CHAPTER I

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1.1. PRINCIPAL AS AN EDUCATIONAL ADMINISTRATOR

Any nation can march forward on the path of progress in the world by following right policy of education. Due to political turmoil and socio-economic crisis every nation is giving importance to education for solving complicated social, national and international problems. So every society happens to establish and develop many organization in course of time to achieve a variety of goals and objectives. Schools and colleges are unique organizations designed to achieve specific goals for preparing good citizens. But the realization of goals depends upon the efficiency and effectiveness with which an institution is administered. These institutions aim at imparting education to the growing generation and prepare it for the future world. The environment of the institutions which are better managed produced better educational products. It is the administration of educational institution which produces qualitative results.

Today, it is emphasized by all that the educational administrator of today must be objective, goal-oriented and considerate, since the success of any educational organization depends upon the administrator. The administrator or a principal is the symbol of the hopes for the progress of the world. He understands the whole process of education and knows the art of solving problems efficiently. It is essential indeed for an institution and a nation to carefully choose a person for administrative job. The principal is a person who is endowed with such qualities and delivers the goods desired by the society and the nation. He plays the vital role to improve the environment. His dealing with the human component of the school and other acts influence the total climate of the school.

It is believed that he is the person who assumes the responsibility of manipulating all the humans and other kinds of resources. The principal is a
person who willingly has to make all efforts on achieving institutional goals by influencing and making others strive for the same. In order to raise the level of institution, principal possesses certain specific qualities.

As an educational leader in the institution, the principal is responsible for providing the leadership that results in establishing common goals for the entire school staff. The researches have shown that students, teachers and parents observe heads in relatively different situations. Because of these differences in the conditions under which they make their observations, they emphasize different aspects of the head’s job in describing what they consider to be effective and ineffective behaviour on his part.

1.2. PRINCIPAL AS A LEADER

Leadership is a not position in an organization, but an active, influencing force. Leadership is not based on position or status, but on authority and prestige. Leadership may come from personal enthusiasm, personal authority, credibility, knowledge, skill or charisma; it is derived from influence that the leader has on his followers. Accordingly, the principal holds the highest position in the school. The tone of the institution is mainly influenced by the behavior and personality of principal and it affects the attitude, climate, progress, co-operation and direction of efforts in the institution. In fact, principal is the hub around which the educational activities revolve. There is no denying the fact that school is essentially a co-operative enterprise, in which every member big or small, high or low has a vital role to play.

The principal is expected to act as a leader in the institution. The success of an institution to accomplish the goals depends upon the ability of the head to lead staff members. Leadership is one of the four functions that constitute the administrative process. Planning sets the direction and objectives; organizing brings the resources together to turn plans into action; leadership builds the commitments and enthusiasm needed for people to apply their talents fully to help accomplish plans; and controlling makes sure things turn out right.
According to Fayol (1949) there are four main functions of manager namely planning, organizing, command or leading and controlling. According to Kotter, (1990) the primary function of a leader is to identify the essential purpose or mission of an organization and the strategy for attaining it. By contrast, the job of the manager is to implement that vision. The overriding function of management is to provide order and consistency to organizations, whereas the primary function of leadership is to produce change and movement. Management is about seeking order and stability; leadership is about seeking adaptive and constructive change. Although there are clear differences between management and leadership, there is also a considerable amount of overlap (Yuki and Van Fleet, 1998). When principals are involved in influencing a group to meet its goals, they are involved in leadership. When leaders are involved in planning, organizing, staffing, and controlling, they are involved in administration. Both processes involve influencing a group of individuals towards goals attainment.

Educational researches on school effectiveness have recently been dominated by the concept of principal as a Leader. These studies identified the principal as instructional leader and as one of the several critical factors in effective schools. (Rutter, et al. 1979; Greenfield, 1982; Rutherford .et al.1983). Recent research on high school has also focused on the principal as leader (Grant, 1982; Lightfoot, 1983; Sizer, 1984). Sergiovanni (1984), maintains that the principal’s key function in effective school is establishing goal consensus among staff and develop an institutional identity, and he cited classic studies on organizational leadership that support this view (e.g. Bernard, 1938; Selznick, 1957) Therefore, the concept of principal as a leader is of increased use because the principal is a key factor in the educational effectiveness and school organizational health. It is a fact that a school principal’s leadership behavior has a subtle influence on the progress of the school. To sum up, the development and expansion of the concept of school administrators may describe a new set of expectations for school administration. Previous models for behavior of principal
that tended to focus on the roles of the principal as educator or only as an administrator now appear to be less relevant.

1.3. PERSONALITY CHARACTERISTICS OF PRINCIPALS

Any institution is good or bad, healthy or unhealthy in mental, moral and physical conditions, flourishing or perishing depends upon the fact that whether the Principal of the institution is capable, energetic and of high ideals or reverse. Any institution rise to fame or sink to obscurity as greater or lesser as principal has charge it. The character of the school reflects the character of the Principal. He is the seal and institution is the wax. It is because the principal in an institution holds a key position and is the co-ordinating agency keeping the balance and ensures the harmonious development of the institution. He sets tone of the institution and is the chief force in moulding the traditions, which develops as the time goes on.

