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CHAPTER I

INTRODUCTION

Think, and then dare the deed! who cry,

'Deed dared, we'll think' disgraced shall be'.

(Thirukkural Chapter XLVII, 'Acting after Due Consideration', Kural 467)

1.1. MANAGEMENT AS A SCIENCE

Management as a science, refers to the "application of scientific methods in making decisions and evaluating different courses of action". It involves obtaining of complete, valid and reliable information in respect to the problem under consideration, before making a decision. The purpose of this exercise is to remove as far as possible the influence of personal preference or prejudice on the decision-making process.

The scientific decision-making process works as follows:
i) IDENTIFICATION OF THE PROBLEM

It involves correct recognition of an educational problem before attempting a solution. The problem may relate to curricular activities, staff, dealing with students, educational operations, excessive expenditure, wastage or stagnation etc. Even a correct solution to a wrong problem may serve no purpose and if implemented, it may lead to undesirable consequences.

ii) SCIENTIFIC INQUIRY

It seeks to examine and evaluate alternative courses of action to resolve a given problem, taking into account the factors relevant to the problem and development of solutions.

iii) CHOICE OF THE BEST AVAILABLE ALTERNATIVE

After analysing the educational problem from all angles by using quantitative and non-quantitative techniques, duly taking into account the resource position of the school, the best available alternative is selected to solve the problem.

iv) RIGOROUS CONTROL PROCEDURE

If the decision is consistent with and derived from the correct information, it is likely to be a correct decision. But by the introduction of a strict control procedure it is ensured that the subsequent course of events is exactly as expected from the decision.
Decision making is a field of knowledge that seeks to systematically understand why and how men work together to accomplish the stated educational objectives of the school and to make the co-operative efforts more useful to the school.

Validity of Principles:

The principles have universal applicability. They can be applied under different situations barring a few exceptions which can be logically explained. The principles are verifiable and lead to predictable results.

1.2. WHAT IS DECISION-MAKING?

W. Haynes (1991), "Decision-making is required of everyone, individuals as well as administrators. A decision is the result of making a judgement or reaching a conclusion. It is a part of all Head Masters'
Decision-making may simply be defined as a rational choice among alternative or as the conscious selection of a course of action from among available alternatives to produce a desired result. Decision-making is not a separate, isolated function of management, but rather a common core to the other functions. It is indeed universal.

Head masters make big decisions and small ones daily. Whether they realize it or not, they go through a process to make those decisions. While planning a budget, organizing a work schedule, interviewing a prospective teacher, watching a student on the assembly
line or making adjustments to a project, the Head Master is performing a decision-making process.

1.3. VARIOUS STEPS INVOLVED IN THE DECISION-MAKING PROCESS

The decision-making process has five different, but interrelated steps. 1) Understand and define the problem 2) Generate potential alternatives 3) Evaluate alternatives 4) Make the decision and implement it and 5) Evaluate the decision results.

N. Rajavel writes, (1993) 'Decision-making is the base for the development of an Educational Institution'. To the Head of the Institution there will be a number of alternative plans of action. Poor Decision-making on the part of the head, will make the institution poor. But the decision-making capacity of the head of the school purely depends upon the person's qualities and characteristics.
1.4. TYPES OF DECISION-MAKING STYLES

It becomes inevitable to identify different types of decisions as proposed by different educationists.

W.S. Saxena (1991) distinguishes decisions as organizational decisions and personal decisions. When a headmaster takes a decision in the official capacity, it is termed as organizational decision. On the other hand personal decisions relate to the executive as an individual and not as the member of an organization.

Drucker (1994) proposes that there are basically two kinds of decisions. Generic and unique. Generic decisions arise from established principles, policies or rules and unique decisions are probably creative decisions, in fact they go beyond established procedures for a solution. They may require a modification of the organizational structure.

Maheswari (1990) identifies two decision making styles as Entrepreneurial and Participative.

Griffths (1995) classified decisions into i) intermediary decisions, ii) appellate decisions and iii) creative decisions. According to him, intermediary decision means the decision coming from top management downwards, appellate decision means the decision coming from subordinates upwards and creative decision means the decision coming from any member of the group as a result of insight or creativity.
Lipham and Hoeh (1984) have given a sound classification of decision making styles which covers the aspects of all the above classifications. Their classification has concern for the structure of the relationship between individuals, the behaviour required to facilitate decision making, the manner of proceeding in decision making and the social emotional tone of the inter-personal relationships. This typology includes Routine Decision Making, Heuristic Decision Making and compromise Decision Making.

