CHAPTER V

FINDINGS, CONCLUSIONS AND SUGGESTIONS

5.1. INTRODUCTION

The final step of research was to summarize the findings and arriving at valid conclusions. In this chapter the findings have been discussed according to the hypotheses, conclusions arrived there in and suggestions for further research.

5.2. FINDINGS

5.2.1 FINDINGS RELATED TO THE FIRST OBJECTIVE

5.1.1. 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 - (Problems related to teachers).

5.1.2. There is significant difference among the mean scores of Decision Making Style of Headmistresses with respect to age in the Decision Making Style area II - (Problems related to academic activities).

5.1.3. 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 III - (Problems related to students).
5.1.4. 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 IV - (Problems related to co-curricular activities).

5.1.5. There is no significant difference among the mean scores of Decision Making Style of Headmistresses with respect to educational qualifications in the Decision Making Style area I - (Problems related to teachers).

5.1.6. There is no significant difference among the mean scores of Decision Making Style of Headmistresses with respect to educational qualifications in the Decision Making Style area II - (Problems related to academic activities).

5.1.7. There is significant difference among the mean scores of Decision Making Style of Headmistresses with respect to educational qualifications in the Decision Making Style area III - (Problems related to students).

5.1.8. There is no significant difference among the mean scores of Decision Making Style of Headmistresses with respect to educational qualifications in the Decision Making Style area IV - (Problems related to co-curricular activities).

5.1.9. 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 - (Problems related to teachers).

5.1.10. There is 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 II - (Problems related to academic activities).

5.1.11. 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 III - (Problems related to students).

5.1.12. 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 IV - (Problems related to co-curricular activities).

5.1.13. There is no significant difference among the mean scores of Decision Making Style of Headmistresses with respect to their experience as Headmistress in the Decision Making Style area I - (Problems related to teachers).

5.1.14. There is no significant difference among the mean scores of Decision Making Style of Headmistresses with respect to their experience as Headmistress in the Decision Making Style area II - (Problems related to academic activities).
5.1.15. There is no significant difference among the mean scores of Decision Making Style of Headmistresses with respect to their experience as Headmistress in the Decision Making Style area III - (Problems related to students).

5.1.16. There is significant difference among the mean scores of Decision Making Style of Headmistresses with respect to their experience as Headmistress in the Decision Making Style area IV - (Problems related to co-curricular activities).

5.1.17. There is no significant difference among the mean scores of Decision Making Style of Headmistresses with respect to their experience as teacher in the Decision Making Style area I - (Problems related to teachers).

5.1.18. There is no significant difference among the mean scores of Decision Making Style of Headmistresses with respect to their experience as teacher in the Decision Making Style area II - (Problems related to academic activities).

5.1.19. There is no significant difference among the mean scores of Decision Making Style of Headmistresses with respect to their experience as teacher in the Decision Making Style area III - (Problems related to students).
5.1.20. There is significant difference among the mean scores of Decision Making Style of Headmistresses with respect to their experience as teacher in the Decision Making Style area IV - (Problems related to co-curricular activities).

5.1.21. There is no significant difference among the mean scores of Decision Making Style of Headmistresses with respect to the Strength of the Institution in the Decision Making Style area I - (Problems related to teachers).

5.1.22. 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 II - (Problems related to academic activities).

5.1.23. 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 III - (Problems related to students).

5.1.24. 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 IV - (Problems related to co-curricular activities).
5.2.2. FINDINGS RELATED TO THE SECOND OBJECTIVE

5.2.1. There is no significant difference between the mean scores of the Individual Characteristics of the married and single teachers.

5.2.2. There is no significant difference between the mean scores of the Behavioural Characteristics of the married and single teachers.

5.2.3. There is no significant difference between the mean scores of the Group Spirit of the married and single teachers.

5.2.4. There is no significant difference between the mean scores of the Attitude Towards the job of the married and single teachers.

5.2.5. There is significant difference between the mean scores of the Community Involvement of the married and single teachers.

