CHAPTER-VI
RETROSPECTS AND PROSPECTS
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6.1 Introduction:

The Head of the school is the chief executive and acts as the link between the management and the routine administration of the high school. In a private high school the Head is usually a member of the governing council. But the precise scope of his rights and duties vis-à-vis the governing council may vary a great deal from society to society and within the same society form time to time depending on the degree of confidence of the governing council he enjoys.

Other high school officials such as the Vice headmaster, and the heads of the departments both academic and non-academic too form part of the administration.

The different management functions are sponsoring a high school; staffing it, making policy decisions, controlling finances etc. The management literature distinguishes between six major management or administrative functions, which are present in a high school. They are: planning, organizing, staffing, directing, controlling, and communicating.

'Planning' involves the formulation of objectives and goals. In order to achieve objectives strategies have to be worked out, policies formulated, programmes to be arranged and procedures developed. Planning includes
ofcourse decision-making. The following statement strengthens the view that high school administration in general is in doldrums. The administration of school education is not founded on sound principles but on the idiosyncrasies of the administrators.

If the high school is to measure up to the tremendous tasks before it, the right type of persons must man it. The Head happens to be the catalytic agent in shaping, supporting, operating and controlling the educational programmes.

Educational administration by its very nature is generally tradition based, for one of the important functions of education is preservation of tradition. As a result high schools manifest themselves prominently in to what is popularly called 'maintenance administration' which believes in keeping the routine going. This pattern worked satisfactorily when educational systems were rather static in character and limited in size. But now the very size and viability of educational establishments bring forth demands for a sound educational management as a necessary ingredient of the legitimacy of the prevailing arrangement. While education has become a vast undertaking, administrative bodies and methods remain as they were in the beginning of the century.

Now the range of education has been extended but the administrative structures have not been reorganized correspondingly. The existing system of high school administration handed down from the political past, is essentially concerned with controlling, its purpose being to make certain that everything slow, lethargic, uninspiring and time-consuming. So if the plans of educational development are to
be implemented successfully the traditional administrative set-up must be thoroughly overhauled. For this the Head of the school must be aware of the innovative techniques of educational administration.

Moreover as a result of the development of the organization theory and the science of operations research the traditional concept of educational administration has been undergoing a change. A comprehensive research is needed in the area of educational administration. Above all the new administrative and budgetary techniques collectively known as 'modern management techniques' embody the spirit of effective planning and implementation. They provide powerful tools in comparison with more traditional techniques, which can help administration to be more efficient.

Mathematical techniques and systems analysis have been successfully applied to complex scientific, economic and industrial problems. The executive has a very powerful and versatile tool in his hand as a provider of information for effective decision-making, planning and control. One of the planning techniques which has received wide acceptance and has demonstrated its effectiveness in terms of savings on cost and time is PERT (Programme Evaluation Review Technique) - and CPM (Critical Path Method). Similarly O and M, (Organization and Management) simplifying office procedures, reducing waste and promoting organizational efficiency is universally recognized.

Management science has made rapid advances in recent years and these techniques are playing significant roles in business and industry and they prove to
be fruitful to a larger extent. So the occasion demands that these techniques have to be implemented and the educationists should find out to what extent the modern management techniques can be adopted in educational administration. Taking this into consideration, the study was undertaken.

But before any of these can be utilized for educational administration, their relevance, suitability, and practicability have to be ascertained in the light of specific objectives and targets of educational efforts.

But owing to non-availability of trained personnel, persons who learn by their own experience the hard way carry on educational administration.

In educational administration the problems are more future oriented and more human oriented than in business management. Educational administration involves long-range objectives.

From the foregoing consideration, it is clear that there is a need for systematic research to assess the applicability of these techniques to educational administration.

In short, democratic pressures, rising expectation and need for equality of educational opportunity, student unrest, demand for student participation in administration, political interference in education demand a systematic study in educational management.
School education having rapid horizontal and vertical growth in recent years and labour intensive activities rapidly expanding, there is a strong and inevitable need for scientific development of educational administration. In the words of Coombs (1969) "unless educational systems are well equipped with appropriately trained modern managers who in turn are well equipped with good information flows, modern tools of analysis, research and evaluation and are supported by well trained teams of specialists - the transition of education from its semi handicraft state to a modern condition is not likely to happen." Instead educational crisis will grow steadily from bad to worse. In seeking to modernize its management system, education can find many useful clauses in the practices - including the concepts and the methodologies of system analysis and of integrated long range planning.

In educational administration, management skills and educational experience interlock at every point. A high school administrator who has no insight of education is likely to prove a poor administrator, however accomplished he may be in terms of management skills.

So the secret of good administration lies, not in the administrator's vast and exact knowledge but in his skill at navigating in areas of ignorance. Administration is an uncodified art. Therefore the only sure way to learn administration is to administer.

So if it all any advancement is to be made in the field of higher education then it is necessary that such administrative practices be evolved that were suitable
for the growth of these new programmes and projects. In the lines of 'green revolution' and 'white revolution' an administrative revolution is also imperative.

Blocker et.al (1965) opine that "Administration is creative; it provides both structure and functions necessary for the systematic operation of an organization. Furthermore it maintains equilibrium and stability within the organization, hopefully without satisfying the creativity of individuals and the necessary trend towards 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 organization the concept of decisions making should be 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". McCamy (1947) lends support to this idea when he remarks, "the making of decisions is at the very center of administration".

Since the decision-making is at the very core of the process of administration, it becomes the pivotal task of any Head of the school. Livingston (1953) emphasizes the place of decision making in educational administration... "this is a continuing dynamic process rather than an occasional event; then decisioning means something quite different and becomes the basis of all managerial action".
6.2 The Problem:

The Head of the school is the king pin of the school. It is said that as is the Head, so is the school. The Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting (POSDCORB) functions of the Head of the school are dependent on his decision-making style. The quality and style of decision-making influences the rank and file of the school towards quality, excellence and productivity. The style of decision-making makes or mars the quality of the school system. The style of decision-making brings in change-proneness and a climate for experimenting innovations and bringing positive ripple effects in the school. The style of decision-making is dependent on various factors operating within and outside the school system.

Various variables such as school climate, change-proneness, school organization health, teacher morale, teacher involvement, teachers value system, teacher commitment, leadership behaviour of Head of the school shape the decision making style of the Head of the school. In Indian context research studies relating these variables are very few. Hence, the present study attempts to fill this gap.

