals’ effectiveness.

The school principal faces a greater challenge today to keep pace with the continued progress in resources. Changes are inevitable and therefore, a principal is effective if he can adapt to the changing scenario. Findings from this study may provide information which may help enhance principals’ effectiveness which in turn may result in a more productive workplace for students, teachers and principals. In
addition to its applied significance as discussed above, the study also exhibits academic significance in providing the new information and updating the existing knowledge based on the subject. With clear and strong understanding of the relationships of principals’ effectiveness with their job satisfaction, work commitment, emotional maturity and hardiness as well as the influence of demographic factors such as age, gender and length of experience on principals’ effectiveness, future researches may be directed in the similar direction so as to further improve the principals’ effectiveness and thereby school effectiveness in different educational set ups across the world.

1.8) Justification of the Problem

School is the basic unit of our educational system. Effective leadership is vital to the success of any school. Any research which aids in identifying the factors that contribute towards a principal being more effective is worthy of pursuit. 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 the 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. Research on school effectiveness and school improvement shows that the school principals play an important part in developing effective schools as well as improving the quality of teaching and learning processes. The school principal
Weldy, 1979; Goodlad, 1976) have reported that the effective principals are a key ingredient to high performing and effective schools. 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.

However, there has been hardly any serious attempt to study principals’ effectiveness in relation to job satisfaction, work commitment, emotional maturity and hardiness.

Secondary school stage plays a crucial role in the career of students and often considered as a kind of connecting link to the college and university life of the students. Therefore, persons associated directly or indirectly with the education system show an increasing concern to the need of studying varying degree of effectiveness of secondary school principals. Published literature from India and abroad show a sparse availability of researches on the aspects relating to job satisfaction, work commitment, emotional maturity and hardiness to the effectiveness of principals especially in secondary schools. It was therefore, deemed necessary to carry out a research to gauge and assess some useful and relevant information on the effectiveness of secondary school principals in relation to job satisfaction, work commitment, emotional maturity and hardiness.

1.9) Definitions of Key Terms

Before conducting the actual investigation it was considered necessary to explain the meanings and interpretations of the technical terms used by the investigator. They need to be defined in a clear and non-ambiguous way. Therefore, it was decided that all the variables and concepts under study be defined in operational terms. In view of the requirement, the investigator has attempted to provide operational definitions of the technical terms used. Therefore, key technical terms, namely, principal,
principals’ effectiveness, job satisfaction, work commitment, emotional maturity, hardiness, age, gender and length of experience are defined in the following ways:

a) Principal

“One who is the head of the school” Operationally, it may be defined as a person who is serving in the capacity of head of secondary school in running the school successfully and who instructs teaching and other staff of school for the purpose of guiding and directing the learning experiences of students.

b) Effectiveness

Effectiveness means, the quality of being effective. It may be taken as one’s hold on the circumstances and himself. In operational terms, “Effective person is known to be a person who can effectively contribute towards the success of his school”. He affects the school positively and is able to take right decisions related to school and it is because of his effectiveness that a principal is able to staff school with more effective teachers and as a result able to achieve better outputs from the schools.

c) Principals’ Effectiveness

In the real sense, effectiveness means, the quality of being effective. Principals’ effectiveness means perfection or the optimum level of efficiency and productivity on the part of the principal. Therefore, principals’ effectiveness means the effectiveness of school principals. Fraser (1994) defined “Effectiveness” as a measure of the match between stated goals and their achievement. It may be defined as the extent to which the set aims and objectives are achieved. Drucker (1973) noted that effectiveness is the foundation of success; efficiency is a minimum condition for survival after success has been achieved. Efficiency is concerned with doing things right, while effectiveness is doing the right thing. In simple words it is the ability to achieve desired results with economy of time and effort in relation to the amount of work accomplished.