5.2.6. There is no significant difference between the mean scores of the Individual Characteristics of the Hindu and Non-Hindu Teachers.

5.2.7. There is no significant difference between the mean scores of the Behavioural Characteristics of the Hindu and Non-Hindu Teachers.

5.2.8. There is no significant difference between the mean scores of the Group Spirit of the Hindu and Non-Hindu Teachers.

5.2.9. There is no significant difference between the mean scores of the Attitude Towards the job of the Hindu and Non-Hindu Teachers.
5.2.10. There is no significant difference between the mean scores of the Community Involvement of the Hindu and Non-Hindu Teachers.

5.2.11. There is no significant difference between the mean scores of the Individual Characteristics of the teachers with respect to age.

5.2.12. There is no significant difference between the mean scores of the Behavioural Characteristics of the teachers with respect to age.

5.2.13. There is no significant difference between the mean scores of the Group Spirit of the teachers with respect to age.

5.2.14. There is no significant difference between the mean scores of the Attitude Towards the job of the teachers with respect to age.

5.2.15. There is significant difference between the mean scores of the Community Involvement of the teachers with respect to age.

5.2.16. There is no significant difference between the mean scores of the Individual Characteristics of the teachers with respect to type of school.

5.2.17. There is no significant difference between the mean scores of the Behavioural Characteristics of the teachers with respect to type of school.

5.2.18. There is significant difference between the mean scores of the Group Spirit of the teachers with respect to type of school.
5.2.19. There is no significant difference between the mean scores of the Attitude Towards the job of the teachers with respect to type of school.

5.2.20. There is significant difference between the mean scores of the Community Involvement of the teachers with respect to type of school.

5.2.3 FINDINGS RELATED TO THE THIRD OBJECTIVE

5.3.1. There is no significant difference between the mean scores of Decision Making Style Dimension - 1, 'Speed of Decision' with respect to married and single teachers.

5.3.2. There is significant difference between the mean scores of Decision Making Style Dimension - 2, 'Requesting Advice' with respect to married and single teachers.

5.3.3. There is no significant difference between the mean scores of Decision Making Style Dimension - 3, 'Receptivity to Advice' with respect to married and single teachers.

5.3.4. There is no significant difference between the mean scores of Decision Making Style Dimension - 4, 'Objectivity' with respect to married and single teachers.
5.3.5. There is no significant difference between the mean scores of Decision Making Style Dimension - 5, 'Attention to Detail' with respect to married and single teachers.

5.3.6. There is no significant difference between the mean scores of Decision Making Style Dimension - 6, 'Desire for Factual Evidence' with respect to married and single teachers.

5.3.7. There is no significant difference between the mean scores of Decision Making Style Dimension - 7, 'Willingness to Delay Decisions' with respect to married and single teachers.

5.3.8. There is significant difference between the mean scores of Decision Making Style Dimension - 8, 'Ability to Decide in Face of Limited Information' with respect to married and single teachers.

5.3.9. There is no significant difference between the mean scores of Decision Making Style Dimension - 9, 'Liking for Decision Making' with respect to married and single teachers.

5.3.10. There is no significant difference between the mean scores of Decision Making Style Dimension - 10, 'Independence of Judgment' with respect to married and single teachers.

5.3.11. There is no significant difference between the mean scores of Decision Making Style Dimension - 11, 'Explicitness of Method' with respect to married and single teachers.
5.3.12. There is no significant difference between the mean scores of Decision Making Style Dimension - 12, 'Readiness to Delegate Decisions' with respect to married and single teachers.

5.3.13. There is no significant difference between the mean scores of Decision Making Style Dimension - 13, 'Time Horizon of Decisions' with respect to married and single teachers.

5.3.14. There is no significant difference between the mean scores of Decision Making Style Dimension - 14, 'Performance Under Stress' with respect to married and single teachers.

