

# Adjustment Level of Principals in Relation to Gender and Locality

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## Abstract

In all systems of formal education, the Principal holds a key position. The success and effectiveness of the system largely depends upon his performance. There are a lot of differences in rural and urban culture adjustment of the boys & girls and their culture. The most potent single factor in education system is the principal and without taking cognizance of this vital factor all schemes of reforming education and raising the standard will prove an idle and deceptive as a dream. The success of school depends on his ability and skill as a sound and effective educational leader. What the school is, and what it does, it determined largely by the intelligence, scholarship, imagination, initiative, personality and social skill of the principal. The present study has been conducted to investigate the adjustment level of principals in relation to gender, locality. Teacher Adjustment Inventory designed by Mangal (1982) was used to collect the data. The results of the study revealed that the principals of boys schools had more adjusted. Further, it was noted that urban schools were found significantly higher mean values.

## 1. Introduction

Education is an important factor in the development of industrialization and modernization. Various industries have been established which unite the country but inspite of growth in industries, the country is still divided into two parts-rural & urban. There is a lot of differences in rural and urban culture adjustment of the boys & girls and their culture. Their education is also different in a lot of cases. Their study centers have different facilities for them. So their educational interest are so different/. According to their climate the schools Principals also adjust their life style.

In short, the progress of society and country depends upon the quality of its educational institutions and educational programme and the most responsible person to effectively run the educational institutions and to try to achieve the goals set before these institutions is principal. It is universally recognized that the principal holds a very important position in the entire system of education and he is the principal means for the implementation of educational programmers. The most potent single factor in education system is the principal and without taking cognizance of this vital factor all schemes of reforming education and raising the standard will prove an idle and deceptive as a dream.

There is ample evidence given by researchers and day to day observations also appear to justify, that principal is an important element in the whole administrative process. His beliefs and values, thoughts and actions may be said to determine the tone of the institution. His whole persona gives rise to certain reactions among the staff members, and these ultimately are reflected in the teaching learning situation in the classroom. Heck (1992) determined that strong principal leadership can result in improved student achievement, despite a variety of environmental problems such as low socioeconomic status, diverse student backgrounds, and limited parental participation in a student's education. The success of school depends on his ability and skill as a sound and effective educational leader. What the school is, and what it does, it determined largely by the intelligence, scholarship, imagination, initiative, personality and social skill of the principal. Everything in the schools, the staff and human relationship bear the impress of the personality of the principal and reflects his leadership. Effective leadership was identified in those schools where the principal leads with collaboration (Green, 2007; Harris & Lambert, 2003; Kanapel & Clements, 2005; Lambert, 2005; Sergiovanni, 2005; Spillane, 2005) and effectively manages his or her programs (Donaldson, 2001; Kotter, 1990).

## 2. Objectives

- To find out the adjustment Level of principals of boys and girls schools.
- To know the adjustment level of principals of urban and rural locality.

## 3. Hypotheses

The following hypotheses were framed to study the problem meaningfully, and also to achieve the aforesaid objectives:

- There is no significant difference between adjustment level of principals of boys and girls school.
- There is no significant difference between adjustment level of principals of urban and rural school.

#### 4. Methodology

The present study has been conducted on the secondary school principals of Ajamgarh district of Uttar Pradesh state of India. A random sample of 81 different schools principals has been selected for the present study. The investigators had employed normative survey method in this study. Teacher Adjustment Inventory designed by Mangal (1982) was used to collect the data. The data of present study had been subjected to descriptive and differential analysis.

#### 5. Data Analysis

The statistical measures of mean, S.D. and t test were employed to analyse the raw scores so obtained, test the hypotheses and draw inferences.

Table – 1, shows that the calculated t-value 3.21 indicates a significant difference on the adjustment level of girls school principals and boys schools principals at .01 level of significance. Therefore, the null hypothesis (H01) is fully rejected. So it is clear that there is a significant difference between adjustment of the principals of boys and girls schools. Table also indicates that boys' schools principals had scored significantly higher mean scores than girls schools principals. It is clear that boys' schools principals are more adjustable than girls schools principals.

At a glance of table-2, clearly shows that the mean scores of the urban schools principals were found significantly higher than their rural schools counterparts mean scores. A strong variation was exist between both groups of principals on adjustment inventory at .01 level of significance. It means locality is an effective variable to determine the adjustment level of principals. So it is clear that that there is a significant difference between the principals of urban and rural schools in respect to their level of adjustment. Therefore, the null hypothesis (H2) is fully rejected.

#### 6. Result & Discussion

The mean score of this study revealed that the boys school principals had scored higher mean values (52.56). There is a wide disparity in the mean values of boys and girls schools principals. Therefore, the first hypothesis is rejected. Boys' schools principals had scored higher mean values; this is because of the following reason: Indian society is a male dominated society. Boys are more notorious. For dealing this situation boys school's principal face more complex situation that's why they have more adjustable tendency. On its contrary, Mato (1993), Gupta (1998) and Gupta (2003) found that Girls schools principals are better administrator in comparison to boys' school principals. No sex difference was found in Nanda (2002) study.

While when data were analysed on the basis of their locality, urban schools principals had scored higher mean values then rural school principals. Hence, the research hypothesis 2 was rejected and it was concluded that urban school principals differ in their adjustment level from rural school principals. It is important for school principals to plan strategically to address the adjustment and academic concerns that impact the educational needs of all students (Montgomery, 2001).

The following suggestions will enhance the adjustment level of principals:

- More weightage should be given to the personality traits of principals while selecting for job.
- Seminars, workshops should be organized frequently for school principals.
- Special motivation and encouragement should be given to the girls and rural schools principals.
- Special capsule programme related to school administration should be conducted for school principals.

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Table – 1

S.N.	Subject	N	Mean	S.D.	't' Value	Significant
1.	Girls School Principals	35	46.71	6.53	3.21	.01 level of significance
2.	Boys School Principals	41	52.56	9.26		

Table – 2

S.N.	Subject	N	Mean	S.D.	't' Value	Significant
1.	Urban School Principals	43	49.79	9.61	8.10	.01 level of significance
2.	Rural School Principals	33	32.47	9.57		

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