## CHAPTER-V
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5.0 INTRODUCTION

The quality of schooling is a matter of concern to all stakeholders in society: parents, teachers, and government at large. What makes a school good or bad depends upon the judgment that is made about its resources and activities. Management or human factor is the most important cause for the development which we face within every aspect of various societies. In addition to capital and materials, the factor of human force is the most significant cause to change the condition and to shift to improvement. Human force is the most important tool to be used for gaining higher motivation and productivity in organizations and their employees. Thus, school management need to be very much cautious about the performance of their institution. Educational administrators who manage elementary, middle, and secondary schools are called principals. They set the academic tone and hire, evaluate, and help improve the skills of teachers and other staff. Principals confer with staff to advise, explain, or answer procedural questions. They visit classrooms, observe teaching methods, review instructional objectives, and examine learning materials. They actively work with teachers to develop and maintain high curriculum standards, develop mission statements, and set performance goals and objectives. Principals must use clear, objective guidelines for teacher appraisals, because pay often is based on performance ratings. Principals also meet and interact with other administrators, students, parents, and representatives of community organizations. Decision-making authority has increasingly shifted from school district central offices to individual schools. School principals have greater flexibility in setting school policies and goals. Thus, a principal is the key figure of any academic institution and have to be very dynamic and versatile in nature, specifically in taking decisions, but
when making administrative decisions they sometimes ignore certain important aspects due to lack of good emotional intelligence. Emotional intelligence implies the recognition of one’s own feelings and that of other’s as well as using it to make the best possible decisions. Principal acts as the nucleus of the school on whose decisions, the whole institution rely and obey. So if these decisions are either wrong or immature will hamper not only the management of the institution but also all the components of the institution whether they be students or teachers. These types of decisions may arise due to principals’ maladjustment or lack of inter and intra personal management. Hence, it becomes very necessary to know the adjustment capacity and emotional intelligence of the principal.

5.1 CONCEPTUAL FRAMEWORK

Emotional intelligence is a person’s ability to recognize personnel feelings and those of others and to manage emotions within themselves and in their relationships with others (Goleman, 1995). Emotional intelligence includes four competencies. (1) Self-awareness is the ability to accurately perceive one’s emotions and remain aware of them as they happen, including the ability to manage one’s response to specific situations and people, (2) Self-management is the ability to be aware of one’s emotions and have the flexibility to positively direct one’s behavior in response to those emotions, to manage emotional reactions in all situations and with all people, (3) Social awareness is the ability to accurately identify the emotions of other people and thus understand the effects of those emotions, i.e., to understand what other people are thinking and feeling even though the perceiver does not feel the same way, (4) Relationship management is the ability to use awareness of one’s own emotions and those of others to successfully manage interactions, i.e., to provide clear communication and effectively handle conflict
(Bradberry and Greaves, 2003). A principal spends a considerable amount of time interacting with people and their issues, often at the expense of other tasks. He or she must have the emotional ability to build and maintain positive and trusting relationships (Patti and Tobin, 2006). A principal who precisely recognizes a teacher or parent’s slight frustration during a meeting and understands the significance of that emotion will be better able to predict the teacher’s or parent’s subsequent actions and respond appropriately (Elfenbein and Ambady, 2002).

