
**CORELATION OF ADMINISTRATIVE BEHAVIOUR AND JOB SATISFACTION
AMONG SECONDARY SCHOOL HEADMASTERS****M.P. Mulkalwar^{1*} and P.N. Mulkalwar²**^{1*} Corresponding Author, 70, Ayodhyanager, Yavatmal (M.H.), India² Amolakchand Mahavidyalaya, Yavatmal (M.H.), Indiapnm_amv@rediffmail.com

ABSTRACT

The aim of the study is to find out correlation between administrative behaviour and job satisfaction of secondary school headmasters of rural and urban area. Descriptive survey method was used to carry out the research study by taking sample from secondary school headmasters of urban and rural area of Yavatmal district. The study revealed that, administrative behaviour of secondary school headmaster is correlated with job satisfaction. The administrative behaviour of rural and urban secondary school headmaster is different. There is found significant difference between correlation of administrative behaviour and job satisfaction of secondary school headmasters of rural and urban area.

Key words: Administrative behaviour, Job satisfaction, Correlation.

Introduction

Education is a key factor in all national development, whether it will be social, political, economical, cultural or moral. Development of well administrated quality education has been strongly advocated by UNESCO. Many developing countries have been focused on systematic training and development programme for their school headmasters.

Schools are supposed to be shaping future of India. The students of secondary school, they are in the adolescence period of growth, which is most sensitive period of life. Therefore, among all stages of education, the secondary education is most important stage. NCERT published the report in December 2000 regarding National curriculum framework (NCF) for secondary education. It is said that, "Secondary education in recent time has emerged as an important segment of the total educational system expected to contribute significantly to the national development process." (NCERT Dec. 2000; pg. 2).

In the educational institutions, the headmaster, plays an important role Sharma (1991) studied the administrative behaviour

of principals in junior college and found positive relationship between administrative behaviour of principal and teachers job satisfaction and educational attainment of teachers. Jayajoshi(1992) studied the organizational climate and leadership behaviour of principals in relation to teacher moral in central school. Pushpanadham (2006) found leadership is the necessary factor for succesfull implementation of decentralized management of education at all levels. Balasandran A. Ramiah (2008) found school leadership behaviour is a significant factor that influences teachers job satisfaction. Shahu Rashami and Gole Surendra (2008) and Argyle Michael (2009) found positive correlation between job satisfaction and work performance among the employees. Taj Haseen (1992) found positive correlation between administrative behaviour of headmaster and their attitude. It indicates job satisfaction of headmaster is important factor for quality education. But in the present scenario, lot of research efforts have been on teachers job satisfaction, but not much attention of researches is drawn on job satisfaction of headmaster. In this study, researcher focused on job satisfaction of headmaster as he is administrative chief of the school.

Hence the researcher undertook to conduct the present study.

For quality education school administration is identified as an important factor. Developing countries have been focused on this important factor and implemented systematic training and development programmes for their school headmasters as a administrator. Effective administrator has to provide leadership for implementing changes in school programmes. so that headmaster can successfully resolve disciplinary problems and give advice and direction to teachers.

Administrative behaviour of headmaster is a critical factor in the success of any programme in the school. Making the transition from old style of autocratic administration to the new one is a challenge for the headmaster. The past militarist command and controlled administration has become now an anachronism. With changing technology, administrator today have to be more flexible than ever in their roles. It is necessary that he should get job satisfaction for effective administration.

Administrative behaviour is a matter of character. As a head he distribute the work among the staff, gives direction, guide them, supervise the work of teachers etc. He has to run the school according to goal of the school followed by government rules and norms. He has to communicate his vision to those concerning people viz. teachers, students, parents, non-teaching staff members, school management, government authority etc. in the ways that emotionally enroll others to turn his vision into reality. So headmaster's administration is identified by quality of school.