The present study is entitled as "A Study of Decision Making Style and Leadership Behaviour of Heads of Schools in Relation to Teacher Morale and Organizational Health in Secondary Schools".
6.3 Objectives of the Study:

1. To study the relationship between schools under Heads with different decision-making style (Routine, Compromise and Heuristic) and organizational health as a whole.

2. To study the relationship between schools under Heads with different decision making style (Routine, Compromise and Heuristic) and the following dimensions of organizational health.
   i. Integrity
   ii. Consideration
   iii. Initiating Structure
   iv. Resource Support
   v. Principal Influence
   vi. Morale
   vii. Academic Emphasis

3. To study the relationship between schools under Heads with different leadership style (Initiating Structure and Consideration) and organizational health as a whole.

4. To study the relationship between schools under Heads with different leadership style and the following dimensions of organizational health.
   i. Integrity
   ii. Consideration
iii. Initiating Structure
iv. Resource Support
v. Principal Influence
vi. Morale
vii. Academic Emphasis

5. To study the relationship between schools under male and female Heads and organizational health as a whole.

6. To study the relationship between schools under male and female Heads and the following dimensions of organizational health.
   i. Integrity
   ii. Consideration
   iii. Initiating Structure
   iv. Resource Support
   v. Principal Influence
   vi. Morale
   vii. Academic Emphasis

7. To study the relationship between schools under Heads with varying experience (Below 15, 15-25, Above 25) and organizational health as a whole.

8. To study the relationship between schools under Heads with varying experience (Below 15, 15-25, Above 25) and the following dimensions of organizational health.
i. Integrity
ii. Consideration
iii. Initiating Structure
iv. Resource Support
v. Principal Influence
vi. Morale
vii. Academic Emphasis

9. To study the relationship between schools under Heads with different decision-making style (Routine, Compromise and Heuristic) and teacher morale as a whole.

10. To study the relationship between schools under Heads with different decision-making style (Routine, Compromise and Heuristic) and the following components of teacher morale.
   i. Individual characteristics
   ii. Behavioural characteristics
   iii. Group spirit
   iv. Attitude towards the job
   v. Community involvement

11. To study the relationship between schools under Heads with different leadership style (Initiating Structure, Consideration) and teacher morale as a whole.
12. To study the relationship between schools under Heads with different leadership style (Initiating Structure, Consideration) and the following components of teacher morale.

i. Individual characteristics
ii. Behavioural characteristics
iii. Group spirit
iv. Attitude towards the job
v. Community involvement

13. To study the relationship between schools under male and female Heads and teacher morale as a whole.

14. To study the relationship between schools under male and female Heads and the following components of teacher morale.

i. Individual characteristics
ii. Behavioural characteristics
iii. Group spirit
iv. Attitude towards the job
v. Community involvement

15. To study the relationship between schools under Heads with varying experience (Below 15, 15-25, Above 25) and teacher morale as a whole.
16. To study the relationship between schools under Heads with varying experience (Below 15, 15-25, Above 25) and the following components of teacher morale.

i. Individual characteristics
ii. Behavioural characteristics
iii. Group spirit
iv. Attitude towards the job
v. Community involvement

17. To study the association between decision making style (Routine, Compromise, Heuristic) and leadership style (Initiating Structure, Consideration) of Heads of Schools.

18. To study the association between decision making style (Routine, Compromise, Heuristic) and sex (Male and Female) of Heads of Schools.

19. To study the association between decision making style (Routine, Compromise, Heuristic) and experience (Below 15, 15-25, Above 25) of Heads of Schools.

20. To study the association between decision-making style (Routine, Compromise, Heuristic) of Heads of Schools and type of management (Government, Aided, Un-aided).
21. To study the association between leadership style (Initiating Structure, Consideration) and sex (Male and Female) of Heads of Schools.

22. To study the association between leadership style (Initiating Structure, Consideration) and experience (Below 15, 15-25, Above 25) of Heads of Schools.

23. To study the association between leadership style (Initiating Structure, Consideration) of Heads of Schools and type of management (Government, Aided, Un-aided).

24. To study the relationship between organizational health and teacher morale.

25. To study the relationship between dimensions of organizational health and components of teacher morale.

26. To study the relationship between dimensions of organizational health.

27. To study the relationship between components of teacher morale.

28. To study the significant influence of leadership styles (Initiating Structure and Consideration) decision-making styles (Routine, Compromise, Heuristic) teacher morale, sex, experience and type of management on organizational health.

29. To study the significant influence of leadership styles (Initiating Structure and Consideration) decision-making styles (Routine, Compromise, Heuristic)
organizational health, sex, and experience, type of management on teacher morale.

30. To study the interactive effect of Heads of schools decision making style (Routine, Compromise, Heuristic) and leadership style (Initiating Structure and Consideration) on organizational health.

31. To study the interactive effect of Heads of schools decision making style (Routine, Compromise, Heuristic) and leadership style (Initiating Structure and Consideration) on teacher morale.

6.4 Hypotheses:

1. **Major Hypothesis:** There is no significant difference between schools under Heads with different decision-making style (Routine, Compromise, Heuristic) and organizational health as a whole.

   **Sub-hypothesis:** There is no significant difference between schools under Heads with different decision-making style (Routine, Compromise, Heuristic) in integrity.

   **Sub-hypothesis:** There is no significant difference between schools under Heads with different decision-making style (Routine, Compromise, Heuristic) in consideration.

   **Sub-hypothesis:** There is no significant difference between schools under Heads with different decision-making style (Routine, Compromise, Heuristic) in initiating structure.
Sub hypothesis: There is no significant difference between schools under Heads with different decision-making style (Routine, Compromise, Heuristic) in resource support.

Sub hypothesis: There is no significant difference between schools under Heads with different decision-making style (Routine, Compromise, Heuristic) in principal influence.

Sub hypothesis: There is no significant difference between schools under Heads of the schools with different decision-making style (Routine, Compromise, Heuristic) in morale.

Sub hypothesis: There is no significant difference between schools under Heads with different decision-making style (Routine, Compromise, Heuristic) in academic emphasis.

2. Major Hypothesis: There is no significant difference between schools under Heads with different leadership style (Initiating Structure, Consideration) in organizational health as a whole.

Sub hypothesis: There is no significant difference between schools under Heads with different leadership style (Initiating Structure, Consideration) in integrity.

Sub hypothesis: There is no significant difference between schools under Heads with different leadership style (Initiating Structure, Consideration) in consideration.
Sub hypothesis: There is no significant difference between schools under Heads with different leadership behavior style (Initiating Structure, Consideration) in initiating structure.

