

SURVEY ON “PERSONALITY CORRELATES OF DECISION MAKING STYLES”

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INTRODUCTION

Ecker (1968) conducted a study of personality factors as predictors of administrative behaviour and found no significant relationship was found to exist between democratic-autocratic principal administrative behaviour and traditional-emergent principal value orientation. When the relationship between democratic-autocratic principal administrative behaviour and personality was assessed the F- values were too low to be considered significant.

Nazzari (1971) tried to relate certain personality characteristics and four administrative performance factors consisting of participation of teachers in decision making, social support and managerial support of teachers. He found no correlation association between selected personality characteristics of elementary school principals and the administrative performance factors of sharing in decision making.

Vats (1972) conducted a study on leadership role in educational administration in Punjab and observed that practical knowledge relating to a problematic situation was increasingly becoming the basis of leadership, another field wanting in leadership role was the capability of the administrators in taking decision and administrative leadership appeared to be somewhat personalistic.

Martin (1975) conducted a study on selected personality traits as predictors of effective administrative performance and found that personality variables on the 16 PF are not powerful enough to adequately distinguish between varying personality structure of effective and ineffective administrators.

Verma (1975) conducted a comparative study of role-conflict of male and female educational administrators in relation to their personality traits and adjustment and reported that traits, viz., less intelligence-more intelligence, affected by feelings-emotionally stable, sober, happy-go-lucky, tough minded-tender-minded, placid-apprehensive, group dependent-self sufficient, undisciplined-controlled and relaxed-tense were significantly correlated with role conflict in male educational administrators. The traits less intelligence-more intelligence, tough minded-tender minded, placid-apprehensive, conservative-experimenting, group dependent-self sufficient and relaxed-tense were significantly correlated at 0.01 level with role conflict in female educational administrators. Each of the 16 personality traits contributed significantly to the prediction of the role conflict.

Winston (1976) investigated the relationship of personality characteristics though not with administrative behaviour, yet a part of it, the decision making style. By administering the tools MMPI and Winston Decision Making Model he arrived at the conclusion that a significant correlation did not exist, between deviation from decision making norms and norms indicative of emotional stability.

Walker (1977) in his study of administrative effectiveness of secondary school principals in Mississippi and tried to relate administrative effectiveness with academic preparation, professional experience and authoritarian personality and found no significant relationship between the authoritarian personality of principals and administrative effectiveness. Number of years of administrative experience was negatively related to the administrative decision making but was positively related to communication ability and composite score rating of administrative effectiveness.

MATERIAL AND METHOD

In this work we investigated leadership behaviour of heads of secondary schools in Haryana and its correlates and found that effective leadership was significantly related to the four personality factors, viz., outgoingness, intelligence, emotional stability and assertiveness.

The findings of the study indicate that administrative behaviour depends on the size of staff, the personality types of principals, the facilities, the expectation of the staff and administration and other factors. These factors all interest in an intricate and enigmatic way to bring about administrative behaviour. Administrative behaviour is therefore, a combination of a number of determining factors which is often unpredictable from one situation to another.

leadership behaviour of secondary school headmasters in relation to their personality and the climate of their schools and reported that there were significant positive relationships between school climate and all the different dimensions of LBDQ and there were no significant relationships between school climate and factors A,C,E,H,N,O,Q1,Q2,Q3 and Q4 of 16 PF.

The principals showing effective administrative behaviour were less dogmatic than those with less effective administrative behaviour. The personality of the teachers was significantly related to their perception of the effectiveness of the administrative behaviour of their principals.

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.

It has been identified flaws including lack of trust in subordinates, lack of inspiring trust from subordinates, lack of commitment and aggressive selfish behavior and reported that such flaws can bring about disaster for the success of administrator and for the organization.

Teachers who were more conscientious score higher on OCBs towards students. That fits with the idea that being conscientious is being careful and responsible. Teachers with introvert and neurotic personalities become more engaged in OCBs than extrovert and emotionally stable teachers do when they appreciate their team leader effectiveness.

CONCLUSION

Table Relationship between administrative success and personality of secondary school principals working in private schools. (N=100)

Sr. No.	Variables	„r“	Level of Significance
1	Administrative Success	+0.521	0.01
2	Personality		

df 98.

Table shows that coefficient of correlation (+0.521) was found for the scores of creative personality and administrative success of private secondary school principals. The obtained „r“ value is significant at 0.01 level with df 98. It means creative personality and administrative success of private school principals were highly and positively related with each other. It further means that increase or decrease in the scores of creative personality led to the increase or decrease in the scores of administrative success of principals of private schools and vice-versa. This suggests that in case of private secondary schools principals creative personality was a strong correlate of their administrative success.

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