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2.0 INTRODUCTION

As higher secondary schools are required to raise levels of expectations and student achievement, the job of high school principal has transformed beyond managerial skill and instructional expertise to include relationship management requiring a set of emotions-based soft skills. Recent brain-functioning research has established the link between cognitive and emotional intelligence (Goleman, 1998; Goleman, Boyatzis, & McKee, 2002) while research in the field of leadership (Blake & Mouton, 1985; Bolman & Deal, 1997; Bruffee, 1997; Davis, 2003; Doyle & Smith, 2006; Fullan, 2001; George, 2004; Hersey & Blanchard, 1997; Kouzes & Posner, 1987; Spillane & Camburn, 2006;) has placed emphasis on emotional competencies related to self and social emotional awareness and the regulation of emotions both personally and socially for the purpose of increasing leadership effectiveness including decision making.

Whereas substantial theorizing and empirical research has focused on aspects of the decision task and decision situation that influence decision outcomes, relatively less empirical attention has been paid to characteristics of decision-makers that might influence decision outcomes. The present study is concerned with the characteristics that have received some attentions in career development and vocational behavior literature while receiving less attention in decision making literature i.e. decision-making styles. Further, hardly few studies have explored decision making ability of secondary school principals in relation to their administrative experience, decisional self-esteem, decisional stress and administrative effectiveness in foreign and Indian conditions. It seems to be more appropriate with reference to our country.
In India it is a developing area particularly in context of educational administration.

Principals being the key figure of the institution have to take many decisions in all the fields. These decisions should not only be appropriate, but also prompt. A wrong decision by the principal can lead from cosmos to chaos. Since decision making is a mental process, because the final selection is made after thoughtful consideration and also it is a resolution of mental conflict, so, queries arises that,

(a) What are the main factors effecting decision making ability of principals?
(b) Does emotional intelligence and adjustment effects the decision making of principals?
(c) Is there any effect of gender on the decision making ability of principals?
(d) Does the type of school also influence the decision making ability of principals?

If there is any effect of the adjustment, emotional intelligence and demographic variables on the decision making ability, then how a principal should maintain mental stability and adjust himself for taking a good decision? So, to find the answer to all these queries, a step was taken to study the Impact of Adjustment and Emotional Intelligence on the Decision Making of Higher Secondary School Principals.

2.1 OBJECTIVES OF THE STUDY

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

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


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


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


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

2.2 STATEMENT OF THE PROBLEM


2.3 OPERATIONAL DEFINITIONS

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

2.3.1 Emotional Intelligence

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

2.3.2 Adjustment

Adjustment is a harmonious relationship with environment involving the ability to satisfy most of one’s physical and social needs and demands that changes ones behavior. In the present study, adjustment is the total score that would be obtained by administrating Mangal Adjustment Inventory (2007).
2.3.3 Decision Making

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

2.3.4 Higher Secondary School Principals

In the present study principals has been operationally defined as head of the institution in higher secondary schools of Chhattisgarh.

2.4 HYPOTHESES OF STUDIES

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

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

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

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

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

There exists no significant difference between the high and low Emotional Intelligence principals of Higher Secondary School on Decision Making Ability mean scores.

No significant difference between the mean scores on Decision Making Ability of high and low Awareness of Self and Others Higher Secondary School principals will be found.

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

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

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

No significant difference between the mean scores on Decision Making Ability of two groups of Higher Secondary School principals on the basis of gender will be found.
There exists no significant difference between the mean scores of Decision Making Ability of Government and Private Higher Secondary School principals.

2.5 DELIMITATIONS OF THE STUDY

A research should be restricted within some periphery, so that it gets a proper direction. The present study is limited to the below mentioned points:

1. The present study is limited only to three districts of Chhattisgarh, Durg, Raipur and Rajnandgaon.

2. The present study is limited to the Adjustment, Emotional Intelligence and Decision Making Ability of higher secondary school principals.

3. The present study is limited to the higher secondary school principals of government and private schools.

4. For the present study 220 principals are selected from Government and Private Institutions from the districts of Durg, Rajnandgaon and Raipur only.