Routine decisions are taken to keep the institution going. In the words of Lipham and Hoeh (1984) in routine decision making the situation is usually structured hierarchically, the role behaviour is characterized by specialized yet co-ordinated effort, the processes utilized are largely formal and the relationships themselves are likely to be somewhat stressful. In short it is programmed type of decision.

In Heuristic decision making there is a lack of emphasis on hierarchical structure, role behaviour is characterized by freedom for every individual to explore all ideas. The emotional and social tone is relatively relaxed, openness, originality and seeking of consensus are the essentials of heuristic decision making. In a nutshell it is a creative type of decision.
Ideas clash occasionally under a competent headmaster. In compromise Decision Making, the Head Master must be capable of arriving at a compromising formula without offending either party. The Head master must be a human relations facilitator and see that occasional ill feelings and feelings of animosity and jealousy among the faculty as a result of such clashes are adequately diagnosed and analysed and remediation taken. In short it is a compromising type of decision.

1.5. SKILLS IN DECISION MAKING

The Decision-making act has already been shown to be an important part of the Headmaster's duties. P.K. Trivedi (1996) says It is related to the technological nature of his work and also a feature of the human aspect. In both aspects, the skills of decision making are important. One of these skills relates to the headmaster's ability to foresee future occurrences and to plan accordingly. This brings an imaginative concept into decision making which removes the headmaster from the realm of directing operations purely by experience.

He must be capable of prediction. Then, the knowledge of the job he has accumulated over the years can be employed to plan the activity to suit the predicted occurrence or circumstance. In his decision-making the headmaster must constantly think of the future.
The second group of skills are concerned with the economy of utilisation of material resources. Some technical skills in decision making arise from knowledge and experience of the work being done. They are not so general in character as those attaching to the human aspect, but it is in connection with the technical aspect of the headmaster's job that the greatest aid is available from specialists. His own skills then lie in the interpretation of the advice given to him so as to arrive at the correct association of the various ideas presented to him.

1.6. MODELS OF DECISION - MAKING

Grey's (1980) rational model of decision-making assumes that the most effective decisions result when school management follows a four step process of investigating the situation.

a) developing alternatives

b) evaluating alternatives

c) selecting the best one and then

d) implementing and following it up

In making decisions that require the acceptance of others, effective educational management will share decision making responsibilities with subordinates, i.e., the teacher, with the likely benefits in quality and morale; taking the overall responsibility of decision-making.
Organizations, their goals, and their environment have become so complex that it is difficult to connect causes with effects, actions with outcomes. This has caused researchers to re-examine the science of making better-quality decisions through the analysis of decision-making processes.

Herbert Simon's analysis (1990) shows that there are three major phases in the process of making decisions. First, there is 'intelligence activity'. Simon uses the term 'intelligence' much as military people do in the search of the environment that reveals circumstances that call for a decision. The second phase is 'design activity': the processes by which alternative courses of actions are envisioned, developed and analysed. The third phase in Simon's analysis is 'choice activity': the process of actually selecting a course of action from among the option under consideration.

However, one finds numerous models in the extensive literature on decision-making with two basic assumptions based on Simon's work: the assumption that decision making is an orderly, rational process that possesses an inherent logic; and the assumption that the steps in the process follow one another in an orderly, logical, sequential flow.

Peter F. Drucker (1994), a leading organizational scholar, whose thinking is very influential in corporate circles, listed the following steps in decision making:
Define the problem

Analyse the problem

Develop alternative solution

Decide on the best solution

Convert decisions into effective actions.

Such a formulation is seen as helping the administrator to organise decision-making, to make it more systematic.

The Headmaster's prime job is decision-making; making the right decisions at the right time. Implementation or execution, is of secondary importance. Dr. Namita Roy Choudhry (2001), writes, 'A successful headmaster possesses the ability to assemble and analyse data, the ability to interpret the facts, assign proper weight and come to sound conclusions'.