5.3.15. There is no significant difference between the mean scores of Decision Making Style Dimension - 15, 'Anxiety about Decision after it has been made' with respect to married and single teachers.

5.3.16. There is no significant difference between the mean scores of Decision Making Style Dimension - 1, 'Speed of Decision' with respect to Hindu and Non-Hindu Teachers.

5.3.17. There is no significant difference between the mean scores of Decision Making Style Dimension - 2, 'Requesting Advice' with respect to Hindu and Non-Hindu Teachers.

5.3.18. There is no significant difference between the mean scores of Decision Making Style Dimension - 3, 'Receptivity to Advice' with respect to Hindu and Non-Hindu Teachers.
5.3.19. There is significant difference between the mean scores of Decision Making Style Dimension - 4, 'Objectivity' with respect to Hindu and Non-Hindu Teachers.

5.3.20. There is no significant difference between the mean scores of Decision Making Style Dimension - 5, 'Attention to Detail' with respect to Hindu and Non-Hindu Teachers.

5.3.21. There is no significant difference between the mean scores of Decision Making Style Dimension - 6, 'Desire for Factual Evidence' with respect to Hindu and Non-Hindu Teachers.

5.3.22. There is no significant difference between the mean scores of Decision Making Style Dimension - 7, 'Willingness to Delay Decisions' with respect to Hindu and Non-Hindu Teachers.

5.3.23. There is no significant difference between the mean scores of Decision Making Style Dimension - 8, 'Ability to Decide in Face of Limited Information' with respect to Hindu and Non-Hindu Teachers.

5.3.24. There is no significant difference between the mean scores of Decision Making Style Dimension - 9, 'Liking for Decision Making' with respect to Hindu and Non-Hindu Teachers.
5.3.25. There is no significant difference between the mean scores of Decision Making Style Dimension - 10, 'Independence of Judgment' with respect to Hindu and Non-Hindu Teachers.

5.3.26. There is no significant difference between the mean scores of Decision Making Style Dimension - 11, 'Explicitness of Method' with respect to Hindu and Non-Hindu Teachers.

5.3.27. There is no significant difference between the mean scores of Decision Making Style Dimension - 12, 'Readiness to Delicate Decisions' with respect to Hindu and Non-Hindu Teachers.

5.3.28. There is no significant difference between the mean scores of Decision Making Style Dimension - 13, 'Time Horizon of Decisions' with respect to Hindu and Non-Hindu Teachers.

5.3.29. There is no significant difference between the mean scores of Decision Making Style Dimension - 14, 'Performance Under Stress' with respect to Hindu and Non-Hindu Teachers.

5.3.30. There is no significant difference between the mean scores of Decision Making Style Dimension - 15, 'Anxiety about Decision after it has been made' with respect to Hindu and Non-Hindu Teachers.

5.3.31. There is significant difference among the mean scores of Decision Making Style Dimension - 1, 'Speed of Decision' with respect to age of the teachers.
5.3.32. There is significant difference among the mean scores of Decision Making Style Dimension - 2, 'Requesting Advice' with respect to age of the teachers.

5.3.33. There is no significant difference among the mean scores of Decision Making Style Dimension - 3, 'Receptivity to Advice' with respect to age of the teachers.

5.3.34. There is significant difference among the mean scores of Decision Making Style Dimension - 4, 'Objectivity' with respect to age of the teachers.

5.3.35. There is significant difference among the mean scores of Decision Making Style Dimension - 5, 'Attention to Detail' with respect to age of the teachers.

5.3.36. There is significant difference among the mean scores of Decision Making Style Dimension - 6, 'Desire for Factual Evidence' with respect to age of the teachers.

5.3.37. There is no significant difference among the mean scores of Decision Making Style Dimension - 7, 'Willingness to Delay Decisions' with respect to age of the teachers.

5.3.38. There is no significant difference among the mean scores of Decision Making Style Dimension - 8, 'Ability to Decide in Face of Limited Information' with respect to age of the teachers.
5.3.39. There is significant difference among the mean scores of Decision Making Style Dimension - 9, 'Liking for Decision Making' with respect to age of the teachers.

