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Title A Study of Administrative Effectiveness of Principals in Relation to Certain Value Patterns and Personality Traits

ABSTRACT

Keywords: Administrative Effectiveness, Value Patterns, Personality Traits, Principals, Type of School

Modern society is in a state of flux and changes are occurring at a very fast rate. It is always in search of excellence. In order to achieve this, individuals at different strata of the society aspire to achieve more. For this they want to build their careers, upgrade their knowledge and skills besides improving their competence through learning and experience. All development starts with self development, an essential entity for human resource development. Every individual aspire for higher goals in life and make an attempt to reach them through the medium of education for self development.

Education at school level is full of challenges because of the continuous development of a child, both mind and body wherein thinking, attitude, interests, autonomy and goals are crystallized despite anxieties and stress, the potentials of adolescent are addressed at secondary level, which signified its role in many ways.

Thus the administration of education at secondary level is more crucial, and is reflected in the administrative effectiveness of principals.

Administrative effectiveness: means the efficient performance of the principal / administrator which encompasses all the nine dimensions of the administrative effectiveness namely structural administration, staff personal administration, students administration, financial administration, managerial administration, administration of change and conflicts, developmental administration, instructional leadership and total quality management resulting in achieving and accomplishing highest standards in the schools by following best practices in accordance to the divergent needs and circumstances in the best possible manner.

Value Patterns: Value pattern refers to the personal values of an individual which encompasses Religious value, Social values, Democratic values, Aesthetic value, Economic value, Knowledge value, Hedonistic value, Power value, Family prestige value and Health value where an individual / person acts by selecting a mode of preference in a given situation.

Personality: Personality is a unique mix of relatively stable organization of Conscientiousness, Extraversion, Agreeableness, Neuroticism, (Emotional stability) and Openness to experiences through which s/he acts in accordance to the situation and socially acceptable mode.

Main Objective: To study the administrative effectiveness of principals in relation to certain values pattern and personality traits, and also with respect to type of school, gender and experience.

Main Hypothesis: There will be no significant difference in administrative effectiveness of principals in relation to certain values pattern and personality traits and also with respect to type of school, gender and experience.

Sample: The sample of the present study comprise of one twenty principals who were randomly drawn from twelve districts of Delhi.

Tools of the Study:

Administrative Effectiveness Scale: The investigator of the present study developed the scale for measuring administrative effectiveness which comprises of nine dimensions namely, structural administration, staff personnel administration, students administration, financial administration, managerial administration, administration of change and conflict, developmental administration, instructional leadership and total quality management. The scale consists of 54 items having five response categories ranging from always to never. The scale was developed after a pilot study.

Value Pattern Questionnaire: Sherry and Verma (1998), personal value questionnaire is used which comprises of 120 items spread over ten values, such as Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health value. The scale is of forced-choice format.

Personality Trait Questionnaire: The short version of Personality Inventory (NEOPI-R) developed by Costa and McCrae (1994) is used which assesses Big -Five Personality traits such as Conscientiousness, Extroversion, Agreeableness, Neuroticism and Openness to Experience. The scale consist of ten items with five response categories ranging from strongly agree to strongly disagree.

Procedure: Collection of data was done in three phases. In the first phase the investigator explored how many senior secondary schools are located in each district of Delhi; while in second phase the investigator checked how many senior secondary schools exclusively of boys and girls were located in each district. In the third phase, the school principals were approached along with the permission from Directorate of Education to collect the data. The necessary instructions for filling each questionnaire were given on each scale separately. The collected data was scored as per the standard scoring schemes of respective scales.

Statistical Analysis of Data: The scored and tabulated data is analyzed with the help of mean, ANOVA, t-test, product moment correlation and simple regression analysis in accordance to the objective of the study and the obtained results were presented in five sections.

Major Findings: Principals as a whole have highest mean score on total quality management, democratic value and conscientiousness whilst on financial administration, health value and neuroticism have least score.

Administrative effectiveness is influenced by types of school and gender.

With respect to the relationship of different dimensions of administrative effectiveness with value patterns; family prestige value and aesthetic value are significantly related with all nine dimensions of administrative effectiveness except with total quality management.

All the nine dimensions of administrative effectiveness are related with conscientiousness, agreeableness and openness to experience therefore may be treated as its concomitants.

Gender is the significant predictor of administrative effectiveness, value pattern and agreeableness whereas experience and type of school are significant predictors of extraversion.