Sub hypothesis: There is no significant difference between schools under Heads with different leadership style (Initiating Structure, Consideration) in resource support.

Sub hypothesis: There is no significant difference between schools under Heads with different leadership style (Initiating Structure, Consideration) in principle influence.

Sub hypothesis: There is no significant difference between schools under Heads with different leadership style (Initiating Structure, Consideration) in morale.

Sub hypothesis: There is no significant difference between schools under Heads with different leadership style (Initiating Structure, Consideration) in academic emphasis.

3. Major Hypothesis: There is no significant difference between schools with male and female Heads in organizational health as a whole.

Sub Hypothesis: There is no significant difference between schools under male and female Heads in integrity.

Sub Hypothesis: There is no significant difference between schools under male and female Heads in consideration.
Sub Hypothesis: There is no significant difference between schools under male and female Heads in initiating structure.

Sub Hypothesis: There is no significant difference between schools under male and female Heads in resource support.

Sub Hypothesis: There is no significant difference between schools under male and female Heads in principle influence.

Sub Hypothesis: There is no significant difference between schools under male and female Heads in morale.

Sub Hypothesis: There is no significant difference between schools under male and female Heads in academic emphasis.

4. Major Hypothesis: There is no significant difference between schools under Heads with varying experience (below 15, 15-25, above 25 years) in organizational health as a whole.

Sub Hypothesis: There is no significant difference between schools under Heads with varying experience (below 15, 15-25, above 25 years) in integrity.

Sub Hypothesis: There is no significant difference between schools under Heads with varying experience (below 15, 15-25, above 25 years) in consideration.

Sub Hypothesis: There is no significant difference between schools under Heads with varying experience (below 15, 15-25, above 25 years) in initiating structure.
**Sub Hypothesis:** There is no significant difference between schools under Heads with varying experience (below 15, 15-25, above 25 years) in resource support.

**Sub Hypothesis:** There is no significant difference between schools under Heads with varying experience (below 15, 15-25, above 25 years) in principal influence.

**Sub Hypothesis:** There is no significant difference between schools under Heads with varying experience (below 15, 15-25, above 25 years) in morale.

**Sub Hypothesis:** There is no significant difference between schools under Heads with varying experience (below 15, 15-25, above 25 years) in academic emphasis.

6. **Major Hypothesis:** There is no significant difference between schools under Heads with different decision-making style (Routine, Compromise, Heuristic) in teacher morale as a whole.

**Sub Hypothesis:** There is no significant difference between schools under Heads with different decision-making style (Routine, Compromise, Heuristic) in individual characteristics.

**Sub Hypothesis:** There is no significant difference between schools under Heads with different decision-making style (Routine, Compromise, Heuristic) in behavioral characteristics.

**Sub Hypothesis:** There is no significant difference between schools under Heads with different decision-making style (Routine, Compromise, Heuristic) in group spirit.
**Sub Hypothesis:** There is no significant difference between schools under Heads with different decision-making style (Routine, Compromise, Heuristic) in attitude towards job.

**Sub Hypothesis:** There is no significant difference between schools under Heads with different decision-making style (Routine, Compromise, Heuristic) in community involvement.

**6. Major Hypothesis:** There is no significant difference between schools under Heads with different leadership style (Initiating Structure and Consideration) in teacher morale as a whole.

**Sub Hypothesis:** There is no significant difference between schools under Heads of schools with different leadership style (Initiating Structure, Consideration) in individual characteristics.

**Sub Hypothesis:** There is no significant difference between schools under Heads with different leadership style (Initiating Structure and Consideration) in behavioural characteristics.

**Sub Hypothesis:** There is no significant difference between schools under Heads with different leadership style (Initiating Structure and Consideration) in group spirit.

**Sub Hypothesis:** There is no significant difference between schools under Heads with different leadership style (Initiating Structure and Consideration) in attitude towards the job.
Sub Hypothesis: There is no significant difference between schools under Heads with different leadership style (Initiating Structure and Consideration) in community involvement.

7. Major Hypothesis: There is no significant difference between schools under male and female Heads in teacher morale as a whole.

Sub Hypothesis: There is no significant difference between schools under male and female Heads in individual characteristics.

Sub Hypothesis: There is no significant difference between schools under male and female Heads in behavioural characteristics.

Sub Hypothesis: There is no significant difference between schools under male and female Heads in in-group spirit.

Sub Hypothesis: There is no significant difference between schools under male and female Heads in attitude towards job.

Sub Hypothesis: There is no significant difference between schools under male and female Heads in community involvement.

8. Major Hypothesis: There is no significant difference between schools under Heads with varying experience (below 15, 15-25, above 25 years) in teacher morale as a whole.
Sub Hypothesis: There is no significant difference between schools under Heads with varying experience (below 15, 15-25, above 25 years) in individual characteristics.

Sub Hypothesis: There is no significant difference between schools under Heads with varying experience (below 15, 15-25, above 25 years) in behavioral characteristics.

Sub Hypothesis: There is no significant difference between schools under Heads with varying experience (below 15, 15-25, above 25 years) in group spirit.

Sub Hypothesis: There is no significant difference between schools under Heads with varying experience (below 15, 15-25, above 25 years) in attitude towards job.

Sub Hypothesis: There is no significant difference between schools under Heads with varying experience (below 15, 15-25, above 25 years) in community involvement.

9. Major Hypothesis: There is no interaction effect of Heads decision-making styles (Routine, Compromise, Heuristic.) and leadership styles (Initiating Structure and Consideration) on organizational health.

10. Major Hypothesis: There is no interaction effect of decision-making styles (Routine, Compromise, Heuristic.) and leadership styles (Initiating Structure and Consideration) on teacher morale.
11. **Major Hypothesis**: There is no association between decision-making styles (Routine, Compromise, Heuristic) and leadership styles (Initiating Structure, Consideration) of Heads of schools.

12. **Major Hypothesis**: There is no association between decision-making style (Routine, Compromise, Heuristic) and organizational health (High, Average, Low).

13. **Major Hypothesis**: There is no association between decision-making style of Heads of Schools (Routine, Compromise, Heuristic) and teacher morale (High, Average, Low).

14. **Major Hypothesis**: There is no association between decision-making style (Routine, Compromise, Heuristic) and sex (Male, Female) of Heads of schools.

