CHAPTER 1
THE PROBLEM
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CHAPTER - 1

THE PROBLEM

1.1 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 schools. In a private high school the Head of the school 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 from time to time depending on the degree of confidence of the governing council he enjoys.

Other high school officials such as the Vice Head of the school, 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 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 of course 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 of the school 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...
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, educational administration is carried on by persons who learn by their own experience the hard way.

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 Head of the school's 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 stultifying 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 decision making should be decision making in the process of educational administration, Griffith (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”.

1.2 Concept of Decision Making:

Decision-making is an indispensable component of management process and manager's life is filled with making decisions after decisions. Managers see decision making as their central job because they constantly choose what is to be done, who is to do, when to do, where to do, and how to do. Looking at the role of decision making in management, William Moore (1978) has equated it with
management when he says "management means decision making". Decision making, though permeates all managerial functions, is at the core of planning because it is the planning where major decisions are made which set the organizational tone. It is the stage at which major decisions regarding setting of organizational objectives, formulating major plans, laying down of policies, procedures, rules, etc. are made. Collectively, the decisions of managers give form and direction to organizational functions.

Decision-making is both managerial function and organizational process. It is managerial function because it is a fundamental responsibility of every manager. It is organizational process because many decisions transcend the individual managers and become the product of groups, teams, committees, etc. in fact, more important decisions are made by group of managers rather by managers individually. Therefore, managers should develop decision-making skills and acquaint themselves with the dynamics of decision making because of the following reasons:

i. Managers spend a great deal of their time in making decisions. In order to develop their decision-making skills, it is necessary that they know how to make effective decisions.

ii. Managers are evaluated on the basis of quality of their decision-making. To improve the quality of decisions, they should know how quality of decision-making could be improved.

Before we go through the various aspects of decision-making, it is essential to go through the concept of decision-making. The word decision has been derived
from the Latin word 'decider', which means 'a cutting away or a cutting off in a practical sense'. Thus, a decision involves a cut of alternatives between those that are desirable and those that are not desirable. The decision is a kind of choice of a desirable alternative. Lopez (1977) has defined a decision as follows:

"A decision represents a judgement, a final resolution of a conflict of needs, means or goals; and a commitment to action made in face of uncertainty, complexity and even irrationally".

Decision-making is a process to arrive at a decision; the process by which an individual or organization selects one position or action from several alternatives. Shull et al (1980) have defined decision making as follows:

"Decision making is a conscious human process involving both individual and social phenomenon based upon factual and value premises which concludes with a choice of one behavioural activity from among one or more alternatives with the intention of moving toward some desired state of affairs".

Decision making, thus, is an act of projecting one's own mind upon an opinion or a course of action. In decision making, three aspects of human behaviour are involved: (1) cognition-activities of mind associated with knowledge; (2) conation-the action of the mind implied by such words as willing, desire, and aversion; and (3) affectation-the aspect of mind associated with emotion, feeling, mood, and temperament. Based on the above concept of decision-making, its features can be derived as follows:
i. Decision-making implies that there are various alternatives and the most desirable alternative is chosen to solve the problem or to arrive at expected results. A problem situation, which does not have alternatives, is not really a problem requiring solution though the problem may be quite injurious.

ii. Existence of alternatives suggests that the decision maker has freedom to choose an alternative of his liking through which his purpose is served.

iii. Decision-making may not be completely rational but may be judgmental and emotional in which personal preferences and values of the decision-maker play significant role.

iv. Decision-making, like any other management process, is goal-directed. It implies that the decision-maker attempts to achieve some results through decision-making.

Today's managers face a whole new era of challenges. Government, labour unions, consumers, stockholders, suppliers and a host of other groups are all of concern to today's managers. Many different demands are placed on the modern manager in satisfying these groups.

Today's manager must thus play the role of an innovator, a negotiator, a fireman, a motivator and a resource allocator in the decision-making process. The innovator role demands that the manager lead the organization into new products, new fields and new technologies. As a negotiator, the manager must bargain, compromise and harmonize various groups and factions. As a fireman, the modern manager must be alert to small disturbances and be decisive in eliminating them. Today's manager must be able to motivate other to action. The successful
Thus, today's manager must supplement experience and intuition with more powerful tools and processes. Organized and systematic processes are necessary in order to cope with the demands of this new era. The structured decision process and its associated techniques and methods can be a potent tool, especially when combined with seasoned judgement.

**Structured Decision Process:**

The structured decision process is a logical, systematic procedure for selecting actions that will achieve one's objective. It consists of the following seven steps:

i. Problem definition.

ii. Specification of the goals to be achieved and their relative importance.

iii. Enumeration of the decision alternatives.

iv. Evaluation of each alternative.

v. Selection of the optimum alternative or alternatives.

vi. Post-optimal analysis.

vii. Controlled implementation.

