CHAPTER-I
THE PROBLEM

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1.0 INTRODUCTION

Today’s era is amidst the political, economical, social and technological revolutions that are engulfing the globe rapidly. In spite of these innovative changes, the darkness of illiteracy and number of uneducated people still persists. Education is thus the only piercing ray that can penetrate deep and tear apart the gloomy souls and bring out the person’s powers from within. Education is thus the soul of the body of society without which it cannot last more than a generation. Thus, it becomes necessary for every person living in the society not only to be well educated but also to remain upgraded with the latest of the mechanics. Talking about education, a big question tag runs parallel which contains basically 3Ws namely where, who and how. Briefly, where enquires about the place of education, who about the person rendering it, whereas how asks the way of imparting it. The epicentric answer to these questions lies in the words ‘educational institutions’. The most enduring of all the formal agencies of education, school is the footstep but the most effective and powerful among all, as it lays the foundation for the budding children.

The destiny of India is being moulded and shaped in classrooms (Kothari Commission, 1966) where the teacher plays a significant and pivot role. A number of external and internal forces act upon a teacher to influence his or her behavior in implementing the educational policies of a nation. A school is a miniature of the society, so there is a dire need to identify the needs of the society and to provide education as per these needs.

Human relations and interactions give personal touch in the educational process. The human interactions that takes place, plays an
important role in spreading education. A school is a web of interactions among people who live and work together, to keep this interactive environment healthy, each one should be able to understand other’s emotions and feelings. Emotions are reactions consisting of physiological reactions, subjective cognitive states and expressive behaviors. Emotions influence the way we think, i.e. how we process information about ourselves or the external world. Thus, a school’s environment should be congenial so that all the workers, including the academic and non-academic persons should be able to work in a good coordination, understanding and co-operation. This interrelationship takes the institution to the heights of glory, name and fame, and rates it on the apex among other institutions.

Every school has stratum based on the type of work they do. In the context of the total school activities, Haris, (1963) categorizes the school activities in two sorts- learning and teaching activities as the central goals of operation. Focusing upon both the activities, school process is divided into two major dimensions- instruction related and pupil related. Instruction related dimension consists of teaching that implies behaviors related to instruction, whereas pupil related dimension includes learning that implies the learner. This two dimensional grid suggests five functional areas into the framework of the entire educational operation:

- The teaching function is the instructional behaviors which are central to the primary purposes of the school operation.
- The special service function is the behaviors that are highly pupil related but indirectly instruction related. Activities of counselors, psychologists, recreation leaders, coaches etc. are included in this area.
➢ The management function is the behaviors that are indirectly related to instruction and remotely related to the pupil. Many activities of school board members, custodians, district officers etc. are included in this area.

➢ The supervision function is the behaviors that are highly instruction related, but only remotely related to pupils.

➢ The general administration function area is unique behaviors which fall in center position along the instruction and pupil related dimensions.

A school is more concerned with human relationship. It is defined as, in a large part. “the influencing of one group of human being, the pupils, to grow towards defined objective, utilizing a second group of human beings, the teachers, as agents and operating in a setting of a third group of human beings, the public, variously concerned with both objective and with means to achieve them” (Mort and Ross, 1956). The basic purpose of school is to bring pupils and teachers under such conditions as to achieve a sound and efficient educational ends. It helps to upgrade and polish the poles, the teacher and the student, to make them excel in every sphere of life.

Today’s world is a stage where cut throat competition, even in the field of education, persists. As a result, all the educational institutions need to be very much vigilant over the administration and its functioning, so as to achieve the predetermined goals. Drucker, (1954) believed that administration is pictured as action oriented and the activities of the administrators are to perform for desirable changes and accomplishment of institutional goals through a group process. In the administration arena, other than the management’s role, the principal is the big bug, who keeps a hawk eye over all the tasks being done by his subordinates and also
scrutinizes each and every work being assigned to them. They also tend to engage in all the function areas of school operation. Every educational institution needs a pattern of administration which acts as a sail to propel and to sustain it on an even keel, to stir it through the uncharted problem zones and to keep it on heels and boosted for the fast changing society. It is the process by which a school ensures that all the students are achieving at higher level with respect to their capacities. It is not mandatory that mere presence of adequate financial facility, quality personnel and adequate physical resources will yield excellence; rather a most significant force is needed to convert all the potentialities into reality and that is the administrative ability of the principal.

Naik, (1966) promulgates that, “being instrument of social service rather than a bureaucratic machine, a principal is more than an official punctilious about administrative routine; he is an educational leader, guiding and directing a sacred undertaking. So, the subject matter of school administration is merely not a thing of ideal beauty.” Being the key figure of the institution, he should have sound administrative qualities, a mere slip and unwillingness of distinguishing the thin line of difference between right and wrong, can lead from cosmos to chaos. Richardson et. al (1989) suggested that a principal must lead toward educational achievement, must be a person who makes instructional quality the top priority of the school, and must be able to bring that vision to realization.

A school is like a tree, branched with various connections in its environment; as it includes the teachers, students and administrative staff within the school’s periphery as well as parents, community members, district personnel and other external entities that affect the school’s instructional process. A principal has to enact many roles so as to bind all
the internal and external environments and have a smooth correlation between them. Although being crowned as the head of the school, a principal of today has to perform the multi dimensional tasks and implement various reform agendas. These agendas for the enhancement of the school, comes from local, state and national sources, thus making the principal’s role more complex and tedious, as they have to focus on the demands that each source calls for. So, a principal’s role is multifaceted and ever changing one, so as to meet the new demands and continuous changing environment. In the dynamic world of today, where socio-cultural, economical and political forces are changing rapidly along with globalization and modernization, there is a cry for sound inter and intra human relations with a proper curriculum. For this an important ingredient for the success of principals operating in this dynamic setting is that, they bring to the position, a solid foundation base that will give them perspective about the changing society. But for the accomplishment of these forces, a principal cannot be blindfolded; rather he should be able to take prompt decisions which is the most important and an inseparable factor of efficient administration. For taking a proper decision, he should plan, design and then select the best alternative among many. Simon, (1961) considered the term “selection” as the product of a complex chain of activities called “planning” or “design” activities for smooth and effective running of an organization towards its organizational goal. Thus, for a good decision making, a principal should not only have a good intellect but also a sound emotional intelligence. Also, he should be able to maintain a harmonious relationship within the school as well as in the society, for which he should have a well adjusted persona. Hence, it becomes necessary to perceive about emotional intelligence, adjustment and decision making of the principals so that they work better than what they were performing earlier.
Emotional Intelligence

Emotions are considered as an important part of one’s personality i.e. an aspect of a person’s mental state and are related to a person’s internal or physical and external or social feeling. They determine the nature and effectiveness of pattern of social interaction and also contribute importantly to the psychological wellbeing of an individual. Oatley and Jenkins, (1996) states that common emotions such as love, hate, fear, courage, joy, pleasure and disgust can all be described in psychological and physiological terms. The people who have control over their life can manage and know their feelings well and read and deal effectively with other people’s feelings; whereas the people who do not have control over their emotional life, fights inner battles that sabotage their ability to focus on work and think clearly. Lane et al. (2000) elaborates that in emotions, thought or thinking is inextricably linked to body functions and physiological changes as the perception of self is closely associated with how we react to the world around us and shape our values, judgments and attitudes towards others, thus defining and shaping our emotions as well. The last decade has seen a steady drum roll of reports portraying an uptick in emotional aptitude, desperation and restlessness in our collective lives. A spreading malaise can be seen in numbers showing rise in depression among the people throughout the globe and in the reminders of a surging tide of aggression. Emotions have sometimes been seen as the extreme opposite or anti-thesis of any kind of reason and emotions are also said to suppress reasons. Thus, the common phrase ‘let the head rule over heart’ is justified. Emotional states are caused by and result in internal physiological states and changes in the cognitive functions that individuals may not be able to control.
The human psyche is capable of reactions and perspectives to observed facts in internal and external world and may be emotionally unresponsive to logical arguments, giving in to emotions mainly in regard to issues such as religion, ideology and personal strife or wishes. Emotions can be defined and explained by psychological, physiological and philosophical viewpoints and is commonly described as a mental state or process that can balance conflicting facts and experiences to give a subjective psychological and unique experience for an individual. These experiences can be thoughts, feelings, joy, sorrow and also psychological responses such as flushed face and behavioral changes such as running away from potential dangers. There are many psychological theories that explain emotions and emotional reactions and the most influential ones are; James-Lange theory, Cannon-Bard approach, Schachter-Singer approach and the Opponent process approach. James and Lange proposed that feelings of emotions follow psychological reactions within the body, whereas the Cannon-Bard approach suggests that the lower brain receives emotion producing signals and send to the cortex for interpretation and subsequent physiological responses. The Schachter-Singer theory gives emphasis on the cognitive skills and creates an interpretation of the situation and behavioral response. The Opponent process approach believes that emotions occur in a set of pairs, a positive and a negative, and during an emotion producing situation one of these pairs of emotions is suppressed and the other one is revealed. Plutchik, (1980) has classified eight primary emotions of – anger, fear, disgust, sorrow, surprise, curiosity, acceptance and joy. The physiological components of emotion involved are the hypothalamus, the limbic system and the autonomic nervous system. Out of these, fear is thought to be largely dependent on the amygdala of the brain. The biological model of emotions suggests that senses play a crucial role in the emotive state.
Also, the fact that the humans have the largest and most active limbic system, suggests that emotions are most strongly developed in humans. Thus, the evolutionary views of emotions indicate that love and affection are necessary for the survival of species and for care of young and others of same species.