Operationally, principals’ effectiveness refers to “the ability of the school principals to effectively and efficiently carry out administrative tasks of the school of which they are the administrative head.”
For the present study principal effectiveness is defined as an average score calculated from the five scores given by the five teachers of each school on the Principal Effectiveness Scale developed by Dr. Shaheen Usmani (1988) and Reliability and Validity was again verified by investigator in 2010 on a sample of one hundred four (N = 104) teachers.

d) Job Satisfaction

Job satisfaction is the degree to which a person likes his job. Good’s (1973b), Dictionary of Education defines job satisfaction as “The quality, state or level of satisfaction which is a result of various interests and attitudes of a person towards his job.” According to Longman Dictionary of Psychology and Psychiatry (1984a) job satisfaction is the attitude of a worker towards his job, sometimes expressed as hedonic response of liking or disliking the work itself, the rewards (pay, promotion, recognition) or the context (working conditions, benefits). Job satisfaction is an affective reaction to an individual’s work situation. Job satisfaction means pleasurable emotional state of feeling that results from performance of work (Simatwa, 2011). In the words of Greenberg & Baron (1994), it is a multidimensional concept that includes a set of favourable or unfavourable feelings employees have about their job.

Operationally, job satisfaction in the present study is defined as “The degree to which principals have a favourable attitude and commitment with their administrative job.” For the present study, Job Satisfaction is the total marks obtained by the principal in job satisfaction scale developed by Dr. Amar Singh and Dr. T.R. Sharma (2009).

e) Work Commitment

Work commitment is likely to govern the intensity with which motivation to work take place in the working place and subsequently make the individual feel satisfied with work. In the words of Lodahl & Kejner (1965) work commitment is the degree to which a person develops an identity through work and the qualitative and quantitative participation in that work. It is defined as the attitude involving employee loyalty and commitment to the organisation and giving their best in the organisations. Work commitment involves the internalisation of organisational goals and values and employee willingness to become involved in the achievement of these goal and
values, remain with the organisation in context of these goals and values and to exert effort in the interest of these goals and values (Jans, 1989).

According to Good (1973c) commitment is “A personal or group engagement to support and follow a line of action, an orientation, a point of view or a choice, usually involves some public declarations of the engagement used especially in vocabulary of writers in religious existentialism and good dynamics”.

Work commitment is defined as the relative importance of work to one’s sense of self (Loscocco, 1989).

Operationally, work commitment in the present study is defined as “The degree to which the principal is committed and dedicated towards his work in the school.”

In the present study, Work commitment is the total marks obtained by the principal in all the statements encompassing the three components of work commitment namely affective, continuance and normative of the work commitment scale developed by Dr. Imtiaz Nasheed (2000).

**f) Emotional Maturity**

According to *Longman Dictionary of Psychology and Psychiatry* (1984b) emotional maturity is an adult level of emotional control and expression as opposed to childish emotional behaviour. Good (1973d) defines emotional maturity as “The emotional pattern of an adult who has progressed through the inferior emotional stages characteristics of infancy, childhood and adolescence and participates in adult love relationships without undue emotional strain.” Prof. Arthur T. Jersild (2009) defined emotional maturity as “The degree to which the person has realised his potential for richness of living and has developed his capacity to enjoy things, to relate him to others, to love and to laugh, and his capacity for whole heartedness sorrow when an occasion for grief arises; his capacity for experiencing anger when faced with thwarting things would rile the temper of any reasonable tolerant or sensible person; his capacity to show fear when there is occasion to be frightened, without feeling a need to use a false mask of courage.”

In the present investigation, emotional maturity has been defined operationally as “The ability to integrate multiple emotional perspectives to form flexible and differentiated representations of oneself, others and situations.
In the present study, emotional maturity is determined by the total marks obtained by the principal in the five dimensions of emotional maturity scale developed by Yashvir Singh and Mahesh Bhargava (2010).

g) Hardiness

Kobasa (1979) was one of the first researchers who showed that persons that experience high level of stress without mental and physical illness have a different personality from those who become ill in stressful conditions. He defined hardiness as a combination of beliefs about himself and universe which makes person safe against internal and external pressures. He gave this type of personality a name hardy personality. This feature helps a person go forward in difficult conditions and helps him to pass difficult and stressful situations successfully. Hardiness is the ability to understand the environment properly and taking proper decisions about himself. Hardy persons may consider stressful conditions as a challenging situation instead of threatening. They have greater control on their life and consider stress as an opportunity to test their abilities and therefore, they are able to find meaning for what they do, they are more confident and consider challenges as positive and useful experiences. Hardy persons remain relatively healthy even after experiencing many stressful life situations.

