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FINDINGS AND DISCUSSION OF THE RESULTS

The present investigation has yielded some important comparative findings about job satisfaction and administrative behaviour of principals of B.Ed. Colleges in Karnataka State. The researcher arrived at the following findings.

5.1 Findings of the Study;

1. It was found that, government B.Ed. Colleges have good infrastructure, physical and material facilities when compared with aided and un-aided B.Ed. Colleges.

2. The government B.Ed. Colleges have sufficient number of teaching and non-teaching staff when compared with aided and un-aided B.Ed. Colleges.

3. The aided B.Ed. Colleges have good infrastructure and physical and material facilities when compared with un-aided B.Ed. Colleges.

4. The aided B.Ed. Colleges have sufficient number of teaching and non-teaching staff when compared with un-aided B.Ed. Colleges.
5.1.1 Job Satisfaction:

Job satisfaction is one of the important factor pertaining to principals job. It is well accepted fact that, the principal who is having full satisfaction towards his profession can do well. Hence the investigator administered the job satisfaction rating scale to the principals of B.Ed. Colleges involved in the study. Following facts were noted by the investigator on the basis of analysis and interpretation of the data collected for the investigation.

1. It was found that, the infrastructure and physical facilities are directly related to the job satisfaction of the principals of B.Ed. Colleges.

2. The human and material resources are also directly related to the job satisfaction of the principals.

3. It was found that, the government B.Ed. College principals have very high job satisfaction than the aided and un-aided B.Ed. College principals.

4. The aided B.Ed. College principals have high job satisfaction than the un-aided B.Ed. College principals.

5. It was found that, the government B.Ed. Colleges have healthy organizational climate than the aided and un-aided B.Ed. Colleges.

6. The aided B.Ed. Colleges have healthy organizational climate than the un-aided B.Ed. Colleges.
7. It was found that, the government B.Ed. College principals have higher intellectual, social and emotional personality characteristics than the aided and un-aided B.Ed. College principals.

8. The aided B.Ed. College principals have higher intellectual, social and emotional personality characteristics than the un-aided B.Ed. College principals.

9. It was found that, the sex of the principals does not have any impact on their job satisfaction.

10. Similarly, the age of the principals does not have any impact on their job satisfaction.

11. It was found that, the principals with higher educational qualifications like Ph.D. have high job satisfaction than the only post graduate principals.

12. The B.Ed. College principals with higher educational qualifications have higher intellectual, social and emotional characteristics.

13. It was found that, the locality of the B.Ed. Colleges does not any impact on job satisfaction of the principals.

14. It was found that, the principals with high socio-economic status have higher job satisfaction than the average and low socio-economic status principals.
15. The principals with average socio-economic status have higher job satisfaction than the low socio-economic status principals.

16. It was found that, in healthy organizational climate principals are having high socio economic status.

17. The high SES principals have higher intellectual, social and emotional characteristics than the average and low SES principals.

18. The average SES principals have higher intellectual, social and emotional characteristics than the low SES principals.

5.1.2 Administrative Behaviour.

The second component of the study is the administrative behaviour of principals of B.Ed. Colleges. The present study has yielded some important findings about administrative behaviour of principals on the basis of hypothesis formulated and tested. The findings also indicates that, some hypothesis could be accepted and some had to be rejected.

Following findings were noted by the investigator;

1. It was found that, the infrastructure and physical facilities of the B.Ed. Colleges are directly related to administrative behaviour of the principals.

2. The human and material resources of the B.Ed. Colleges are also directly related to administrative behaviour of the principals.
3. It was found that, the government B.Ed. College Principals have very effective administrative behavior than the aided and un-aided B.Ed. College principals. Which means the government B.Ed. College principals have very effective communication, representation, organization and integration skills than the aided and un-aided B.Ed. College principals.

4. The aided B.Ed. College Principals have effective administrative behavior than the un-aided B.Ed. College principals. Which means aided B.Ed. College principals have effective communication, representation, organization and integration skills than the un-aided B.Ed. College principals.

5. It was found that, the sex of the principals does not have any impact on their administrative behaviour. Which means the male and female principals have similar communication, representation, organization and integration skills.