In recent years intelligence and emotion have been correlated in a way important to psychological research. A relevant model, known as the Mayer-Salovey Model, introduced the term ‘emotional intelligence’ and defined it as a capacity to understand information and act reasonably using emotions. Emotional intelligence has been described as an innate ability of an individual to reason effectively and handle situations and circumstances and handle those situations using proper emotions and also the potential to learn effective emotional management skills. Emotional intelligence can thus be broadly defined as the ability or innate potential to feel, communicate, manage or recognize and even understand emotions and react effectively to the environment using appropriate emotions in appropriate situations. It is the capacity to accurately perceive emotions, to use emotions to facilitate thinking, to manage emotions and understand the real meaning of emotions. The concept of Emotional Intelligence was first coined by Salovey and Mayer, (1990) and they stated that- “Emotional Intelligence is the subject of social intelligence that involves the ability to monitor one’s own and other’s feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions.” Aristotle, (384-322 B.C.) put it as the rare ability to be angry with the right person, to the right degree, at the right time, for the right purpose and in the right way. Abilities such as being able to motivate oneself and persist in the face of frustrations, to control impulse and delay gratification, to regulate one’s mood and distress from
swamping the ability to think, to empathize and to hope, can be kept under the heading of emotional intelligence. Mayer-Salovey (1990) gave four branch model and identified four different factors of emotional intelligence as:

1. **Perceiving Emotions**: The first step in understanding emotions is to accurately perceive them. In many cases it might involve understanding non-verbal signals, such as body language and facial expression.

2. **Reasoning with Emotions**: The next step involves using emotion to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to, we respond emotionally to things that gather our attention.

3. **Understanding Emotions**: The emotions that we perceive can carry a wide variety of meaning i.e. if someone is expressing angry emotions, the observer must interpret the cause of their anger and what it might mean.

4. **Managing Emotions**: The ability to manage emotions effectively is a key part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspect of emotional management.

Emotional intelligence involves the ability to identify, understand and describe emotional states to perceive relations of thoughts, feelings and actions, to experience emotional states such as a need and be able to fulfill it, to be sensitive to the emotions of other people, to sustain satisfactory interpersonal relationships and also to manage emotional states, controlling undesirable emotions and showing desirable ones (Goleman, 1995, 1998). Thus, an emotionally sound individual automatically avoids a host of other problems related directly or
indirectly to the individual’s pattern of emotional responses. Emotional intelligence also enhances personal effectiveness leading to healthier and stronger relationships, so emotionally intelligent people are able to express their emotions positively without actually threatening the other person. Emotional intelligence helps to avoid stress at workplace. Also, application of emotional intelligence at workplace enables to form a conductive work environment in three important ways. Firstly, it helps to see grievances as helpful critiques. Secondly, it helps in creating an atmosphere in which diversity is valued. Thirdly, it enables to create effective networks where differences are respected and people are motivated to work towards a common goal. The scope of emotional intelligence also includes abilities in five main areas i.e. (a) Self-Awareness: being aware of both our mood and our thoughts about that mood, (b) Managing emotions: handling feelings so that they are appropriate, and keeping the distressing emotions in check, (c) Motivating oneself: being able to focus on a goal, (d) Recognizing emotions in others: empathizing with others and building up ‘people skill’ and (e) Handling relationships: being socially competent to be effective in intrapersonal relationships. Although Mayer and Salovey (1990) propounded the concept of emotional intelligence, but it was popularized by Goleman (1995, 1998), who also enlighten emotional perception. Emotional perception allows individuals to respond congruently, as they recognize their own and other’s emotional responses. Emotional regulation on the other hand means individuals self-monitor the intensity and direction of their own and other’s emotional responses, as Pelliteri (2002) highlights, allowing them to moderate negative emotional reactions and remain positive. Regulation, allows individuals to utilize their emotional knowledge to promote creativity and flexibility, social relations and maintain motivation. Emotional intelligence offers and
plays an invaluable role in becoming more confident, optimistic, flexible, innovative and comfortable with new ideas. According to Goleman, Boyatzis and McKee (2002), there are five strategies that leaders can use to build emotional intelligences:

- My ideal self: Who do I want to be?
- My real self: Who am I? What are my strengths and gaps?
- My learning agenda: How can I build on my strengths while reducing my gaps?
- Experimenting with and practicing new behaviors, thoughts, and feelings to the point of mastery.
- Developing supportive and trusting relationships.

Thus, emotional intelligence can be nurtured, practiced and developed to make an individual, specifically the decision makers in schools i.e. the principals, an effective personality. Goleman, (1995) suggests that there are four clusters of important competencies that make up emotional intelligence and that these competencies are connected with the ability to manage oneself and handle relationships successfully. They are:

**Self-awareness:-** It is the core of emotional intelligence. Leaders who are self-aware know their strengths and limitations; they have the ability to stay true to their own feelings, values, and vision. They use emotion in their decision-making process and tend to be reflective. These leaders also are aware of areas that need improvement and make continuous improvement a priority in their lives. Emotionally intelligent leaders know themselves well, are aware of their limits, and know where they need to improve.
**Self-management:** Leaders who manage their emotions well have the ability to remain optimistic and to maintain self-control. They find ways to manage negative emotions and impulses and to persist in seeking goals despite obstacles and setbacks. They value initiative and innovation and are not afraid of failure. Such a leader is perceived as transparent and authentic, a person with integrity who will do the right thing—even if it’s unpopular. Good self-managers take responsibility for their actions. They seek high-performance achievement and self-improvement. They strive to be conscientious, organized, and careful about their work, and to be punctual, self-disciplined, and helpful. They know that making needed changes will require persistence and the ability to bounce back.

**Social awareness:** Socially aware leaders are able to read power relationships and networks—an ability that helps them to manage conflict and avoid pitfalls. They respect the underlying norms and values of their school and district. They are empathetic and are seen as interested in others and what they are feeling. They relate well to people from varied backgrounds and can understand multiple perspectives in a conflict situation. Empathetic leaders give positive and negative feedback in a way that is supportive and helpful. They know that the more teachers feel such support, the more trust, attachment, effort, and loyalty they will display.

**Relationship management:** Sensing what others are feeling without their saying so is the essence of empathy and the prerequisite for empathy is self-awareness—knowing and displaying your own feelings. Successful leaders understand the *Pygmalion effect*—that expecting the best from people is often a self-fulfilling prophecy. These leaders are talented in conflict management and in encouraging teamwork and collaboration.
Those high in social skills encourage debate and open discussion, and have a knack for handling difficult people.

People with good social skills know how to manage and express emotion in ways that inspire peak performance in others. They are positive and outgoing, emotionally expressive, and dramatic. They seem warm and sociable, friendly, and demonstrative. They know when to be assertive and are not uncomfortable with confrontation or anger. So, a principal should be a person of healthy emotions for effective performance.

**Adjustment**

Adjustment, in psychology is the behavioral process by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environment. Biologically the word ‘adaptation’ (L. ad- towards; apt- adjust) means for any physical, mental, physiological or biochemical modification in a living being which makes it more fit to cope with the particular conditions of its environment. According to evolutionary theory, any anatomical structure, physical process, psychological process or behavior that makes an organism more fit to survive in comparison to other members of the same species is viewed as adaptive traits. Among the whole animal kingdom, human beings have the highest capacities to adapt to the situation of geographical or social environment. The environment, as per the evolutionary theory, contributes to the refinement of traits and is the arena in which most short term goals are achieved. However, one’s degree of adaptation is relative; no absolute measure exists.

Biologists use the term adaptation, its meaning is usually synonymous with adjustment. So, in psychology, adjustment refers to
individual’s relationship with his environment- the way he attempts to achieve harmony between his own drives and desires and the demands or restrains of the environment (Morris, 1976). It is the process of adaptation by which a living being reorganizes its behaviors to maintain a balance between its needs and the circumstances with which it has to interact. It is a state in which the needs on one hand and the claims of the environment on the other are fully satisfied; also it is the process by which this harmonious relationship can be attained (Eysneck et. al 1992).