Principals who understand the emotional needs of school personnel students usually produce a positive environment where teachers are effective and students tend to flourish academically (Denham, 1998; Brackett, Rivers, Lerner, Salovey, and Shiffman, 2006; Mills, 2003). When a principal has the ability to recognize, comprehend, identify, articulate, and adjust emotions, he or she creates healthy open communication and a learning environment that generates a sense of student safety and value (Caruso and Salovey, 2004). Emotional intelligence is the cornerstone of every decision a principal makes; solving problems and making judgments are a part of a leader’s system of values and beliefs. A principal’s emotional intelligence skills are vital to a collaborative effort to increase student achievement and to ensure the school’s well-being as a learning community (Gray, 2009). Harris, Hopkins, Hadfield, Hargraves, and Chapman (2005) surmised that as challenges facing principals in schools become increasingly multifaceted over the next decade, it is possible that the best principals will be judged on how they manage their emotions and respond to others rather than how they manage systems or structures. Fullan (2002) implied that principals who are emotionally intelligent are aware of their own emotional composition and are sensitive and inspiring to others. It was also asserted
that emotionally intelligent principals are able to handle daily school related problems and think conceptually as they transform the school organization through teachers and community organizations. Principals with the capacity to successfully express their fundamental feelings and emotions are crucial to effective school leadership. **Howard Gardner, Daniel Goleman, Peter Salovey, John Mayer**, have provided a significant amount of data indicating that individuals who exhibit an extensive amount of understanding of emotions experience more organizational success (Bardach, 2008). Indeed, during the past two decades, no psychological concept has had a greater influence on leadership development than Emotional Intelligence (Boyatzis and McKee, 2005). Emotional Intelligence is a promising area of research given its potential to influence leadership and organizational goals. As the search for interventions in education to manifest increased student academic achievement continues, emotional intelligence presents itself as a framework with potential to transform leadership to obtain improved student achievement outcomes. However, emotional intelligence research in the field of educational leadership specially in decision making ability is still in the early stages of development, and results related to its impact on school performance is limited. Given emotional intelligence’s accolade in the literature, there is a need to know more about whether there is a viable connection between it and decision making ability. **Mann et al. (1997)** taxonomy identifies four decisional styles: avoidance, which refers to the tendency to avoid conflict by giving others the responsibility for making a decision; vigilance, which refers to the careful and involved clarification of the goal to be reached through the decision-making process and the thorough evaluation of each option prior to deciding; procrastination, which refers to the tendency to postpone confronting a decisional problem; hyper vigilance, which refers to the
tendency to attempt, frenetically, to resolve a conflict that arises from having to make choices.

Adjustment develop the general attitude of an individual that is exposed out from his balanced reaction to the expectation and pressure of the social environment imposed upon him within a well defined social system of an organization, sometimes the expectation may be internal of the individuals himself that come under conflict make adjustment a complicated process for the individuals, these compaction at the condition of failure to refine himself, lead the individuals to the problem of mental health like adjustment, discontent, emotional conflict proneness, irritation, stress and tension frustration, depression or other psychiatric disorders or abnormities. Such disorders occur more frequently among persons raised in adverse environment and persons who have experienced such environments often fail to clear the traits essential for social navigation in ways that optimize the achievement especially of their short term goals. Social hierarchies influence social options and other’s expectations of one’s behavior. One’s position in a hierarchy not only correlates with the type of information one receives and the benefits that accrue from social participation but also with the frequency of disorders. The types of social information negative versus positive have a direct impact on physiological and physiological states, and repeated negative information can trigger the onset of signs and symptoms where as repeated positive information can reduce their intensity (Sadock and Sadock, 1999).

An individual is adjusted if he is able to live according to social norms, enjoys the difficulties and ambiguities of life rather than avoiding them by confirming, able to accept challenges and to feel pain and confusion, should be confident about his ability to deal problems in a
realistic and matured way and should also be flexible, spontaneous and creative. Thus, a well adjusted person has the capability to change, when society demands it, and also to change the society if needed. He should know his strength and admit his weakness. As a result, he should choose a role in life that is in harmony with his own self, and he does not feel that his action is against his values (Morris, 1976).

A decision is an act of choice wherein an individual forms a conclusion about must be done in a given situation. It represents a course of behavior chosen from a number of possible alternatives. A decision involves the act of choice and the alternatives chosen out of the available alternatives. The process concerned with searching and evaluating alternatives to a problem and selecting the best alternative is known as decision making. It is a course of action which is consciously chosen for achieving a desired result. A decision is something that takes place prior to the actual performance of a course of action that has been chosen. (Driver, Brousseau and Honaker, 1990) posited that decision – making style is defined by the amount of information gathered and the number of alternatives considered when making a decision. (Radford, Mann, Yusuyuki Ohta and Nakane, 1993) gave four styles of decision – making viz. complacency, avoidance, hyper – vigilance and choice. In complacency style individual ignores the need to make a decision and simply changes to first viable course of action that present itself. Avoidance style involves putting of making a decision or passing the responsibility of devaluing the importance of the decision and the value of searching for alternatives. Hyper – vigilance style involves making a hasty, ill thought – out decision. Choice style involves careful information processing, which is likely to lead the successful and informed resolution of decision conflict.
Decision-making as an integral of planning is a very crucial and indispensable aspects of management and very essential for the success of instructional management. It is therefore imperative that school principals be knowledgeable in decision making for effective school administration. (Olele, 1998) has cited in Peretomode (1998) agreed that principals as the chief executive in secondary schools should possess skills for making right decision that will benefit to the school need and the staff generally. Citing (Gregg, 2001) has cited in Peretomode (2001) considered decision – making as a mental exercise and display of intellectual or conceptual ability of the educational plans made for national development had failed because of lack of adequate information on matters involved which resulted due wrong decisions. Decision- making involve a wide array of actors like principals, teachers, parents, community representatives and students. The actors are frequently organized in a team or council to represent their colleagues. Given discretion and influence, participatory decision – making teams should use their authority to consider learning approaches that are tailored to their diverse populations of students. The principal has been described as the middle manager, enforcer of policies made elsewhere and maintainer of alignment with the district status quo warranto. In addition, the principal has been characterized as a lonely, isolated person, but nonetheless, the ‘hero’ of school improvement, championing the cause of school changes, guiding and managing its success. This individual will continue to have responsibility for the individual school’s operations (Jenni, 1991) and, yet, many other persons are expected to share in making decisions for the school. Thus, the principal will need to develop colleagueship with the faculty and staff in order to participate in and invite staff participation in policy development and ensure that the needs of his or her school are met. Begley’s (1994) hierarchy suggests that the principals vary in the extent
to which they are able to develop and articulate a shared vision for their school. It is evident that good decision – making ability is a hallmark for a successful principal.