5.3.40. There is significant difference among the mean scores of Decision Making Style Dimension - 10, 'Independence of Judgment' with respect to age of the teachers.

5.3.41. There is no significant difference among the mean scores of Decision Making Style Dimension - 11, 'Explicitness of Method' with respect to age of the teachers.

5.3.42. There is no significant difference among the mean scores of Decision Making Style Dimension - 12, 'Readiness to Delicate Decisions' with respect to age of the teachers.

5.3.43. There is significant difference among the mean scores of Decision Making Style Dimension - 13, 'Time Horizon of Decisions' with respect to age of the teachers.

5.3.44. There is significant difference among the mean scores of Decision Making Style Dimension - 14, 'Performance Under Stress' with respect to age of the teachers.

5.3.45. There is significant difference among the mean scores of Decision Making Style Dimension - 15, 'Anxiety about Decision after it has been made' with respect to age of the teachers.
5.3.46. There is significant difference among the mean scores of Decision Making Style Dimension - 1, 'Speed of Decision' with respect to Type of the School.

5.3.47. There is significant difference among the mean scores of Decision Making Style Dimension - 2, 'Requesting Advice' with respect to Type of the School.

5.3.48. There is significant difference among the mean scores of Decision Making Style Dimension - 3, 'Receptivity to Advice' with respect to Type of the School.

5.3.49. There is significant difference among the mean scores of Decision Making Style Dimension - 4, 'Objectivity' with respect to Type of the School.

5.3.50. There is significant difference among the mean scores of Decision Making Style Dimension - 5, 'Attention to Detail' with respect to Type of the School.

5.3.51. There is significant difference among the mean scores of Decision Making Style Dimension - 6, 'Desire for Factual Evidence' with respect to Type of the School.

5.3.52. There is no significant difference among the mean scores of Decision Making Style Dimension - 7, 'Willingness to Delay Decisions' with respect to Type of the School.
5.3.53. There is significant difference among the mean scores of Decision Making Style Dimension - 8, 'Ability to Decide in Face of Limited Information' with respect to Type of the School.

5.3.54. There is significant difference among the mean scores of Decision Making Style Dimension - 9, 'Liking for Decision Making' with respect to Type of the School.

5.3.55. There is significant difference among the mean scores of Decision Making Style Dimension - 10, 'Independence of Judgment' with respect to Type of the School.

5.3.56. There is significant difference among the mean scores of Decision Making Style Dimension - 11, 'Explicitness of Method' with respect to Type of the School.

5.3.57. There is significant difference among the mean scores of Decision Making Style Dimension - 12, 'Readiness to Delicate Decisions' with respect to Type of the School.

5.3.58. There is significant difference among the mean scores of Decision Making Style Dimension - 13, 'Time Horizon of Decisions' with respect to Type of the School.

5.3.59. There is significant difference among the mean scores of Decision Making Style Dimension - 14, 'Performance Under Stress' with respect to Type of the School.
5.3.60. There is significant difference among the mean scores of Decision Making Style Dimension - 15, 'Anxiety about Decision after it has been made' with respect to Type of the School.

5.2.4 FINDINGS RELATED TO THE FOURTH OBJECTIVE

5.4.1. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component - Individual Characteristics for the married teachers.

5.4.2. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component - Behavioural Characteristics for the married teachers.

5.4.3. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component - Group Spirit for the married teachers.

5.4.4. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component - Attitude Towards the Job for the married teachers.

5.4.5. There is significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component - Community Involvement for the married teachers.

5.4.6. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component
'Individual Characteristics' for the teachers whose marital status is single.

5.4.7. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Behavioural Characteristics' for the teachers whose marital status is single.

5.4.8. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Group Spirit' for the teachers whose marital status is single.

5.4.9. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Attitude Towards the Job' for the teachers whose marital status is single.