Problem definition involves becoming fully aware of the existence of the problem and its larger context.
The specification of the goals and their relative importance establishes the desired state of affairs.

The enumeration of the decision alternatives establishes the various ways of achieving some or all of the goals.

The evaluation of the alternatives determines their relative benefits, regrets and costs.

In the post-optimal analysis, the optimum decision is tested to determine whether or not it is the best choice under a wide range of possible circumstances.

In the controlled implementation step the decision is carried out in such a way as to prevent any inadvertent consequences.

In practice, the application of the structured decision process is usually a very dynamic and heuristic experience. It may involve a substantial amount of human interaction. The seven steps often overlap and they may not be performed in sequence. The decision maker may return to an earlier step at several points in the process. There may be considerable recycling through all the seven steps before arriving at a final decision. Or, there may be some oscillation back and forth between the steps for some period of time. This does not mean that the structured decision process is not working. Rather, this is simply the nature of management decision problems and settings.

Management decision problems are usually so complex that they often don’t become fully visible or understood until quite late in the structured decision process.
There are few situations in which all the alternatives are known, and in which their effectiveness can be unequivocally determined. In the face of these uncertainties, some decision makers may be reluctant to make any decisions at all. Still others may be psychologically challenged to take the responsibilities for high-risk decisiveness.

Thus, the structured decision process must be thought of as a prescriptive guide. It cannot be rigidly applied to most management problems. And it certainly cannot be expected to make decisions for us. But it can be used to guide us through the often complex maze of real world decision-making. It is a systematic process that forces us to consider all the aspects in their proper order. It aids in sharpening decision-making skills and analyses. It can point out otherwise hidden aspects and enlarge our awareness of the total decision system.

1.3 Elements of Decision Making:

Though decision processes usually differ with the nature of the problem, the situation and the individual decision-maker, Figure-1.1 presents a general picture of decision processes. This model depicts decisions as being precipitated by the recognition of problems or opportunities. If the problem or opportunity is perceived as routine, the decision-maker may go immediately to the selection of the best alternative solution. If the problem of opportunity is familiar, then little time may be devoted to its definition. If the problem or opportunity is well defined, then the search for alternative solutions or ways to take advantage of the opportunity may be brief. If the relative effectiveness of the alternatives is known, then very little
time may be spent in analyzing and evaluating the alternatives and deliberating about the best one.

![Diagram of the Structured Decision Process](image)

**Fig. 1.1: Elements of a decision making process**
In terms of the Figure, the nature of the problem may influence whether or not the decision-maker moves through the process slowly or quickly. If the problem is a routine one that is solved by habit, then the decision-maker may jump from problem recognition to the selection of the best alternative solution. If the decision is one that has been pre-programmed, then the decision-maker may skip the problem definition and the search for alternatives. In a preprogrammed decision there are a finite number of alternatives with known effectiveness, and the decision-maker must match up the appropriate alternative with the problem stimulus. An example is deciding what clothes to wear in the morning. The problem stimuli include the weather and the planned daily activities. Sunny, warm weather and recreational activities require one kind of wardrobe, while other weather and other activities require different appropriate dress.

If the decision problem is complex or poorly understood then the decision process may be quite lengthy and deliberative. As Figure-1.1 shows, there may be considerable recycling back and forth within the process. The search for alternatives may result in information that further clarifies the problem or suggests its redefinition. New alternatives may be discovered during the processes of evaluating and analyzing the original set of alternatives. The best alternative may not be apparent from the original set, and a new search for alternatives may be undertaken. Thus, the decision-making process may be very heuristic and interactive in nature.
1.4 Decision Making, Teacher Morale, Organizational Health and Leadership

Behaviour:

i. The discovery of the administrative process in the early thirties was followed by a concern with "human relations" in general and motivation in particular in late thirties. By the early thirties, the war was led to a need for more powerful planning techniques, soon manifested by a concern with budgeting and programme planning. Later the focus of the management problem shifted to leadership. Some of this concern led to an interest in communication techniques. Another fragment of this belief that the key to more effective administration could be found in leadership came to rest in decision-making. Thus the current interest in decision-making is not incidental but rather the result of an unfolding progression of professional judgement.

ii. Decision-making is basically the process of choosing among alternatives. In most situations there exist two or more alternatives and a Head of the school must decide which alternative to pursue. Before making a decision he must thoroughly understand the problem and develop alternatives. Then he must assess the merits and demerits of each alternative and the probabilities of success in each case.

iii. Effective decision-making is an ability that most Heads of the schools 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.
iv. Decision-making is a process wherein an awareness of a problematic state of system influenced by information and values is reduced to completing alternatives among which a choice is made based on perceived outcome states of the system (Lipham and Hoed 1974).

v. All Heads of the schools make decisions about how to handle their staff, their students and public. The Heads of the schools request allotments of funds and decide how to spend the funds assigned to them. They prepare the budgets and budget the time of their personnel and themselves. Beyond such decisions, which are common to virtually all Heads of the schools there are various decisions needed to fulfill specialized job responsibilities. There is an urgent need for humanistic consideration.