Principals are usually former teachers selected to be principals mainly for their seniority rather than for their personal traits or performance. Principals often operate under significant constraints, such as chronic shortage of materials, operating funds and staff development resources, which make instructional improvement extremely difficult to achieve. Also, principals are overburdened with administrative tasks and find it difficult to make time for instructional improvement. However, as a by – product of decentralization, principals are expected to take responsibility for supervision. This last point is crucial in terms of expecting principals to spearhead any school improvement efforts towards student achievement (Chapman, 2000). Principals must facilitate group goal attainment by establishing and maintaining an environment favorable to group performance (Tschannen, Moran and Garies, 2004).

Traditional views of the principal as the authoritative school manager that focuses on the efficient management of instruction have been extended to include the principal as an instructional leader who shares decision making with teachers and actively facilitates professional communities of reflective practitioners (Darling-Hammond, LaPointe, Meyerson, and Orr, 2007; Davis, Kearney, Sanders, Thomas, and Leon, 2011; Lambert et al., 2002; The Wallace Foundation, 2008). A principal may be a ‘traditional manager’ on certain issues and an ‘adaptive leader’ on other issues. Today, we are asking principals to be ‘instructional leaders’, a role that encourages them to deeply engage with teachers in student learning issues, while also asking them to retain
various other roles. Thus, the role of the school principal is moving away from “superheroes or virtuoso soloists” and toward an “orchestra conductor” who shares leadership and distributes it across the building. This reconceptualization of the principalship parallels broader conceptualizations of leadership as contingent upon the task and organizational situation at hand (Spillane, Halverson, and Diamond, 2004). For the same, principal needs to be mentally sound and healthy and should have good adjustment ability not only with his home environment but also with his institutional environment.

5.2 OBJECTIVES OF THE STUDY

The objectives of the present research study are:

1. To study the impact of Adjustment on the Decision making of Higher Secondary School principals.

2. To study the impact of academic and general environment adjustment of the institution on the Decision making of Higher Secondary School principals.

3. To study the impact of socio-psycho physical adjustment on the Decision making of Higher Secondary School principals.


5. To study the impact of personal life adjustment on the Decision making of Higher Secondary School principals.


8. To study the impact of Awareness of self and others on the Decision making of Higher Secondary School principals.


12. To study the impact of Gender on the Decision making of Higher Secondary School principals.

13. To study the impact of Type of school on the Decision making of Higher Secondary School principals.

5.3 STATEMENT OF THE PROBLEM

The present study can be conceptualized as under:


5.4 OPERATIONAL DEFINITION

Relevant to the purpose of the study were some specific terms and phrases. Operational definitions are to ensure the understanding of the specific usage of the terminology in the current research. The operational definitions of the variables and their dimensions in the present study are:
Emotional Intelligence

Emotional Intelligence is the ability to recognize and respond to emotions of feelings and tension and to guide one’s behavior and thinking in ways that enhances results. In the present study, the total score that would be obtained by using Teachers’ Emotional Intelligence Inventory (2008) denote the emotional intelligence of Higher Secondary School principals.

