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CHAPTER III

PLAN AND PROCEDURE

This chapter narrates the procedure through which the present study was conducted. Methodology employed in the study has been discussed under different sections namely - Rationale for the study, Statement of the Problem, Definition of important terms, Objectives of the study, Specific objectives of the study, Hypotheses formulated for the objectives, Population and sample for the investigation, the Development of the Research Tool, Reliability of the Tool, Pilot study, the Method of Data collection for the study, Characteristics of the Respondents, Limitations, Delimitations and Statistical tests employed for data analysis in the study.

They are discussed in detail as follows:

3.1. INTRODUCTION

The headmaster is the major component of school administration on whose ability and skill, personality and professional competence will largely depend the tone and efficiency of the school. It is rightly said that the schools become great, not because of the magnificent building but because of 'magnificent heads! In short, as is the headmaster as is the school.
3.2. ROLE OF THE HEAD IN SCHOOL ADMINISTRATION

The Head of the Institution is known by different designations like Headmaster / Headmistress, Principal etc., The head of the institution is completely in-charge of all internal administrative functions of the school. He/she will be responsible to the Managing body or the State Education Department as the case may be and will be implementing all the Educational policies and programmes. Next, in the hierarchy is the assistant headmaster. There are varied teachers-class teachers, subject-teachers, physical instructors and others. The class teachers will be the instructional heads of the institution. There are no. of persons who help him in the maintenance of accounts, preparation of school budget, collection of fees, and maintenance of school records. In addition to the above in the organisation of the Higher Secondary School there are servants like attenders, peons, sweepers, the water boys, gardeners and scavengers.

Blocker et al., (1965) opined that 'Administration is creative; it provides both structure and functions necessary for the systematic operation of an organisation. Further more, it maintains equilibrium and stability with in the organisation, hopefully without stultifying the creativity of individuals and the necessary trend toward gradual change and improvement'.
Administration should be effervescent enough to stimulate organizational change and modification and adaptation to changing needs. So if any innovations and modifications are to be done in any organisation, the concept of decision-making should be given prominence.

To emphasize the significance of decision making in the process of educational administration, Griffiths (1969) states as follows:

Central function of administration is directing and controlling the decision making process.

Besides these, the rising demand for school education tends to make management in all types of enterprise more sensitive to error and if a headmaster is highly sensitive and skilful in taking right decisions at the right time, wastage, stagnation, losses in school education can be avoided or at least minimized. Hence decision-making is somewhat charismatic or talent concept in any type of organization.

The Headmaster's decisions touch every aspect of school structure. Since the teachers are considered to be one of the pillars of the school system, it is assumed that there is terrific impact of the Headmaster's decisions on the development of the institution.

Theoretically a Headmaster is confronted with several phases of administrative tasks. Even though the tasks are shared by others in
the administrative machinery, the headmaster being the head, holds sole responsibility for making decisions in trivial as well as crucial issues. His decisions influence the teaching staff, students and community in general. So the decisions of Headmaster cover the entire personnel involved in school education and it follows that decision-making styles of headmasters be the pivotal aspect in the school administration.

One of the factors that can make teachers happy to work is the type of decision-making provided in the institutions. Headmasters' decision-making behaviour can have either negative or positive influence on teachers.

Headmaster therefore can have much bearing on teacher's attitude to work and finally on the entire school system. For instance, the more the teacher is actively involved in the decision-making processes of the school, the more he feels committed, and so participates and co-operates in all school activities. Teachers tend to perform better when the school atmosphere is calm. The greater the agreement between the teachers and head in their expectations, the more favourable their attitude towards their work. The head and his teachers have to have mutual understanding. The head while trying to influence his teachers, should consider their views and modify his own views whenever necessary. When this happens, teachers will be happy with the headmaster, school and in their job.
Good decision-making behaviour therefore involves a concern for the system and the individuals in the system. If this becomes the situation, the individuals may then be better disposed to take interest on the system. He/she feels committed to confirm co-operation and participate effectively in the organisation.

3.3. RATIONALE FOR THE STUDY

Quality of education imparted in an institution depends on available infra-structural facilities along with the teacher's morale, an offshoot of decision-making style of the Headmasters in turn working in the institution. Infra structural facilities may be provided by the government, sanctioning adequate funds. But the optimum utilization of teachers depends upon the qualities of the head in the campus. Hasty decision-making is a factor deciding many other components like teacher morale and progress of the institution. Hence it has drawn the attention of researchers and educators in recent days.

It is all a question of whether the faculty displays a sense of pride in the school, enjoys the assigned work, exhibits a sense of loyalty to the school, accepts the educational philosophy underlying the curriculum of the school, and respects the sentiments of the headmaster. The answers to these questions depend upon the decision-making styles of the heads. Since the decision-making ability of the head is a pivotal factor in the
school administration and ultimately it influences the entire school set up, there is need to explore the decision-making style and its relationship with morale.

Indian women have the ability to think, the capacity for hard work and they are trying their best to become proficient in several activities and professions Indian women have started making headway as leaders, managers and decision makers in different fields. Decision-making involves selection of alternatives in a problem situation. Since administration is a profession requiring managerial and leadership qualities, decision-making is an inseparable part of the profession. Decision-making by the headmistress involves risk-taking. Risk-taking behaviour, experimentativeness, innovative tendencies are encouraged stereotypically among men. However, due to fast changes in the society women have started taking up challenging tasks. Since Headmistresses have to look after both the family and the institution, women heads demand for on the spot decision-making and planned decision-making. To sum up, decision-making was viewed as central to all the stages of administrative process. It affects immediately the teachers, the students and ultimately the public. It affects the will to work and team spirit of the staff. Thus, it is considered that decision-making and teacher morale are inter related and intertwined in the school administration.
Careful and critical analysis in the area of school administration with special reference to decision-making styles of women administrators will enable us to find out the complex factors associated with the phenomenon of decision-making.