1.4. JOB - SATISFACTION OF PRINCIPALS

The concept of job satisfaction reveals interrelatedness of various elements at work, such as physical conditions of the work, working hours, rest hours, the phenomenon of monotony, fatigue, incentives employee’s attitude etc. A person likes to work which is favorable to his attitudes and when he works like that, it is said that he is satisfied with his work. The chief sources of job satisfaction are feeling of accomplishment, recognition and opportunities of advancement. Factors related to job satisfaction may be personal factors or factors inherent in job.

For efficiency in administration, Principal’s satisfaction in his job is highly important as he plays the most significant role. It is said that principal who are better adjusted in his profession and have interest in his profession are more effective and successful in their job. If a Principal is satisfied with his job, his administration will be effective. Principals’ job satisfaction is related to their
administrative effectiveness and institutional success. Job satisfaction and administrative style are interrelated.

1.5. LEADERSHIP STYLE OF PRINCIPALS

Any administrator worked according to the rules of the society, is true but the ways how he achieves these goals may be different. This difference in style is caused due to his personality. He may work as an autocratic or he may work in a democratic way. According to the style of work, the administrators are mainly categorized in two categories: (i) Autocratic (ii) Democratic.

The Principal is an administrative leader for the study purposes. He is officially designated as an administrator in a formal organization like the principal in an educational organization. The major dimensions of administrative behavior are the same for both.

Therefore, there is need to study some of the socio-psychological variables which affect the administrative style of principals. With this idea, a few social psychological variables like personality characteristics, job satisfaction, leadership style and attitude towards administration were chosen in addition to other few situational variables, such as qualification, experience, sex-difference and type of management. These variables were found appropriate for the present study as these variables have not been explored deeply in previous researches.

1.6 STATEMENT OF THE PROBLEM

A STUDY OF PERSONALITY CHARACTERISTICS, JOB SATISFACTION, ADMINISTRATIVE STYLES AND ATTITUDE TOWARDS ADMINISTRATION OF PRINCIPALS OF COLLEGES OF EDUCATION

1.7. OBJECTIVES OF THE STUDY

1. To study the personality characteristics, job satisfaction, attitude towards administration and administrative style of the principals of colleges of education affiliated to University of Jammu.
2. To find the differences in the personality characteristics, job satisfaction, attitude towards administration, administrative style of principals of colleges of education due to their sex-difference; urban-rural difference, management-wise difference; experience-wise difference and also due to difference of having professional degree and without professional degree.

1.8. VARIABLE INVOLVED IN THE PRESENT STUDY

Independent Variables

1. Male and female Principals.
2. Principals working in the urban and rural areas.
3. Principals of government and private colleges.
4. Principals with professional degree and without professional degree
5. Principals with more than 3 years professional experience and less than 3 years experience.

Dependent Variables

1. Personality characteristics
2. Job – satisfaction
3. Attitude Towards Educational Administration
4. Administrative style

1.9. DELIMITATION OF THE STUDY

Present study was delimited to:

1. All the Principals of Colleges of Education, affiliated to the University of Jammu, Jammu.
2. Sample was selected from male and female principals, principals working in urban and rural areas, government and private colleges of education in the Jammu region.
1.10 MEANING OF KEY TERMS

1. Educational Administrator

A person holding the job of principal in the college of education is considered as educational administrator.

2. 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 value it creates.

3. Attitude towards profession:

Thurstone (1959) defines attitudes as ‘the affect for or against a 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.

4. Administrative style:

Administrative style is operationally defined as the behavior/style of officially designated leader. i.e. the working style of the heads of colleges of education.

1.11 NEED AND IMPORTANCE OF THE STUDY

In education, there has been a concern with the administrator of the school as a decision-maker, primarily 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 personality traits of the administrators and hopeful, this will improve their ability. 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 needed. But before organizing training programmes for the administrators to develop the required competency, research is needed to understand the personality traits, level of job-satisfaction of the administrators fully and identify the factors that affect their style of working.

The present study has been undertaken because of its urgency and significance. As such, there are limited numbers of researches done in the area of educational administration. Those studies also concentrated on inspection and supervision, problems etc. But very few of the studies have focused on the personality traits, job satisfaction and leadership styles of the principals of colleges of education. Therefore, attempt was made to fill this gap of research.

It is hoped that findings of the present study will be very much helpful to the management of colleges of education, University of Jammu, as these will help them in selecting a good principal for their institution on the basis of above variables. Further results of the present study will be useful for the teachers, parents and students to know more and more about the personality and working of their principals.

1.12 ORGANIZATION OF RESEARCH REPORT

The introductory first chapter of the report presents the objectives and need of the problem while conceptual understanding of predictors has been presented in the second chapter. The third chapter deals with the review of related studies and hypotheses while chapter fourth deals with method and procedure. In chapter five analysis of data and discussion of results have been presented whereas in chapter six summary, findings and suggestions for further research have been given.

Bibliography and appendices have been given at the end of the research report.