1.7. GROUP DECISION-MAKING

In an Institute, most decisions are made by groups, that is, by a number of different people at different points in time. Decisions
made by groups, by multiple people at different points of time, in general are quite different from those made by a single sufficient individual ie Headmaster.

Seymour Sarason (1996) refers, "Generally speaking, five factors in group decision making can be either assets or liabilities to group effectiveness". First, the clash of ideas within a group can promote both creativity and innovation on the one hand and resentment and ill will on the other hand. The second factor is that group members of ten have different goals and perspectives. Thirdly, despite popular assumptions, groups of ten make riskier decisions than individuals do. Fourthly, group decisions take longer to make and are often more expensive than decisions made by individuals. Finally, it is rare for all members of a group to start out supporting the same solution to a problem, which makes it inevitable that some people will have to change their original viewpoints.

1.8. PARTICIPATION IN DECISION-MAKING

What ever may be the decisions that affect the teachers or the students, must be taken by the parties concerned. If the headmaster wants the decisions to be implemented, the involvement of those who are in anyway concerned with it, is a must. The headmaster may try for consensus but should not force it upon his teachers. Disagreement
is a sign of mental health. Decisions by simple majority lead to bitterness and resentment. The headmaster should make an effort to identify the points of difference and try to resolve them as far as possible. Only such issues or such portions of the proposal may be adopted on which an agreement of all has been reached. To secure the participation of various groups in decision-making, it is essential that the implications of the issues involved should be fully explained to the entire faculty. They should be free to make their own suggestions may be discussed threadbare dispassionately and the decisions taken without any prejudices or reservations.

In a group decision, there is no room for the status leader's veto.

A headmaster should not bypass the decisions taken by all. Decisions once taken by the entire group must be implemented sincerely and earnestly. If the headmaster or other somehow tries to bypass the decisions, he will lose the confidence of his colleagues. Time spent on discussions will be worthwhile only if something positive is done about those decisions.

A headmaster should not bank on legal authority. If he banks on his legal authority only, he will prove to be a tyrant and will soon find himself a misfit in a democratic structure. But if he considers himself a part of the group and works with the group and endeavours for its unity, he will be a leader de jure and de fact.
1.9. DIRECTION AND DECISION-MAKING

Explaining the meaning of direction, J.B. Sears (1983) says:

'Direction in administration is that part that affects the decision, gives signals to act, indicates what the action is to be and when it is to start and stop'.

Guidance is the keystone of the office administration. The entire planning or organization comes to naught in the absence of effective leadership or direction. Three things are noteworthy in this direction.

i) making of decision

ii) enunciating those decisions; and

iii) ensuring their implementation.

For this, the headmaster must have the following qualities:-

i) ability of a high order

ii) knowledge

iii) capacity for leadership

iv) foresight

v) experience and

vi) discretion

For efficient decision-making, it is essential to have a knack of establishing healthy human relations. If the head of the institution
lacks this quality, he cannot impart proper and effective direction to his colleagues. An effective leader should take a decision on any matter in consultation with them. He should lay his thoughts before his colleagues in such a manner that they may have a feeling of participation in the process of entire decision-making. Establishing such rapport with fellow workers results in successful direction of affairs.

1.10. THE PROCESS OF DECISION MAKING

Effective decision-making is an ability that most headmasters need to develop. General weaknesses in the decision making process are uncertainty as to who is responsible for making what decisions and lack of adequate information for making decisions.

Decisions must be factual information, when factual information is not available the validity of the decision must depend on the judgement and experience of the Headmaster making decision.

In general, headmasters go in either for negative or positive choices. Some Headmasters do nothing. They may let the problem solve itself, allow some one else to decide, appoint a committee, or delay. The positive approach is to accept the responsibility, to recognize the needs, to make the decision without undue delay or to see it implemented successfully.
In obtaining a better understanding of the headmasters decision-making role, alternation must first be directed to the substantive content of the role. The specific tasks of school administration can be catalogued in a number of ways. In general school Headmasters are concerned with and are responsible for a) curriculum and instruction b) physical facilities c) finance d) student personnel e) supervision f) recruitment and retention of staff and g) public relations. The decision making process encompasses all these above tasks.