Hence, the focus in this study is on the decision-making styles of headmistresses to the exclusion of other administrative processes.

3.4 STATEMENT OF THE PROBLEM

The present investigation has been captioned as, "A STUDY OF DECISION MAKING STYLE OF HEADMISTRESSES AND TEACHER MORALE OF HIGHER SECONDARY SCHOOLS IN THOOTHUKUDI DISTRICT".

3.5 DEFINITION OF IMPORTANT TERMS

DECISION MAKING

According to Academics Dictionary of Management (1993) Decision-making is the making of a choice from among alternative courses of action. More broadly constructed decision-making also involve all the actions that must take place before a final choice is made. It is the process or activity of selecting from among possible alternatives for future course of acting.
Knowles (1977) in International encyclopedia of higher education states that, 'decision-making is the process of choosing among alternatives of actions and choices'.

Illustrated Reverse Dictionary of Education (1990) states that, 'decision-making refers to coming to the decision according to one's own judgement rather than according to a set of rules.

According to P. Chandrasekaran (1994) "a decision is setting or terminating as of a controversy by giving judgement on the matter it is also a conclusion arrived at after consideration"

Drucker (1977) says, 'A decision is judgement. It is a choice between alternatives. It is a rarely a choice between right and wrong. It is at best a choice between 'almost right' and 'probably wrong'. This operational definition is considered for this study.

**TEACHER MORALE**

According to Alexander A. Leighton (1984) 'Morale is the capacity of a group of people pull together persistently and consistently in pursuit of a common purpose'.

According to William R. Spriegel (1984) 'Morale means the co-operative attitude or mental health of a number of people who are related to each other on some basis'.
According to Viteles (1984) Morale may be defined as an attitude of satisfaction with desire to continue and willingness to strive for the goods of a particular group of organisation.

According to Dektawala (1977) 'Morale is intangible. It cannot be seen or isolated. But it is possible to determine the quality of morale by observation of the way people act'.

Drever (1973) defines morale as, 'a term employed of individual or of a group signifying the condition with respect to self-control, self-confidence, and disciplined action'. This operational definition is taken up for this study.

**HEADMISTRESS**

According to Advanced Learner's Dictionary of Education (1997) the term 'Headmaster or Headmistress is the teacher who is the academic and executive head of a school'.

According to the Anmol's 'Dictionary of Education', (1991) Headmaster / Headmistress is the principal man or woman in a school who is responsible for organizing it.

**HIGHER SECONDARY SCHOOL**

Higher Secondary School is a school for adolescents. It is usually organized around subject-matter fields and includes grades
11th and 12th. Traditionally the first five grades of the school system of our country have been called elementary school, grades six to ten, secondary school and grades eleven and twelve as higher secondary.

THOOOTHUKUDI DISTRICT

It is in the southern part of Tamil Nadu, a state in India. It is formed on 08.09.1986, with, its headquarters at Tuticorin, by bifurcating the erstwhile Tirunelveli District. The district has been renamed as Thoothukudi district from 1997 as per the G.O.Ms.No.618/Revenue Administration (1) Department Dated 01.07.1997.

LOCATION

Thoothukudi District is bound by Virudhunagar District in the North, Tirunelveli District in the South and West, the Bay of Bengal, in the East. It lies between 8° 45' and 45' of the Northern Longitude and 78° and 11' of the Eastern Longitude. The total area of the district is 4,621 Sq. Kilometer.

3.6 GENERAL OBJECTIVES OF THE STUDY

1. To study the Decision Making styles as perceived by the Headmistresses of Higher Secondary Schools in Thoothukudi District.

2. To study the Morale of the Teachers working in the Higher Secondary Schools in Thoothukudi District.
3. To study the Teacher perception of Decision Making style of their Headmistresses working in the Higher Secondary Schools in Thoothukudi Revenue District and,

4. To study the relationship between the components of decision-making style and Teacher Morale.

3.7 SPECIFIC OBJECTIVES OF THE STUDY

1. To study the decision-making style as perceived by the Headmistresses of Higher Secondary Schools in Thoothukudi District in terms of,

   i) Age
   
   ii) Educational Qualification
   
   iii) Type of Institution
   
   iv) Experience as Headmistress
   
   v) Experience as Teacher, and,
   
   vi) Strength of the Institution.

2. To study the Morale of the Teachers working in the Higher Secondary Schools in Thoothukudi District in terms of,

   i) Age
   
   ii) Marital Status
iii) Religion, and,

iv) Type of the School

3. To study the Teacher Perception of Decision Making Style of their Headmistresses working in the Higher Secondary Schools in Thoothukudi District in terms of,

i) Age

ii) Marital Status

iii) Religion, and,

iv) Type of the School

4. To study the Relationship between the components of decision-making style of the Headmistresses and Teacher Morale of the respondents in terms of,

i) Age

ii) Marital Status

iii) Religion, and,

iv) Type of the School
3.8. HYPOTHESES FRAMED FOR THE STUDY

HYPOTHESES FRAMED FOR THE FIRST OBJECTIVE

3.1.1. - 3.1.4. There is no significant difference among the mean scores of Decision Making Style of Headmistresses with respect to age in the Decision Making Style area I, II, III and IV.

3.1.5. - 3.1.8. There is no significant difference among the mean scores of Decision Making Style of Headmistresses with respect to educational qualification in the Decision Making Style area I, II, III and IV.

3.1.9. - 3.1.12. There is no significant difference among the mean scores of Decision Making Style of Headmistresses with respect to type of the institution in the Decision Making Style area I, II, III and IV.