Since, decision making ability of the Head of the school is a pivotal factor in his function and his decisions pervade the entire organizational set up, there is an urgent need to explore the decision making style and its relationship.

1.4.1 Relationship between Decision Making and Teacher Morale

Gore (1966) while emphasizing the importance of decision-making argues "much of the current interest in decision making stems from the quietly emerging conviction that choice is a potent cause in determining the efficiency of organizational process."

The Head of the school's decisions touch every aspect of high school structure. Since the faculty is considered to be one of the pillars of the high school, it is assumed that there is a terrific impact of the Head of the school's decisions on
the faculty morale. A number of studies on both industry and education have revealed that the style of administration has a profound influence on productivity and morale.

The following statement of Basu (1979) delineates the existing relationship between the faculty and the administrator. "The relationship now obtaining between the teacher and the administrator is not one which the administrator caters to the needs of academicians, it is very much a case of administrators issuing directives to the faculty in academic as well as other matters. They enjoy this topsy-turvy arrangement as much as the faculty resents receiving orders from less qualified people. Resentment leading to conflict between administrators and the faculty is common." From the existing state of affairs it can be summarized that the style of administration especially Head of the school's decisions certainly influence the morale of the faculty.

Altbach (1977) emphasizes the impact of the decision style of the Head of the school on the faculty as follows: "The Head of the school has considerable impact on the high school teacher. The day to-day working conditions are determined to a significant extent by the atmosphere created by the management, as are the physical facilities and amenities. Teachers have no role in policy-making and only a limited voice in determining their own teaching schedules. Nonetheless, there is basically no involvement of the rank and file of the teaching community in any of the key decisions, affecting their working conditions or environment in the majority of the high schools." To emphasize his view further... working conditions
in the high schools also directly affect morale, orientation and professional standards of teaching community”.

Theoretically a high school Head is confronted with several phases of administrative tasks. Even though others share the tasks in the administrative machinery the Head of the school being the Head holds sole responsibility for taking decisions in trivial as well as crucial issues. His decisions influence the teaching staff, students and community in general. So the decisions of Heads of the schools cover the entire personnel involved in higher education. It follows that the decision-making style of Heads of the schools are the pivotal aspect in the process of high school administration. Hoy and Miskel (1978) emphasize, "Decision making is a major responsibility of all administrators".

Simon (1968) while highlighting the place of decision making says, "The task of deciding pervades the entire administrative organization… A general theory of administration must include Heads of the schools of organizations that will insure correct decision making just as it must include Heads of the schools that will insure effective action”.

It is all a question of whether the faculty displays a sense of pride in the school, enjoys the assigned work, exhibits a sense of loyalty to the high school, accepts the educational philosophy underlying the curriculum of the school, and respects the sentiments of the Head of the school.

The answers to these questions depend upon the decision-making style of Heads of schools. Hence the focus in this study on the decision-making style of Heads of schools the exclusion of other administrative process.
"Einstein did not convince the world of his genius by merely claiming that he was a genius; his public image was created by what he did, not by what he said he did" says Killian (1979). The public image of a high school is what it does and not what it says it does. The levels and dimensions of morale are determined by the decision-making style of the Heads of schools.

1.4.2 Relationship between Decision Making and Organizational Health:

Another approach in the description of organizational climate derives from literature on organizational health (Miles, 1969) and the schools as a social system. The notion of organization health maintains that organizations not only survive in their environment but also continuously develop and extend their surviving and coping capabilities. Such surviving and coping are the working out of Parson's (1951) imperative functions. Indeed all-social systems must solve four basic problems if they are to endure and prosper. These four needs, according to Parson, are Adaptation, Goal attainment, Integration and Latency. It means the organizations must solve the following:

i. The problem of acquiring sufficient resources and accommodating to their environment

ii. The problem of setting and implementing,

iii. The problem of maintaining solidarity within the system, and

iv. The problem of creating and perusing a distinctive value system.

Parsons has identified three levels of authority over these three basic functions viz., Technical, Managerial and Institutional.
The technical level of the school is concerned with teaching-learning process.

The managerial level controls the internal administrative function of the organization. Heads of the schools are the administrative officers of the schools. They allocate resources and co-ordinate the work. They motivate teachers and influence their own supervisors. They mediate between the members of the organization.