Need of research

Schools are supposed to be shaping future of India. The students of secondary school, they are in the adolescence period of growth which is most sensitive period of life. Therefore among all stages of education, the secondary education is most important stage. NCERT published the report in

December 2000 regarding National curriculum framework (NCF) for secondary education. It is said that, "Secondary education in recent time has emerged as an important segment of the total educational system expected to contribute significantly to the national development process." (NCERT Dec. 2000; pg. 2). Headmaster is leader of the school teachers & all other staff members. He is a administrative chief of the school, so the quality of the school is identified by his administrative behaviour, which affects subordinates feeling, emotions with their work. It means that administration is a matter of knowledge of schoolwork, character, behaviour, understanding, decision making, skill of communication with people etc. For effective administration it is necessary that he should get job satisfaction. In the present scenario, lot of research efforts have been on teachers job satisfaction, but not much attention of research is drawn on job satisfaction of headmaster. In this paper, researcher focused on job satisfaction of headmaster as he is administrative chief of the school.

Administrative behaviour of headmaster is a critical factor in the success of any programme in the school. Making the transition from old style of autocratic administration to the new one is a challenge for the headmasters. Administrative behaviour is a matter of character. As a head of the school, headmaster has to distribute the work, guide them, to give direction, to supervise and according to the goal of the school he has to run the school with government rules and norms. He has to communicate his vision to those concerning people viz. teachers, students, parents, non-teaching staff members, school management, government authority etc. in the ways that emotionally enroll others to turn his vision into reality. For this it is necessary that he should get job satisfaction. It is found that there is significant correlation between administrative behaviour and job satisfaction of headmasters of secondary school. T-test is

used to test whether there are significant difference between correlation of administrative behaviour and job satisfaction of headmaster of rural and urban secondary school.

Objectives

1. To ascertain the administrative behaviour of secondary school headmaster.
2. To ascertain the job satisfaction of secondary school headmaster.
3. To determine the relationship between administrative behaviour and job satisfaction of secondary school headmaster.

Hypothesis

Null hypothesis of the study is as follows:

1. There is no significant relationship between administrative behaviour of headmasters of rural and urban secondary school.
2. There is no significant relationship between job satisfaction of headmasters of rural and urban secondary school.
3. There is no significant relationship between administrative behaviour and job satisfaction of headmasters of rural and urban secondary school.

Scope and limitations

1. The study includes only Yavatmal District
2. The study includes secondary school headmasters of academic year 2012-2013 only.
3. The study includes the administrative behaviour of secondary school headmasters for the following factors only.
 - i. Planning
 - ii. Organization
 - iii. Communication
 - iv. Decision-making

4. The study includes the job satisfaction of secondary school headmasters for the following factors only.
 - i. Working place
 - ii. Working environment
 - iii. Psycho-social status
 - iv. Economic factors
 - v. Contribution to society

Sample

The sample comprised of 200 headmasters of Yavatmal District. 100 headmasters from rural secondary school and 100 headmasters from urban secondary school.

Tools

For this study researcher has used descriptive survey method and used the following tools for the data collection.

1. Job satisfaction scale (2006) by Dr. T. R. Sharma and Amarsingh.
2. Administrative behaviour scale (2009) by Dr. Haseen Taj.

Data collection

The scales has been distributed to 200 headmasters of secondary school in Yavatmal district and requested them to fill and returned the scales to the investigator. 200 filled scales has been received from the respondents for the data analysis and interpretation.

Statistical Techniques

1. Product moment coefficient of correlation r used to find correlation between Job satisfaction and Administrative behaviour of rural and urban secondary school headmasters.
2. After analyzing administrative behaviour scale and Job satisfaction scale, t-test is used to test the difference between administrative behaviour and Job satisfaction of secondary school headmasters of rural and urban area.

Quantitative and Qualitative analysis of data

The researcher used Pearson ‘r’ and t-test as a statistical technique. After analyzing t-value at 0.05 stage of significance, it was concluded that whether to accept or reject the hypothesis.

Following is the table showing values of ‘t’ and ‘r’ and decision for acceptance of hypothesis:

Table No. 1

Statistical analysis of Administrative behaviour scale i.e Determining objective No.1.

