Chapter - 2
CHAPTER 2

THE PURPOSE OF THE STUDY

2.1 THE PROBLEM: ITS NEED AND SIGNIFICANCE:

One of the major approach to the related study of school principals has been an attempt to identify the sharpness of their pattern of administrative behaviour as per of their competencies, personality traits, capabilities, skills, styles, perceptions, values, interpersonal relationship, and contextual factors and forces. Such literature also brings forth an idea that the sharpness of behaviour patterns of principals can be observed, described and therefore, become known to the individual concerned. The review of research and theory on administration reveals that conceptualizations of school administration generally support at least two distinct categories. One category is concerned with task achievement and other with interpersonal activities. This behaviour pattern may be described as those of task oriented administrators and context or social oriented administrators. A task oriented administrator establishes organizational goals for the school system and planes activities according to time tables (compare Cameron: 1984) and the contextual leader communicates a vision for the system through various groups within the hierarchical structure (compare
McCarthy: 1985). Like the terms used in organizational climate i.e. "initiation and consideration", the behaviour pattern evidenced by a specific principals is considered to be an appropriate combination of task oriented and people oriented behaviour.

Such idealized consideration is the prerequisite to success in every administrative endeavor. It is obvious that the mentorship of several researchers and authorities through their related literature can benefit principals, guiding the way of their administrative behaviour towards effectiveness. Their conclusive facts hold true even in all types of educational institutions. However, several questions confronted the researcher while going through literature. If the educational community has all types of knowledge of successful strategies, style and programme, why are there limited implementations? What are the characteristics some principals have to lead their school so effectively? Should the effectiveness of their administrative behaviour be considered to be something different presumption? Does it evolve out from the interaction of their motivational forces with those factors remaining in their psycho-organizational arena? Within a situation, sometimes, they may find themselves definitely in a state of ineluctable turmoil by their vary nature, which may create effect and counter-effect to their work efficiency and the disposition of mind, and so as to their administrative behaviour. What does happen in actual when principals are pressurized by a multi-dimensional expectations of students, parents, sub-ordinates, super-ordinates and community leaders as well as the educational policies and the directed processes of state and national levels, and
the fixed programming and priorities of affiliatory board? How do Principals, especially of those higher secondary schools, face and manage the situations where there are dwindling allocation of resources in compare to the explosions of expectation, population and knowledge in the era of democratic governance and globalization? Do the internal and external circumstances of a higher secondary institution nourish principals' work values? What effect may be observed if the organizational values overlapped or superimposed over their work values and the vice versa? How effectively can they work in stress producing environment? Does adjustment of principals with their school situations at higher secondary level contribute to his effectiveness? Do their work values and adjusting capabilities have any relationship with their effective administrative behaviour?

These are the queries which insistently ask for an empirical study. Though, literature answers all these questions, yet there are many contradictory opinions among scholars about these aspects. Therefore, the investigator considers it desirable to answer all the questions on the basis of empirical evidences through this study that is titled as:

"A Study of Principals’ Administrative Effectiveness in relation to their Work values and Adjustment in Higher Secondary Schools of Chhattisgarh."

This study is mainly inspired by the consideration that the effective output of principals’ work efficiency may lie in between
personal work values and the organizational values within the situational factors that may create emotional and mental modification in them. It is an effort to verify, if the work values and adjustment contribute anything to administrative effectiveness of higher secondary school's principals.

Of course, administration is an complex enterprise in a higher secondary school, so it needs to be have refined vision, shared leadership, values, diagnostic approach and cumulative efforts to fulfill the institutional commitment according to the need of expectations. A study of principals' administrative effectiveness and other correlates has its significance in terms of the gaining of expected attainment of socio-psychological and mental maturities of an unrefined generation. Having the central role of the school system, a principal is the personnel who facilitates and manipulates all other components and processes for developing and assuring the quality of his school. It is a general belief that effectiveness of principals' administrative behaviour can be determined by a number of factors. In the past, many studies have been conducted to find out the factors associated with principals' administrative effectiveness. Of all these factors, personality, experience, age, academic attainment, situational or environmental factors have been subjected to comprehensive research as contributors of administrative behaviour of principals. But, these are not the only factors that contribute to the effective administration. Quite a number of other factors or variables can be hypothesized as affecting principals' administration. The association of other factors with effective administration requires further study in this direction.
Moreover, it is proposed, under this study, to investigate into the relationships that might be exist between principals’ work values and adjustment, and their administrative effectiveness to help those who need to develop an understanding of how to use the field of applied science of administrative behaviour for enhancement of their effective professionalism with linking their observations. On the basis of findings, such a new orientation in attitude towards the principals, whose work values are not satisfied properly and they are maladjusted in the social system of their institutions, may be developed in administrators and counselors. Such principals deserve more attention and can be helped with a little more sympathy. Evidences collected through this study must be of some help in developing insight into the work values and adjustment like basic forces and factors that may contribute to the administrative effectiveness of principals in their higher secondary schools. This, no doubt, should be significant aspect of education. Looking from this point of view the present study has its own significance.

