CHAPTER VI
SUMMARY, CONCLUSIONS AND SUGGESTIONS FOR FURTHER RESEARCH

INTRODUCTION

As the leader in his school, the principal is responsible for providing the leadership that result in establishing common goals for the entire staff. The research showed that students, teachers and parents observe heads in relatively different situations. Because of these difference in the conditions under which they make their observations, they emphasis different aspects of the head's job in describing what they consider to be effective and ineffective behaviour on his part.

There is distinction between the behaviour of an administrator and administrative behaviour (Lipham, 1960). By the behaviour of an administrator, we refer to anything and everything that a person who holds an administrative post may do both on and off the job behaviour. Administrative behaviour, as it is taken in the present study is considered as the 'on-the-job' behaviour of a school head. As a leader of the school, it is the behaviour of the head that improves or affects the quality of work that goes on in the school.

Therefore, there is need to study some of the socio-psychological variables which affect the administrative behaviour of principals. With this idea, a few social psychological variables like job stress, job satisfaction and attitude towards administration are chosen in addition to other few situational variables, such as qualification, experience, sex-difference, field of specialization and type of management. These are the variables which are found
appropriate for the present study to examine their effect on the administrative behaviour of the educational administrators (i.e. principals) of high/senior secondary schools of Punjab State.

**REVIEW OF RELATED LITERATURE**

**Job-Stress**

*Shahidenpour’s (1980)* determined the relationship between stressful variable and the leadership styles of the secondary school principals. It was found that secondary school principals in stressful situations demonstrate consultative leadership behaviour.

*Neuman (1990)* determined the degree of reported stress difference for school managers at the level of central office administrators, managers at the level of central office administrators, local school administrators and teachers. On the stress performance index questionnaire, statistical significant differences were found between central office level and local school administrators and between central office level administrators and teachers.

*Larchick (1996)* studied the effect of personal life stressors on teacher’s performance of Oklahoma middle school teachers and found significant effect of life stressors on teacher’s performance.

*Pal (2001)* in his study on a sample of 140 physical education teachers revealed significant difference among physical education teachers working in government, public and private schools in their job stress and job satisfaction.

*Korla (2004)* in his study on 100 teachers of Govt. Senior Secondary Schools of Chandigarh found significant difference between male and female teachers on the three measures of Job stress i.e. role ambiguity, role boundary and role insufficiency.

**Job-Satisfaction**

*Malavia (1976)* studied the relationship between job satisfaction and job effectiveness of administrators. It was observed that there was a positive relationship between job satisfaction and job effectiveness. The study of Gambel (1978) reports that affective
high school principals need not be thoroughly satisfied with their jobs. On the other hand Umstott (1987) found a positive relationship between job satisfaction of administrators and their administrative performance.

Kaur (2001) in her study found significant difference in the job satisfaction of B.Ed. and E.T.T. teacher educators teaching in institutions situated in Punjab.

However, Grewal (2004) in her study on B.Ed. College educators revealed in significant difference between mean scores of male and female teacher educators on the variable of job satisfaction.

Attitude towards Profession

Steven (1987) found effective principals to have a firm but human control of students, availability and human relation and communication skills. However, Robert (1987) did not find any association between the attitude of principals towards pupils and teachers, teaching profession and administrative effectiveness.

Studies on Administrative Behaviour

Richard (1971) studied the behaviour of principals and found that the principal’s personal role orientation and his perception of the expectations of his faculty and immediate superior will significantly relate to his behaviour. Shelat (1978) has reached the conclusions that administrative and leadership behaviour of school heads contribute positively to the effectiveness of school.

Das (1990) studied the difference in the educational climate of institutions having principals with high and low levels of administrative behaviour. It was found that secondary school principals' administrative behaviour frequency and effectiveness are not significantly related to climate of their schools in terms of social and learning environments.

Owen (1986) examined the relationship between the administrative experience and leadership style of elementary school
principals. There was significant relationship between the administrative experience and leadership style of elementary school principals.

As above results are inconclusive, therefore there is a need to explore this field further.

STATEMENT OF THE PROBLEM

"Job-stress, Job-satisfaction and Attitude towards Administration as correlates of Administrative Behaviour of Educational Administrators".

OBJECTIVES OF THE STUDY

1. To construct and standardize Job Satisfaction Scale.
2. To construct administrative Behaviour Scale.
3. To find the relationship between independent variables of job stress, job satisfaction, attitude towards administration and dependent variable of administrative behaviour of principals of high / Sr. Sec. Schools.
4. To find the effect of educational and professional education, teaching and administrative experiences, sex-differences, type of management, way of recruitment on the dependent variable of administrative behaviour of principals.

HYPOTHESES

1. There will be significant relationship between job stress and administrative behaviour of the principals.
2. There will be significant relationship between job satisfaction and administrative behaviour of the principals.
3. There will be significant relationship between attitude towards administration and administrative behaviour of principals.
4. There will be significant difference in the
   a) Administrative behaviour of principals due to different levels of educational qualification.
b) There will be significant difference in the administrative behaviour of principals due to different levels of professional qualification.
c) There will be significant difference in the administrative behaviour of principals due to different levels of teaching experience.
d) There will be significant difference in the administrative behaviour of principals due to different levels of administrative experience.
e) There will be significant difference in the administrative behaviour of principals due to sex-differences.
f) There will be significant difference in the administrative behaviour of principals due to type of management.
g) There will be significant difference in the administrative behaviour of principals who has been recruited directly and those who have been promoted.