6. The age factor of the principals also does not have any impact on their administrative behaviour.

7. It was found that, the principals with higher educational qualifications like Ph.D. have effective administrative behaviour than the only post graduate principals. Which means, the principals with higher qualifications have effective communication, representation, organization and integration skills than the only post graduate principals.
8. It was found that, the locality of the B.Ed. Colleges does not have any impact on the administrative behaviour of the principals.

9. It was found that, the high socio economic status principals have very effective administrative behaviour than the average and low socio economic status principals. Which means the high socio economic status principals have very effective communication, representation, organization and integration skills than the average and the low socio economic status principals.

10. The average socio economic status principals have effective administrative behaviour than the low socio economic status principals. Which means the average SES principals have effective communication, representation, organization and integration skills than the low SES principals.

11. It was found that, the government B.Ed. College principals have very effective teacher-educator, administrative, personnel administrative and public relation administrative skills than the aided and un-aided B.Ed. College principals.

12. The aided B.Ed. College principals have effective teacher-educator, administrative, personnel administrative and public relation administrative skills than the un-aided B.Ed. College principals.
13. The male and female principals have similar teacher-educator, administrative, personnel administrative and public relation administrative skills.

14. The below 40 and above 40 years of aged principals have similar teacher-educator, administrative, personnel administrative and public relation administrative skills.

15. The principals with high qualification like Ph.D. have effective teacher-educator, administrative, personnel administrative and public relation administrative skills than the only post graduate principals.

16. The urban and rural B.E.d, college principals have similar teacher-educator, administrative, personnel administrative and public relation administrative skills.

17. The high socio economic status principals have very high teacher-educator, administrative, personnel administrative and public relation administrative skills than the average and low socio economic status principals.

18. The average socio economic status principals have high teacher-educator, administrative, personnel administrative and public relation administrative skills than the low SES principals.

19. It was found that, the government B.Ed. College principals have very high morale than the aided and un-aided B.Ed. College principals. Which means the government B.Ed. college
principals have very high individual characteristics, behavioural characteristics, group spirits, attitude towards the job and community involvement than the aided and un-aided B.Ed. College principals.

20. The aided B.Ed. College principals have high morale than the un-aided B.Ed. College principals. Which means, the aided B.Ed. College principals have high individual characteristics, behavioural characteristics, group spirits, attitude towards the job and community involvement than the un-aided B.Ed. College principals.

21. The male and female principals have similar individual characteristics, behavioural characteristics, group spirits, attitude towards the job and community involvement.

22. The below 40 and above 40 aged of principals have similar individual characteristics, behavioural characteristics, group spirits, attitude towards the job and community involvement.

23. The principals have high individual characteristics, behavioural characteristics, group spirits, attitude towards the job and community involvement than the only post graduate principals.

24. The urban and rural B.Ed. College principals have similar individual characteristics, behavioural characteristics, group spirits, attitude towards the job and community involvement.
25. The high SES principals of B.Ed. Colleges have very high individual characteristics, behavioural characteristics, group spirits, attitude towards the job and community involvement than the average and low SES principals.

26. The average SES principals of B.Ed. Colleges have high individual characteristics, behavioural characteristics, group spirits, attitude towards the job and community involvement than the low SES principals.

5.1.3 Academic Achievement

1. It was found that, the infrastructure and physical facilities of the B.Ed. Colleges have significant impact on the academic achievement of the students.

2. Similarly, the human and material resources of the B.Ed. Colleges have significant impact on the academic achievement of the students.

3. It was found that, since the principals of government B.Ed. Colleges are having very high job satisfaction, hence, the academic achievement of their students is also high.

4. Similarly, the principals of aided B.Ed. Colleges are having high job satisfaction hence, the academic achievement of their students is also high than the un-aided B.Ed. College principals.
5. It was found that, the sex of the principals does not have any impact on the academic achievement of their students.

6. Similarly, the age of the principals does not have any impact on the academic achievement of their students.

7. The principals with higher qualification like Ph.D. have high academic achievement of their students than the only post-graduate principals.

8. The locality of the B.Ed. Colleges does not have any impact on the academic achievement of their students.

9. The principals with high socio economic status have high academic achievement of their students than the average and low socio economic status principals.