5.4.10. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Community Involvement' for the teachers whose marital status is single.

5.4.11. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Individual Characteristics' for the Hindu Teachers.

5.4.12. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Behavioural Characteristics' for the Hindu Teachers.
5.4.13. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Group Spirit' for the Hindu Teachers.

5.4.14. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Attitude Towards the Job' for the Hindu Teachers.

5.4.15. There is significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Community Involvement' for the Hindu Teachers.

5.4.16. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Individual Characteristics' for the Non-Hindu Teachers.

5.4.17. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Behavioural Characteristics' for the Non-Hindu Teachers.

5.4.18. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Group Spirit' for the Non-Hindu Teachers.

5.4.19. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Attitude Towards the Job' for the Non-Hindu Teachers.
5.4.20. There is significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Community Involvement' for the Non-Hindu Teachers.

5.4.21. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Individual Characteristics' of teachers whose age is 30 and less.

5.4.22. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Behavioural Characteristics' of teachers whose age is 30 and less.

5.4.23. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Group Spirit' of teachers whose age is 30 and less.

5.4.24. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Attitude Towards the Job' of teachers whose age is 30 and less.

5.4.25. There is significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Community Involvement' of teachers whose age is 30 and less.

5.4.26. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component
'Individual Characteristics' of teachers whose age is between 30 and 45.

5.4.27. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Behavioural Characteristics' of teachers whose age is between 30 and 45.

5.4.28. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Group Spirit' of teachers whose age is between 30 and 45.

5.4.29. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Attitude Towards the Job' of teachers whose age is between 30 and 45.

5.4.30. There is significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Community Involvement' of teachers whose age is between 30 and 45.

5.4.31. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Individual Characteristics' of teachers whose age is 45 and above.

5.4.32. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Behavioural Characteristics' of teachers whose age is 45 and above.
5.4.33. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Group Spirit' of teachers whose age is 45 and above.

5.4.34. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Attitude Towards the Job' of teachers whose age is 45 and above.

5.4.35. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Community Involvement' of teachers whose age is 45 and above.

5.4.36. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Individual Characteristics' of Government School Teachers.

5.4.37. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Behavioural Characteristics' of Government School Teachers.

5.4.38. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Group Spirit' of Government School Teachers.

5.4.39. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Attitude Towards the Job' of Government School Teachers.
5.4.40. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Community Involvement' of Government School Teachers.

5.4.41. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Individual Characteristics' of Government Aided School Teachers.

5.4.42. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Behavioural Characteristics' of Government Aided School Teachers.

5.4.43. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Group Spirit' of Government Aided School Teachers.

5.4.44. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Attitude Towards the Job' of Government Aided School Teachers.

5.4.45. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Community Involvement' of Government Aided School Teachers.

5.4.46. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Individual Characteristics' of Matriculation School Teachers.
5.4.47. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Behavioural Characteristics' of Matriculation School Teachers.

5.4.48. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Group Spirit' of Matriculation School Teachers.

5.4.49. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Attitude Towards the Job' of Matriculation School Teachers.

5.4.50. There is no significant relationship between the Decision Making Style of Headmistresses and Teacher Morale Component 'Community Involvement' of Matriculation School Teachers.

Decision Making Style of Headmistresses

The Percentage Analysis for each area

<table>
<thead>
<tr>
<th>Area I - Problems related to teachers</th>
<th>Heuristic</th>
<th>Routine</th>
<th>Compromise</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>24.00</td>
<td>62.85</td>
<td>13.15</td>
</tr>
<tr>
<td>Area II- Problems related to academic activities</td>
<td>15.74</td>
<td>73.21</td>
<td>11.05</td>
</tr>
<tr>
<td>Area III - Problems related to students</td>
<td>07.04</td>
<td>82.02</td>
<td>10.94</td>
</tr>
<tr>
<td>Area IV - Problems related to Co-curricular activities</td>
<td>11.03</td>
<td>64.91</td>
<td>24.06</td>
</tr>
</tbody>
</table>
For the area I - problems related to teachers, 24% of the Headmistresses perceived themselves as Heuristic and 13.15% of the Headmistresses perceived themselves as compromise decision makers.

