

A Study Of Role Performance, Decision-Making and Organisational Health in relation to Behavioural Orientation and Personality of School Principals.

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The objectives were to study the decision-making, role-performance, behavioural orientation and personality characteristics of principals, assess and compare the organisational health of government schools with that of non-government schools and see the contribution of behavioural orientation and role performance of principals, to the organisational 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 are found to be better planners and innovators who foresee the need to introduce innovations, ahead of government school principals, in developing and defining the goals and objectives of the school, being keen promoters of co-curricular activities, good at encouraging and appreciating the additional work of their staff members. Government school principals are more involved and concerned with academic activities, improving their own as well as institutions' academic standards.

Government school principals are seen as better representatives of their organisations and skilled in handling chaotic situations, assessing the situation well before taking appropriate action. They both are system-oriented as well as person-oriented, but comparatively, non-government school principals are more system-oriented for they are good leaders of the institution who define and structure their own as well as their staff members' roles, letting them know what is expected of them.

A difference, not so much in dimension but reasonably high in magnitude, is seen in the overall personalities of principals where Government school principals are mature and confident people being tough-minded and hard-headed, yet tolerant of people, dealing in mild and conventional ways, are sober and quite and not so socially-oriented, showing a serious, self-restrained and calculated approach towards everything they do. Non-government school principals are warm, friendly and sociable with a preference for social activities and high expectation of themselves.

No significantly remarkable difference is seen in the organisational health except that government schools are not able to use their human resources well and to the

maximum, where some are over worked while others are under utilized. Non-government schools use their resources properly and intelligently, distributing the workload equally, being able to lead their staff members dynamically, towards well-defined organisational goals and deal intelligently with the maintenance needs of the organisation and its inhabitants. They are constantly coping with the changing needs of the society , well equipped and ready to accept change.