

AN INVESTIGATION IN THE CORRELATION BETWEEN ADMINISTRATIVE ATTITUDE OF SCHOOL HEADS AND THEIR SOCIAL ADJUSTMENT

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Abstract

In this study, an attempt has been made to investigate the correlation between administrative attitude of school heads and their social adjustment. Administrative Attitude Scale (AAS) and Social Adjustment Scale (LSS) constructed and validated by the investigator (2021) were used to collect the data from a sample of 484 school heads working in Cuddalore, Kallakurichi and Villupuram Districts of Tamilnadu State in India. The survey method had been followed and stratified random sampling technique was used in administration of the research tools. The statistical techniques adopted to analyse the collected data were descriptive, differential and correlation analysis. The result of the analysis reveals that the level of different dimensions of administrative attitude of school heads namely planning, organization, communicating, motivating, coordinating and professional integrity are average and also social adjustment is average. It is found that there is significant difference in the administrative attitude of school heads with respect to their gender and locality of the school; there is significant difference in the social adjustment of school heads with respect to their gender and locality of the school. There is positive and significant relationship between administrative attitude and social adjustment of school heads.

Keywords: Administrative Attitude, Social Adjustment and School Heads.

1. Introduction

Administration is a distinct process consisting of activities like planning, organizing, coordinating, motivating, controlling and evaluating. The activities are performed to determine and accomplish the predetermined objectives of the institution with the help of human and other material resources. The successful management of organizations entirely depends upon the talent, administrative, skills and behaviour of the school heads. School heads seek to promote the disability and smooth operation of their organization and they directly affect the students by ensuring that schools are efficiently run and they enhance the morale of the school through clear rules and policies that tend to improve the general climate of the school.

Social adjustment has been considered as one of the major contributing psychological factor in characterising individuals. Social adjustment is continual outcome of the individuals attempt to deal with stress and meet his needs and also his efforts to maintain a harmonious relationship with the environment. In other words social adjustment lead to modification of one's behaviour and attitude towards the changed environment. Therefore social adjustment is commonly defined in terms of freedom from tension and adapting oneself to the needs of another individual.

2. Need and Importance of the Study

Educational administration is the practice of managing the resources, task and communication involved in an educational institution. Educational administration has a vast area of operation ranging from planning to budgeting in an effort to make the educational process purposive and functional. An purposive and functional. An effective and systematic administration focuses upon the attitude towards work and adopt practical measures to ensure that the system of work functions efficiently and assist in the achievement of aims of education has benefiting the learners who are the main stakeholders in the educational system. Therefore efficient and effective administration is based on certain principles like sharing responsibility, principle of equality, principle of freedom, principle of recognition and appreciation of individuals worth and principle of professional growth.

Social adjustment is the process by which a person tries to strike a balance between is requirements and wearing light situations. You will adjusted person will be able to have a good relationship with everyone and could be defined as having meaningful relationship and interaction with others in order to develop a sense of satisfaction and harmony.

3. Statement of the Problem

The problem chosen for the present study is entitled as “**An Investigation in the Correlation between Administrative Attitude of School Heads and their Social Adjustment**”.

4. Objectives of the Study

1. To find out the level of the different dimensions of administrative attitude namely planning, organization, communicating, motivating, coordinating and professional integrity of school heads.
2. To find out the level of social adjustment of school heads.
3. To find out whether there is any significant difference in the administrative attitude of school heads with respect to their gender.

4. To find out whether there is any significant difference in the administrative attitude of school heads with respect to their locality of the school.
5. To find out whether there is any significant difference in the social adjustment of school heads with respect to their gender.
6. To find out whether there is any significant difference in the social adjustment of school heads with respect to their locality of the school.
7. To find out whether there is any significant relationship between administrative attitude and social adjustment of school heads.

5. Hypotheses of the Study

1. The level of different dimensions of administrative attitude namely planning, organization, communicating, motivating, coordinating and professional integrity of school heads is high.
2. The level of the different types of leadership styles of school head as perceived by teachers namely transactional, transformational and laissez-faire is high.
3. There is no significant difference in the administrative attitude of school heads with respect to their gender.
4. There is no significant difference in the administrative attitude of school heads with respect to their locality of the school.
5. There is no significant difference in the social adjustment of school heads with respect to their gender.
6. There is no significant difference in the social adjustment of school heads with respect to their locality of the school.
7. There is no significant relationship between administrative attitude and social adjustment of school heads.

6. Method of the Study

Normative survey method has been adopted for the present investigation. The present investigation is an attempt to find out the effect on sub-samples Gender, Locality of the School and independent variable social adjustment of school headson the dependent variable administrative attitude.

7. Sample of the Study

A sample of 484school headsworking in various schools inCuddalore, Kallakuruchi and Villupuram Districts of Tamilnadu State in India. Stratified Random sampling technique has been employed for the selection of the sample with randomness and representativeness.

8. Analysis and Interpretation Data

The analysis and interpretation are given the following tables

Descriptive Analysis

Hypothesis 1

The level of different dimensions of administrative attitude namely planning, organization, communicating, motivating, coordinating and professional integrity of school heads is high.

Table-1
Showing the Mean and Standard Deviation Scores of Different Dimensions of Administrative Attitude of School Heads

Dimensions of Administrative Attitude	N	Mean	SD
Planning	484	39.12	6.72
Organization	484	32.83	5.52
Communicating	484	26.12	4.23
Decision Making	484	36.17	5.31
Motivating	484	22.51	5.07
Coordinating	484	32.09	4.11
Professional Integrity	484	34.23	4.51
Total Administrative Attitude	484	239.25	35.35

From table-1, the calculated mean and standard deviation for administrative attitude scores of the entire sample is found to be 239.25 and 35.35 respectively. One can get a maximum score of 290 for administrative attitude. The mean score lay in between $(M \pm \sigma)$ value i.e., 205 to 274, Hence, the framed hypothesis (2) is rejected and it is concluded that the administrative attitude of school heads is average. From the above table among the administrative attitude of school heads, the highest mean value is for the planning of school heads.