3.1.13. - 3.1.16. There is no significant difference among the mean scores of Decision Making Style of Headmistresses with respect to experience as Headmistresses in the Decision Making Style area I, II, III and IV.

3.1.17. - 3.1.20. There is no significant difference among the mean scores of Decision Making Style of Headmistresses with respect to experience as teacher in the Decision Making Style area I, II, III and IV.
3.1.21. - 3.1.24. There is no significant difference among the mean scores of Decision Making Style of Headmistresses with respect to strength of the institution in the Decision Making Style area I, II, III and IV.

HYPOTHESES FRAMED FOR THE SECOND OBJECTIVE

3.2.1. - 3.2.5. There is no significant difference between the mean scores of the Individual Characteristics, Behavioural characteristics, Group spirit, Attitude towards the job and Community involvement of the married and single teachers.

3.2.5. - 3.2.10. There is no significant difference between the mean scores of the Individual Characteristics, Behavioural characteristics, Group spirit, Attitude towards the job and Community involvement of the Hindu and Non-Hindu teachers.

3.2.11. - 3.2.15. There is no significant difference between the mean scores of the Individual Characteristics, Behavioural characteristics, Group spirit, Attitude towards the job and Community involvement of the teachers with respect to age.

3.2.16. - 3.2.20. There is no significant difference between the mean scores of the Individual Characteristics, Behavioural characteristics, Group spirit, Attitude towards the job and
Community involvement of the teachers with respect to type of the school.

**HYPOTHESES FRAMED FOR THE THIRD OBJECTIVE**

3.3.1. - 3.3.15. There is no significant difference between the mean scores of Decision Making Style Dimensions 1 to 15 with respect to married and single teachers.

3.3.16. - 3.3.30. There is no significant difference between the mean scores of Decision Making Style Dimensions 1 to 15 with respect to Hindu and Non-Hindu Teachers.

3.3.31. - 3.3.45. There is no significant difference among the mean scores of Decision Making Style Dimensions 1 to 15 with respect to age of the teachers.

3.3.46. - 3.3.60. There is no significant difference among the mean scores of Decision Making Style Dimensions 1 to 15 with respect to type of the school.

**HYPOTHESES FRAMED FOR THE FOURTH OBJECTIVE**

3.4.1. - 3.4.5. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component - Individual characteristics, Behavioural characteristics, Group spirit, Attitude towards the job and Community involvement of the married teachers.
3.4.5. - 3.4.10. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component - Individual characteristics, Behavioural characteristics, Group spirit, Attitude towards the job and Community involvement of the teachers whose marital status is single.

3.4.11. - 3.4.15. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component - Individual characteristics, Behavioural characteristics, Group spirit, Attitude towards the job and Community involvement of the Hindu teachers.

3.4.16. - 3.4.20. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component - Individual characteristics, Behavioural characteristics, Group spirit, Attitude towards the job and Community involvement of the Non-Hindu teachers.

3.4.21. - 3.4.25. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component - Individual characteristics, Behavioural characteristics, Group spirit, Attitude towards the job and Community involvement of the teachers whose age is 30 and less than 30 years.
3.4.26. - 3.4.30. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component - Individual characteristics, Behavioural characteristics, Group spirit, Attitude towards the job and Community involvement of the teachers whose age is between 30 and 45 years.

3.4.31. - 3.4.35. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component - Individual characteristics, Behavioural characteristics, Group spirit, Attitude towards the job and Community involvement of the teachers whose age is 45 and above 45 years.

3.4.36. - 3.4.40. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component - Individual characteristics, Behavioural characteristics, Group spirit, Attitude towards the job and Community involvement of the Government school teachers.

3.4.41. - 3.4.45. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component - Individual characteristics, Behavioural characteristics, Group spirit, Attitude towards the job and Community involvement of the Government aided school teachers.
3.4.46. - 3.4.50. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component - Individual characteristics, Behavioural characteristics, Group spirit, Attitude towards the job and Community involvement of the Matriculation school teachers.

3.9. POPULATION OF SAMPLE FOR THE STUDY - ABOUT HEADMISTRESS

A population is any group of individuals that have one or more characteristics in common that are of interest to the researcher (John W. Best 1992 p.11)

Since the main focus of the study was decision-making styles of Headmistresses of Higher Secondary Schools in Thoothukudi District, in order to get precise results the investigator chose the total population. The entire population size in the present study was thirty-six headmistresses according to the records of the office of Chief Educational Officer, Thoothukudi.

Mouly (1964) states that, 'Generally, the more homogeneous the population from which one samples, the more precise the results that can be derived'. So contending that all the Headmistresses of Higher Secondary Schools in Thoothukudi District, even though they vary in age, educational qualification, experience as teacher, experience as
Headmistress, size of the institution etc., they were homogeneous in the sense that they had more or less the same mechanics of administration and face almost similar problems and in view of proper identification of decision-making style, the investigator chose the total population for the study. Since the population was small, the whole population was studied. So the question of sampling does not arise, and hence no sampling technique was followed by the investigator.

In Thoothukudi Revenue District, there are two Educational Districts, namely Thoothukudi Educational District and Kovilpatti Educational District. The present study has included the Headmistresses working in the Government, Government Aided and Matriculation Higher Secondary Schools of both Thoothukudi and Kovilpatti Educational Districts.