Adjustment is a lifelong process from cradle and that need to be taking place at every moment of life. The person, who makes full use of his occupational and social capacities with his sound disposition of mind, may be called as well adjusted in his social setup. A sequence of adjustment begins when a need is felt and ends when it is satisfied. In general, the adjustment process involves four parts

1. A need or motive in the form of a strong persistent stimulus
2. The thwarting or non fulfillment of this need.
3. Varied achieving, or exploratory behavior accompanied by problem solving.
4. Some response that removes or at least reduces the initiating stimulus and completes the adjustment. Social and cultural adjustments are similar to physiological adjustment. People strive to be comfortable in their surroundings and to have their physiological needs met through the social networks they inhabit. When need, arise, especially in new or changed surrounding they impel interpersonal activity meant to satisfy those needs. In this way people increase their environment and they come to expect that their needs will be met in the future through their social
networks. Ongoing difficulties in social and cultural adjustment may be accomplished by anxiety or depression.

It may be said that 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).

There are various types of adjustment shown by the different individuals or the same individual at different times. These adjustment techniques vary widely in the effectiveness with which the individual reduce the tension aroused by conflict situations. There are various urges,
impulses, motives, tendencies, interests and attitudes in an individual. When these urges are allowed to function harmoniously in co-ordination with each other and getting full expression, then the individual is said to have a personality which can be said as wholesome and which is essential for healthy mental life. In general terms mental health is the full harmonious functioning of the whole personality (Hadfield, 1952). An individual has many desires; some of them are in harmony with reality while some are such which cannot be attained. If the individual is able to harmonize them with reality, then he is said to be well adjusted to life situations. To be well adjusted a person should be mentally healthy. When an individual who’s all potentialities, whether innate or acquired, are fully developed and harmonized with one another by being directed to a common end, aim or purpose is said to be mentally healthy. Mental health is, thus a dynamic functioning of the whole organism. It brings a harmony of movement in the organism to achieve an end which is completeness or fulfillment. Comparing to Menninger, (1945), mental health is the adjustment of human beings to each other with a maximum of effectiveness and happiness. Hilgard, (1957) conceptualized that a person having good mental health is an adjusted person. Thus, this statement means an adjustment is a state of mental health or of being conductive to harmonious and effective living (Bonne, 1960).

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).

Adjustment mechanisms are almost inferred by different psychologist from the behavior of individuals as the protective orientation. Piaget, (1952) has studied the adjusting process from different angles. He used the term ‘accommodation’ and ‘assimilation’ to represent the alternation of oneself or environment as a means of adjustment. A person, who carries his values and standard of conduct without any change and maintained these in spite of major changes in the social climate, is called ‘assimilator’. The man, who takes his standard from social context and changes his beliefs in accordance with the altered values of the society, is called ‘accommodator’. In condition of conflict or pressure that occurs between internal needs and external demands, there may be three alternatives (Chouhan, 2005):

- Firstly, the individual may inhibit or modify his internal needs or demand.
- Secondly, he can alter the environment and can satisfy his demands.
- Thirdly, he can use some mental mechanism to escape from the conflicting situation and may be able to maintain the balance of his personality.
- Morris (1976) distinguishes between two general types of adjustment:
  - **Direct coping** – It refers to any action a person takes to alter an uncomfortable situation. When his needs or desires are frustrated, he attempts to remove the obstacles between himself and his goals, or he gives up his goals. Similarly, when he is threatened, he tries
to eliminate the source of fear – either by attacking it or by escaping

- **Defensive Coping** – It refers to the different ways people convince themselves that they are not really threatened, that they did not really want something they could not get. A form of self-deception, defensive coping is characteristic of internal, often unconscious conflicts. It is too threatening that a person feels unable to bring a problem to the surface and deal with it directly. In self-defense, he avoids the conflict.

**Decision Making**

School is a sub-unit of the educational system with the principal at the apex affecting the formal interfaces of the school with the educational system on the one hand and with the other sub-systems such as the community on the other. The principal is thus placed in a vital and crucial position to play a role, to bridge between the school and rest of the educational system and the world outside this system. Whether be a school or a college, the task and function of the principal remains more or less the same and he is expected to provide leadership to his team of teachers and other supporting staff in a co-operatively working relationship, to raise professional standards, to improve school services, to promote a climate in which exercise of professional judgment is encouraged. The success of the educational ventures depends much on the attitude of the principal, his motivation and his managerial ability, his style of working and behavior and abilities and skills to mobilize other personnel in the school. The very quality of education thus depends on the kind of leadership provided by the principal. Thus, such the school is what the principal is. Successful working of the principal brings about everything desirable for the realization of school goals. When the success
of a large part of the educational system is dependent on the vital component called the principal, it becomes expedient to try to understand, what can affect the principal to perform well or poorly or how his decision making ability is affected?

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. **Mann, 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) 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) 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).

The specific act of choosing an alternative from, among a set of alternatives is called decision – making. The process by which decisions are made involves recognizing the nature of a situation, identifying alternatives, selecting the best alternative and implementing the decision. The term ‘best’ is a relative term and usually implies effectiveness. Life is full of making decisions, many of which we are not even aware of. We make some decisions out of habit and for some decisions we need to think, for other crucial issues in our life, which make us struggle while deciding. Every human being might have made at least one poor decision in his or her lifetime. Generally when people make a bad choice, they would revisit them from time to time, imagining how things might have been different if they had chosen wisely. For making wise decision it is essential to seek counseling. Decision-making is a core function of principals. The quality of decisions made by principals is the true
measure of their performance. The decision-making process is one and the same whether the issue is minor or major.

Decision should not be made in a vacuum. The process of decision-making involves collection of information and careful analysis of facts for which wisdom and clarity of thought are essential on the part of individual or leader. Many of the bad choices are the result of our conclusions on emotions, bad information or impulses. Generally important decisions should not be rushed, because they require sufficient time for gestation, but once a decision is made, it should be communicated and implemented. Leaders take decision by making a comparison between the alternatives and evaluation of the outcome. Each decision influence future actions, which in turn require further decisions. Decision-making is done basically under three conditions; condition of certainty, condition of risks and condition of uncertainly. It is course of action which is consciously chosen for achieving a desired result. A decision is something that takes place prior to actual performance of a course of action that has been chosen. It is aimed at attaining the objectives of the institution. Decision-making is a mental process as the final selection is made after thoughtful consideration and it is also a resolution of a conflict. It involves rationality as through decision, an attempt is made to enhance one’s behavior.

There are certain types of decision, among them some are:

- **Strategic Decision** – These decisions are normally taken by the top level management and they are non-repetitive.

- **Routine Decision** – They are taken by the lower level management under the framework of policies. Routine decisions are taken and they are day-to-day decisions and for short term.
- **Organizational Decision** – Decisions which affect the whole organization is called organizational decision. These are formal decisions which are taken by authorities.

- **Personal Decision** – They are related to an individual and not as member of institution.

- **Programmed Decision** – These types of decisions are always scheduled decisions.

- **Non-Programmed Decision** – These types of decisions are not scheduled and are taken in emergency.

- **Long terms Decision** – The decisions which are taken for more than a year are long time decisions.

- **Short terms Decision** – Those decisions which are taken for half yearly or so are short term decisions.

For taking correct and better decision of any of the above types, one has to take proper steps for an effective decision making. Some of the steps of decision-making are:

1. The problem and the decision to be made should be defined i.e. the problem should be clarified and irrelevant issues eliminated to take the right decision.

2. All the information about the problem should be collected and arranged in a logical form and sequence.

3. The relevant information should be extracted.
4. The information should be evaluated in terms of the quality and accuracy and then estimation of the unknowns and conditions that may influence the outcome of the decision should be done.

5. Alternatives should be identified and the possible outcomes of each alternative should be evaluated.

6. The best alternative should be selected i.e. the decision is made.

7. The final step is follow-up and evaluation.

After following these steps, and once the decision is taken, should be adhered to. If the decision taker has hesitation or uncertainty and lack of confidence in taking and implementing decision, it would reduce the effectiveness of the decision. Principals who are leaders in educational settings often have to take decisions to insure the success of the institution. There are many instances wherein the principals are required to apply decision-making skills. Usually the management expects their principals to handle regular problems without coming to them each time for taking decisions. Thus, decision-making process is a never ending one and every principal ought to have a good decision-making ability to be a good administrator and take the institution to the apex of success.

The knowhow about a person’s abilities and capacities enables him to be self motivated. In the case of academic institution, it helps him to be more dedicated and sincere towards his institution. The principal in specific should know what he should do, so that he would be able to continuously put feathers in the cap of the institution. This would be properly done if the principal uses his ability of adjustment using his intelligence for taking good decisions for the betterment of the institution. This process will be successful if experiments with principals are done, so
that it would facilitate in smoothening their work. Therefore, in the present study, a relationship between adjustment and emotional intelligence of principal and their decision-making ability has been established.