Hypothesis 2

The level of social adjustment of school heads is high.

Table-2
Showing the Mean and Standard Deviation Scores of Social Adjustment of School Heads

Variable	N	Mean	SD
Social Adjustment	484	219.63	23.02

From table-2, the calculated mean and standard deviation for social adjustment scores of the entire sample is found to be 219.63 and 23.02 respectively. One can get a maximum score of 260 for social adjustment. The mean score lay in between $(M \pm \sigma)$ value i.e., 198 to 242, Hence, the framed hypothesis 2 is rejected and it is concluded that the social adjustment of school heads is average.

Differential Analysis

Hypothesis 3

There is no significant difference in the administrative attitude of school heads with respect to their gender.

Table-3
Mean Difference of Administrative Attitude Scores of School Heads with regard to Gender

Variable	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Administrative Attitude	Male	272	241.33	36.19	3.69	Significant
	Female	212	237.62	34.93		

It is seen from the above table that the 't' value calculated is 3.69, which is greater than the table value 1.96 at 0.05 level of significance. Hence, the hypothesis 8(a) is rejected and it is concluded that there is significant difference in the administrative attitude of school heads with respect to their gender. It is also inferred that male heads are having better administrative attitude than the female school head.

Hypothesis 4

There is no significant difference in the administrative attitude of school heads with respect to their locality of the school.

Table-4

Mean Difference of Administrative Attitude Scores of School Heads with regard to Locality of the School

Variable	Locality of the School	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Administrative Attitude	Rural	206	239.71	35.73	2.79	Significant
	Urban	278	243.40	33.09		

It is seen from the above table that the 't' value calculated is 2.79, which is greater than the table value 1.96 at 0.05 level of significance. Hence, the hypothesis 8(b) is rejected and it is concluded that there is significant difference in the administrative attitude of school heads with respect to their locality of the school. It is also inferred that urban school heads are having better administrative attitude than the rural school head.

Hypothesis 5

There is no significant difference in the social adjustment of school heads with respect to their gender.

Table-5

Mean Difference of Social Adjustment Scores of School Heads with regard to Gender

Variable	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Social Adjustment	Male	272	220.97	22.39	2.35	Significant
	Female	212	213.26	24.52		

It is seen from the above table that the 't' value calculated is 2.35, which is greater than the table value 1.96 at 0.05 level of significance. Hence, the hypothesis 5 is rejected and it is concluded that there is significant difference in the social adjustment of school heads with respect to their gender. It is also inferred that male school heads are having more social adjustment than the female school heads.

Hypothesis 6

There is no significant difference in the social adjustment of school heads with respect to their locality of the school.

Table-6

Mean Difference of Social Adjustment Scores of School Heads with regard to Locality of the School

Variable	Locality of the School	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Social Adjustment	Rural	206	219.15	25.01	3.23	Significant
	Urban	278	224.83	21.97		

It is seen from the above table that the 't' value calculated is 3.23, which is greater than the table value 1.96 at 0.05 level of significance. Hence, the hypothesis 11(b) is rejected and it is concluded that there is significant difference in the social adjustment of school heads with respect to their locality of the school. It is also inferred that urban school heads are having more social adjustment than the rural school heads.

Correlation Analysis

Hypothesis 7

There is no significant relationship between administrative attitude and social adjustment of school heads.

Table-7

Co-Efficient of Correlation between Administrative Attitude and Social Adjustment of School Heads

Dimensions of Administrative Attitude	N	'r' Value
Planning	484	.186**
Organization	484	.125**
Communicating	484	.011
Decision Making	484	.243**
Motivating	484	.139**
Coordinating	484	.051
Professional Integrity	484	.154**
Total Administrative Attitude	484	.283**

** . Correlation at 0.01 level (2-tailed)

* . Correlation at 0.05 level (2-tailed)

Table-7 shows, the co-efficient of correlation between administrative attitude and social adjustment of school heads is found to be N=484, r=.283 at 0.01 level which indicates that there is correlation between administrative attitude and social adjustment of school heads scores. Therefore the stated hypothesis is rejected and it is concluded that there is positive

and significant relationship between administrative attitude and social adjustment of school heads.

9. Findings of the Study

1. The administrative attitude of school heads is average. From the above table among the administrative attitude of school heads, the highest mean value is for the planning of school heads.
2. The social adjustment of school heads is average.
3. There is significant difference in the administrative attitude of school heads with respect to their gender.
4. There is significant difference in the administrative attitude of school heads with respect to their locality of the school.
5. There is significant difference in the social adjustment of school heads with respect to their gender.
6. There is significant difference in the social adjustment of school heads with respect to their locality of the school.
7. There is positive and significant relationship between administrative attitude and social adjustment of school heads.

10. Conclusion

In the present study correlation between administrative attitude of school heads and their social adjustment. It is concluded that the level of different dimensions of administrative attitude of school heads namely planning, organization, communicating, motivating, coordinating and professional Integrity are average and also social adjustment is average. It is found that there is significant difference in the administrative attitude of school heads with respect to their gender and locality of the school; there is significant difference in the social adjustment of school heads with respect to their gender and locality of the school. There is positive and significant relationship between administrative attitude and social adjustment of school heads.

11. References

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