List of Higher Secondary Schools in Thoothukudi District

Total no. of Higher Secondary Schools in Thoothukudi District: 129.
<table>
<thead>
<tr>
<th>Type of School</th>
<th>Thoothukudi</th>
<th>Kovilpatti</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Higher Secondary Schools</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Girls Govt.</td>
<td>Girls Govt.</td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>Others</td>
</tr>
<tr>
<td></td>
<td>Hr.Sec.</td>
<td>Hr.Sec.</td>
</tr>
<tr>
<td></td>
<td>Schools</td>
<td>Schools</td>
</tr>
<tr>
<td>Government Aided Higher Secondary Schools</td>
<td>58</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>48</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Girls Govt.</td>
<td>Girls Govt.</td>
</tr>
<tr>
<td></td>
<td>*Others</td>
<td>Others</td>
</tr>
<tr>
<td></td>
<td>Aided Hr.</td>
<td>Aided Hr.</td>
</tr>
<tr>
<td></td>
<td>Sec. Schools</td>
<td>Sec. Schools</td>
</tr>
<tr>
<td>Matriculation Higher Secondary Schools</td>
<td>16</td>
<td>7</td>
</tr>
</tbody>
</table>

*Others include Boys HSS and Co-education Schools.

Government Aided Higher Secondary Schools include schools run by Hindu Management, Christian Management and Muslim Management.
In the above 129 Higher Secondary Schools, 36 Headmistress are working. No. of Headmistresses working in the Government Higher Secondary Schools = 12 (Seven in the Girls' Higher Secondary Schools, 1 in Boy's Higher Secondary School and 4 in Co-education Higher Secondary Schools).


No. of Headmistresses working in the Matriculation Higher Secondary Schools = 10. All the Matriculation Higher Secondary Schools are co-educational in nature.

All the 36 headmistresses working in the Government, Government Aided and Matriculation Higher Secondary Schools are included in the study. (List of Higher Secondary Schools included in the study has been appended).

SAMPLE FOR THE STUDY: (ABOUT THE POSTGRADUATE TEACHERS)

There were thirty-six headmistresses working in the Government, Government Aided and Matriculation Higher Secondary Schools. Next, to study the teacher perception of their own Headmistresses the investigator collected the number of post graduate teachers working in the above said Higher Secondary Schools. Post Graduate Teachers
with MA / MSC / M.Com with B.Ed / M.Ed educational qualifications handling plus one and plus two subjects Tamil, English, Mathematics, Physics, Chemistry, Botany, Zoology, Computer Science, Economics, History, Geography, Commerce and Accountancy were included for the study. Both male and female teachers working in the schools were included. Single and married teachers, the newly appointed / Government or Management recruited teachers; Teachers belonging to various religions were included for investigation. In each school, the number of Post Graduate Teachers varied from five to eleven. In all the ten Matric Higher Secondary Schools included in the study, there was no plus two third group. (III group includes subjects - Tamil, English, History, Commerce, Economics and Accountancy)

In Government and Government Aided Schools even though there exists all the three groups (I group - Tamil, English, Mathematics, Physics, Chemistry, Biology / Computer Science II group - Tamil, English, Physics, Chemistry, Botany and Zoology) teachers were not available for many posts i.e. they were vacant i.e. not filled up by the Government / Management. The total no. of Post Graduate teachers in the above said 36 Higher Secondary Schools were 302. No. of posts vacant was 11. Teachers on medical leave 3, thus all the remaining 288 Post Graduate teachers working in the 36 Higher Secondary Schools included in the study have been taken as the sample for the study.
3.10. CHARACTERISTICS OF THE RESPONDENTS - POST GRADUATE TEACHERS

TABLE 3.1.

AGE-WISE DISTRIBUTION OF THE RESPONDENTS

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 30 years</td>
<td>66</td>
<td>22.92</td>
</tr>
<tr>
<td>30 - 45 years</td>
<td>147</td>
<td>51.04</td>
</tr>
<tr>
<td>Above 45 years</td>
<td>75</td>
<td>26.04</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>288</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

The above table illustrates the age-wise distribution of the Post Graduate Teachers. About half of the respondents were in the age-group of 30-45, about one-fourth of the respondents were above 45 years and about one-fourth of the respondents were below 30 years.

TABLE 3.2.

RELIGION-WISE DISTRIBUTION OF THE RESPONDENTS

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hindu</td>
<td>185</td>
<td>64.24</td>
</tr>
<tr>
<td>Non-Hindu</td>
<td>103</td>
<td>35.76</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>288</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

The above table deals with the religion-wise distribution of the respondents. About two-thirds of the respondents belong to Hindu Religion and about one-third belongs to other religions.
FIGURE 3.1.

AGE-WISE DISTRIBUTION OF THE SAMPLE
- POST GRADUATE TEACHERS
FIGURE 3.2.

RELIGION-WISE DISTRIBUTION OF THE SAMPLE - POST GRADUATE TEACHERS

35.76% Hindu
64.24% Non-Hindu
TABLE 3.3.

MARITAL STATUS WISE DISTRIBUTION OF THE RESPONDENTS

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>219</td>
<td>76.04</td>
</tr>
<tr>
<td>Single</td>
<td>69</td>
<td>23.96</td>
</tr>
<tr>
<td>Total</td>
<td>288</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The above table illustrates the marital status distribution of the respondents. About three-fourths of the respondents were married and about one-fourth were single or unmarried.

TABLE 3.4.

SCHOOL-WISE DISTRIBUTION OF THE RESPONDENTS

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>96</td>
<td>33.33</td>
</tr>
<tr>
<td>Government Aided</td>
<td>112</td>
<td>38.89</td>
</tr>
<tr>
<td>Matriculation</td>
<td>80</td>
<td>27.78</td>
</tr>
<tr>
<td>Total</td>
<td>288</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The above table deals with the school-wise distribution of the respondents. About three-tenths of the respondents were working in the Government Schools, about four-tenths in the Government Aided Schools and about three-tenths were working in the Matriculation Schools.
FIGURE 3.3.
MARITAL STATUS-WISE DISTRIBUTION OF THE SAMPLE
- POST GRADUATE TEACHERS

- 23.96% Married
- 76.04% Single
FIGURE 3.4.