1.1 THEORETICAL FRAMEWORK

Emotional intelligence as a construct was first defined by Thorndike (1920) as the ability to perceive one’s own and others’ emotions, motives and behaviours, and to use them to act optimally. Leuner (1966) coined the term emotional intelligence; Bar-On (1988) came up with the term Emotional Quotient (EQ). The emotional intelligence construct has elicited increasing interest since the nineties, especially from psychologists and researchers who have developed different models and definitions. An early proposition of emotional intelligence was articulated by Mayer et al. (2000) who distinguished between mental ability models and mixed models: the first defined emotional intelligence in terms of individual cognitive abilities in processing emotional information, and the second conceptualized emotional intelligence as a construct that included a mix of cognitive abilities with other characteristics such as aspects of personality. A second proposition of emotional intelligence called into question the different measures of emotional intelligence arguing that the type of measurement rather than the theory itself determines the nature of the different Emotional Intelligence models Petrides and Furnham (2000, 2001), they distinguish between the trait Emotional Intelligence (or the trait emotional self-efficacy) and the ability Emotional Intelligence (formally defined as information-processing Emotional Intelligence). Petrides and Furnham’s (2000, 2001) proposition is indeed based on the method of measuring the construct (self-report vs. maximum
emotional intelligence has been proposed, and it sees the assessed construct as qualitatively different. Trait Emotional Intelligence represents a constellation of emotion-related self-perceptions located at the lower levels of personality. Information-processing emotional intelligence, on the other hand, concerns emotional abilities. Trait Emotional Intelligence is thus assessed through self-reported measures while information processing emotional intelligence refers to objective maximum performance measures. *Mayer et al. (2008)* differentiated between specific-ability approaches that concentrate on a particular ability or abilities that can be considered fundamental to emotional intelligence; integrative-model approaches that consider emotional intelligence an overall ability; and the mixed-model approaches that include a wide range of non-cognitive factors.

Emotional intelligence is a person’s ability to recognize personal 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. **Gardner, Goleman, Salovey and 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 McKe, 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 is that process through which a person tries to strike a balance between his requirements and situations. An analysis of adjustment reveals that the person has an object, but hurdles appears in its achievement. Due to obstructions the responses of the person gets scattered into reactions. With the help of these different reactions, they reach to a solution or remedy in the end. The human adaptation of man to his environment is a problem which is crucial to the survival of the individual and species. Yet in spite of the significance of the adjustment process, scientific knowledge in this field is at a preliminary stage. The reason for this slow growth of knowledge in psychology is that we have only recently begun to investigate human using the principles of science. A person does not always get success according to his desires and efforts, the reason for this lies either in unfavorable situations or in the limited capacities of the individual. However, a person makes efforts to adjust himself somehow in his environment. In these efforts, sometimes he achieves full success and sometimes partially, on achieving partial success a person tries to find other means adjustment. When he fails in his efforts he does not find adjusted. In this situation abnormality appears in his behavior which can be in form of mental illness or worries. Symonds (1961) defines, “Adjustment as a satisfactorily reaction of an organism to his environment.” Coleman (1969) defines “Adjustment as the outcome of the individual’s attempt to deal with stress and meet his needs also, his efforts to maintain harmonious relationship with the environment.”

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 [Lambert et al., 2002; Hammond, LaPointe, Meyerson, and Orr, 2007; The Wallace Foundation, 2008; Davis, Kearney, Sanders, Thomas and Leon, 2011]. 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.

1.2 RELATED LITERATURE

Every study needs to be related to some previous studies to show its authenticity. These studies help to support the research work being carried out, by and by it also helps the researcher to understand and realize the research work properly thus guiding the researcher in a proper direction. It also acts as a milestone for the ongoing research work, as it correlates the present study with that of the earlier ones.
1.2.1 STUDIES ON EMOTIONAL INTELLIGENCE DONE ABROAD

Weinberger (2003) studied the relationship between emotional intelligence, leadership style and leadership effectiveness. The study found no relationships between the perceptions of a leader’s leadership style and that leader’s emotional intelligence and a leader’s perceived leadership effectiveness and their emotional intelligence. The lack of significant relationships between the various components of leadership style and emotional intelligence suggested that the practice of measuring manager’s emotional intelligence relative to organizational and individual performance was not based on sound data. The results of this study were contrary to what has been suggested by advocates of emotional intelligence and provide additional information to the body of knowledge in the area of emotional intelligence, leadership, and the field of HRD.

Allen (2003) made a study to determine the relationship between teacher’s perception of school climate and their principal’s emotional intelligence competencies. The results revealed that there was no significant negative correlation between principal’s emotional intelligence competencies and their teacher’s perception of school climate. Teachers perceived school climate to be more positive for female principals and female teachers perceived school climate to be more positive than male teachers. It was also found that elementary teachers were significantly more positive about school climate than middle and high school teachers. Teachers in small and average size schools perceived climate to be significantly more positive than teachers in large schools.
Perry et al (2004) studied the emotional intelligence and teaching situations, development of new measures. The findings revealed that individual differences were reported in emotional intelligence. It was also found that female teachers reported greater likelihood of demonstrating emotional intelligence as compared to male teachers.

Tsaousis et al, (2005) investigated the relationship of the characteristics of emotional intelligence such as perception, use and control or management of emotions with aspects of psychological and physical health. It was found that there was a relationship between health functioning and EI. A strong links between emotions and intelligence, especially in education and business areas was found.

David and Chan (2006) studied Emotional intelligence and components of burnout among Chinese Secondary School teachers. The findings revealed that the hypothized model provided an adequate and moderately good fit, suggested that emotional exhausts influenced accomplishment, but personal accomplishment could not develop relatively independently from the burnout components through the influence of positive utilization of emotions.

Cook and Roy (2006) made a study of school principals in Montana to determine the effects of emotional intelligence on elementary principals' leadership performance. It was found that emotional intelligence, had a strong effect on leadership. Gender, age, and years of experience had no significant effects on emotional intelligence. The results also indicated that emotional intelligence had a positive effect on principals’ leadership performance.
Joseph and Joseph (2008) studied the Relationship of Emotional Intelligence to Teacher Effectiveness among the secondary level pre-service teachers. The findings were:

- There exists a significant relationship between emotional intelligence and the teacher variable viz. the teacher effectiveness.
- There exists a significant difference between the mean scores of the teacher effectiveness for the high, average & low emotional intelligence groups when paired comparisons are made of with respect to teacher effectiveness.

Raz (2008) studied the relationship between emotional intelligence and decision making styles for the middle school principals in Bojnord. It was found that there was a relationship between emotional intelligence and decision making styles. It was also found that there was a significant correlation between self excitement, self control and social intelligence. No significant relationship between social skills and self awareness and decision making style was found.

Munroe (2009) examined the degree to which a relationship existed between emotional intelligence and instructional leadership behaviors of elementary school principals. Results indicate a significant relationship between the principals’ total scale score of instructional leadership behaviors and the overall emotional intelligence score. Significant relationships with instructional leadership were also observed between the emotional competency of Social Competence and the subscales of Social Awareness and Relationship Management.

Stone, Parker and Wood (2010) made a study to explore the relationship between emotional intelligence and school leadership. In the study, women were found to score higher than men on the interpersonal
dimension. However, no differences were found between individuals working in an elementary school versus a secondary school; the same was true for principals and vice-principals. It was also seen that men and women did not differ on any of the leadership ratings. In addition, individuals employed by an elementary school did not differ from those employed at a secondary school on any of the leadership ratings. Principals, however, were rated higher than vice-principals by their supervisors on task-oriented leadership, relationship-oriented leadership, and total leadership. Vice-principals, on the other hand, were rated higher by their staff on relationship-oriented leadership. With regards to intrapersonal abilities, the above average leadership group scored higher than the below average leadership group on the emotional self-awareness and self-actualization subscales. The above average leadership group scored higher than the below average leadership group on the empathy and interpersonal relationship subscales of the interpersonal dimension but not on the social responsibility subscale. In investigating adaptability skills it was revealed that the above average leadership group scored higher than the below average leadership group on the flexibility and problem solving subscales. Finally, of the two stress management subscales (stress tolerance and impulse control) the above average leadership group only scored higher than the below average leadership group on the impulse control subscale.

Cutbirth (2010) examined whether emotional competencies reinforce leadership behaviors and practices that augment school improvement efforts resulting in increased student achievement or not. Results indicated a significant correlation between emotional intelligence competency and balanced leadership behavior. In addition there was a significant difference in the area of social awareness between female and
male principals, with female principals scoring higher in the area of emotional intelligence competency. Although no other significant differences were found between gender or achievement groupings, weaknesses and strengths in with regard to both emotional intelligence competency and balanced leadership behavior was found.

Hebert (2011) made a study on the relationship between emotional intelligence, transformational leadership and effectiveness in school principals and found that a relationship existed between emotional intelligence and contingent reward leadership, while no significant relationship was evident between emotional intelligence and other leadership styles. Based on the results, it was concluded that principals and future principals could better develop effective leadership skills by becoming more aware of their strengths and weaknesses in the area of emotional intelligence, along with improving their transformational leadership behaviors.