DESIGN OF THE STUDY

The data for the present study is obtained from principals of High/Senior Secondary Schools of Punjab representing the three school management strata. Simple linear correlations are computed to study the relationship between independent variables of job stress, job satisfaction, attitude towards administration and dependent variable of administrative behaviour of principals. Effects of sex, qualification, experience, type of management are seen with the help of t-ratio technique.

SAMPLE

In the present study stratified proportionate random sample is drawn from different managements. Sample of 206 principals working in Govt./Corporation, private aided and private unaided high/senior secondary schools of Punjab is drawn proportionately from 10 districts principals are drawn randomly from those schools to fill the Administrative Behaviour Scale.
TOOLS TO BE USED

1. Occupational Stress Index (Srivastava and Singh, 1984)
2. Job Satisfaction Scale (This is developed and standardized by the investigator himself).
3. Attitude Towards Administrative Scale (Sharma, 1992).
4. Administrative Behaviour Scale (This is developed by the investigator himself).

STATISTICAL TECHNIQUES TO BE USED

1. Pearson’s Product Moment Correlation technique to find the relationship of independent variables and dependent variable.
2. Mean, S.D and t-ratios are calculated to see the effect of sex-difference, educational and professional qualification, experience and type of management on the dependent variable.

MEANING OF KEY TERMS

Educational Administrator:

A person holding the job of principal in High/Sr.Sec. School is considered as educational administrator.

Job-stress:

As per the author of Occupational Index Stress (Srivastava and Singh, 1984), stress may be defined as the anticipation ability to perceive demand accompanied by anticipation of negative consequences for inadequate responses.

Job-satisfaction:

It is the extent of match between worker’s expectation (also aspiration) and the rewards the job provides and the value it creates and gets cherished. In the present study job-satisfaction means principal’s expectation and the reward his/her job provides and the values it creates.

Attitude towards Profession:

Thurstone (1959) defines attitudes as ‘the positive or negative affect with psychological object’. In the present study, attitude of
principals towards administration is operationally defined to mean their feelings of liking or disliking towards the administration.

**Administrative Behaviour:**

Administrative behaviour is operationally defined as the behaviour of officially designated leader i.e. the behaviour of the heads of high/Sr. Sec. Schools.

**NEED AND IMPORTANCE OF THE STUDY**

In education, there has been a concern with the administrator of the school as a decision-maker, because of his location in the hierarchy of authority and responsibility within the organization. It seemed appropriate and proper that efforts to be made to study the administrative behaviour, and hopefully, improve the ability of this individual in this capacity. Since many of the decisions made by the head produce impact on a large number of other people within the organization, the emphasis on the administrator seems logical (Dettre, 1970).

It is noticed that educational leadership is unable to cope with the problem of rapid expansion of schools, students etc. and therefore a radical transformation of this system is urgently called for and proper training for administrators is urgently called for and proper training for administrators is urgently needed. But before organizing training programmes for the administrators to develop the required competency, research is needed to understand the behaviour of the administrators fully and identify the factors that affect his behaviour.

The present study is undertaken because of its urgency. As such, there are limited numbers of researches done in the area of educational administration. Those studies also concentrated on inspection and supervision, problems of educational administration, leadership in educational administration, etc. But very few of the
studies have focused especially on the administrative behaviour. Therefore, attempt is being made to fill this gap of research.

CONCLUSIONS

1. From the results, it is observed that variable of job-stress insignificantly correlates with the dependent variable of administrative behaviour.

   Therefore, hypothesis 1 that there will be significant relationship between job stress and administrative behaviour of principals is not retained in the present study.

2. The variable of job satisfaction is found to be significantly positively correlated with the dependent variable of administrative correlated with the dependent variable of administrative behaviour. These results suggest that high job satisfaction of the principals leads to their better administrative behaviour and vice-versa.

   Thus hypothesis 2 that there will be significant relationship between job satisfaction and administrative behaviour of principals is retained in the present study.

3. As per the results of the present study insignificant correlation is obtained between the independent variable of attitude towards administration and administrative behaviour of the principals due to insignificant r-value. In other words, attitude towards administration is neither helping nor hindering the principals in showing their administrative behaviour.

   Hence, hypothesis 3 that there will be significant relationship between attitude towards administration and administrative behaviour of the principals is not retained here.

4. It is revealed that there is insignificant difference in the administrative behaviour of principals due to difference in the educational qualification of principals. These results suggest that whether the principals are graduate or post-graduate,
this is not going to effect their administrative behaviour in a significant manner.

Therefore, hypothesis 4(a) that there will be significant difference in the administrative behaviour of principals due to different levels of educational qualification is not accepted in the present study.