Tawney (1986) says that the headmaster cannot straightaway decide issues. In the event of making decisions, the available information influences the decision maker and in the other side, the values of the problem come in the way of decision-making and in other angle existing options may touch the choice behaviour of the headmaster. Ultimately he chooses the alternative which results in educational improvement.
1.11. ROLE OF HEADS IN DECISION MAKING

'A Successful Principal should be a superior organizer and a skilled administrator. He should be able to administer his school without allowing it to consume his entire time' - Jacolson (1974).

Ross L. Finney (1978) observes, "The school administrator's work may be roughly analysed into major parts - executive details and the formulation of policy. The first is mere school shop keeping, the second is educational statesmanship. In this first capacity the educational administrator is operating the school as it is, in his second capacity, as educational statesman, he has to transform the school into what it ought to become. In the first function he is merely running the school of today; in the second he is running the world of tomorrow".
The headmaster is a leader in the domain of education. In this sphere he has to exert a moderating influence, vis-a-vis relations between students, between teachers, between teachers and students, between teachers and school inspector, between teachers and the students guardians. The headmaster personality makes an indelible impress on these human inter-relationships, but it is the educational expertise of the headmaster on which depends the development and success of the entire educational programme.

1.12. DECISION MAKING STYLES OF HEADMISTRESSES

Decision-making ability of the Headmistress is a pivotal factor in her function and her decisions influence the entire school set up.

Women's role in contributing to the national development is significant. Women have started making headway as leaders, managers and decision makers in different fields. Women heads as change agents of the emerging Indian society have a significant role to play as decision makers.

Decision making involves selection of alternatives in a problem situation. Indian women have the ability to think, the capacity for hardwork and they are trying their best to become proficient in several activities and professions.
Since administration is a profession requiring managerial and leadership qualities, decision making is an inseparable part of the profession. Decision making by the headmistresses 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, administration itself is a challenging activity for women heads with demands for on the spot decision-making and planned decision-making.

Decision making may be done inside or outside the classroom and outside the school campus as well. Ensuring discipline in the classroom is essential for the success of teaching.

1.13. ABILITIES NEEDED FOR SUCCESSFUL DECISION MAKING

A women head can be a successful decision maker when she exhibits the following abilities:

1) Ability to Communicate effectively the intentions and persuade fellow teachers.
2) Skill in judging people's behaviour and events in terms of different frames of references.
3) Exhibits intellectual openness to receive others' ideas.
4) Feels free to disagree with others.
5) Ability to accept her limitations.
6) Sincerity and concern for the welfare of others.
7) Willingness to accept responsibilities.
8) Ability to extract work in a friendly manner.
9) Acts as a good role model for students as well as fellow teachers.
10) Free from weakness.
11) Highly supportive of the administrative and academic philosophy of the institution in which she is working.
12) Has good adjustment with self and others.
13) Exhibits high degree of achievement motivation.
14) Highly optimistic in all life endeavours and,
15) Has faith in academic autonomy and professional accountability.

The above list suggests the qualities expected of a successful women head. Irrespective of a gender of a person these characteristics are essential in order to be a successful decision maker.

After considering the various alternatives and weighing the consequences of each course of action, a choice must be made; a course of action must be determined. Decision making is a key factor in educational administration, as here we have to think of generations which will be affected by the policies decided. Guess work, arbitrary exercise of authority, ill considered hasty decisions, should have no place in educational administration.
The following points must be borne in mind while deciding:

i) The goal must be clear.

ii) The course of action should be simple and easily understood by all concerned and,

iii) Standards for targets must be laid.

1.14. DECISION-MAKING AND TEACHER MORALE

Progress of a nation depends to a large extent on individuals who can lead and guide their fellow men. Emergence of decision making can be traced back to the times of ancient men who sought the help of a mighty one among them, to take lead in all important activities in their lives. The very existence of ancient cultures seem depending upon the efficiency of the process of Decision making of the leaders. However, importance of Decision making assumed a new dimension along the development of modern science and technology, industrial revolution, development of democratic values and the like.

The school has become one of the key institutions in Indian Society. It is expected to perform a variety of services to society despite the fact that many of society's demands are contradictory or simply impossible to fulfil. It is believed that the crisis in school education and the complex problems confronting the schools may be due to lack of realisation of educational objectives, inadequate knowledge of scientific
administrative principles and improper functioning of educational institutions.