Cates (2012) made a study to augment the limited research in the Canadian educational context on school leaders’ understanding of emotional intelligence and its relevancy to their work. The study utilized semi structured interviews with 6 Ontario school principals representing disparate school contexts based on socioeconomic levels, urban and rural settings, and degree of ethnic diversity. Additionally, the 4 male and 2 female participants were elementary and secondary school principals in different public school boards and represent a diverse range of age and experience. The study utilized a grounded theory approach to data analysis and identified by 5 main themes: Self- Awareness, Relationship, Support, Pressure, and Emotional Filtering and Compartmentalization. The school leaders in this study described emotional intelligence as primarily the ability to recognize and respond appropriately to the
emotions of others, and to build relationships. All participants believed that the relational dimension of the services that schools provided meant that it is especially important for educational leaders to possess strong interpersonal skills. Participants placed great importance on support in the work they do. An important part of their identity as administrators was being a support to their staff. They also spoke of support as a one-way street, which highlighted the lack of support that administrators felt from parents, teachers, and school board administrators. Pressure was a common experience for principals that greatly impacted their emotional worlds. This pressure was felt primarily from staff, parents, and supervisors and stemmed from the responsibility they felt for the entire school. The appropriateness of emotional expression was a common concern for principals. They dealt with this concern by filtering the emotions that they felt at work and attempting to separate the emotions experienced at home and work.

Noe (2012) examined the relationship between secondary school principals’ emotional intelligence quotient, school culture and student achievement. The result showed that principal’s emotional intelligence quotient was not significantly associated with school culture and negatively associated with student achievement. It was also found that the combination of predictor variables, principal’s emotional intelligence quotient and school cultures, did not significantly predicted student achievement.

Tatlah and Aslam (2012) studied the relationship between emotional intelligence and transformative leadership style of Principals working in Secondary schools. It was found that principals having high emotional intelligence focus their efforts to create enthusiasm in their team with abundant energy and refer others to move forward. A
principal’s skill in the area of human relations, decision-making, control of subordinates and conflict resolution are indicators of transformative leadership traits and behaviors was also seen in the study.

Hamidi and Azizi (2012) made a descriptive-correlative research was to study the relationship between emotional intelligence and leadership styles of principals. Results showed that there was a significant relationship between emotional intelligence and leadership. The relationship between self-awareness and leadership styles were not significant. A positive significant relationship between self-regulation and open style leadership was seen. Findings also revealed that there was direct significant relationship between motivation and open style but indirect significant relationship with motivation and closed style leadership. In the study a positive significant relationship between empathy and open style but negative relationship between empathy and closed style leadership was seen.

Beytekin (2013) made a study to explore the relationship between emotional intelligence and school management. The sample of this study included randomly selected 262 school administrators (principals and vice principals) from 120 primary schools in Izmir City, Turkey. Results showed that there was positive significant relation between emotional intelligence and school management abilities in total, and emotional intelligence was a significant predictor of school management abilities.

Himmer (2013) made a study on school administrators and concluded that emotional intelligence is a strong predictor of leadership success. As a leader’s emotional intelligence increases, leadership capacity increases.
Henry and Hope (2013) made a research to ascertain the degree of correlation between elementary and middle school principals’ emotional intelligence and school status of “meets” or “does not meet” Adequate Yearly Progress (AYP). A weak negative relation between principal’s emotional intelligence and school status was found. No effect of principal’s age on the emotional intelligence and school designation was found. It was also found that understanding and managing emotions did not predict principals’ ethnicity. The research also revealed that gender had no influence on a school’s status of meets or does not meet AYP.

1.2.2 STUDIES ON EMOTIONAL INTELLIGENCE DONE IN INDIA

Bansibihari and Pathan (2004) studied the emotional intelligence of secondary teachers in relation to gender & age & found that nearly all the teachers fall under ‘low’ category of emotional intelligence. There was no significant difference between emotional intelligence of male & female, & age is dependent on emotional intelligence.

Amirtha.M and Kadhiravan.S, (2006) studied the relationship between emotional intelligence & personality of teachers. The results revealed that gender, age & qualification influence the emotional intelligence of teachers. Teachers also differ in some of their personality dimensions with respect to different descriptive variables. It was also found that extroversion, introversion & feeling dimensions of personality had a negative impact on emotional intelligence of teachers, whereas thinking & judgment dimensions have a positive impact on their emotional intelligence.

Sridhar and Badiei (2007) studied the level of Teacher Efficacy & Emotional Intelligence of primary school teachers in relation to gender,
age & educational level. The study revealed that there was no significant difference between teacher efficacy & emotional intelligence with reference to two independent variables which were considered in the study (gender & educational level). In respect to the independent variable (age), a significant difference was been observed.

Venkat and Balappa (2007) interpreted the relationship between spirituality, emotional intelligence and transformational leadership. The sample consisted of one hundred eleven working professionals in a metropolitan city in south India with a minimum work experience of one year. Spirituality, four dimensions of emotional intelligence and transformational leadership were measured using survey. Results indicated that emotional intelligence was positively related to transformational leadership. Moderate support was found for a positive relationship between spirituality and emotional intelligence and no support was found for any relationship between spirituality and transformational leadership.

Panda (2009) studied the relation of Emotional Intelligence to Personality Traits of pupil teachers. The findings of the study revealed that:

- There was significant positive correlation between emotional intelligence & normal behavior of pupil teachers.
- There was significant negative correlation between emotional intelligence & neurotic behavior of pupil teachers.
- There was significant difference between normal & neurotic behavior of pupil teachers in emotional intelligence.
➢ There was no significant difference between male & female in emotional intelligence.

➢ There was no significant difference between rural & urban pupil teachers in emotional intelligence.

**Indu (2009)** studied about the emotional intelligence of Secondary Teacher Trainees. The findings revealed that majority of the sample possessed average Emotional Intelligence & there was no significant difference in Emotional Intelligence of samples with respect to gender, type of family & type of institution.

### 1.2.3 STUDIES ON ADJUSTMENT DONE ABROAD

**Everson (1976)** studied to determine the specific responsibilities of the position made it stressful and create job dissatisfaction as a result of job pressure. The study concluded that the assistant principal did not have any greater anxiety, psychometric disorders and greater job dissatisfaction than their principals or other comparison groups.

**Maclay (1979)** determined how elementary school principals perceived the effect of constraints on their education leadership and to determine if there were personal variables that may have influenced the principal’s perception of the constraints. Based on the findings, the conclusion was that the elementary school principals did not perceive those constraints reported in the literature as having a major impact on educational leadership and that except for a limited number of cases, the personal variables of the principals had no effect on their perceptions of the constraints.

**Swent (1979), Neidan (1979) and Schuetz (1980)** tried to find out the sources of stress experienced by principals, but each of them
identified different sources in their studies. **Swent** found management of activities and time, interpersonal relation as high sources of stress, as well as complying with rules and policies was perceived as a high stressor. More than 707 of their life stress resulted from their job and an inverse relationship existed between perceived stress and the self-reported health status of the administrators. **Neidan** concluded in his study that the most common individuals are parents and teachers who exerted pressures. At least, one-half of the pressures were concerned with placing more emphasis on the 3-Rs reducing the member of the night activities, dismissing of teachers and imposing of strict discipline. The most common means of exerting pressure was direct communication with respondent. On the other hand, **Schuetz** found that role conflict and role-ambiguity, the size of the school, tension, over workload, dissatisfaction with salary, working conditions and responsibility for making decisions affecting other’s lives, as source of stress.

**Gossett (1979)** conducted a study to analyze the intra-school pressures on the leadership of school principals and concluded that major causes of pressures and the principal ship were authority, discipline, time, vandalism, expectation, drug abuse, school newspapers and central office staff that was housed in the same building. In day to day operation of a building, the principal must cope with the following forms of pressures, expectations and principal-teacher-student staff relation in terms of recognition, conflicting values and professional involvement.

**Swent (1983)** found in his study on school administrators that approximately 66% of the sample used physiological stress reduction activities, 22% used cognitive or physiological strategies and nearly 12% used interpersonal or organizational activities. He concluded that a variety of coping techniques were needed to assist individuals.
Renihan (1985) in his study on school principalship revealed several significant constraints under which rural based principals work, these were inadequacies in available time for administration and supervision, problem of isolation, difficulties with community, conflicting demands, local based politics and feelings of ambiguity regarding the role were prominent.

Eckman (1985) made a study of women high school principals in terms of the challenges they face, role conflicts they experience, their role commitment, and their job satisfaction. The findings indicate that role conflict had an impact on career decisions—respondents delayed entering the high school principalship until the demands of raising their children had lessened. Role conflict was inversely related to job satisfaction; the more role conflict, the lower the level of job satisfaction. The number of students in the school affects job satisfaction and role conflict.

Campbell and Williamson (1987) studied the causes of stress in the principalship and concluded that human resource management and relationship were general factors that contributed to stress in principals.