15. **Major Hypothesis**: There is no association between decision-making style (Routine, Compromise, Heuristic) and teaching experience (below 15, 15-25, above 25 years) of Heads of schools.

16. **Major Hypothesis**: There is no association between decision-making style of Heads of schools (Routine, Compromise, Heuristic) and type of management (Govt. aided, unaided) of schools.

17. **Major Hypothesis**: There is no association between leadership style of Heads of schools and organizational health (High, Average, Low).

18. **Major Hypothesis**: There is no association between leadership style of Heads of schools (Initiating Structure and Consideration) and teacher morale (High, Average, Low).
19. **Major Hypothesis:** There is no association between leadership style and sex (Male, Female) of Heads of schools.

20. **Major Hypothesis:** There is no association between leadership style and experience of Heads of schools.

21. **Major Hypothesis:** There is no association between leadership style of Heads of schools and type of management (Govt. aided, unaided) of schools.

22. **Major Hypothesis:** There is no significant relationship between organizational health and teacher morale in high schools.

23. **Major Hypothesis:** There is no significant relationship between dimensions of organizational health and components of teacher morale.

24. **Major Hypothesis:** There is no significant relationship between dimensions of organizational health.

25. **Major Hypothesis:** There is no significant relationship between dimensions of teacher morale.

26. **Major Hypothesis:** There is no significant influence of leadership style (Initiating Structure) decision-making style (Routine, Compromise, Heuristic.), teacher morale, sex, experience and type of management on organizational health.

27. **Major Hypothesis:** There is no significant influence of leadership style (Initiating Structure and Consideration), decision-making style (Routine,
Compromise, Heuristic.), organizational health, sex, experience, type of management on teacher morale.

6.5 Method of the Study:

The present study involved a descriptive survey (ex-post facto) method of research.

6.5.1 Population and Sample of the Study:

The data required for the present study is collected from the Heads and assistant teachers of secondary schools working in Dharwad Taluka.

Karnatak State has 27 districts. Out of these 27 districts Dharwad district is known for academic activities and education of institutions. Dharwad district has 5 talukas from among these talukas; Dharwad taluka was selected as the locale of the study. Finally the data was collected from 54 Heads of schools and 270 assistant teachers. From each school five teachers were selected. All the Heads of 54 schools were involved in the study.

6.5.2 Tools:

For collection of the data required for the present study the following tools were used.

i. Decision Making Style Questionnaire (DMSQ)

ii. Teacher Morale Inventory (TMI)

iii. Organization Health Inventory (OHI)

iv. Leadership Behaviour Description Questionnaire (LBDQ)
6.5.3 Data Collection:

The investigator personally collected the data from 54 Heads of secondary schools and 270 assistant teachers of Dharwad Taluka. Heads of schools and assistant teachers were personally administered the tools. Clear-cut instructions were given to fill up the responses to the items in the tools. The filled-in proformas and tools were collected. The Heads of schools and assistant teachers were informed the purpose of the study. The Decision Making Style Questionnaire was administered to the Heads of schools. The Teacher Morale Inventory, Organizational Health Inventory and Leadership Behaviour Description Questionnaire were administered to the assistant teachers. The confidentiality of the responses was assured. The collected data was systematically pooled for analyses.

6.5.4 Data Analyses:

For the purpose of analysis of the empirical data, the following statistical techniques were used:

i. Descriptive statistics
ii. Differential statistics
iii. Correlational analysis
iv. Regression analysis
6.6 Major Findings of the Study:

6.6.1 Findings of Descriptive Analysis:

1. 53.70% of the Heads of schools perceive themselves to be routine decision makers. That is they see themselves as adapting programmed type of decisions. Their schools are usually hierarchically structured. The functioning of the schools and the relationship among the people are more formal and they are following a rigid routine. 25.92% of the Heads perceive themselves to be compromise decision makers that are; they see their role as negotiators. They are concerned with a strategy for dealing with conflicts that may occur because of differences among school personnel. They serve as the impartial mediators in the decision making process. Only 20.38% of the Heads perceive themselves to be heuristic that is creative in decision-making. It implies that there is not a rigid hierarchical structure in their schools. It means that, there is freedom for the faculty and there is an emotional and social tone in their role as negotiators.

2. Out of 54 school Heads 72.00% have initiating structure leadership style and 28.00% consideration leadership style.

3. Out of 54 Heads of schools, 68.52% are male and only 31.48% are female.

4. In the present study 53.70% of the school Heads have graduate degree compared to 46.30% of the Heads of schools who have a post graduate degree. But in general nearly equal percentage of the Heads have graduate and postgraduate educational qualification.
5. 57.41% of the Heads of schools are in the age category of 51-60 years, 22.22% in 41-50 years and 20.37% of the Heads of schools in the lower age category i.e. 30-40 years.

6. In the present study, 53.70% of the Heads of schools have more than 25 years teaching experience, 25.93% with below 15 years teaching experience and 20-37% with 15-25 years teaching experience.

7. The mean value of organizational health as a whole in routine style of decision-making was 468.38 and its standard deviation was 67.17. Similarly, mean in compromise style was 488.34 and standard deviation was 70.09. In heuristic style, mean was 458.94 and standard deviation was 84.49.

8. The mean value of organizational health as a whole in schools under Heads with initiating structure style of leadership was 472.08 and its standard deviation was 68.74. In consideration style the mean and standard deviation were respectively 470.48 and 79.28.

9. The mean value of organizational health in schools with male Heads was 478.44 and its standard deviation was 75.76. In schools with female Heads the mean and standard deviation were respectively 456.82 and 58.89.

10. The mean value of organizational health as a whole in schools with Heads with post graduation as educational qualification was 460.73 and its standard deviation was 70.06. With Heads of schools with graduation as a
educational qualification the mean and standard deviation were respectively 484.28 and 71.49.

11. The mean value of organizational health as a whole in schools with Heads belonging to 30-40 years age group was 481.83 and its standard deviation was 66.59. Similarly, mean in 40-50 years age group was 504.60 and standard deviation was 58.28. In the age group 50-60 years, the mean was 455.25 and standard deviation was 73.79.

12. The mean value of organizational health as a whole in schools with Heads belonging to below 15 years experience was 491.89 and its standard deviation was 61.79, mean in 15-25 years group was 475.79 and standard deviation was 77.95, and for above 25 years experience, the mean was 460.28 and standard deviation was 72.57.