School environment is a powerful force and plays a pivotal role in the all round development of the child. School is a social institution where a number of teachers having different personality traits, values and dispositions have to work together for the harmonious development of the children's abilities, attitudes and the personality as a whole. Needless to mention, interaction goes on among the teachers and between the Headmaster and the teachers which weaves an intricate and delicate web of the school atmosphere.

Thus schools can be viewed as networks of interpersonal relationships, with an interaction system resulting in a particular kind of morale, affecting teaching-learning activity substantially. The teacher morale of the organization is the product of all the relationships that effect it and it results from the conscious and unconscious efforts of all who are involved therein.

It has been established beyond doubt that schools differ from one another with respect to the morale of the teachers and also to several aspects of teaching and learning. Research efforts in this area have great significance for promoting organizational effectiveness and teaching efficiency leading to better teaching-learning process.
Over the years, educational administration has become very tough since conflicts and tensions on campuses are quite common. At times, these acquire alarming dimensions. Everyone seems to look to somebody else for taking appropriate action. Sometimes, everything except a healthy teaching-learning activity take place in educational institutions. Educational managers often pass sleepless nights, ending up doing a lot of fire-fighting.

1.15. CONCEPT OF TEACHER MORALE

Morale is intangible. It cannot be seen or isolated. But it is possible to determine the quality of morale by careful observation of the way the faculty behave. Gentleness, cheerfulness, promptness, enthusiasm, dependability and co-operation are indicators of morale.

Muthiah (1983) writes, 'Morale' is one to which various meanings have been given. To some it means zeal or enthusiasm with which an individual perform his duties. Others insist that morale is the willingness of a group to work towards a collective purpose". The investigator would like to define faculty morale as the way a faculty feels, acts and believes. The kind of feelings, actions or beliefs determine whether there is high or low morale. Group morale depends upon the feelings, actions and beliefs of all persons concerned. In other words faculty morale means the collective feelings and the attitude of the faculty as a whole towards their profession and colleagues in the institution.
The concept of 'Morale' has been perceived in varied ways. Persistence, job pride, punctuality, loyalty, co-operativeness, spirit and dependability are frequently listed as component parts of morale.

Hammer and Champy (1993) defined morale as a term employed of, 'an individual or of a group, signifying the condition with respect to self-control, self confidence and disciplined action'. They have also suggested when an individual becomes a member of some organization such as a school he must conform to certain norms and expectation if he or she and the college are to maintain harmonious relationship to function effectively, but at the same time he/she has the opportunity to fulfill to some degree his/her unique personality needs.

When the needs of the individual and the goals of the system are congruent there is a feeling of identification with the system. When the needs of the individual and the expectation of the role-set are congruent, there is a feeling of satisfaction of the rules and goals of the system.
Dimensions of morale can be pictorially represented as follows:

![Diagram of Belongness, Identification, and Rationality]

If the individual has the sense of belongingness, he develops rationality which leads to identification with the institution, he works. Once the individual identifies himself with the institution, it results in 'we' feeling among the group members.

In the opinion of Hammer and Champy (1993) morale is a tendency to work enthusiastically for a common purpose. It pertains to the relations of individuals in a group or larger organization, rather than to the individual alone. To talk of the 'morale' of an individual apart from the group or organization to which he contributes his services, is to talk about personal characteristics of behaviour outside of co-operative systems. The social conditioning of the individuals (teachers) who make up an organization may constitute an important factor in determining the character of the co-operation or morale, particularly of the individuals have not been well prepared for co-operation and need assistance in making an adjustment.
Like the state of our health, it becomes most important when we lose it. 'Morale' in its everyday manifestations, is likely to be ignored and disregarded. Many aspects of our everyday existence have this character; that is they include factors which we take for granted and whose important functions we therefore fail to recognize until they are drastically changed or disappear.

Morale is a phenomenon that is discussed at great length but little understood. A comprehensive definition of morale is yet to emerge. So even though morale has been recognized as a powerful force it is difficult to define it in unequivocal terms.

The meaning of morale is mental state or condition as regards discipline, confidence, cheerfulness and zeal. Blum (1986) has defined morale as an expression of the attitude of the person towards his job, his supervision. If the attitudes of the faculty are favourable towards institution, it shows high morale. On the other hand, if the faculty have unfavourable attitudes towards institution it shows low morale. Thus, morale is the combination of attitudes towards job, company and supervision.