Usmani (1988) studied effectiveness in relation to professional attainment, socio-economic background, value of life and attitude towards teaching and reached at the conclusion that socio-economical background was inversely related to principal’s effectiveness whereas professional attainment, attitude towards teaching, socio-economical status, economical, political and social value contribute to principal effectiveness.

Taj (1992) made a study on socio-psychology and situational correlates of the administrative behavior of secondary school heads. Educational qualification, attitude towards profession, job satisfaction
and personal and social adequacy were found to be significant related to the administrative behavior of school heads.

Daresh and Playko (1994) made a study on aspiring and practicing principal’s perceptions of critical skills for beginning leaders and found that aspiring administrators believed that demonstration of technical skills is most important, while their experienced colleagues believed that it was more important for novices to show socialization and self-awareness skills.

Hartzell (1994) studied the problems of first-year assistant principals. It was found that the first year assistant principal had to deal with socialization to a new work environment, the interactive atmosphere of the administrative office, the tension between teachers and school administrators, learning the school organization, resolving conflicts, and learning how to be in a Secondary leadership position.

Carr (1994) in his study sorted out the sources of stress among school principals and found that apparent isolation and lack of support was felt by a significant number of school principals. The study also argued that the high incidence of anxiety and depression among principals was in large measure related to the insistence on educational administration being a technical activity.

Arnold (1995) in his study of principal’s effectiveness in small rural schools, found that the most significant issues related to their efforts to run an effective school were community relationships and staff harmony. In regard to the former, it was seen that the lack of understanding of community values as an impediment to leadership, particularly when those values deviated significantly from those of the staff. On the matter of staff harmony, it was found that in small schools in
particular could not afford to have a divided team. It was also found that the major constraints to the effectiveness of principal’s work in rural schools were: (a) poor attitudes of parents and (b) lack of time to exercise key leadership task.

Michel (1996) studied the socialization and career orientation of the assistant principals and found that first year administrators are faced with problems that are unique because of their transition in roles. In many situations, new administrators were poorly trained to assume their new role.

Jaber (1996) made a study to identify the leadership requirements of secondary school principals in Kuwait. Results revealed that teachers see higher demands for principals in educational goals than do principals themselves, and supervisors see higher demands for principals in the school climate, faculty development, student’s problems, curriculum and supervision than do teachers and principals themselves.

Neuman and Baron (1998) included nonverbal and verbal principal behaviors. This category of principal behaviors was considered generally less abusive as compared to level of the 2nd and 3rd category of behaviors and this finding is consistent with the studies conducted with general population. They constructed the three-factor model of workplace aggression, which includes expressions of hostility, obstructionism and over aggression. Expressions of hostility include verbal and symbolic behaviors such as facial expressions, gestures, staring, dirty looks, silent treatment, ridicule, unfair evaluations and gossip. Obstructionism refers to actions that are often passive aggression in nature, such as with holding a resource or behavior, such as not returning phone calls, refusing to provide needed resources and failing to warn an individual of imminent
danger. Over aggression refers to threat or acts of physical violence and theft or destruction of an individual’s work equipment.

**McAdams (1998)** made an analysis of the principal ‘shortage’ in the United States. Among these, he noted that the impact of democratic governance and the enhanced power of students, teachers and parents have steadily diminished the principal’s authority, despite the fact the principal is increasingly held accountable for student performance.

**Buettner (1999)** studied the coping mechanism used by rural principals. It was found that principals use a number of coping mechanisms during the performance of their duties. 37 of the listed 66 coping mechanisms were used somewhat for quite a bit of time. The remaining 29 coping mechanism recorded some degree of use, based upon the mean response. It was also found that some coping mechanism were more effective than others in relieving the distress association with a particular incident in the school. 34 of the 66 coping mechanisms were somewhat or quite effective. The remaining 32 coping mechanisms recorded some degree of effectiveness based upon the mean response.

**Ricciardi (2000)** found that overwhelming job demands and time constraints made job adjustment difficult for new administrators; she also found that volatile conflicts with faculty further hindered job adjustment.

**Foley (2001)** made a study to examine secondary school principal’s self-perceptions of their professional development needs to serve as school leaders of collaborative-based approaches to the delivery of educational services. It was found that 40% of the principals indicated a need for additional training in methods for empowering and supporting teachers in collaborative activities. It was also found that the needed professional development in areas of conflict resolution and development
of school-community partnership, particularly as partners in interagency systems of care.

**Summerfeldt et. al, (2005)** pointed out that social anxiety and emotional intelligence are intricately related and can have considerable impact on interpersonal adjustment. Emotional intelligence was found to be related to social interaction anxiety but not related to performance anxiety. Emotional intelligence factor was found a dominant predictor of interpersonal adjustment and a high emotional intelligence can substantially reduce interaction anxiety.

**Adeyemi (2009)** examined principals’ management of conflicts in public secondary schools in Ondo State, Nigeria. The findings revealed that conflicts were not effectively managed by principals of schools because of their inability to effectively utilize the strategies for resolving conflicts.

**Burke and Shearman (2012)** studied the principal’s health and wellbeing and found that overall levels of mental health range from very good to very poor. Principals overall score just less than the general population. Also the principals experienced nearly 5 times the incidence of threat of violence and 6 times the incidence of actual physical violence at work than others.

**Branch, Hanushek and Rivkin (2013)** studied the importance of school leadership on the growth in student’s achievement. It was found that highly effective principals raised the achievement of typical students in their schools, whereas ineffective principals lower the achievements of the students.
1.2.4 STUDIES ON ADJUSTMENT DONE IN INDIA

Agrawal (1983) made a study of stress proneness, adjustment and job satisfaction as predictors of administrative effectiveness of principals and found that overall adjustment of principals is the powerful predictor of their administrative effectiveness which is found to be related with their job satisfaction as well as to their administrative effectiveness. It was also concluded that principal’s adjustment to students & his ministerial staff is significantly related to their administrative effectiveness where as the correlations between their administrative effectiveness and adjustment with teacher, with management, with community and with higher authority were not found to be significant. It was concluded that principal’s stress proneness, adjustment and job satisfaction combined together were found to be significant predictors of their administrative effectiveness, while only adjustment and job satisfaction were dropped their administrative effectiveness.

Vijay Lakshmi (1998) studied the adjustment of androgynous persons (Male and Female). The results revealed that the adjustment of androgynous persons were significantly better than hyper masculine male and hyper feminine females.

Zahid and Gihar (2009) studied the adjustment level of principals in relation to gender and locality. The results of the study revealed that the principals of boy’s schools, who were male principals, were more adjusted than the female principals of girl’s school. Further, it was found that urban schools principals were found to be more adjusted than rural school principals.
1.2.5 STUDIES ON DECISION MAKING DONE ABROAD

Wilber (1974) and Yglesias (1978) examined secondary school principals to determine the administrative competencies and arrived at the conclusion that planning and establishing instructional goals & curriculum, managing change in school operation staff & community participation in decision making, interpreting the school programmes to a changing society, evaluating the curriculum & other programmes designed to help students & teachers to let them to gain their potential (Wilber); & human relation skills, communication skills, competence in rules & regulation, sincerity, high attainment, public relation skills & public orientation were the important qualities in competent school administrator.

Green (1981) and Schmitz (1982) revealed that competencies & characteristics were significant at 0.05 level of significance. They found that principals & superintendents devote more time to professional growth & those principals; more involved in civic organization tend to perceive those competencies as more important than other administrators. Some of competencies were found to be more essential such as ability to interpret, review and revise school policy, an interest in the continuation of professional growth & successful experience is selected & implementation of educational priorities.

Rother (1981) conducted a study to identify competencies essential for high school principals. It was found that the competencies related to human relations were considered to be more important than the competencies related to organizational management. It was also found that all the respondent groups placed great emphasis upon those competencies related to instrumental process while in the real situation
they acknowledged that those competencies did not always received the attention of the principals they deserved. Providing discipline and minimizing disruption was were given the highest priority whereas competencies related to research development projects, student activities and auxiliary services were considered less important was found.

**Newton (1986)** made a work on the secondary school heads of Barbados and found that the principals of government schools were the best performers. Further it was found that on the whole principals fared well with regard to following rules and regulations as well as maintenance of discipline.

**Richardson et. al, (1989)** stated that as the principal becomes a key player in a school system, the leadership taken by him is pivotal in his school. In order to become an effective instructional leader, a principal must lead towards educational achievement, must be a person who make instructional quality at the top priority of the school and must be able to bring his vision to realization by effective decision making.

**Deota (1990)** studied the characteristics of effective leadership behavior of senior secondary school principals, of four patterns of leadership behavior marked by good task orientation, for human relations, decision making, conflict-resolution, communication and that creativity’s effect was found to be the best.

**Brady (1993)** made a study on the relationship between organizational climate and one aspect of school based curriculum development, namely, who makes the curriculum decisions and how. In a systematically selected sample of 20 primary schools in N.S.W., two questionnaires were administered: the Organizational Climate Description Questionnaire (OCDQ) to measure organizational climate, and the
Curriculum Decision Making Questionnaire (CDMQ) to determine who makes the curriculum decisions and how. The results indicated a highly significant relationship between the organizational climate factor of principal supportiveness, and curriculum decision making by a group of staff, with group decision making more likely to occur when the principal was supportive. Conversely, there was less likelihood of curriculum decision making by the class teacher acting alone, when the principal was supportive.