The institutional level links the schools with its environment. Every school needs acceptance and legitimacy in the community. Both administrators and teachers need the support of the community if they are to perform their respective functions in a harmonious fashion without pressure from sources outside the schools.

Specifically, a healthy school is one in which the technical, managerial and institutional levels are in harmony; and the schools needs its imperative needs as it successfully copes with disruptive external forces and directs its energy towards the attainment of goals.

The research studies on organizational health have proved that organizational health and decision-making are related.

In other words the level of organizational health will help the Heads of the schools to take right type of decisions, which will lead to effective functioning, and performance of the schools concerned. The studies of this kind are very few in
India. Hence a study on the relationship between decision-making style and organizational health is very much needed.

1.4.3 Relationship between Decision Making and Leadership Behaviour:

The word 'leadership' refers to showing the way and guiding the organization in taking definite directions and decision.

The two major dimensions of leadership behaviour are 'consideration' and 'initiating structure'.

Consideration: 'Consideration' refers to the extent to which leader is considerate towards subordinates and concerned about the quality of his or her relationship with subordinates. Leader behaviour included in the consideration dimension is friendliness, consultation with subordinates, recognition of subordinates, open communication with subordinates, supportiveness and representative of subordinate interests.

Consideration refers to behaviour indicative of friendship, mutual trust, respect and warmth in the relationship between the leader and the members of his staff.

Initiating Structure: Initiating structure refers to the extent to which a leader is task oriented and concerned with utilizing resources and personnel effectively in order to accomplish group goals. Specific types of leader behaviour included in the initiating structure dimension include planning, co-ordinating, directing, problem solving, classifying subordinate roles, criticizing poor work and pressurizing subordinates to perform more effectively.
Coming to the role of leadership in organizations, it is that quality of behaviour of an individual, where he or she guides people and other activities like planning, communication and decision making into an organized effort. The success or failure of an organization to a large extent depends upon the quality of leadership. Hence, an inquiry into the leadership behaviour in relation with decision-making is of great significance to determine how leadership can become effective.

1.5 Significance of the Study:

Saying that he should be a dynamic leader can sum up the role of the Head of the school in modern schools. The modern Head of the school should be a leader and not a director. As a leader it is his responsibility to see that the objectives of education are being effectively realized through co-operation, planning, decision-making and execution. Effective decision-making is an ability that most Head of the schools need to develop. General weaknesses in the decision making process are uncertainty as to who is responsible for making what decision and lack of adequate information for making decisions.

Decisions must be based on factual information. When factual information is not available the validity of the decision must depend on the judgement and experience of the Head of the school making decision. Many decisions that successful Heads of the schools make, appear to be snap judgements, because there has not been time to gather and evaluate the facts.
To be an effective educational leader the Head of the school must first of all be adept in decision-making ability and be able to consider himself expendable in his position. He must derive highest satisfaction not from his official title, but from what it may enable him to contribute to the vital, educational and cultural processes in which the organization is engaged.

So there is an urgent need for such humanistic, effective and educational leadership with decision-making ability to facilitate the continuing renewal of the schools.

The Heads of the schools realize these objectives taking the right type of decisions at the appropriate time. Since realization of objectives depends upon the climate of the organization, researches need to undertaken to find out the relationship between decision making and organizational variables such as climate, health and morale.

The discovery of the administrative process in the early thirties was followed by a concern with “human relations” in general and motivation in particular in late thirties. By the early thirties, the war was led to a need for more powerful planning techniques, soon manifested by a concern with budgeting and programme planning. Later the focus of the management problem shifted to leadership. Some of this concern led to an interest in communication techniques. Another fragment of this belief that the key to more effective administration could be found in leadership came to rest in decision-making. Thus the current interest in decision-making is not incidental but rather the result of an unfolding progression of professional judgement.
Decision-making is basically the process of choosing among alternatives. In most situations there exist two or more alternatives and a Head of the school must decide which alternative to pursue. Before making a decision he must thoroughly understand the problem and develop alternatives. Then he must assess the merits and demerits of each alternative and the probabilities of success in each case.

Effective decision-making is an ability that most Heads of the schools 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.

Decision-making is a process wherein an awareness of a problematic state of system influenced by information and values is reduced to completing alternatives among which a choice is made based on perceived outcome states of the system (Lipham and Hoeh 1974).

1.6 The Problem

The Head is the king pin of the school. It is said that as is the Head, so is the school. The Planning, Organizing, Staffing, Directing, Co-ordinating, 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 Heads of the schools shape the decision making style of the Heads of the schools. 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".

1.7 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
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.
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.

1.8 Limitations of the Study:

i. The present study is limited to Dharwad Taluka.

ii. The study is restricted to Heads of schools and assistant teachers of secondary schools of Dharwad Taluka.