N = 200	Factor of Administrative behaviour	Correlation between rural and urban (r)
Rural Urban	Planning	- 0.0065
Rural Urban	Organization	0.059
Rural Urban	Communication	0.022
Rural Urban	Decision-making	0.05
Rural Urban	Administrative Behaviour	0.7

Table No. 2

Statistical analysis of Job satisfaction scale i.e. Determining objective No2.

N = 200	Factors of Job satisfaction	Correlation between rural and urban (r)
Rural Urban	Working place	-0.10
Rural Urban	working environment	0.039
Rural Urban	Psycho-social status	0.022
Rural Urban	Economic factor	- 0.034
Rural Urban	Contribution to society	0.076
Rural Urban	Job satisfaction	- 0.38

Table NO. 3

Statistical analysis of Job satisfaction scale i.e Determining objective No 2.

N = 200	Factors	Correlation between rural and urban (r)	t
Rural (100)	1.Administrative behaviour 2.Job satisfaction	0.424	1.97
Urban (100)	1.Administrative behaviour 2.Job satisfaction	0.270	

Major findings

1. There is no significant correlation between planning of rural and urban headmasters of secondary school.
2. There is no significant correlation between organization of rural and urban headmasters of secondary school.
3. There is no significant correlation between communication of rural and urban headmasters of secondary school.
4. There is no significant correlation between decision-making of rural and urban headmasters of secondary school.
5. There is significant correlation between administrative behaviour of rural and urban headmasters of secondary school.
6. Administrative behaviour of urban secondary school headmaster is better than rural one with respect to all the four dimensions of administration.
7. There is no significant correlation between working place of rural and urban headmasters of secondary school.
8. There is no significant correlation between working environment of rural and urban headmasters of secondary school.
9. There is no significant correlation between psycho-social status of rural

- and urban headmasters of secondary school.
10. There is no significant correlation between economic factor of rural and urban headmasters of secondary school.
 11. There is no significant correlation between contribution to society of rural and urban headmasters of secondary school.
 12. There is significant -ve correlation between job satisfaction of headmasters of rural and urban secondary school.
 13. There is significant correlation between administrative behaviour and job satisfaction of rural headmasters of secondary school.
 14. There is significant correlation between administrative behaviour and job satisfaction of urban headmasters of secondary school.
 15. There is significant difference between correlation of administrative behaviour and job satisfaction of rural and urban secondary school headmaster at 0.5 level of significance.
6. There are found significant correlation between administrative behaviour and job satisfaction of rural headmasters of secondary school.
 7. There are found significant correlation between administrative behaviour and job satisfaction of urban headmasters of secondary school.

Significance of the Research

1. This study is useful for making training program for school administrators at different stages of education.
2. Job satisfaction of headmaster should consider as important aspect for effective administration.
3. The findings of the study may be used by the principal to improve their administrative skills.

Recommendations for further study

- ### **Conclusion**
1. There is no significant correlation between planning of rural and urban headmasters of secondary school.
 2. Administrative behaviour of secondary school headmaster is correlated with job satisfaction
 3. The headmasters of rural and urban secondary school have different administrative behaviour.
 4. Administrative behaviour of rural and urban headmasters of secondary school is different with respect to planning, organization, communication and decision-making.
 5. Job satisfaction of rural and urban headmasters of secondary school is different with respect to dimensions of job satisfaction viz. working place, working environment, psycho-social status, economic factor and contribution to society.
1. To find out the correlation between job satisfaction of rural and urban secondary school headmaster for another aspects of job satisfaction.
 2. To find out the correlation between administrative behaviour of rural and urban secondary school headmaster for another aspects of administrative behaviour.
 3. To find out the difference between job satisfaction of male and female secondary school headmasters.
 4. To find out the difference between administrative behaviour of male and female secondary school headmasters.
 5. To find out the correlation between administrative behaviour of rural and urban primary school headmasters.
 6. To find out the correlation between job satisfaction of rural and urban primary school headmasters.

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