**Dempster, Freakley and Parry (1998)** studied the ethical decision-making of school principals to develop understanding of the nature of ethical decision-making and values driven leadership among school principals working for Education Queensland. It was found that of 164 ethical issues described by the principals most (35.98%) involved matters relating to staff. Least often encountered were issues involving external relations. This does not show that the principals interviewed reported that most of the ethical issues they faced involving students, were connected with behavior. Surprising given the close institutional relationships in schools where student and staff interaction is intrinsic to teaching.

**Schoetzau (1998)** made a study to describe the principals’ support of teacher leaders in elementary schools in one school system. The findings of the study indicated that elementary principals and teacher leaders perceive there was support for teacher leaders in their school. There was also agreement that teachers should participate in shared decision making structures. There was disagreement between the two groups as to the level of participation in such areas as finances, personnel and implementation of new school programs. Finally, the principals did
not believe that course work at the university/college level assisted them in promoting and supporting teacher leadership in their school.

**Tucker, Slate and Brinson (1999)** made a survey on school principals from an urban county in a Southwestern state along the U.S./Mexico border, regarding their views of shared decision-making. On the basis of the participant’s response about their shared decision-making beliefs and about their decision-making practices at school, differences were noted among elementary, middle, and secondary school principals in their minimum-impact decisions, in their core-impact decisions, and in their comprehensive-impact decisions. High school principals (29.2%) reported less involvement in decisions about instructional materials than elementary school principals (57.8%) and middle school (43.3%) principals.

**Lang et.al, (2005)** made a study to examine the knowledge, perceived skills, and concerns of middle school principals, reading coaches, and teachers related to the use of reading assessment data to guide school reform and instructional decision-making. The results revealed that critical content for reinforcement in initial preparation & professional development programme for principals, reading coaches & teachers was required for their betterment in decision making. Measures related to each area indicated that the majority of participants in all three groups have gaps in essential knowledge and skills required to use high quality data effectively, both in the classroom as they relate to instructional decision-making and across classrooms, as they relate to school-wide improvement efforts. The results suggest critical content for incorporation or reinforcement in initial preparation and professional development programs for principals, reading coaches, and teachers. They further provide baseline data for a long-term experimental study of
variables influencing educators’ use of student performance data to guide decision-making.

**Heck and Hallinger, (2005)** The purpose of the study of Heck and Hallinger was to examine the extent to which principals, reading coaches, and teachers have the pre-requisite knowledge and skills to effectively use student performance data to drive classroom- and school-level decision-making. This line of inquiry is designed to establish a baseline for the systematic study of how data-driven decision-making in schools affects student performance in order to illuminate a problem in practice and to systematically search for solutions.

**Luo (2005)** examined principals’ DDDM (Data-driven decision making) practices and identified the factors influencing DDDM. It was seen that principals used data more frequently in instructional and organization operational leadership than in the leadership dimensions of school vision and collaborative partnerships. Different contextual factors affected data use in different leadership dimensions. Human-related factors such as perceptions of data quality and data analysis skills seemed to have direct effects on data use in addressing administrative problems in instruction and organizational operation, in which data were used frequently. Organization-related factors such as school district requirement and accessibility of data tended to have more direct influence on data use in the leadership dimensions of school vision and collaborative partnerships, where data were used less often.

**Swanepoel (2008)** studied the perceptions of teachers and school principals of each other’s disposition towards teacher involvement in school reform and the ability of planning and decision-making processes of the principals & whether it was detrimental if teachers were involved
in it. It was found that principal’s perception, of wishes of teachers regarding involvement, significantly underestimated teacher’s actual involvement wishes. Also, the expectation of teachers regarding the willingness of principals to involve them was a significant underestimation of the involvement level; principals are actually in favors of. These misperceptions probably discourage actual school-based management & could jeopardize the implementation of educational reforms.

Noel, Slate and Delgado (2008) made their study on ‘Site-Based Decision Making: View from Secondary school Personnel’, the main objective of the study was to understand the views of secondary school principals & of secondary school teachers. For the study, 6 principals & 6 teachers from high performing or low performing schools were selected for their views of site-based decision-making of their respective campus. From the discussion several themes like collaborative input, empowerment, negative power, acceptance & dissatisfaction emerged & it was concluded that the principals should regularly consult with the campus-level committee in planning, operation, supervision & evaluation of the campus educational program.

Sindhvad (2009) made a study to identify factors related to the extent Filipino school principals thought they were capable of supporting teachers’ classroom instruction through instructional supervision, professional development, and classroom resources; and the extent they thought these instructional supports were effective. It also measured principals’ confidence in supporting teachers’ classroom instruction after participation in the instructional leadership training program. Results showed that principals’ beliefs as to whether instructional supports were effective in supporting teachers’ classroom instruction were dependent
upon how effective they think they were as school principals and how capable they think their teachers are in guiding student achievement. Differences related to demographic and contextual factors among principals’ beliefs about their capacity to support teachers and their beliefs about the effectiveness of instructional supervision, professional development, and classroom resources. Seventy-five percent of principals attributed their capacity to the hands-on training they received, was not found.

**Timilehin (2010)** made a study to examine the relationship between principal’s leadership behavior and effectiveness of secondary schools. It was found that the behavior of principals in the area covered was satisfactorily encouraging. The study also showed that the schools were effective in the affective and the psychomotor domains but not all that effective in the cognitive domain. The study further showed significant relationship between principals’ leadership behavior and secondary school effectiveness.

**Adegbemile et. al, (2011)** made a study on the administrative competency needs of principals for effective UBE (universal basic education) administration at J.S.S level. It was found that the principal considering staff participation a very instructional leadership skill for effective UBE administration. It was seen that the principals perceiving the skills of delegating of duties and authorities to the capable staff and praising them publically, as very essential personnel management skills needed by principals for effective UBE administration. Financial management skill was found highly needed by the principals for effective UBE administration. No significant difference between the mean opinion scores of male and female principals for effective UBE administration was found. By and by no significant difference between the mean rating
of urban and rural school principals on the financial management skills needed by principal for effective UBE administration was found.

1.2.6 STUDIES ON DECISION MAKING DONE IN INDIA

Pandey (1985) made a study on leadership behavior of the principal, organizational climate and teacher morale of secondary schools. The findings revealed no significant difference between the leadership behavior of rural and urban principals. Rural schools were more open than those in urban areas and it was also found that leadership behavior was positively related to psycho-physical hindrance and organizational climate. Teacher morale was found to be positively significant with leadership behavior and organizational climate.

Satsangi and Kumar (2003) studied the relationship between administrative effectiveness and leadership style of male and female principals of intermediate colleges. Results showed that democratic leadership style has positive but low relationship with administrative effectiveness of principals. In female principals this relationship was found to be marked and substantive, while in case of males it was insignificant.

Khan (2009) studied the decision-making, role-performance, behavioral orientation and personality characteristics of principals. The study also assessed and compared the organizational health of government schools with that of non-government schools and tried to find the contribution of behavioral orientation and role performance of principals, to the organizational health of schools. Findings showed that both categories of schools are not very significantly different from each other except that non-government school principals possess the ability to
take quick decisions and take into consideration the long term-effects of the decisions taken. Both categories of principals enjoy taking decisions on their own, independently without fear, not easily influenced. Non-government school principals were found to be better planners and innovators, whereas government school principals were more involved and concerned with academic activities, improving their own as well as institutions' academic standards. It was also found that government school principals were better representatives of their organizations and skilled in handling chaotic situations, assessing the situation well before taking appropriate action.

Malhotra (2009) studied the principal’s decision making style and its relationship with teacher’s professional growth and organizational health in government and private schools. It was found that principals perceive themselves to be different in their decision making styles. 42% of all school principals perceive themselves to be Heuristic decision makers, 24% Routine decision makers and 34% perceive themselves to be Compromise style decision makers. The results also showed that amongst Government schools’ principals, 38% follow Heuristic style, 27% follow Routine Style & 35% follow Compromise style of decision making, whereas amongst the Private schools’ principals, 46% follow Heuristic style, 21% follow Routine style & 33% follow Compromise style of decision making. It was found that Heuristic decision making style had positive relationship with teachers’ professional growth of government as well as private schools, on the other hand, Routine and Compromise styles of decision making of principals had no significant relationship with teachers’ professional growth of private schools whereas, Routine style of decision making of principals had negative correlation with teachers’ professional growth of government schools. It
was clearly gleaned from the study that there was a significant difference between decision making styles of principals of government and private schools. Study also revealed that Heuristic style of decision making differed significantly between Government and Private school principals. Finally it was found that there was no significant relationship between principals’ decision making styles and their experience as principal, in government and private schools alike.