Adjustment

Adjustment is a harmonious relationship with environment involving the ability to satisfy most of one’s physical and social needs and demands that changes ones behavior. In the present study, adjustment is the total score that would be obtained by administrating Mangal Teacher Adjustment Inventory (2008).

Decision Making

Decision making is that major facilitator of all the activities that exists in every part of an institution, where a choice, from a number of alternatives has to be taken. In the present study total score so obtained by implementing Decision Making Ability Scale (2010), shall interpret decision making and its various dimensions.

Higher Secondary School Principals

In the present study principals has been operationally defined as head of the institution in higher secondary schools of Chhattisgarh.
5.5 HYPOTHESES OF THE STUDY

Following hypotheses were framed for the research study:

\( H_1 \) There exists no significant difference in the mean scores of decision Making Ability of high and low adjusted principals of Higher Secondary Schools.

\( H_2 \) Two groups, high and low, of Higher Secondary School principals formed on the basis of academic and general environment will not differ on the mean scores of Decision Making Ability.

\( H_3 \) There exists no significant difference between the mean scores of Decision Making Ability of high and low socio-psycho physical adjusted Higher Secondary School principals.

\( H_4 \) The mean scores on Decision Making Ability of highly professional relationship adjusted Higher Secondary School principals will not differ to that of low adjusted ones.

\( H_5 \) The high and low personal life adjusted principals of Higher Secondary School will not differ on mean scores of Decision Making Ability.

\( H_6 \) The mean scores of Decision Making Ability of highly financial and job satisfied adjusted principals of Higher Secondary School will not differ to that of low adjusted ones.

\( H_7 \) There exists no significant difference between the high and low Emotional Intelligence principals of Higher Secondary School on Decision Making Ability mean scores.
**H₈** No significant difference between the mean scores on Decision Making Ability of high and low Awareness of Self and Others Higher Secondary School principals will be found.

**H₉** There exists no significant difference between the mean scores on Decision Making Ability of high and low Professional Orientation of Higher Secondary School principals.

**H₁₀** The mean scores on Decision Making Ability of the two groups of high and low Intrapersonal Management Higher Secondary School principals will not differ significantly.

**H₁₁** No significant difference between the scores of Decision Making Ability of high and low Interpersonally Managed Higher Secondary School principals will be found.

**H₁₂** No significant difference between the mean scores on Decision Making Ability of two groups of Higher Secondary School principals on the basis of gender will be found.

**H₁₃** There exists no significant difference between the mean scores of Decision Making Ability of Government and Private Higher Secondary School principals.

### 5.6 RESEARCH METHODOLOGY OF THE STUDY

**Population**

The population of the research study includes all the government and private higher secondary school principals from the three districts of Durg, Rajnandgaon and Raipur in Chhattisgarh state.
Sample

Sample was chosen in a systematically random technique, so that the operation of the probability can be utilized. Since, the research has been designed for stratified study so, for the sampling design, the population of the undertaken districts was classified with the gender of principals and the types of Higher Secondary Schools. Thus, stratified random sampling was used. Out of the twenty seven districts in the state of Chhattisgarh, 10% of the districts were selected. The three districts thus selected were Durg, Rajnandgaon and Raipur. The three districts thus selected have a total of three hundred eighty three government and five hundred private higher secondary schools. In the form of sample, 25% of the total government and private higher secondary school was taken. The sample for the study has been tabulated.

Table no 5.01

Showing Number of Higher Secondary School in Three Districts of Chhattisgarh:

<table>
<thead>
<tr>
<th>District</th>
<th>Type of School</th>
<th>Total School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Government</td>
<td>Private</td>
</tr>
<tr>
<td></td>
<td>Total Schools</td>
<td>25% Schools</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Durg</td>
<td>92</td>
<td>23</td>
</tr>
<tr>
<td>Rajnandgaon</td>
<td>197</td>
<td>49</td>
</tr>
<tr>
<td>Raipur</td>
<td>94</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>383</td>
<td>95</td>
</tr>
</tbody>
</table>

Courtesy: District Education Office of Durg, Raipur and Rajnandgaon
The research study was further classified with respect to gender that is male and female principals. The distribution of male and female principals is tabulated which is as follows.