SCHOOL-WISE DISTRIBUTION OF THE SAMPLE - POST GRADUATE TEACHERS

Number of Respondents

Type of Management

Government
Government Aided
Matriculation
3.11. CHARACTERISTICS OF THE RESPONDENTS - HEADMISTRESSES

The following tables deal with the distribution of the Headmistresses with respect to age, educational qualification, type of the school, experience as headmistresses, experience as teacher and strength of the institution.

AGE-WISE DISTRIBUTION OF THE RESPONDENTS

**TABLE 3.5.**

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-40 years</td>
<td>7</td>
<td>19.44</td>
</tr>
<tr>
<td>40-50 years</td>
<td>15</td>
<td>41.67</td>
</tr>
<tr>
<td>Above 50 years</td>
<td>14</td>
<td>38.89</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100.00</td>
</tr>
</tbody>
</table>

About two-fifths of the respondents were in the age group of 40-50 years and above 50 years. About one-fifth of the respondents were in the age group of 30-40 years.
FIGURE 3.5.

AGE-WISE DISTRIBUTION OF THE RESPONDENTS
- HEADMISTRESSES
EDUCATIONAL QUALIFICATION-WISE DISTRIBUTION OF THE RESPONDENTS

TABLE 3.6.
EDUCATIONAL QUALIFICATION WISE DISTRIBUTION OF THE RESPONDENTS

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>PG with B.Ed</td>
<td>3</td>
<td>8.33</td>
</tr>
<tr>
<td>PG with M.Ed</td>
<td>16</td>
<td>44.44</td>
</tr>
<tr>
<td>PG with M.Phil</td>
<td>12</td>
<td>33.33</td>
</tr>
<tr>
<td>PG with other Qualification</td>
<td>5</td>
<td>13.89</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>36</td>
<td><strong>99.99</strong></td>
</tr>
</tbody>
</table>

About one-tenth of the respondents were having PG with B.Ed qualifications, about four-tenths of the respondents were having PG with M.Ed qualification, about three-tenths of the respondents were having PG with M.Phil qualification and about two-tenths of the respondents were having PG with other qualifications like PGDCA, DGT.
FIGURE 3.6.
EDUCATIONAL QUALIFICATION WISE DISTRIBUTION
OF THE RESPONDENTS - HEADMISTRESSES

- PG with B.Ed
- PG with M.Ed
- PG with M.Phil.
- PG with other Qualification
SCHOOL-WISE DISTRIBUTION OF THE RESPONDENTS

TABLE 3.7
TYPE OF THE SCHOOL

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>12</td>
<td>33.33</td>
</tr>
<tr>
<td>Government Aided</td>
<td>14</td>
<td>38.89</td>
</tr>
<tr>
<td>Matriculation</td>
<td>10</td>
<td>27.78</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100.00</td>
</tr>
</tbody>
</table>

About three-tenths of the Headmistresses were in the Government Schools, about four-tenths of the Headmistresses were in the Government Aided Schools and about three-tenths of the Headmistresses were working in the Matriculation Schools.
FIGURE 3.7.
TYPE OF SCHOOL WISE DISTRIBUTION OF THE RESPONDENTS
-HEADMISTRESSES

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>12</td>
</tr>
<tr>
<td>Government Aided</td>
<td>14</td>
</tr>
<tr>
<td>Matriculation</td>
<td>10</td>
</tr>
</tbody>
</table>
DISTRIBUTION OF THE RESPONDENTS - EXPERIENCE AS HEADMISTRESSES

TABLE 3.8.

EXPERIENCE AS HEADMISTRESSES

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
<td>22</td>
<td>61.11</td>
</tr>
<tr>
<td>5-10 years</td>
<td>9</td>
<td>25.00</td>
</tr>
<tr>
<td>10-15 years</td>
<td>5</td>
<td>13.89</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100.00</td>
</tr>
</tbody>
</table>

About six-tenths of the Headmistresses were having 0-5 years experience as Headmistresses, about three-tenths of the Headmistresses were having 5-10 years of experience as Headmistresses, and about one-tenth of the Headmistresses were having 10-15 years of experience as Headmistresses.
FIGURE 3.8.
DISTRIBUTION OF THE RESPONDENTS WITH RESPECT TO EXPERIENCE AS HEADMISTRESSES

- 0-5 years
- 5-10 years
- 10-15 years
DISTRIBUTION OF THE RESPONDENTS - EXPERIENCE AS TEACHER-WISE:

TABLE 3.9.

EXPERIENCE AS TEACHER

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-20 years</td>
<td>24</td>
<td>66.67</td>
</tr>
<tr>
<td>20-30 years</td>
<td>7</td>
<td>19.44</td>
</tr>
<tr>
<td>Above 30 years</td>
<td>5</td>
<td>13.89</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100.00</td>
</tr>
</tbody>
</table>

About seven-tenths of the Headmistresses were having 10-20 years of experience as teacher, about two-tenths of the respondents were having 20-30 years of experience as teacher and about one-tenth of the Headmistresses were having above 30 years of experience as teacher.
FIGURE 3.9.
DISTRIBUTION OF THE RESPONDENTS EXPERIENCE AS TEACHER - HEADMISTRESSES

- 10-20 years
- 20-30 years
- Above 30 years
DISTRIBUTION OF THE RESPONDENTS - STRENGTH OF THE SCHOOL-WISE:

TABLE 3.10.