2.2 OBJECTIVES OF THE STUDY:

The present study has aimed at achieving the following objectives:

0-1 To study the effect of locality of higher secondary schools and gender of the principals on their administrative effectiveness, work values and adjustment.
0-2 To study the relationship between principals’ work values and their administrative effectiveness.

0-3 To study the relationship between principals’ adjustment and their administrative effectiveness.

0-4 To study the relationship of work values and adjustment of principals combined together with their administrative effectiveness.

0-5 To study the effect of locality of higher secondary schools on the intensity of relationship between principals’ work values and their administrative effectiveness.

0-6 To study the effect of locality of higher secondary schools on the intensity of relationship between principals’ adjustment and their administrative effectiveness.

0-7 To study the effect of gender of the principals on the intensity of relationship between their work values and their administrative effectiveness.

0-8 To study the effect of gender of the principals on the intensity of relationship between their adjustment and their administrative effectiveness.

2.3 THE HYPOTHESES:

In order to achieve the objectives of this study, the following hypotheses, corresponding to each objective, have stated in null form, would be subjected to empirical verifications:
H-1 There will be no significant effect of locality of higher secondary schools and gender of the principals on their administrative effectiveness, work values and adjustment.

H-2 There will be no relationship between principals’ work values and their administrative effectiveness.

H-3 There will be no relationship between principals’ adjustment and their administrative effectiveness.

H-4 There will be no relationship of work values and adjustment of principals with their administrative effectiveness.

H-5 There will be no significant effect of locality of higher secondary schools on the intensity of relationship between principals’ work values and their administrative effectiveness.

H-6 There will be no significant effect of locality of higher secondary schools on the intensity of relationship between principals’ adjustment and their administrative effectiveness.

H-7 There will be no significant effect of gender of the principals on intensity of relationship between their work values and their administrative effectiveness.

H-8 There will be no significant effect of gender of the principals on intensity of relationship between their adjustment and their administrative effectiveness.
2.4 THE RATIONALE OF THE STUDY:

The rationale for the present study read as: "A Study of Principals' Administrative Effectiveness in relation to their Work Values and Adjustment in Higher Secondary Schools of Chhattisgarh," is based on a model of theoretical framework for organizational effectiveness developed and provided by Lawless (1979) which runs through its simple form to complex. Lawless has developed a complex model of organizational effectiveness about which he suggested that the most fruitful approach is to allow for the uniqueness of the organizational problem being investigated by limiting the boxes to only those variables relevant to question. The trick in using the model is to start off with the simplest analysis of the problem and to complicate it only when it becomes valuable and necessary to do so. One does not complicate the model beyond what is required to provide a solution to a given problem.

![Fig. 2.1: The Basic Model of Effectiveness.](image)

All that the fig. 2.1 illustrates is that a researcher knows the basic dependent variable but not the independent variables that influence its measurement. Going a small step further, Lawless evoked the idea that a researcher should be in a position
to define the dependent variable but he should also have to answer a question what effectiveness is likely to be achieved (Fig. 2.2).

Fig. 2.2: The Dependent Variable Defined.

Fig. 2.3: The Lower Level Effect on Organizational Effectiveness.
The fig. 2.2 indicates that a researcher should be now in a position to define the dependent variable but he has to answer a question how effectiveness is likely to be achieved. Moreover, no organization may be effective without effective individuals and effective groups. This brings to author to complicate his model as in fig. 2.3 in which the effectiveness is being taken on three different levels simultaneously.