**Table no 5.02**

**Showing number of Male and Female Principals selected for Sample:**

<table>
<thead>
<tr>
<th>District</th>
<th>Type of School</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Government</td>
<td>Private</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Durg</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>Rajnandgaon</td>
<td>19</td>
<td>30</td>
</tr>
<tr>
<td>Raipur</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
<td>58</td>
</tr>
</tbody>
</table>
Research Design

**VARIABLE**

**INDEPENDENT**

1. **DECISION MAKING ABILITY**
   - 1. ADJUSTMENT (High & Low)
     - (vi) Academic and General Environment
     - (vii) Socio-Psycho-Physical
     - (viii) Professional Relationship
     - (ix) Personal Life
     - (x) Financial and Job Satisfaction
   - 2. EMOTIONAL INTELLIGENCE (High & Low)
     - (v) Awareness of Self and Others
     - (vi) Professional Orientation
     - (vii) Intrapersonal Management
     - (viii) Interpersonal Management

3. **GENDER**
   - Male
   - Female

4. **TYPE OF SCHOOL**
   - Government
   - Private
**Research Procedure**

To study the impact of Adjustment, Emotional Intelligence, Gender and Type of school on the Decision Making Ability of higher secondary school principals, a survey type research was done. In the present study Adjustment, Emotional Intelligence, Gender and Type of school are independent variables and Decision Making Ability is dependent variable. Stratified random sampling technique was used to collect 220 principals from three districts of Chhattishgarh, namely Rajnandgaon, Durg and Raipur. Data were collected by using Mangal Teacher Adjustment Inventory, which is constructed and standardized by Mangal (2008), Teachers’ Emotional Intelligence Inventory by Mangal (2008) and Decision Making Ability Scale by Saxena and Singh (2010). The sample was categorized on the basis of high and low emotionally intelligent and adjusted principals. For the statistical treatment of data three way ANOVA (2X2X2) was used.

**Research Instrument**

**Table no 5.03**

**Showing list of Research Tools**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Variable</th>
<th>Tool</th>
<th>Proponent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adjustment</td>
<td>Mangal Teacher Adjustment Inventory (MTAI)</td>
<td>Mangal (2008)</td>
</tr>
<tr>
<td>2</td>
<td>Emotional Intelligence</td>
<td>Teachers’ Emotional Intelligence Inventory (tEQi)</td>
<td>Mangal (2008)</td>
</tr>
<tr>
<td>3</td>
<td>Decision Making Ability</td>
<td>Decision Making Ability Scale (DMAS)</td>
<td>Saxena and Singh (2010)</td>
</tr>
</tbody>
</table>
Statistical Treatment of Data

For the analysis of data in the present research study, three way ANOVA (2X2X2) was computed.

5.7 FINDINGS OF THE STUDY

The findings of the research study have been illustrated below.

- A significant effect of total adjustment was found on the decision making ability. It was also found that better adjusted principals had good decision making ability. There was no significant effect of gender and type of school on the decision making ability. Also first order interaction effect (adjustment x gender, adjustment x type of school, gender x type of school) as well as second order interaction effect (adjustment x gender x type of school) had no significant effect on the decision making ability of higher secondary school principals.

- The academic and general environment dimension of adjustment significantly affects the decision making ability, whereas gender and type of school does not affect decision making ability. The first order interaction effect (adjustment x gender, adjustment x type of school, gender x type of school) had no significant effect on decision making ability. Second order interaction effect (adjustment x gender x type of school) did not affect the decision making ability of higher secondary school principals.

- Socio-Psychological Physical adjustment significantly effects the decision making ability, but gender and type of school does not affect decision making ability. However, first order interaction effect (adjustment x type of school) was found to be significant at 0.05 level of significance, other lower interaction effect
(adjustment x gender, adjustment x type of school, gender x type of school) were not found to be significant even at 0.05 level of significance. Higher order interaction (adjustment x gender x type of school) had no effect on the decision making ability of higher secondary school principals.

- The professional relationship dimension of adjustment significantly affects the decision making ability, whereas gender and type of school does not affect decision making ability. The first order interaction effect (adjustment x gender, adjustment x type of school, gender x type of school) had no significant effect on decision making ability. Similarly, second order interaction effect (adjustment x gender x type of school) also had no affect on the decision making ability of higher secondary school principals.

- Personal Life dimension of adjustment was found to be significant at 0.01 level of significance and the main effect of gender was found to be significant at 0.05 level of significance. The result for the first order interaction effect (adjustment x gender, adjustment x type of school, gender x type of school) indicates no significant effect on decision making ability. Similarly, second order interaction effect (adjustment x gender x type of school) does not affect the decision making ability of higher secondary school principals.

