

MEANING OF THE TERM- DESCRIPTIVE SURVEY RESEARCH METHOD

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INTRODUCTION

According to **Best and Kahn (2007)**, “The term descriptive research has often been used incorrectly to describe three types of investigation that are different. Perhaps their superficial similarities have obscured their difference. Each of them employs the process of disciplined inquiry through the gathering and analysis of empirical data, and each attempts to develop knowledge. To be done competently, each requires the expertise of the careful and systematic investigator. A brief explanation may serve to put each one in proper perspective.”

The method of research which concerns itself with the present phenomena in terms of conditions, practices beliefs, processes, relationships or trends invariably is termed as “descriptive survey study”. According to **Dr. Y.P. Aggarwal (2008)** descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. This type of research method is not simply amassing and tabulating facts but includes proper analyses, interpretation, comparisons, identification of trends and relationships.

SIGNIFICANCE OF THE DESCRIPTIVE SURVEY METHOD

It is concerned not only with the characteristics of individuals but with the characteristics of the whole sample thereof. It provides information useful to the solutions of local issues (problems). Survey may be qualitative or quantitative in verbal or mathematical form of expression; such studies are factual and hence supply practical information.

The survey research employs applications of scientific method by critically analyzing and examining the source materials, by analyzing and interpreting data, and by arriving at generalization and prediction. Since, the present study was undertaken to study the administrative success of secondary school principals. Hence, the descriptive survey research method was adopted.

VARIABLES

“Variables are the conditions or characteristics that the experimenter manipulates, control, or observes. The independent variables are the experimenter manipulates or controls in his or her attempt to ascertain their relationship to observed phenomena. The dependent variables are the conditions or characteristics that experimenter introduces, removes, or changes Independent variables” **Best (2007)**.

In the present investigation Administrative Success of secondary school principals" was dependent variable. Personality, Job Satisfaction, Values, Decision Making Styles, Administrative Experience, Gender, School Location and Type of management were independent variables.

Any group of people or observation which includes all the possible members to that category is called population. "A population is usually defined as „all the members of any well defined class of people, events or objects". It represents a census or complete enumeration method in which all the units are reached. The merit of such a concept is that results obtained are representative, accurate and reliable and hence question of error becomes almost insignificant" **Pandey (2005)**.

According to **John W. Best (2007)**, "A population is any group of individuals who have one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of a particular type or a more restricted part of that group".

In the present study all secondary school principals of Rewa Division of Madhya Pradesh constituted the population.

SAMPLE

A group chosen from a larger population with the aim of yielding information about this population as a whole is termed as sample. It is a miniature picture of the entire group or aggregate from which it has been taken. It is a smaller representation of a larger whole. A good sample not only needs to be representative, it needs also to be adequate or of sufficient size to allow confidence in the stability of its characteristics.

In present study, the sample consisted of 200 secondary school principals under different managements of Mahender garh Division of haryana.

SAMPLING

Sampling is the process by which a relatively small number of individuals or measures of individuals, objects or events is chosen and analysed in order to find out something about the entire population from which it was chosen.

Sampling procedures provides generalizations on the basis of relatively small preparations of the population.

According to **Francis G. Cornell (1960)**, "Sampling is a technical and statistical problem of importance in most questionnaire investigations and in many other descriptive-survey studies. The literature on application of sampling theory to practical survey problems has appeared primarily since 1940, with leadership provided in the areas of opinion-polling, market, research and cans operations."

Kulbir Singh Sindhu (2005) states that sampling is the process of drawing a sample from the population. For this purpose, the population is divided into a number of parts called sampling units.

In the opinion of **Fred N. Kerlinger (2007)** “Sampling is taking any portion of a population or universe as representative of that population or universe”.

CONCLUSION

In the present study random sampling method was used. **Pandey (2005)** defines random sampling method as a method where all members or units of the population have an equal and independent chance of being included. It also implies that the inclusion of a particular unit in one draw has no influence on the probabilities of inclusion in any other draw.

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

Sr. No.	Values	'r'	Level of Significance
1	Theorist	+0.145	NS
2	Pragmatist	-0.289	0.01
3	Idealist	-0.073	NS
4	Humanist	+0.173	NS

df 98.

An observation of Table reveals that correlation coefficient for administrative success came out to be + 0.145 with df 98 which is not significant at 0.05 level. It means that administrative success of secondary school principals working in government schools was not related with the theorist value. Alternatively, it is also interpreted that increase or decrease in the scores of theorist value did not affect the scores of administrative success of government secondary school principals.

Table 4.3 depicts that coefficient of correlation for administrative success and pragmatist value came out to be (- 0.289) which is highly significant at 0.01 level with df 98. Negative value of coefficient of correlation indicates that the two variables administrative success and pragmatist value is inversely related with each other. It means that government principals who had high score on pragmatist value exhibited low level of administrative success and those who had low inclination toward pragmatist value had more chance to have high score an administrative success and vice-versa. It means that higher the pragmatist value lower the administrative success of government secondary school principals.

Table 4.3 depicts that coefficient of correlation „r“ between administrative success and idealist value for government school principals came out to be -0.073 which is not significant at 0.05 level of significance. It indicates that the two variables administrative success and idealist value of government school principals were not related with each other. Further, it is also concluded that variation in the scores of idealist value did not affect significantly the scores of administrative success of government school principals.

Table 4.3 also indicated that correlation coefficient „r“ for administrative success and humanist value for government school principals came out to be + 0.173 which is non-significant at 0.05 level. It conveys the message that both the variables administrative success and humanist value were not significantly related with each other.

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