![Diagram of Effectiveness Levels]

**Individual Effectiveness:**
- Personal Output
- Creative Output
- Loyalty Commitment
- Personal Development
- Conformity Deviance
- Influence on Others

**Group Effectiveness:**
- Group Productivity
- Group Morale
- Conformity
- Adaptiveness
- Institutionalization
- Stability

**Organizational Effectiveness:**
- Productivity
- Morale
- Conformity
- Adaptiveness
- Institutionalization
- Stability

**Fig.2.4: Three Level of Effectiveness.**

Now the model has been elaborated a step further in fig. 2.4. After having defined the dependent variable, a researcher can
fill the independent variable. Filling in the independent variable at the level of individual is not a great problem. Depending on the job involved i.e. Psycho-physical and some engineering factor may be attributed to the independent variables; but unique job call for unique combinations of them. Now what a researcher must have into consideration is that any investigation of the relationship between the independent and the dependent variable has to be controlled scientifically. This means that the contaminating factors called intervening variables must be held constant.

Fig.2.5: The Complex Model of Organizational Effectiveness.
Complicating the model a bit further as Fig. 2.5 sketches these relationships, it has been shown by the author that the variables that reflect effectiveness at the organizational level are influenced directly and indirectly by variables at the level of individual and the group. The effective organization is, thus, built of effective individuals who work effectively in groups.

**Independent variables**

Psychological variables:
- Work Values.
- Adjustment.

Background variables:
- Locality Factor:
  - Non-Tribal.
  - Tribal.
- Personal Factor:
  - Gender.

**Dependent variables**

PRINCIPALS’ ADMINISTRATIVE EFFECTIVENESS

Fig. 2.6: Theoretical Framework for the Present Study.

Although, the study is carried basically through the provided model of Lawless, the researcher develops his own model as mentioned in the fig. 2.6 by replacing the variables at appropriate
design in the boxes having a clear idea about the dependent variable of this study following up the author's opinion that the trick in any type of model building is to have a few clearly defined basic ideas and a dependent variable always remains the same, if once defined for a study. Since, in the present study, only the individual effectiveness, i.e. principal administrative effectiveness, is to be measured, the researcher has adopted only one part of the framework of Lawless that is, the effectiveness at the individual level and its independent and background variables as the basis for our own model.

It is assumed in this present study that there must be some relationship existing between work values and adjustment as independent variables, and their administrative effectiveness as dependent variable of principals on the ground of locality of institutions and gender of principals as background variables. As the school administration is a goal oriented social behaviour, personal and environmental factors and forces operating the institutional eco-system as well as the work values and adjusting capabilities of the principals, certainly, contribute to the outcome of their performances. This kind of thinking can be easily justified in terms of behavioural principles propounded in the field of psychology or in the related empirical studies.

In this present study, work values are taken on account as the traits or qualities of individuals having intrinsic worth (Rokeach:1973) that defining their job attitudes (Goldthorpe et.al.:1967, Paine:1967) and occupational choices(Crewson:1997, Karl and Sutton:1998 and Housto:2000) motivating them at their
self actualization and self transcendence level within a social system (Mukerjee: 1964).

Likewise, Adjustment may also have some relation with administrative effectiveness of principals on account of an important aspect of individual personality. The related studies let the researcher to arrive at the awareness that adjustment consists of the 'behaviour pattern' that enables a person to get along in and be comfortable during the interaction with the context and community in his organizational social system (compare Thorndike and Hagen: 1962). Adjustment is often thought of in terms of the adequacy with which a person manages his interpersonal relation and of his conformity to contextual expectations which is concluded in several studies as an essential quality of school administrator for the effectiveness of his institutional process (compare Mathis, Claude, Cotton and Sechrest: 1970, Wilber; 1974, Dellap: 1976, Yglesias: 1978, Parry: 1978, Klein: 1979,). Abstracting from the related literature, the researcher may able to opine that this aspect is certainly the contributing factor to the ranking of a principal's administrative performance, as his adjustment is the basic to excellence in administration (compare Smith: 1977).