13. The mean value of organizational health as a whole in schools belonging to government type of management was 474.53 and its standard deviation was 78.89, mean in aided schools was 461.47 and standard deviation was 72.60 and in unaided schools, the mean was 499.48 and standard deviation was 55.57.

14. The mean value of organizational health as a whole in schools belonging to government type of management was 474.53 and its standard deviation was 78.89, mean in aided schools was 461.47 and standard deviation was 72.60 and in unaided schools, the mean was 499.48 and standard deviation was 55.57.
The mean value of teacher morale as a whole in schools with Heads belonging to routine type of decision making style was 2123.50 and its standard deviation was 157.29. In schools with Heads belonging to compromise type of decision making style the mean was 2161.96 and its standard deviation was 114.29 and in heuristic style respectively mean and standard deviation were 2153.91 and 152.77.

The mean value of teacher morale as a whole in schools with Heads with initiating structure style of leadership was 2136.10 and its standard deviation was 130.98. In consideration type of leadership style the mean and standard deviation were respectively 2148.94 and 181.07.

The mean value of teacher morale as a whole in schools with male Heads was 2160.16 and its standard deviation was 138.93, when compared to in female school Heads, the mean and standard deviation were respectively 2095.06 and 151.76.

The mean value of teacher morale as a whole in schools with Heads with post graduation as a educational qualification was 2114.20 and its standard deviation was 169.15. In schools with Heads of schools with graduation as an educational qualification, the mean and standard deviation were respectively 2169.21 and 106.25.

The mean value of teacher morale as a whole in schools with Heads belonging to 30-40 years age group was 2128.18 and its standard deviation was 177.20. Similarly, mean in 40-50 years age group was 2193.26 and
standard deviation was 146.15, and with Heads with age 50-60 years, the mean was 2123.00 and standard deviation was 131.55.

20. The mean value of organizational health as a whole in schools with Heads belonging to below 15 years teaching experience was 2164.14 and its standard deviation was 173.36, the mean in 15-25 years group was 2162.00 and standard deviation was 144.16 and for above 25 years experience, the mean was 2119.38 and standard deviation was 132.06.

21. The mean value of organizational health as a whole in schools belonging to government type of management was 2179.15 and its standard deviation was 112.35, mean in aided schools was 2122.03 and standard deviation was 146.86 and in unaided schools, the mean was 2156.68 and standard deviation was 167.29.

6.6.2 Findings of Differential Analysis:

22. There is no significant difference observed between schools under Heads with different decision-making style (Routine, Compromise, Heuristic) in organizational health as a whole.

23. There is no significant difference between the schools under Heads with different decision-making style (Routine, Compromise and Heuristic) in integrity.

24. There is no significant difference between Heads with different decision-making style (Routine, Compromise and Heuristic) in consideration.
25. There is no significant difference between schools under Heads with different decision-making style (Routine, Compromise, Heuristic) in initiating structure.

26. There is no significant difference between schools under Heads with different decision-making style (Routine, Compromise, Heuristic) in resource support.

27. There is no significant difference between the schools under Heads with different decision-making style (Routine, Compromise, Heuristic) in principle influence.

28. There is no significant difference between schools under Heads with different decision-making style (Routine, Compromise, Heuristic) in morale.

29. There is no significant difference between schools under Heads with different decision-making style (Routine, Compromise, Heuristic) in academic emphasis.

30. There is no significant difference between schools under different leadership style (Initiating Structure and Consideration) of Heads in organizational health as a whole.

31. There is no significant difference between schools under Heads with different leadership style (Initiating Structure, Consideration) in integrity.
32. There is no significant difference between schools under Heads with different leadership style (Initiating Structure, Consideration) in consideration.

33. There is no significant difference between schools under Heads with different leadership style (Initiating Structure, Consideration) in initiating structure.

34. There is no significant difference between schools under Heads with different leadership behaviour style (Initiating Structure, Consideration) in resource support.

35. There is no significant difference between schools under Heads with different leadership style (Initiating Structure and Consideration) in principal influence.

36. There is no significant difference between schools under Heads with differing leadership style (Initiating Structure and Consideration) in morale.

37. There is no significant difference between schools under Heads with different leadership style (Initiating Structure and Consideration) in academic emphasis.

38. There is no significant difference between schools with male and female Heads in organizational health as a whole.

39. There is no significant difference between schools under male and female Heads in integrity.
40. There is no significant difference between schools under male and female Heads in consideration.

41. There is no significant difference between schools under male and female Heads in initiating structure.

42. There is no significant difference between schools under male and female Heads in resource support.

43. There is no significant difference between schools under male and female Heads in principal influence.

44. There is no significant difference between schools under male and female Heads in morale.

45. There is no significant difference between schools under male and female Heads in academic emphasis.

46. There is no significant difference observed between schools under Heads of schools with varying experience (below 15, 15-25, above 25 years) in organizational health as a whole.

47. There is no significant difference between schools under Heads with varying experience (below 15, 15-25, above 25 years) in integrity. In other words, schools under Heads with different experience do not differ in integrity.
48. There is no significant difference between schools under Heads with varying experience (below 15, 15-25, above 25 years) in consideration. In other words, schools under Heads with different experience do not differ in consideration.

49. There is no significant difference between schools under Heads of schools with varying experience (below 15, 15-25, above 25 years) in initiating structure. In other words, schools under Heads with different experience do not differ in initiating structure.

50. There is no significant difference between schools under Heads with varying experience (below 15, 15-25, above 25 years) in resource support. In other words, schools under Heads with different experience do not differ in resource support.

51. There is no significant difference between schools under Heads with varying experience (below 15, 15-25, above 25 years) in principal influence. Schools under Heads with different experience do not differ in principal influence.

52. There is no significant difference between schools under Heads with varying experience (below 15, 15-25, above 25 years) in morale. In other words, schools under Heads with different experience do not differ in morale.

53. There is no significant difference between schools under Heads with varying experience (below 15, 15-25, above 25 years) in academic emphasis. In
other words, schools under Heads with different experience do not differ in academic emphasis.

54. There is no significant difference observed between schools under Heads with different decision-making style in teacher morale as a whole.

55. There is no significant difference between the schools under Heads with different decision-making style in individual characteristics.

56. There is no significant difference between schools under Heads with different decision-making style in behavioral characteristics. In other words, schools under Heads with different decision-making style do not differ on behavioral characteristics.

57. There is no significant difference between schools under Heads with different in decision-making style in-group spirit. In other words, schools under Heads with different decision-making style do not differ in-group spirit.