Stanley Hall (1974) says, 'No two conceptions of morale are alike. It can no more be defined than energy or life or soul. All we can do is to try and describe it, feel it and guide it.'
According to Viteless (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 organization.

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.

Anderson Vandyke (1984) states, 'Morale', like love, is a powerful force and it is as easy or as difficult to describe.

According to Brech (1984) Morale maybe described as a readiness to co-operate warmly in the task and purposes of a given group organization.

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 organization.

The American Association of school Administration states Morale is a disposition on the part of persons engaged in an enterprise to behave in ways which contribute to the purpose for which the enterprise
to be high. It manifests itself in a tendency to subordinate personal consideration to the purpose of the enterprise, to work as a member of a team for the accomplishment of common goals and to derive satisfaction from achievements of the organization when the disposition towards the achievement of common purpose is weak, morale is said to be low.

Most of the definitions of morale describe it as a mental condition and cite various factors affecting it. Two points in particular should be mentioned about the concept of morale. First, whatever it is, it is not a unidimensional concept. It has more than a single component and each component can be defined best only in respect to the operations by which it is measured.

The term morale has been used loosely both by industrialists as well as psychologists. It is an emotionally charged term that means different things to different people. In no other field of social psychology we have, this amount of studies, with various types of instruments and in spite of all those, it is still quite difficult to say what is meant by morale. It is accepted by everyone that it is a real phenomenon and an important variable.

Is morale a matter of individual adjustment to work situation or is it a group feeling made up of the feelings of a large number of individuals? Some psychologists deriving the concept from social theory, emphasis the group.
Thus morale is envisaged by the first group as,

'Good personal adjustment'

'Involvement in one's job'

'Job satisfaction'

'Psychological well being' and as

'We feeling'

'Cohesiveness of a group'

'Identification with organizational goals'

'Group solidarity - by the second group of psychologists'

Modern conceptualisation of morale is based on the theoretical frame work of the social system model, emphasizing the individual within the group.

Galvin Grider, Thomas Piere and William Rosentangel (1991) stated that teachers like all other persons, have certain basic drives. If these drives are thwarted, morale would develop. The basic drives are,

i) Feel security within the group.

ii) Feel that they were progressing

iii) Feel that they were appreciated and,

iv) Feel that they were affiliated with an important undertaking.
Bennett and Stoops (1996) have attempted to define the morale of teachers in terms of the following freedom.

i) Freedom of belongingness

ii) Freedom from pressure groups

iii) Freedom from financial worry

iv) Freedom from conservation and,

v) Freedom from an unpleasant working environment

1.16. FACTORS AFFECTING TEACHER MORALE

1. SATISFACTION WITH TEACHING

It pertains to teacher relationship with students and feelings of satisfaction with teaching. Teacher with high morals, loves to teach, feels competent in his job, enjoys teaching and believes in the future of teaching as an occupation.

2. WORKLOAD OF TEACHERS

It deals with matters like record keeping, clerical work, extra curricular activities and keeping up-to-date professionally.

3. RAPPORT AMONG TEACHERS

It focuses on the teacher relationship with other teachers, with respect to co-operation, influence, interest, competency of his peers and ethics.
4. CURRICULAR ISSUES

It deals with the teachers reactions to the adequacy of school programme in meeting the individual needs of students.

5. COMMUNITY SUPPORT OF EDUCATION

It deals with the extent to which the community is willing to support a sound educational programme.

6. COMMUNITY PRESSURES

It gives special attention to community expectations with respect to teachers personal standards and their interferences in school activities.

P.K. Trivedi (1996) while emphasising the importance of school management, highlights the following points as the factors responsible for teacher morale.

1) The 'SOCIAL CONDITIONING' of the individuals who go to make up the organisation - what they are bringing to the situation in terms of (a) Social codes of behaviour, collective beliefs and sentiments, (b) Personal skills, (c) Social attitudes, (d) Economic interests and (e) Logical skills.