Adjustment on the job and in other areas of working life constitutes a very important dimension of personality which has direct bearing on the behaviour of other personnel. The adjustment of principals affects the emotional well-being of other personnel and this, in turn, influences the success of organization. A well adjusted principal likes his job and feels secure in his position and is able to create a good socio-emotional climate in his institution. Reviewing
the empirical studies, the researcher found some evidences about
the dark side of principal administration. As, a school is embedded
in its context and community, no administrative work can be
discharged properly by a maladjusted principal whose abrasive and
abusive behaviours tend to affect his teachers’ professionalism
(compare Ryan and Oestreich: 1991) so as to affect his pupils’
learning, creating an unhealthy socio-emotional climate in the
institution (compare Keashly:1998).

While going through research literature the researcher
came across several empirical studies regarding the impact of work
values and adjustment on the work performance of school
principals. But these studies arrived sometime at similar or
sometime at contradictory conclusions from their respective.
However, all the previously discussed, the related studies offer the
rationale that some relationship, whether positive or negative, may
be existing in between work performance and work values with
adjusting capabilities of principals in their school set up.

Moreover, many researchers have contributed too to the
fund of knowledge with regard to the situational and demographic
factors(Stogdill:1948, Usmani:1988, Dimmock:1993, Quong:1999,
Huber:2004), and personal factors like gender (compare
Lipham:1960, Schultz:1961, Hemphill et.al.:1965,Gross and
Ranhosky:1978, Meloney:1979 etc.), that contribute to the
principal' administrative behaviour. Reviewing the related studies so
for with the consideration of Kurt Lewin’s fundamental equation of
human behaviour, the environmental and personal factors,
especially, locality and gender can not be ignored. Therefore, to observe the impact of institutional localities and gender of principals as the intervening variables for their administrative effectiveness may rationalize the present study.

Though the brief account of available preceding studies provide the logical base to synthesize the intuitive idea about the relationship of administrative effectiveness with the work values and adjustment of higher secondary school principals in Chhattisgarh, yet this idea needs to be verified and tested, so this present study aims at the investigation to determine this hunch.

2.5 OPERATIONAL DEFINITIONS OF THE KEY TERMS:

The present study involves seven key terms which will be defined for the purpose of this study as follows:

A. Principal - The term will be defined as the head personnel of a school who agrees with the institutional motives and its value system, exerting his effort to manipulate the organizational components to achieve the predetermined values and objectives of the school.

B. Principal's Administrative Effectiveness - The term will be defined as a set of desirable administrative behaviour of principal as perceived to be characterizing the institution.
C. **Principal’s Work Values** - The term will be defined as the disposition to like or not to like a particular type of work with special reference to power, job freedom, adventure, social welfare, prestige and interest. Work values like other values involves the belief, feeling, and are referred to principals’ perception of appropriateness of different types of work for themselves and to the concepts formed by them as to how they perform in general.

D. **Principals’ Adjustment** - The term will be defined as the adequacy with which a principal manages his interpersonal relations with teachers, with students, with community, with ministerial staff, with management and with higher authorities.

E. **Higher Secondary School** - The term will be defined as a type of school instituted for the curricular instruction from 9th to 12th level after the higher primary standard and before the college standard of the formal education.

F. **Tribal Locality** - The term will be defined as the ‘blocks’ under denotification of the government of Chhattisgarh for the region dominated by tribal population.

G. **Chhattisgarh** - In the present study Chhattisgarh has been meant for a state formed in 1st November, 2000 as the 26th state of Democratic Union of Republic India. Physiographically, the state is situated in the central part of India and is bounded by Andhra Pradesh on the south, Orissa on the east, Maharashtra on the south-west, Madhya Pradesh on the west and Jharkhand on the north-west.
2.6 DELIMITATION OF THE STUDY:

The study will have its limitations in that:

1. The variables of the study will be administrative effectiveness, work values and adjustment.

2. The sample of forty male and forty female principals will be drawn from amongst the higher secondary schools of tribal and non-tribal blocks of Chhattishgarh.

3. Eighty higher secondary schools, out of which forty have tribal locality and others have non-tribal locality, will be selected from five educational districts, named Bastar, Durg, Kabirdham, Rajnandgaon and Surguja in Chhattisgarh so as to form generalizability of findings of the study.

Though, there may be other variables contributing too, to principals' administrative effectiveness, yet all of them can not be studied at a time owing to lack of resources and time at the researcher's disposal, so the conclusions of this present study have been determined under such delimitation.