58. There is no significant difference between schools under Heads with different decision-making style in attitude towards job. In other words, schools under Heads with different decision-making style do not differ in attitude towards job.

59. There is no significant difference between schools under Heads with different decision-making style in community involvement. In other words, schools under Heads with different decision-making style do not differ in community involvement.
60. There is no significant difference between schools under Heads with (Initiating Structure and Consideration) different leadership style in teacher morale as a whole.

61. There is no significant difference between schools under Heads with different leadership style (Initiating Structure and Consideration) in individual characteristics.

62. There is no significant difference between schools under Heads with different leadership style (Initiating Structure and Consideration) in behavioural characteristics.

63. There is no significant difference between Heads of schools with differing leadership style (Initiating Structure and Consideration) in-group spirit.

64. There is no significant difference between schools under Heads with different leadership style (Initiating Structure and Consideration) in attitude towards job.

65. There is no significant difference between schools under Heads with different leadership style (Initiating Structure and Consideration) in community involvement.

66. There is no significant difference between schools under male and female Heads in teacher morale as a whole.

67. There is no significant difference between schools under male and female Heads in individual characteristics.
68. There is no significant difference between schools under male and female Heads in behavioral characteristics.

69. There is no significant difference between schools under male and female Heads in group spirit.

70. There is no significant difference between schools under male and female Heads in attitude towards job.

71. There is no significant difference between schools under male and female Heads in community involvement.

72. There is no significant difference observed between schools under Heads with varying experience in teacher morale as a whole.

73. There is no significant difference between the schools under Heads with varying experience in individual characteristics.

74. There is no significant difference between the schools under Heads with varying experience in behavioral characteristics.

75. There is no significant difference between schools under Heads with varying the experience in group spirit.

76. There is no significant difference between schools under Heads with varying experience in attitude towards job.

77. There is no significant difference between the schools under Heads experience in community involvement.
78. There is no significant difference between Heads with three different decision-making styles (Routine, Compromise, Heuristic) in organizational health.

79. There is no significant difference between Heads with different leadership styles (Initiating Structure and Consideration) in organizational health.

80. The interaction effect of decision-making styles (Routine, Compromise, Heuristic) and leadership styles (Initiating Structure and Consideration) on organizational health as whole is not significant.

81. There is no significant difference between different decision-making styles (Routine, Compromise, Heuristic) of Heads of schools.

82. There is no significant difference between leadership styles (Initiating Structure, Consideration) of Heads of schools teachers.

83. The interaction effect of decision-making styles (Routine, Compromise, Heuristic) and leadership styles (Initiating Structure, Consideration) on teacher morale scores as a whole is not significant.

6.6.3 Findings of Correlation Analysis:

85. There is no significant association between decision-making style (Routine, Heuristic) and leadership style (Initiating Structure, Consideration). It means that, there is no association between decision-making style and leadership style of Heads of Schools.
86. There is no significant association between decision-making style (Routine, Compromise, Heuristic) of Heads of schools and organizational health (High, Average, Low). It means that decision-making style (Routine, Compromise, Heuristic) of Heads of schools is independent of organizational health (High, Average, Low).

87. There is no significant association between decision-making style (Routine, Compromise, Heuristic) of Heads of schools and teacher morale (High, Average, Low). It means that decision-making style (Routine, Compromise, Heuristic) of Heads of schools is independent of teacher morale (High, Average, Low).

88. There is a significant association between decision-making style (Routine, Compromise, Heuristic) and sex (male and female). Compromise and Heuristic style go more with male than with female Heads of schools.

89. There is no significant association between decision-making style (Routine, Compromise, Heuristic) and teaching experience (below 15, 15-25 above 25 years) of Heads. It means that decision-making style (Routine, Compromise, Heuristic) is independent of experience (below 15, 15-25 above 25 years) of Heads of schools.

90. There is no significant association between decision-making style (Routine, Compromise, Heuristic) and type of management (aided, unaided). It means that decision-making style (Routine, Compromise, Heuristic) of Heads of schools is independent of type of management (Aided, Unaided).
91. There is no significant association between leadership style and organizational health (High, Average, Low). It means that leadership style (Initiating Structure and Consideration) of Heads of schools is independent of organizational health (High, Average, Low).

92. There is no significant association between leadership style and teacher morale (High, Average, Low). It means that leadership style (Initiating Structure and Consideration) of Heads of schools is independent of teacher morale (High, Average, Low).

93. There is no significant association between leadership style and sex. It means that leadership style (Initiating Structure and Consideration) of Heads of schools is independent of sex (Male, Female).

94. There is no significant association between leadership style and experience of Heads of schools (below 15, 15-25 above 25 years). It means that leadership style is independent of experience (below 15, 15-25 above 25 years) of Heads of schools.

95. There is significant association between leadership style (Initiating Structure and Consideration) and type of management (Govt. aided, unaided). It means that leadership style (Initiating Structure, Consideration) of Heads of schools is dependent on type of management (Govt. aided, unaided).

96. Significant positive relationship was observed between organizational health as a whole and teacher morale as a whole. In other words, the
organizational health scores as a whole increase with increase in teacher morale as a whole. When teacher morale in the schools is high organizational health of the schools is also high.

97. The dimension of organizational health integrity has significant positive correlation with components of teacher morale i.e. behavioral characteristics (discipline, effect, good personal adjustment, rationality, efficiency, willingness), group spirit (pride in group, cohesiveness, climate, feelings about institutional roles, individual ambition towards accomplishment of goals, leadership behaviour), attitude towards the job (to stick to job, job satisfaction, satisfaction with salary, attitude towards environment, workload, curriculum) and community involvement (community support, community pressure). When integrity is high behavioural characteristics, group spirit, attitude towards the job and community involvement are also high.

98. The dimension of organizational health consideration has significant positive correlation with components of teacher morale i.e. individual characteristics (confidence, zeal, cheerfulness, hope), behavioral characteristics (discipline, effect, good personal adjustment, rationality, efficiency, willingness), group spirit (pride in group, cohesiveness, climate, feelings about institutional roles, individual ambition towards accomplishment of goals, leadership behaviour), attitude towards the job (to stick to job, job satisfaction, satisfaction with salary, attitude towards environment, workload, curriculum) and community involvement (community support, community pressure). When consideration is high individual characteristics, behavioral
characteristics, group spirit, attitude towards the job and community involvement are also high.