5. In case of independent variable of professional qualification, significant difference is found in the mean scores of principals on administrative behaviour scale due to significant t-value at .01 level. It is also revealed that principals with higher level of professional qualification i.e. M.Ed., scored higher as compared to B.Ed. qualification on administrative behaviour scale.

Therefore, hypotheses 4(b) that there will be significant difference in the administrative behaviour of principals due to different levels of professional qualification is retained here.

6. On the variable of teaching experience, significant difference in the mean scores of administrative behaviour scale is obtained due to significant t-value at .05 level.

It is also observed that administrative behaviour of principals who are having less than 10 years teaching experience, are higher in their administrative behaviour scores as compared to principals who are having teaching experience more than 10 years. In other words younger principals having less age are better in their administrative behaviour as compare to principals who have taught for more years.

Thus, hypothesis 4(c) that there will be significant difference in the administrative behaviour of principals due to different levels of teaching experience is retained here in this study.

7. On the variable of administrative experience, insignificant differences obtained between the mean scores of experience less than or equal to five years and experience more than five
years on the dependent variable of administrative behaviour due to insignificant t-value at .05 level.

Therefore, hypothesis 4(d) that there will be significant difference in the administrative behaviour of principals due to different levels of administrative experience is not accepted here.

8. From the results, it is revealed that there is insignificant difference in the administrative behaviour of principals due to sex-difference as t-value is found to be insignificant at .05 level.

Thus, hypothesis 4(e) that there will be significant difference in the administrative behaviour of principals due to sex-difference is not accepted here.

9. Significant difference is obtained in the administrative behaviour of principals due to difference in management as t-value is found to be significant at .05 level. It means type of management - government or private has strong effect on the administrative behaviour of principals. Further, it is found that administrative behaviour of principals working under government-management is better as compared to their counterparts working under private management.

Therefore, hypothesis 4(f) that there will be significant difference in the administrative behaviour of principals due to type of management is retained in the present study.

10. It is revealed that insignificant difference is obtained between the administrative behaviour of principals who are recruited directly and those who are promoted.

Hence, hypothesis 4(g) that there will be significant difference in the administrative behaviour of principals who have been recruited directly and those who have been promoted is not retained in the present investigation.
EDUCATIONAL IMPLICATIONS

The findings of the present study have some important implication for the educational administrator, management, teacher and community to improve and promote educational outcomes.

1. The results of this study have indicated a positive relationship between job satisfaction and administrative behaviour of principals. Therefore, management of the school, whether it is government or private should provide sufficient incentive and rewards to the person holding the job of a principal. In order that the principals should have a positive emotional state they so should also be provided some work motivators in terms of some monetary and physical facilities.

2. The findings of this study pointed out that principals with higher qualifications have better administrative behaviour than the principals with lower professional qualifications. Therefore at the time of selection persons with higher professional qualification should be selected.

3. As per the results of the present study principals having less than 10 years teaching experience have better administrative behaviour than the principals have more teaching experience. Therefore, young teachers should be given preference while appointing to the job of a principal.

4. Administrative experience has no bearing on the administrative behaviour of the principals. Therefore, as a matter of policy, before a teacher is appointed as a principal of the school, he/she should undergo training for the development of administrative behaviour as well as good human relations.

5. Results of the present study have shown that male and female principal donot differ much in their administrative behaviour. It is suggested that educational authorities as a rule should try to appoint principal irrespective of their sex differences if they full fill other qualifications.
6. Principals of government schools have shown better administrative behaviour as compare to the principals of private schools. Therefore, it is suggested that the management of the private schools should try to make the educational structure of the school more decentralized for improving the relationship between the principals and their staff in order to promote the administrative behaviour of the principals.

7. According to the findings of the present study no significant difference is found in the administrative behaviour of the principals those who were promoted and those who were recruited directly, although promoted principals have shown some better administrative behaviour. Therefore, educational authorities while appointing principals, as a matter of policy, must promote high percentage of teachers within the system as principal.

SUGGESTIONS FOR FURTHER RESEARCH

Potential future researchers may undertake research study on any of the following topics.

1. Study may be conducted by taking some other variables e.g. anxiety, socio-economic status, emotional intelligence or social intelligence of the principals of senior secondary schools.

2. Instead of conducting the study on the senior secondary school principals, study may be conducted on the elementary schools or high schools heads or principals of some degree colleges or colleges of education.

3. Study may be conducted on the administrative styles of heads and organizational climate of elementary or secondary or senior secondary schools.

4. An investigation of the perceived leadership behaviour of principals and teachers’ morale in high achieving and low achieving senior secondary schools of Punjab may be undertaken by the researchers.
5. A study of certain factors as predictors of leadership behaviour or promotion may be undertaken.

6. Study may be conducted on the perceived effectiveness of leadership behaviour of administrative heads of some university or few colleges may be conducted by the researchers.

7. The relationship between self-esteem, organizational practices and role conflict among high/senior secondary school/college principals may be explored.

8. A comparative study of the personality factors of selected women and men educational administrators in secondary/senior secondary/higher education may be explored.

9. A study of the relationship among attitude, job satisfaction, adjustment and professional interests of educational administrators of Punjab may be undertaken.