Operationally hardiness is defined as, “Psychological hardiness refers to being optimistic, tolerant and accepting others, effectively handling stressful situations, good in management of different moods, committed, even tempered, self-sufficient, self reliant, feeling good about oneself and confident.”

For the present investigation, hardiness is determined by the total scores obtained by the principal in all the statements encompassing the three components of hardiness namely commitment, control and challenge of the psychological hardiness scale developed by Dr. Arun Kumar Singh (2008).

1.10) Objectives of the Study

Every investigator deals with the solution of a problem selected by him. Therefore, the investigator has certain specific goals in his mind to achieve the well-defined purposes. These specific goals or purposes are technically termed as objectives. Without objectives, no research is possible. The entire research process is guided by
objectives, which have been explicitly and precisely spelled out by the investigator in advance. The present study has the following major 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.

1.11) Hypotheses of the Study

To every problem, there may be more than one solution. An investigator’s effort is also directed towards the solution of some selected academic problems. Most of the time, it is possible to make intelligent guesses about the solution of the problem, such
Chapter-1

Introduction

an intelligent guess or a tentative solution to a problem is known as a “Hypothesis”. Thus, a hypothesis may be defined as a proposition or a set of propositions set forth as an explanation for the occurrence of some specified group of phenomena either asserted merely as a provisional conjecture to guide some investigation or accepted as highly probable in the light of established facts. A research hypothesis is a predictive statement capable of being tested by scientific methods that relates an independent variable to some dependent variable (Kothari 2007a). Thus, the hypothesis is a powerful tool in research process to achieve dependable knowledge. It helps the investigator to relate theory to observation and observation to theory. Hypotheses are formulated only as the suggested solution to the problem, with the objective that the ensuing study may lead either to its rejection or to its retention. It enables the investigator to locate and identify the variables involved in the study and suggest methodological procedures that are to be employed (Kaul, 2010). Since research is a process of systematic enquiry, investigation, and analysis of data, in order to increase knowledge, test hypotheses and arrive at conclusions; every investigator starts to investigate his problem on the basis of a speculative proposition offered to explain a particular phenomenon, or as a premise from which conclusions can be drawn. Such a proposition torches the investigator to right directions of the entire study. As for that matter, the investigator formulated the following hypotheses in null form while dealing with the present problem keeping in view the objectives of the present 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.

1.12) Delimitations of the Study

It is generally not possible to study the entire mass of variables associated with a given problem. Every research study is limited in several ways. It cannot be exhaustive and complete in all respects. It has to be delimited in terms of population covered, sample selected, scope of variables studied, the scope of generalisation of findings and so on. The present study has also certain delimitations which are given below:

1) The study was confined to the Districts Aligarh and Ghaziabad of Uttar Pradesh and New Delhi.

2) The present study was focused on secondary school principals. Therefore, the results may not be generalised to the principals of other levels.
3) Principals were selected from secondary schools affiliated to Central Board of Secondary Education, New Delhi to maintain the uniformity. Therefore, the present study is applicable to the CBSE secondary schools only as the sampling frame was limited to CBSE secondary schools. Therefore, the results may not be generalised to the entire educational institutions.

4) Out of many independent variables, only job satisfaction, work commitment, emotional maturity and hardiness were taken into consideration.

5) Out of many demographic variables, only age, gender, and length of experience were taken into consideration.

1.13) Organisation of the Study

This study has been presented in five chapters. Chapter 1 is the introductory chapter which includes the introduction, a principal in the present scenario, job satisfaction, work commitment, emotional maturity, hardiness, statement of the problem, significance of the study, justification of the problem, Definitions of key terms, objectives of the study, hypotheses of the study, delimitations of the study, and the chapter concludes with a section on organisation of the study. Chapter 2 provides a review of literature of the variables taken in the study. Chapter 3 includes a detailed description of methodology. Chapter 4 is devoted to the analysis, interpretation and discussion of results. Chapter 5 comprises of summary, findings, conclusion, educational implications, recommendations for practice, and suggestions for further research.

NEXT CHAPTER PRESENTS THE REVIEW OF RELATED LITERATURE