STRENGTH OF THE INSTITUTION

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>500-1000</td>
<td>15</td>
<td>41.67</td>
</tr>
<tr>
<td>1000-1500</td>
<td>11</td>
<td>30.56</td>
</tr>
<tr>
<td>1500-2000</td>
<td>5</td>
<td>13.89</td>
</tr>
<tr>
<td>Above 2000</td>
<td>5</td>
<td>13.89</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>99.99</td>
</tr>
</tbody>
</table>

About one-seventh of the Headmistresses were working in the schools having a strength of 1500-2000 and above 2000 students. About three-sevenths of the Headmistresses were working in the schools having a strength of 500-1000 students and about two-sevenths of the Headmistresses were working in the schools having a strength of 1000-1500 students.
FIGURE 3.10.

SCHOOL WISE DISTRIBUTION WITH RESPECT TO
STRENGTH OF THE INSTITUTIONS - HEADMISTRESSES
3.12. DESCRIPTION OF THE RESEARCH TOOLS EMPLOYED IN THE STUDY

For collecting data required for the study of the problem, the investigator used three different tools.

i) Decision-making style situation test (made by the investigator) for the Headmistresses

ii) Teacher morale inventory - A standardized tool by Pramila Dektawala (1977) - for the Post Graduate Teachers.

iii) Dimensions of Decision-making scale for the Post Graduate Teacher Respondents, by Oxenfeldt (1979)

CONSTRUCTION OF DECISION MAKING STYLE SITUATION TEST

Since the main objective of the study was on decision-making a nominal scale - Decision-making style situation test was structured. Three appropriate styles, which were mentioned, by Lipham and Hoeh (1974) were chosen. They have evolved three distinct styles viz. Heuristic, Routine and Compromise.

In the first step, the widely prevalent problems faced by the Headmistresses in the Higher Secondary Schools of Thoothukudi Revenue District were collected by the investigator. After consultation with the five experienced Headmistresses the problems were listed, shaped, refined, selected or chosen and overlapping and repetitive problems
were discarded. Thus the listed 35 problems were reduced to 20. The twenty problems were carefully selected in order to reveal the decision-making process on four different areas. These areas were the problematic areas in which the headmistresses decision-making is essential. The four prevalent areas included in the decision-making style situation test were,

<table>
<thead>
<tr>
<th>Area</th>
<th>Item No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Problems related to teachers</td>
</tr>
<tr>
<td></td>
<td>3, 10, 15, 16, 17, 20.</td>
</tr>
<tr>
<td>II</td>
<td>Problems related to Academic activities</td>
</tr>
<tr>
<td></td>
<td>2, 4, 5, 9, 12, 18.</td>
</tr>
<tr>
<td>III</td>
<td>Problems related to Students</td>
</tr>
<tr>
<td></td>
<td>6, 7, 8, 19.</td>
</tr>
<tr>
<td>IV</td>
<td>Problems related to Co-curricular activities</td>
</tr>
<tr>
<td></td>
<td>1, 11, 13, 14.</td>
</tr>
</tbody>
</table>

After finalizing the 20 problems in the decision-making style situation test, three alternative solutions for each problem representing the concept of three different decision-making styles namely heuristic, routine and compromise were framed. The problems were followed by the solutions, but the solutions were not arranged in an order. They were mixed and the Headmistresses were asked to indicate the solution of their choice in the square bracket by writing the alphabet (A, B, or C). These alphabets were decoded in to their relevant style by referring to the key prepared by the investigator. The choices revealed the decision-making style of the Headmistresses. 3 marks was given
for Heuristic Decision Making style, 2 marks for Routine Decision Making style and 1 mark for Compromise Decision Making style. Thus, the maximum score for the Decision Making style situation test is 60 and minimum score for the decision-making style situation test is 20. The decision-making style situation test also gathered information about the bio-data of the Headmistresses. Details regarding Age, Teaching Experience, Experience as Headmistress, Educational Qualification, Type of the Institution, Strength of the Institution were included in the bio-data section.

**ESTABLISHING VALIDITY OF THE DECISION MAKING STYLE TEST**

It is necessary in empirical studies to establish validity of test instruments the investigator wanted to know whether the test provided consistent measurement and the test in fact measures decision-making style. Owing to inherent limitations nominal scale like this could not be validated by employing the sophisticated statistical techniques. So the investigator confined herself with content validity for decision-making test. A list of 35 problems with three solutions for each problem was prepared and subjected to experts' comments. The investigator gave the prepared decision-making test to five professors in the college for establishing the content validity. Their suggestions were accommodated. After a thorough discussion with five senior Headmistresses the items were carefully scrutinized with respect to content. The Headmistresses
were asked to disclose the difficulties in answering the items in the decision-making test. All of them went through the decision-making test and gave the solution for the problems. They said that all the problems in the decision-making test were clear and unambiguous. Each item in the test had shown a high degree of content validity as well as internal consistency. On the basis of the strategy followed in developing the items and solutions for them the test may be called a construct and content valid tool for measuring the decision-making style of Headmistresses.

3.13. PILOT STUDY

For the purpose of establishing reliability, the investigator despatched the Decision Making Test to five Headmistresses working in the Higher Secondary Schools of Thoothukudi Revenue District. They were requested to give information in the bio-data section and were asked to choose their choice of solution in the Decision Making Test. After one month, the investigator administered the same Decision Making Test to the same set of headmistresses and again they were asked to identify their choice of solution. Thus Test - Retest method was employed for finding the reliability of the tool. Pearson formula was employed for establishing reliability. It was found to be 0.78. (A copy of the Decision Making Test has been appended)
TEACHER MORALE INVENTORY

For measuring the second objective in the study, the investigator used the Teacher Morale Inventory. This inventory contained 100 statements. This was developed and standardized by Pramila Dekhtawala (1977) for studying the morale of the Higher Secondary School teachers.