2) The formal patterns of behaviour of the organisation, with their associated sentiments and beliefs, to which the individual has to conform and which are prescribed by the rules, regulations and
policies of the school - which we shall generally refer to as 'Formal organisation' and,

3) The informal patterns of behaviour of particular work groups, with their associated sentiments and beliefs, to which the individual also has to conform, i.e., the particular codes and routines of behaviour of local groups - which we shall refer to as 'Informal organisation'.

Henry, Nicholas (1975) identified twelve factors which were associated with teacher morale.

1) The administrator's understanding and appreciation of the teacher as an individual.

2) The confidence the teacher has in the administrator's professional competence.

3) The support the teacher receives from the administration regarding discipline problems.

4) Teacher participation in the formulation of policies that affect them.

5) Adequate facilities and equipment, adequate teaching supplies.

6) Teaching assignments which are commensurate with training.

7) Fair and equitable distribution of extra curricular assignments.

8) Professional training provided through an inservice programme.
9) Job security and salary.

10) An adequate policy for leave of absence.

11) A fair and equitable distribution of the teaching load and

12) Status of teachers in the community.

Singh, R.N., (1977) marked a number of factors which were perceived by teachers to contribute to the raising or the lowering of morale.

Co-operative colleagues, helpful principal, appreciative parents, freedom in classroom teaching, respectful pupils, an adequate school plant are the factors associated with raising of teacher morale.

The factors which are responsible for lowering morale are:- Disruptive and unmotivated students, clerical duties, unco-operative colleagues, lack of parental co-operation, low salary, an out-of-touch and autocratic administration, and low occupational prestige.

High faculty morale is important because it governs performance of staff and efficiency of operations and it governs harmonious faculty relations, i.e., absence of staff unrest and conflicts.

The effects of high morale will be (1) Willing co-operation from staff, (2) Loyalty to the organisation, (3) Voluntary obedience and discipline, (4) Strong organisational health, (5) High degree of faculty
interest in the job and the college, (6) Display of initiative and (7) Pride in the organisation.

1.17. ASSOCIATION BETWEEN DECISION MAKING AND TEACHER MORALE

Decision Making Style of the Headmistress will create teacher morale among the teachers. The mental satisfaction of the teachers will make them committed to the school in which they are employed. Hence teacher morale is an offshoot of Decision Making.

The organisation of the school is for the society. The society is undergoing changes from time to time. It is obvious therefore that only suitable type of administration under the control of the head will be the most suitable one. If the decision-making, (a component of administration) is not clear and correct, the different teachers become master and the head is a slave to them, then there will be chaos and confusion. So administration has to be fully under the control of the head, only then the desired ends can be achieved.

In order to have clear-cut understanding of the two terms, Decision Making and Teacher Morale, let us take up a simple example. Decision Making is just like setting up a machine. The various parts of the machine are put together by the head and thus the machine comes into being. When the machine comes in to existence, its process of
functioning and operation is teacher morale. Absence of one from other is meaningless, the two terms are inseparable. Thus correct and valid Decision Making results in high teacher morale and high teacher morale causes good organisation. In other words we can say that decision-making determines teacher morale, which in turn determines the success in administration.

Teacher morale may be poor to begin with. It can be improved upon by correct decision-making. Decision-making is a part of teacher morale.

For maintaining the efficiency of an institution an integration of two factors is necessary. The first is the deciding pattern of the administrators towards the achievement of the tasks of the organisation and the second is the morale level of the individual caused by the interaction of his role with in the work group and the total organisation.

1.18. CONCLUSION

To sum up decision-making was viewed as central to all stages of administrative process. It was defined as, "a process wherein awareness of a problematic state of a system, influenced by information and values is reduced to competing alternatives among which a choice is made based on estimated outcome states of the system." Besides the process, the different decision-making styles mentioned by management
scientists were cited including those of heuristic, routine and compromise mentioned by Lipham and Hoeh (1974).

Morale is an attitude of mind, spirit of co-operation, state of well being and emotional force. Morale resides in the minds, attitudes and emotions of the faculty. It affects immediately the teachers, the Headmaster, the students and ultimately the public. It affects the will to work and team spirit of the staff.

So sound measures to build up high teacher morale are essential. Since the Headmaster is the key person in the school and decision-making is the vital function of the Headmaster's role, it is considered that decision-making and teacher morale are inter related and intertwined in the school administration.