For the area II - problems related to academic activities 15.74% of the Headmistresses perceived themselves as Heuristic and 11.05% of the Headmistresses perceived themselves as compromise decision makers.

For the area III - problems related to students, 7.04% of the Headmistresses perceived themselves as Heuristic and 10.94% of the Headmistresses perceived themselves as compromise decision makers.

For the area IV - problems related to co-curricular activities, 11.03% of the Headmistresses perceived themselves as Heuristic decision makers and 24.06% of the Headmistresses perceived themselves as compromise decision makers.

From the above table it was also found that for the I area - 'Problems related to teachers' 62.85% Headmistresses perceived themselves as Routine type of Decision style makers. For the II area - 'Problems related to academic activities' 73.21% of the Headmistresses perceived themselves as Routine type of Decision Makers. For the III area - 'Problems related to students' 82.02% of the Headmistresses and for the IV area,
'Problems related to co-curricular activities', 64.91% of the Headmistresses perceived themselves as Routine type of Decision makers.

From the above analysis it was inferred that most of the Headmistresses working in the Higher Secondary Schools of Thoothukudi District follow Routine Decision making style. They decide the issue as done on the earlier occasion and they like to follow only the structured programme. They hesitate to take risky solutions and deal the problems with pre-determined approach. Since the mentioned problems occur often most of them decide in the traditional manner. The high percentage of Routine type Decision making of the Headmistresses may be due to the unwillingness to take challenges in solving the problems. If they follow heuristic type of Decision-making they should take efforts to improve their decisions. If they follow compromise type of Decision-making style they should act as mediator likely to lose their identity. In order to avoid risk-taking they follow Routine style of Decision-making. Routine style of solving the problems is easy for them because stereotyped solutions for the problems will be already existing. Finding independence of judgement, the soundness of the solution, and its work ability after implementation may not be seen in this Routine style Decision-makers.

Heavy work load, over burden, result accomplishment, strain both at home and school, not willing to change from the old customs,
not to take risks, fear and no freedom from the management to implement creative solutions, may be the reasons for the high percentage of Routine Style Decision-making.

5.3. CONCLUSIONS REGARDING THE DECISION-MAKING STYLE OF THE HEADMISTRESSES

As regards the first objective, the impact of variables such as age, educational qualification, experience as Headmistress, experience as teacher, type and strength of the institution on the Decision-making style of Headmistresses in four problematic areas have been taken into consideration.

The age group of the headmistresses between 30-40 and 40-50, 30-40 and above 50 years showed significant difference in the Decision-making style regarding 'problems related to academic activities'. Among the two, the significant difference was high for the age group 30-40 years. This goes in accordance with the view of Turnage Peggy Jo (1991) that there exists little difference in Decision-making style because of age, years of experience. This may be due to the fact that when compared to other age groups, 30-40 years of Headmistresses may be more active, enthusiastic and have intellectual maturity in solving the problems related to academic activities.
There exists significant difference in the handling of 'problems related to students' for the Headmistresses having educational qualification between B.Ed. and PG with M.Ed. and between PG with B.Ed. and PG with M.Phil. The difference was high for Headmistresses having PG with M.Ed. qualification. On account of the methodology, curriculum of learning experience that they have undergone in the M.Ed. course the difference may exist so.

The Decision-making style of the Headmistresses regarding 'problems related to the academic activities' for the variable Type of the Institution was significantly different between the Headmistresses Government and Matriculation Schools and it was high for the Matriculation School Headmistresses. The difference in the Management techniques, climate prevailing in these type of schools can be the reason for the above significant difference.