Sharma (2012) studied the decision-making styles of secondary school principals having high and low decisional stress and self-esteem. The findings showed that there exists no significant difference between secondary school principals having high and low decisional stress on their complacency style of decision-making but having significance difference on avoidance, hyper-vigilance and choice styles of decision making. Further, secondary school principals having higher decisional stress showed higher inclination towards avoidance, hyper-vigilance and choice styles of decision making. Also, secondary school principals having high and low decisional self-esteem did not differ with regard to any decision-making style.

1.2.7 STUDIES ON EMOTIONAL INTELLIGENCE AND DECISION MAKING

Keith (2009) made a phenomenological narrative study to explore the lived experiences of school principals with respect to their perceptions of the influence of emotional intelligence on their leadership. It was found that principals had an effect on student achievement and the emotional intelligence effects leadership performance. It was also found that the presence or absence of emotional intelligence competencies and the ability to manage them distinguished effective leaders from
ineffective ones. It was also seen that emotional intelligence was an important aspect of their leadership and decision making process.

**Heldt (2009)** studied the relationship between emotional intelligence and research-based school leadership practices of principals. It was found that there was a strong, positive correlation between emotional intelligence and research-based school leadership practices and that the development of emotional intelligence is influenced by identifiable and replicable factors.

**Hess and Bacigalupo (2011)** made a practical approach to find the application of emotional intelligence to the decision-making process. It was seen that organizations and individuals may benefit from the development and utilization of behaviors attributed to emotional intelligence. The practical application of emotional intelligence skills can enhance individual and group decisions and outcomes.

**Rahgozar et. al, (2012)** made a study to explore the relationship between emotional intelligence and decision making styles for the higher school principals in Shiraz. Findings indicated that there was a relationship between emotional intelligence and decision making styles. It was also seen that there was a significant correlation among three parameters of emotional intelligence with 95% reliability: Self excitement, self control, social intelligence. There was no significant relationship between two parameters (social skills and self awareness) and decision making style with 95% reliability.
1.3 REVIEW OF RELATED LITERATURE

(Gardner, 1998) identifies self consciousness as an interpersonal intelligence skill component and defines it as an ability to understand one`s own internality. Efficient leadership in school correlates directly with emotional intelligence (Leeze and Barnard, 1991). Principal’s improper decisions are because they lack access to their emotional learning. The evidence shows that the proper decision making and reasonable thinking need emotions (Damasio, 1994). This clearly shows that emotional intelligence is necessary for taking good decisions, efficient processing of emotional information helps principals to solve urgent and complicated problems properly with direct focus on them (Livingston, Foster and Smithers 2002). To find keen relation between emotional intelligence and decision making, more researches are needed. But few studies have been conducted on decision making of principals. Those research studies which have been done on decision making were mostly on either leadership behavior of principals or the decision making by the managers in the corporate sectors, lower emotional intelligence of managers leads to their poor relation with the co-workers, subordinates and higher rank managers (Abedi, 2007). Decision making task is the most important and basic job of managers in every part and type of an organization. In fact, they determine organization destiny (Ghorbani, Sanavi and Garoosian, 2006). Studies on decision making of teachers and students have also been undertaken, student higher achievement and teacher job satisfaction correlates positively with emotional intelligence of the principal (Jackson, 2008).

Emotional Intelligence is one of the personality traits, (Panda, 2009, Bansibihari and Pathan, 2004) and it varies with gender, type of family and institution (Indu, 2009; Amirtha and Kadhiran, 2006).
It was also seen that burnout was influenced by emotional intelligence (David and Chan, 2006). Teaching effectiveness of teachers varied due to emotional intelligence (Joseph and Joseph, 2008) and also the teacher efficacy varies with gender, age and educational level (Sridhar and Badiei, 2007). Weinberger and Ann, 2003 found that leadership style and leadership effectiveness was not much affected by emotional intelligence. Emotional intelligence has a positive effect on decision making and also there is an effect of Emotional Intelligence and decision making with respect to gender, age and experience (Raz, 2008; Cook and Roy, 2006). Emotional Intelligence plays a unique role in managerial skills, especially in education and business, it is a special kind of ability to know our self and how our actions impact those around us (Richards, 2007). So, it is very necessary to enrich the emotional intelligence of principals.

Adjustment is essential quality of a principal for monitoring school climate, faculty development, student’s problems and curriculum (Jaber, 1996), also the overall adjustment of principals is related to their job satisfaction and administrative effectiveness (Agrawal, 1983). Hindrance in job adjustment is due to conflicts with faculty (Riccardi, 2000), increased frustration, stress, maladjustment and diminished job satisfaction in principals is due to too much of management’s interference (McAdams, 1998) and adjustment is better due to educational qualification and attitude towards profession (Taj, 1992). Social anxiety and Emotional Intelligence are intricately related and have impact on principal’s adjustment (Summerfeldt, et. al 2005), also new challenges like resolving conflicts, tension between teachers etc. effects adjustment (Hartzell, 1994). Socio-economic background inversely effected principal’s effectiveness (Usmani, 1988), for which different coping
mechanisms helped rural principals (Buettner, 1999). Creativity effects, conflict-resolution ability and good communication skill of principals (Deota, 1990). Better decision could be taken by principals, if they are given initial reinforcement (Lang et. al 2005). Gender differences have its effect in leadership styles of principals (Satsangi and Kumar, 2003). Principals should also involve the teachers in decision making (Swanepoel, 2008). Those principals, who devote more time for professional growth, tend to perceive those competencies as more important than other administrators (Green and Schmitz, 1982).

A good school administrator should not only possess all human relation and communication skills, but should also involve school staffs and take community participation for proper decision making (Wilber and Yqleasis, 1978), also the principal should regularly consult with the campus-level committee in planning, operating and evaluation of the educational program (Noel et. al 2008). If the school supportiveness is given & better organizational climate is provided, then curriculum development by group of staff, along with the principal can be done very effectively (Brady, 1993). Ladd and Chan, 2003 argued that organizational learning is more effective if enacted by emotionally intelligent employees within clear operating boundaries such as those offered by participation in decision-making.

Thus, after the analysis of these studies it can be inferred that few work has been done on emotional intelligence, adjustment and decision making of principals and few works on the relationship between emotional intelligence and decision making of principals. So, there is a great need for investigation in this field. Since, no study has been undertaken to find the impact of emotional intelligence and adjustment on
the decision making of principals, so the researcher has made an attempt to study this topic.

1.4 RATIONALE OF THE STUDY

The present school system calls for best utilization of all the available resources to the utmost and for doing so the head of the institution i.e. the principal must be emotionally sound and well adjusted with himself as well as his surroundings. All these will enable a principal to take a good and prompt decision, thereby improving the decision making ability of the principals. Research works have been done to find the effect of emotional intelligence on the leadership qualities of principals and teachers. Also, some efforts have been made to find the effect of stress on the working ability of principals and how it affects the student’s academic achievement and the work area. However, an effort to find the combined effect of emotional intelligence and adjustment of principals on their decision making has not been attempted. Principals now-a-days are facing lot of problems in taking self-decisions due to duress of the management and also because of lack of knowhow about their emotional intelligence to cope with the situations. Thus, it becomes very necessary to provide not only the principals but also the policy makers and management with clear information about the efficacy of a principal’s emotional intelligence and also his adjustment which can affect the institution’s output. The present research study is an endeavor to fortify the decision making by the principals about various aspects and in various fields of their domain.
1.5 SCOPE AND SIGNIFICANCE OF THE STUDY

The present research has the following significance:

- The principal sets the standard of an institution. They give praise or withhold it, criticize well or destructively, offer support or turn a blind eye to teacher’s and student’s needs. They can frame the group’s mission in ways that give more meaning to each person’s contribution—or not. They can guide in ways that give people a sense of clarity and direction in their work and that encourages flexibility. This study will thus help the principals to use their adjustment ability for group work.

- While mild anxiety, such as over a looming deadline can focus attention and energy, prolonged distress can sabotage a principal’s relationships and also hamper work performance by diminishing the brain’s ability to process information and respond effectively. A good laugh or an upbeat mood, on the other hand, more often enhances the mental abilities crucial for doing work. Thus, by the findings of the study, the principals will be facilitated to use their emotional intelligence for better performance and involvement in decision making process.

- The study will encourage the school administrators to nurture emotional intelligence of the principals for better decision making by organizing symposiums and workshops.

- If principals become aware of the strengths and deficits in their own emotional intelligence and decision making practices, they would be able to leverage their strengths and mitigate weaknesses to increase their effectiveness as school leaders, thereby positively
impacting the institution they serve. The outcome of the study will help the principals for the same.

- The findings of the study will help management bodies and government authorities in framing training programme courses for the principals to reduce their mal-adjustment and develop coping mechanism, so that they can take prompt and good decisions.

- The study will facilitate the government policy makers to lay emphasis on emotional intelligence during in-service training programme for principals and would be principals.

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