99. The dimension of organizational health initiating structure has significant positive correlation with components of teacher morale i.e. individual characteristics (confidence, zeal, cheerfulness, hope), behavioral characteristics (discipline, effect, good personal adjustment, rationality, efficiency, willingness), group spirit (pride in group, cohesiveness, climate, feelings about institutional roles, individual ambition towards a accomplishment of goals, leadership behaviour), attitude towards the job (to stick to job, job satisfaction, satisfaction with salary, attitude towards environment, workload, curriculum) and community involvement (community support, community pressure). When initiating structure is high individual characteristics, behavioral characteristics, group spirit, attitude towards the job and community involvement are also high.

100. The dimension of organizational health resource support has significant positive correlation with components of teacher morale i.e. individual characteristics (confidence, zeal, cheerfulness, hope) behavioral characteristics (discipline, effect, good personal adjustment, rationality, efficiency, willingness), group spirit (pride in group, cohesiveness, climate, feelings about institutional roles, individual ambition towards a accomplishment of goals, leadership behaviour), attitude towards the job (to stick to job, job satisfaction, satisfaction with salary, attitude towards environment, workload, curriculum) and community involvement
(community support, community pressure). When resource support is high individual characteristics, behavioral characteristics, group spirit, attitude towards the job and community involvement are also high.

101. The dimension of organizational health principal influence has significant positive correlation with dimensions of teacher morale i.e. individual characteristics (confidence, zeal, cheerfulness, hope), behavioral characteristics (discipline, effect, good personal adjustment, rationality, efficiency, willingness), group spirit (pride in group, cohesiveness, climate, feelings about institutional roles, individual ambition towards a accomplishment of goals, leadership behaviour), attitude towards the job (to stick to job, job satisfaction, satisfaction with salary, attitude towards environment, workload, curriculum) and community involvement (community support, community pressure). When principal influence is high individual characteristics, behavioral characteristics, group spirit, attitude towards the job and community involvement are also high.

102. The dimension of organizational health morale has significant positive correlation with components of teacher morale i.e. individual characteristics (confidence, zeal, cheerfulness, hope), behavioral characteristics (discipline, effect, good personal adjustment, rationality, efficiency, willingness), group spirit (pride in group, cohesiveness, climate, feelings about institutional roles, individual ambition towards a accomplishment of goals, leadership behaviour), attitude towards the job (to stick to job, job satisfaction, satisfaction with salary, attitude towards environment, workload, curriculum)
and community involvement (community support, community pressure). When morale is high individual characteristics, behavioral characteristics, group spirit, attitude towards the job and community involvement are also high.

103. The dimension of organizational health academic emphasis has significant positive correlation with components of teacher morale i.e. individual characteristics (confidence, zeal, cheerfulness, hope), behavioral characteristics (discipline, effect, good personal adjustment, rationality, efficiency, willingness), group spirit (pride in group, cohesiveness, climate, feelings about institutional roles, individual ambition towards a accomplishment of goals, leadership behaviour), attitude towards the job (to stick to job, job satisfaction, satisfaction with salary, attitude towards environment, workload, curriculum) and community involvement (community support, community pressure). When academic emphasis is high individual characteristics, behavioral characteristics, group spirit, attitude towards the job and community involvement are also high.

104. The dimension integrity of organizational health has significant positive correlation with dimension consideration, initiating structure, resource support, morale, academic emphasis of organizational health. When integrity in high in the schools consideration, initiating structure, resource support and morale are also high.

105. The dimension consideration of organizational health significant positive correlation with dimensions initiating structure, resource support, principal
influence, morale and academic emphasis. When consideration in high in the
schools, initiating structure, resource support, principal influence, academic
emphasis and morale are also high.

106. The dimension initiating structure of organizational health has significant
positive correlation with dimensions resource support, principal influence,
morale and academic emphasis of organizational health. When initiating
structure in high in the schools, resource support, principal influence,
academic emphasis and morale are also high.

107. The dimension resource support of organizational health has significant
positive correlation with dimensions principal influence, morale and
academic emphasis. When resource support in high in the schools, principal
influence, academic emphasis and morale are also high.

108. The dimension principal influence of organizational health has significant
positive correlation with dimensions morale and academic emphasis of
organizational health. When principal influence in high in the schools,
academic emphasis and morale are also high.

109. The dimension morale of organizational health has significant positive
correlation with dimension academic emphasis of organizational
health. When morale is high academic emphasis is also high.

110. The component individual characteristics of teacher morale has significant
positive correlation with components behavioral characteristics, group spirit,
characteristics, group spirit, attitude towards the job and community involvement of teacher morale. When individual characteristic are high behavioral characteristics, group spirit, attitude towards the job and community involvement are also high.

111. The component behavioral characteristics of teacher morale has significant positive correlation with components group spirit, attitude towards the job and community involvement of teacher morale. When behavioral characteristic are high group spirit, attitude towards the job and community involvement are also high.

112. The component group spirit of teacher morale has significant positive correlation with components attitude towards the job and community involvement of teacher morale. When group spirit is high attitude towards the job and community involvement are also high.

113. The component attitude towards the job of teacher morale has significant positive correlation between with component community involvement of teacher morale. When attitude towards the job is high community involvement is also high.

6.6.4 Findings of Regression Analysis:

114. Here organizational health is taken as dependent variable, which regresses on selected independent variables. In the model, leadership style
of the Heads of schools is significantly positively influencing, but sex and type of management are significantly negatively influencing on organizational health. Leadership style of Heads of schools has significant positive influence on organizational health. And sex and type of management have significant negative influence on organizational health.

115. Here teacher morale is taken as dependent variable, which regresses on selected independent variables. In the model, organizational health, decision-making style and sex of the Heads of schools are significantly positively influencing teacher morale. Teacher morale is influenced by organizational health, decision-making style and sex of Heads of schools.

6.7 Educational Implications of the Study:

The results of differential analysis have clearly revealed that there are significant differences between groups in various variables of the study. However, the correlation analysis has revealed the significant association between certain variables of the study. These findings of the study have significant implications on the functioning of secondary schools, the note of which needs to be taken by Government, educational administration, managements of private schools, Heads of schools, and assistant teachers and public at large. The educational implications of the present study are;

1. There is a positive correlation between teacher morale and organizational health. This is a single most important outcome of the present study. In order to improve the organizational health of schools all the agencies and
individuals, should focus their effort on promoting the morale of the teachers.

2. Male Heads of schools of secondary schools are high on routine, compromise and heuristic styles of decision making when compared to female Heads of schools. This reveals that male Heads are flexible in their style of decision-making and hence this should be kept in mind in the appointment of Heads of schools.