The matriculation heads are answerable to the management and parents. There aim is to produce good results, moreover their hands are tied in taking decision regarding academic activities. For each and every simple problem they expect the management's opinion. This may be the reason for their encountering difficulty insolving no. of problems in academic activities.
The study also conclude that there exists significant difference in the Decision-making style of Headmistresses in the Decision-making style area 'problem related to co-curricular activities for the Headmistresses having years of experience 10-15 years and experience as teacher 10-20 years.

Managing co-curriculum is a means of achieving discipline and the importance to co-curricular activities may help the students to utilize their leisure time, to improve creativity. The significant difference regarding the co-curricular activities may be due to the difference in the vision, outlook and view about the co-curricular activities in the two age groups.

The Decision-making style of the Headmistresses was not influenced by the strength of the Institution in all the four Decision-making style areas. This was in accordance with the view of R. Balasubramanian that Decision-making not influenced by students strength, because irrespective of the strength of the institution, the Decision-making style does not change.

5.3.2 CONCLUSIONS REGARDING THE TEACHER MORALE OF TEACHERS

For the second objective, the findings of the study showed that there exists significant difference in the teacher morale component
community involvement between the married and single teachers and between the age group of teachers below 30 and 30-45 years.

The findings contradicts the view of Vyas V. C. (1980) that marital status did not influence teacher morale component community involvement and the community involvement of two age groups between 41 to 45 and above 45 differed significantly.

The significant difference between married and single teachers may be in consequence of the difference in the family conditions, responsibilities of the teachers in the family. Unmarried teachers show interest and involvement in participating in the community services and where as owing to the family conditions and the burdens there exists a significant difference. Because of the age difference there exists a significant difference in the teacher morale component community involvement between age group below 30 and 30-45 years.

The study also revealed that there exists significant difference between the government and matriculation schoolteachers in the teacher morale component 'Group Spirit'. This can be marked owing to the difference in the structuredness, organizational climate, workload, implement of rules and regulations in both schools. The significant difference was high for the government schoolteachers. This group spirit exists among the government school teachers can be appreciated. The
job security, permanency, settlement of the family, loyal to the Government, may be the reason for the group spirit existing among the government school teachers. This can be developed in other two types of schools also. The educational authorities can take steps in this aspect. The study also disclosed that for the teacher morale component 'community involvement' there exists a significant difference between all the three different schools. But the significant difference was high between Government and Matriculation School Teachers. This may be because of the difference that may exist in two schools in showing recognition, freedom given by the authorities to the teachers for participating in the community sources.

The study concluded that the teacher morale components individual characteristics, behaviour characteristics, attitude towards the job, did not influence the variables marital status, age, religion and type of school.

5.5.3 CONCLUSIONS REGARDING TEACHERS' PERCEPTION ON DECISION DIMENSION

For the third objective, Teacher's perception on Dimensions of Decision-making process, out of the 15 dimensions, for the dimension requesting advice and ability to decide in face of limited information there existed significant difference between the married and single teachers. This may be owing to the expectations of the teachers in allowing them
to take part in Decision-making process and also in weighing their advice
during Decision-making. The teachers also feel that their Headmistresses
need pay more attention and cautious in making decisions.

Below 30 years of teachers marked significant difference
in ten dimensions. These teachers with age less than 30 are fresh from
the oven, with less years of experience in the schools. They need more
training and service in evaluating the Decision-making process of their
Headmistresses. Their perceive ness regarding their Headmistress Decision-
making may be on account of their less experience in their job, On long
run, their perceptions on Decision-making style of their headmistresses
may change.

For nine dimensions - 'Speed of decision', 'objectivity',
'attention to detail', 'desire for factual evidence', 'explicitness of method',
'time horizon of decisions', 'performance under stress', the matriculation
school teachers showed significant difference. The matriculation
school teachers perceive that their headmistresses were good decision
makers and follow the positive dimensions while making decisions. The
teachers working in the matriculation schools also feel that their heads
possess all the positive qualities, traits needed for strong and firm decision-
making.
For the dimensions, 'requesting advice' and 'receptivity to advice' the Government schoolteachers marked significant difference. This is in accordance with the view of Krishnaraj (1987) that teacher's perception differ in 4 dimensions of Decision-making - 'requests advice', 'receptivity to advice', 'independence of judgement' and 'explicitness of method'. The Government schoolteachers perceived that their headmistresses were not paying any attention in asking the teachers advice while making decisions.