- Findings for the effect of financial and job satisfaction dimension of adjustment revealed that financial and job satisfaction adjustment significantly affect the decision making ability, whereas main effect of gender and type of school does not affect decision making ability. The first order interaction effect (adjustment x gender, adjustment x type of school, gender x type of school) had no significant effect on decision making ability. Similarly, second
order interaction effect (adjustment x gender x type of school) did not have any significant effect on the decision making ability of higher secondary school principals.

- A significant effect of total emotional intelligence was found on the decision making ability. It was also found that principals having high emotional intelligence had good decision making ability. There was no significant effect of gender and type of school on the decision making ability. The first order interaction effect (emotional intelligence x gender, emotional intelligence x type of school, gender x type of school) as well as second order interaction effect (emotional intelligence x gender x type of school) had no significant effect on the decision making ability of higher secondary school principals.

- Awareness of self and others dimension of emotional intelligence significantly effects the decision making ability. No significant effect of gender and type of school on the decision making ability was found. The first order interaction effect (emotional intelligence x gender, emotional intelligence x type of school, gender x type of school) as well as second order interaction effect (emotional intelligence x gender x type of school) had no significant effect on the decision making ability of higher secondary school principals.

- Professional Orientation dimension of emotional intelligence had a significantly effect on the decision making ability. Effect of gender and type of school on the decision making ability was found not to be significant at any level of significance. The first order interaction effect (emotional intelligence x gender, emotional intelligence x type of school, gender x type of school) as well as second order interaction effect (emotional intelligence x gender x type of school) as well as second order interaction effect (emotional intelligence x gender x
The effect of intrapersonal management dimension of emotional intelligence was found to be significant at 0.01 level of significance, thus intrapersonal management effects the decision making ability. Gender and type of school were found not to be significant at any level of significance, so there was no effect of gender and type of school on the decision making ability. The first order interaction effect (emotional intelligence x gender, emotional intelligence x type of school, gender x type of school) had no significant effect. Second order interaction effect (emotional intelligence x gender x type of school) also did not had any significant effect on the decision making ability of higher secondary school principals.

The effect of interpersonal management dimension of emotional intelligence significantly effects the decision making ability. The effect of gender and type of school were found not to be significant at any level of significance. The first order interaction effect (emotional intelligence x gender, emotional intelligence x type of school, gender x type of school) had no significant effect at any level of significance. After computing the second order interaction effect (emotional intelligence x gender x type of school) it was found that there was no second order interaction effect on the decision making ability of higher secondary school principals.

5.8 Educational Implication and Suggestion

In this study, an investigation about the impact of adjustment and emotional intelligence on the decision making ability of higher secondary school principals has been done to facilitate the school administrators,
policy makers, training agencies and principals to use the field of applied science of behavior, so that they can improve their proficiency in various fields and enhance the performance of the institution in which they work.

Knowledge about emotional intelligence enables a principal to make proper rapport with the subordinates by understanding their emotions and involving them in administrative tasks specifically in decision making process so that a healthy work place can be developed. The information has certain implications of school principals to be identified as contextual leaders, rather than managers. A sound emotional intelligent principal can withstand high conflict, hence the study will help the principals to understand their stand for the same.

A school being a social structure is strongly related with the adjustment and contentment of the principal, both mentally and financially. Thus, training agencies may also get facilitated in organizing programmes for improving administrative skills among principals including the decision making ability by creating job security and satisfaction to the principals for their better performance.

School administration and management will be assisted to understand the need of liberty that they have to give to their principals in taking decisions in their daily routine. Principals are expected not to refer to the management now and then for small decisions; the outcomes of the study will lend a hand to the principals in understanding not only their intellect but also the pros and cons for good adjustment for taking a prompt and good decision.

The knowhow about a persons’ emotional intelligence and his ability to respond to various situations, helps the school authorities for recruitment of good and effective principals. Criterion for the post of
principals can also be set implementing the findings of the study. In-service training courses for principals and vice-principals should constitute the measurement, evaluation and fostering of emotional intelligence by masters and professionals, this will aid the principals to give their best performance.

5.9 FOLLOW UP STUDIES

- To study the impact of emotional intelligence on the decision making of rural and urban higher secondary school principals.
- A comparative study of decision making of boys and girls higher secondary school principals.
- To study the difference in the decision making of promoted and selected higher secondary school principals.
- A comparative study of the impact of adjustment on the decision making among girls and co-education higher secondary school principals.

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