3. The Heads of private-aided schools are high on routine, compromise and heuristic style of decision-making, when compared to Government and un-aided schools. This reveals that under existing conditions private aided schools Heads follow all the three styles of decision making (routine, compromise, heuristic). When compared to Government and un-aided schools. This speaks of the climate existing in private aided schools when compared to Government and unaided schools also.

4. The Heads of aided schools are high on leadership styles initiating structure and consideration, when compared to Heads of Government and unaided schools. This reveals that under existing conditions private aided school Heads are good in initiating structure and consideration style of leadership. They follow a situational approach to leadership style i.e. shifting from initiating structure to consideration style. This 'situation' warrants changing the climate in Government and unaided schools, so as to make them on par with aided schools.
5. The decision-making style of Heads and their leadership style are associated. The routine, compromise and heuristic style decision makers are high on initiating structure leadership style.

6. The components of teacher morale, viz., individual characteristics (confidence, zeal, cheerfulness, hope), behavioral characteristics (discipline, effect, good personal adjustment, rationality, efficiency, willingness), group spirit (pride in group, cohesiveness, climate, feelings about institutional roles, individual ambition towards a accomplishment of goals, leadership behaviour), attitude towards the job (to stick to job, job satisfaction, satisfaction with salary, attitude towards environment, workload, curriculum) and community involvement (community support, community pressure) are positively correlated with organizational health dimensions, integrity, initiating structure, consideration, resource support, principal influence, morale and academic emphasis of secondary schools. These findings deserve the attention of Government and private managements to boost these dimensions of teacher morale where by the teachers will be motivated to contribute their best for making schools more effective and productive.

7. The dimensions of organizational health are found significantly inter-correlated. The study of organizational health is important to know the dimension, which are to be manipulated to improve the morale of the teachers. Hence to realize the chief objective of institutional effectiveness it is imperative that the organizational health of the institution should be improved. In the era of competition and demand for better schools, the
authorities should pay due consideration to improving the health of their schools and the morale of the teachers. Hence the present study is timely and of significant importance. The findings of the study may help the authorities concerned to concentrate on the dimensions of organizational health in which improvement is needed.

8. The components of teacher morale are found significantly correlated. The dimensions individual characteristics, behavioural characteristics, group spirit, attitude towards the job, community involvement should be promoted in order to boost the morale of the teachers by school authorities.

9. The regression analysis revealed that leadership style of Heads of schools has significant positive influence on organizational health. The leader should help improve the organizational health of the schools. The Heads of schools should be high both on initiating structure and consideration leadership styles in order to promote healthy organizations.

10. The regression analysis also revealed that organizational health, decision-making styles and sex of Heads of schools are significantly positively influencing teacher morale. If the schools are healthy then teacher morale in the schools will also be high. So efforts have to be made by school authorities to build healthy organization, which in turn will influence teacher morale and help the schools to be productive. Decision making as a phenomenon is so complex and so critical to the development of school life that it constitutes a major challenge to even the most able Heads of schools.
Effective decision-making is possible only through an analysis of the situational elements in a particular school system. A decision making style that is most effective differs in many respects from one situation to another. Decision-making styles of Heads of schools are related to teacher morale. The Heads of schools should not overlook these human factors while taking decisions.

6.8 Conclusions:

Decision-making is the pivotal aspect in the process of educational management. Heads of schools can be effective when learned behaviour and knowledge of modern management techniques especially decision making are used along with intuitive insight in sensing needs of teachers and taking right type of decisions in the appropriate situations. Decision-making as a phenomenon is so complex and constitutes a major challenge to even the most able Heads of schools.

Effective decision is possible only through an analysis of the situational elements in a particular school system. There is no single decision making style which can be followed to assure effective headship. A decision making style that is most effective in one situation may not be effective in a different situation.

The study implies that Heads of schools must maintain good relationship evincing interest of in the welfare of the teachers, sharing their joys, grievances and helping them find in their job a source of fulfillment, whatever be the Heads decision making style be it routine, compromise or heuristic style that they adopt.
The study categorically reveals that any decision-making style and leadership style of a Head of school will affect any member of a school in one way or other; only the degree of influence differs.

The significant relationship between decision making style and morale in this study demands that the Heads of schools and the teachers should have a mutual agreement; timely decisions benefit the teacher once the decisions are accepted and implemented, teachers performance improves which signifies high morale and benefits the Heads of schools.

From the significant findings of the study it is inferred that in order to boost morale among the teachers suggestions can be given to the Heads of schools to adopt heuristic decision-making style depending on the situation. The teachers working with Heads of schools who are heuristic decision makers perceive that their Heads have positive dimensions such as speedy and objective decisions, look for evidences while making decisions, have time horizons for decisions and are anxious to know the consequences of the decision. So in order to maintain high morale among the teachers, the Heads of schools can be encouraged to settle the issues promptly, to be more objective in decisions, to find solutions on the basis of more factual evidences, to be conscious with the time of decisions and to be more anxious about the consequences of their decisions.

Teacher morale is without doubt the most studied of all teacher attitudes. Educators seem to be enthralled with morale. It most typical conception is as an affective response to work on job or components of a job. In order to boost up
morale among the teachers, suggestions can be given to the Heads of schools to adopt leadership style depending on the situation.

This study leads to the conclusion that, the prevalent system of making selection of Heads of schools needs change. Now the time is ripe for a switch over from old system promoting on the basis of seniority to a well-planned new system.

Today we are in a competitive world. The competitive spirit is felt everywhere and anywhere. This type of situation compels the present teachers to work more enthusiastically and also efficiently. To make this possible the organization should be healthy. It is said, the healthier the organizational dynamics of an institution, the greater the degree of teachers trust in the Heads, trust in the colleagues and trust in the organization itself (Tarter and Hoy 1988). Indeed trust has been identified as a basic characteristic of effective organizational culture (Ouchi 1981: Peters and Water man 1982) Ouchi noted productivity and trust go hand in hand:

In the light of the present study, the researcher desires that Heads of schools through their strategic decision-making style and leadership style boost the teacher morale and improve the organizational health.
6.9 Suggestions for the Further Study:

1. The present study may be conducted on the following samples.
   a. College principals
   b. Chairpersons of University Departments

2. The present study may be conducted on educational administrators, in relation to the following factors.
   a. Personality factors.
   b. Creativity
   c. Attitude
   d. Achievement motivation and
   e. Managerial skill.