The Teacher Morale Inventory used in this study had five components namely:

i) Individual Characteristics
ii) Behavioural Characteristics
iii) Group Spirit
iv) Attitude towards the job, and,
v) Community involvement

I. Individual Characteristics

It contained four sub components namely i) Confidence (1, 33, 37, 79) ii) Zeal (15, 25, 55, 83) iii) Cheerfulness (9, 19, 92, 67) and iv) Hope (12, 59, 75, 87).

II. Behavioural Characteristics

It contained six sub-components namely i) Discipline (29, 50, 68, 80) ii) Effect (24, 44, 58, 93, 100) iii) Good personal adjustment
(16, 38, 61, 95) iv) Rationality (10, 20, 52, 86) v) Efficiency (3, 34, 41, 76) and vi) Willingness (6, 47, 64, 73).

III. Group Spirit

It contains six such components namely i) Pride in group (21, 43, 49, 82) ii) Cohesiveness (11, 46, 70, 90, 97) iii) Climate (17, 39, 63, 84) iv) Feelings about institutional roles (8, 30, 60, 77) v) Individual ambition towards accomplishment of goals (23, 27, 57, 74) and vi) Leadership behaviour (5, 36, 53, 88).

IV Attitude towards the job:

It contains five sub-components namely i) To stick to job (28, 42, 66, 78) ii) a) Job satisfaction (2, 31, 56, 81) b) Satisfaction with salary (14, 35, 54, 72, 99) iii) Attitude towards the environment (18, 51, 69, 85) iv) Workload (7, 40, 62, 94, 98) and v) Curriculum (22, 48, 91, 96).

V. Community Involvement:

It contains two sub-components namely i) Community support (4, 26, 45, 89) and ii) Community pressure (13, 32, 65, 71).

Among the 100 items in the Teacher Morale Inventory, fifty-one are positive and forty-nine are negative statements. The respondents were asked to indicate the extent to which they were satisfied with their morale. It was a five-point scale mentioning,
i) Strongly agree

ii) Agree

iii) Doubtful

iv) Disagree and

v) Strongly disagree

If the respondent fully agreed with the item he had to mention 'A'

If he agreed with the item he had to mention 'B'

If he was undecided with the items he had to mention 'C'

If he only disagreed with the item he had to mention D. If he was strongly disagreed with the item he had to mention E.

The Teacher Morale Inventory also gathered information about the respondents regarding marital status, type of the school, religion, and age.

**SCORING THE TEACHER MORALE INVENTORY**

Firstly, responses of the teachers were checked with the key and if 'A' was the keyed response the weights assigned were in the following order

A B C D E

5 4 3 2 1
and if E was the keyed response the weights assigned were:

\[
\begin{array}{cccccc}
E & D & C & B & A \\
5 & 4 & 3 & 2 & 1
\end{array}
\]

After writing the response, the appropriate factor number was written as shown in the key. Maximum score for each component were given below:

i) Individual Characteristics - 80
ii) Behavioural Characteristics - 125
iii) Group Spirit - 125
iv) Attitude towards the job and - 130
v) Community Involvement - 40

Thus, the overall maximum score for the Teacher Morale Inventory was 500 and the minimum score was 100.

**RELIABILITY OF THE SCALE**

The Teacher Morale Inventory was validated in the Indian context. Content and construct validity were established by the author. Also, the author established the reliability of the tool using split-half method, the established reliability of the scale by the author was 0.79.
Although the tool was validated and reliability was already established, the investigator wanted to know whether the Teacher Morale Inventory gives reliable results in her sample. So, the investigator conducted a pilot study.

For establishing reliability, the teacher morale inventory was administered to forty teachers working in five Higher Secondary Schools of Thoothukudi district and their responses were collected. The investigator explained the purpose of the study and items in the inventory before administering. They all went through the tools and completed them without any difficulty.

After a time gap of 30 days, the inventory was readministered to the same forty Higher Secondary School teachers so as to test the reliability of the instrument. Thus test-retest method was used and Pearson's formula was applied to test the reliability and it was found to be 0.78, which was in accordance with the reliability established by the author. (A copy of the Teacher Morale Inventory has been appended).

**Dimensions of Decision Making Style - Oxenfeldt's Scale:**

The Decision Making style situation test made by the investigator was used to perceive the Decision Making style of the Headmistresses. To study the third objective, i.e., teachers' perception
of their own Headmistresses decision dimensions, and its relation with teacher morale, the investigator has chosen Oxenfeldt Decision Dimension Scale (1979). The dimensions of Decision style - a semantic differential scale consists of fifteen dimensions such as speed of decision, requesting advice, receptivity to advice, objectivity, attention to detail, desire for factual evidence, willingness to delay decisions, ability to decide in face of limited information, liking for decision-making, independence of judgment, explicitness of method, readiness to delegate decisions, time horizons of decisions, performance under stress, and anxiety about decision after it has been made. Each dimension of the decision-making style in general of the headmistresses had to be rated on a scale that has two opposing characteristics on either pole.

For Example,

speed of decision

Slow  fast

If the teacher thought that the Headmistress would be extremely slow in decision-making then, the teacher had to tick the space very close to slow or the space very close to fast in case the decision-making of the headmistress was fast. Otherwise the teacher had to choose any one of the five other spaces that the teacher feels would best indicate the speed of the headmistress decision-making and tick
that space. By doing so, the teachers rated the speed with which their headmistress took decision on a continuum that has slow and fast as extremities with seven anchoring points.

**Validity and Reliability of Oxenfeld's Decision Making Dimension Scale**

The author of the scale has established content and construct validity. Since, the tool was validated in the foreign context, the investigator established the validity again to find out whether the scale was suitable for our Indian context. Thus, in order to establish validity, five senior headmistresses & teachers were consulted and, content and construct validity were reestablished.

The reliability of the scale was established by the author, and it was found to 0.86.