5.5.4 CONCLUSIONS REGARDING THE RELATIONSHIP BETWEEN DECISION-MAKING STYLE AND TEACHER MORALE

As regards the fourth objective, there exists no significant relationship between Decision-making style of Headmistresses and the components of teacher morale except community involvement for the married teachers, Hindu and Non-Hindu teachers, teachers of age 30 and less and 30 and 45.

Community involvement is voluntary participation, arrangement, conduction, organisation of social service programmes in the schools like NCC, NSS, YRC, Guide Movement, Scout Movement etc. By showing interest in the community services values, dignity of labour, dedication to God, scientific attitude would certainly develop. A significant relationship in this aspect illustrates that the Decision-making style does not affect the teachers in participating the community
involvement. There is no way for hasty or delaying Decision-making in this aspect. Both headmistresses and teachers are having good rapport regarding community involvement programmes. This shows a landmark in binding the school to the society.

5.4. SUGGESTIONS TO EDUCATIONAL ADMINISTRATORS

From the study it was concluded that the Headmistresses are not creative in the approach of solving a problem. Since they follow Routine Decision making style in solving a problem there will not be any room for getting advice from others and asks for advice from teachers who might have something to contribute. The something was reflected in the study also. Teacher's perception on the Decision Dimensions - 'Requests advice' and 'Receptivity to advice' differ significantly. It highlights the expectation of the teachers to weigh their advice during Decision-making. To be a successful decision maker, leadership must be positive and requests should be made.

Decision-making is a complex action and it is so crucial, delicate and contributes the development of the institution and in turn affects the morale of the teachers. Decision-making style selected by the Head of the institution in turn impinges on the members of the institution in one-way or other. From the above findings and conclusions it was suggested that if the Decision taken by the Headmistresses were approved and implemented without affecting the norms of the institution,
the teacher morale increases, which can be seen in the achievement of the students of the institution.

To increase the morale of the teachers the investigator suggests that the Headmistresses to follow the Heuristic Decision-making. If they are willing to expose all the strengths in approaching the problem naturally the decision will be heuristic. To boost up morale among teachers, the Headmistresses can take efforts to improve their decisions, can be encouraged to take decisions correctly, without subjectivity, can find solutions on the basis of factual evidences, can adapt creative techniques in solving the problem.

It is also suggested that periodical action research are to be undertaken to measure the Decision-making style and Morale of Teachers. Unless the exact Decision-making style of the Headmistress is diagnosed the morale of the teachers could not be ensured. Hence, it is suggested that brainstorming sessions for the Headmistresses in all the educational institutions before the commencement of the academic year should be conducted. Above all, in service programmes, orientation courses, refresher camps including management techniques, administrative procedures, can be arranged for newly recruited teachers. Educational administrators like CEO, DEO should make sincere attempt in the above direction.
5.5. SUGGESTIONS FOR FURTHER RESEARCH

1. The psychological aspects like personality, emotional intelligence, motivation; interest in relation to Decision-making style can be launched.

2. Investigation can be undertaken in terms of Group Decision-making, skills in Decision-making, Areas in Decision-making.

3. Areas of decision like administration, discipline, evaluation, management techniques, co-curricular activities, teaching personnel can be investigated in detail.

4. Relationship between leadership style and Decision-making style can be launched.

5. Study of Decision-making style and teacher morale in special schools, primary schools, middle schools, reformatory schools can be undertaken.

6. Decision-making style on achievement of students, role of students in council activities, student government activities can be studied.

7. Impact of Decision-making style of college principals on teacher morale and impact of Decision-making style of teachers on student morale can be launched.

**JOURNALS**