In order to verify whether the items in the tools were clear to the respondents and to make the scale a culture free one, the investigator conducted a pilot study. It was administered to forty teachers working in five Higher Secondary Schools and their responses were collected. Briefly, the scope of the investigation was clearly explained to them. The teachers were requested to raise their doubts with respect to ambiguity in the statement of items. The investigator clarified their doubts. Their answers were scored and computed. Again, after a gap of one month, the scale was administered to the same set of teachers. Their responses
were again scored and computed. Pearson formula was employed to reestablish reliability. (A copy of the Oxenfeldt's Dimensions of Decision Style has been appended.)

3.14. PROCEDURE OF DATA COLLECTION

"Administration of Decision Making Style Situation Test to the Headmistresses":

Every year, Dr. Sivanthi Aditanar College of Education, Tiruchendur, Thoothukudi - 628 215, Tamil Nadu (The college at which the investigator is working) conducts a seminar for all the Headmasters of Higher Secondary Schools in Thoothukudi District. The Ninth Seminar for the Headmasters of Higher Secondary Schools in Thoothukudi District was held at Dr. Sivanthi Aditanar College of Education, Tiruchendur, Thoothukudi - 628 215 on 11.12.2003 from 10.00am to 5.00pm. The purpose of the seminar was to develop a good rapport between the Colleges of Education and Higher Secondary Schools. Since the seminar was headed by the Chief Educational Officer of Thoothukudi District and District Educational Officer of Kovilpatti, all the Headmasters / Headmistresses working in the Government and Government Aided Schools were present for the seminar. Since the Student Teachers of Dr. Sivanthi Aditanar College of Education were allowed to do teaching practice in the Matriculation Higher Secondary Schools, the Headmasters
Headmistresses working in the Matric Higher Secondary Schools of Thoothukudi District were also invited to attend the seminar. The investigator made use of this opportunity to administer the Decision Making style situation test for the Headmistresses. All the 36 Headmistresses working in Government, Government Aided and Matriculation Higher Secondary Schools were present for the seminar.

The Chief Educational Officer gave full permission and cooperation to administer the tool and also he requested the Headmistresses to respond the tool. Before administration, the investigator briefly explained the scope of the investigation and read out the 20 problems. Thus, to measure the first objective the decision-making style situation test was administered to the 36 headmistresses in the presence of the investigator and after the seminar, all the tools were returned duly completed. Since most of the Headmistresses were known to the investigator, all the Headmistresses gave full support and co-operation in this effort.

"Administration of Teacher Morale Inventory and Dimensions of Decision Making style - Oxenfeldt's Scale to the Post Graduate Teacher Respondents Working in the 36 Higher Secondary Schools Included in the Study"

To study the first objective, the 'Decision Making Style Situation Test' made by the investigator was administered to all the 36 headmistresses working in the Higher Secondary Schools of Thoothukudi District.
To study the second and third objective, the Teacher Morale Inventory, a standardized tool made by Pramila Dekhtawala (1977) and the Dimensions of Decision Making style by Oxenfeldt (1979) were administered to the 288 Post Graduate teachers handling plus one and plus two classes in the above said 36 Higher Secondary Schools.

In order to administer the tools to the Teacher Respondents for the present study, the investigator personally approached the Headmistresses of the schools included in the study, for obtaining the prior permission and to fix up appointments with each school. She approached the Post Graduate Teachers individually and explained the purpose, significance of the study and requested their co-operation to make the study successful. The investigator explained the objectives and outcomes of the study in detail to the respondents. The investigator distributed the Teacher Morale Inventory and Dimensions of Decision Making Style - Oxenfeldt's Scale to all the respondents, whom she met in groups. Since the respondents required sometime to fill it up, the investigator again went for collecting the completed tools. Most of respondents responded properly, but due to some other reasons (like some of the teachers in the schools were on leave or on other duty). The investigator had to go repeatedly and in some schools she had to go more than thrice. On the whole it took more than three months for the investigator to complete the data collection. Thus, the investigator
collected all the filled in tools from 288 Post Graduate Teacher Respondents with all her personal visits and efforts.

3.15. LIMITATIONS

The present study was confined to the Headmistresses working in the Higher Secondary Schools of Thoothukudi District. The Headmasters working in the Girls Higher Secondary Schools were not included in the study. The Decision Making style had been identified with the limited no. of Headmistresses.

Number of Post Graduate Teachers in the 36 Higher Secondary Schools was varying from five to eleven (Total 288). Thus the teacher morale had been identified as perceived by the above limited number of post graduate teachers employed there in.

3.16. DELIMITATIONS IN THE STUDY

1. The study was confined only to the Headmistress working in the Government, Government Aided and Matriculation Higher Secondary Schools of Thoothukudi District. Since the problems of Primary, Middle, High, Special Schools are slightly different those schools were not included in the study.

2. The study was confined only to the teachers handling +2 subjects Tamil, English, Mathematics, Physics, Chemistry, Botany, Zoology, Computer Science, Economics, History, Geography, Commerce,
Accountancy only. The B.T. Assistants, Teachers handling subjects like Music, Dance, Games, Drawing, Sewing and Vocational Teachers were excluded from the study.

3. Even though male teachers were investigated sex, as a variable was not taken up for the study.

3.17. STATISTICS EMPLOYED FOR DATA ANALYSIS

Quantitative techniques as t-test, F-test, Scheffe test and Co-efficient of correlation have been employed. Graphical representation was made to illustrate the characteristics of the respondents in the present investigation.

The quantified data collected through the Decision Making Style Situation Test for the Headmistresses and Teacher Morale Inventory, Oxenfeldt's Decision Making Style Dimensions for the Post Graduate Teachers working in the Higher Secondary Schools of Thoothukudi District have been presented in tabular forms and interpreted accordingly in the ensuing chapter.