10. The principals with average socio economic status have high academic achievement of their students than the low socio economic status principals.

### 5.1.4 Findings of Interaction Effects

1. It was found that, there is a positive interaction between job satisfaction and administrative behaviour of principals with respect to academic achievement of their students. Which means, high job satisfaction and effective administrative behaviour led to high academic achievement and institutional development.
2. There is a positive interaction between job satisfaction of principals and organizational climate of B.Ed. Colleges with respect to academic achievement of their students. Which means, high job satisfaction and healthy organizational climate led to high academic achievement of their students and institutional development.

3. There is a positive interaction between job satisfaction and personality characteristics of principals with respect to academic achievement of their students. Which means, high job satisfaction and high personality characteristics led to high academic achievement of their students and institutional development.

4. There is a positive interaction between job satisfaction and self rating of principals with respect to academic achievement of their students. Which means high job satisfaction and high self rating led to high academic achievement and institutional development.

5. There is a positive interaction between job satisfaction and morale of principals with respect to academic achievement of their students. Which means, high job satisfaction and high morale led to high academic achievement and institutional development.
5.1.5 Findings of Correlations

1. It was found that, there is a close and positive correlation between job satisfaction with infrastructure facilities, physical facilities and human resources of B.Ed. Colleges. Which means, good infrastructure, physical facilities and sufficient number of human resources led to high job satisfaction.

2. It was found that, there is a close and positive correlation between administrative behaviour with infrastructure facilities, physical facilities and human resources of B.Ed. Colleges. Which means, good infrastructure, physical facilities and sufficient number of human resources led to effective administrative behaviour.

3. It was found that, there is a close and positive correlation between job satisfaction and administrative behaviour of principals. Which means, high job satisfaction led to effective administrative behaviour.

4. There is a close and positive correlation between organizational climate and administrative behaviour of principals. Which means, healthy organizational climate led to effective administrative behaviour.

5. There is a close and positive correlation between personality characteristics and administrative behaviour of principals.
Which means, high personality characteristics led to effective administrative behaviour.

6. There is a close and positive correlation between job satisfaction and self rating of principals. Which means high job satisfaction led to effective teacher educator, administrator, personnel administrator and public relation administrator skills.

7. There is a close and positive correlation between organizational climate and self rating of principals. Which means healthy organizational climate led to effective teacher educator, administrator, personnel administrator and public relation administrator skills.

8. There is a close and positive correlation between personality characteristics and self rating of the principals. Which means high personality characteristics led to effective teacher educator, administrator, personnel administrator and public relation administrator skills.

9. There is a close and positive correlation between job satisfaction and morale of the principals. Which means, high job satisfaction led to high morale.

10. There is close and positive correlation between organisational climate and morale of principals. Which means that, healthy organisational climate led to high morale.
11. There is a close and positive correlation between personality characteristics and morale of the principals of B.Ed. Colleges. Which means, high personality characteristics led to high morale.

12. There is close and positive correlation between infrastructure, physical facilities and human resources of the B.Ed. Colleges with academic achievement of the students.

5.2 Discussion of the Results.

5.2.1 Job Satisfaction:

The principals of University College of Education, Dharwad, Regional Institute of Education, (RIE) and Ramakrishna Institute of Moral and Spiritual Education (RIMSE), Mysore and few Colleges of Teacher Education (CTEs) have very high job satisfaction because of following facts.

1) These colleges are having very good infrastructure facilities, well equipped laboratory, audio-visual room, class rooms, computer facilities and library facilities.

2) These colleges have enough teaching and non-teaching staff with essential qualifications.

3) The principals of these colleges have job security with handsome salary and promotional benefits.

4) They have full freedom in academic and administrative aspects.

5) More opportunities for professional advancement.
6) Healthy, open, progressive and responsive organisational climate in the College.

7) High intellectual, social and matured emotional characteristics of the principals.

8) Recognition for hard work and timely encouragement by the higher authorities.

The principals of aided B.Ed. Colleges such as RV Teachers College, MES Teachers college, Vijaya teachers colleges, Bangalore, Sharad Vilas Teachers College, Mysore, M.M. College of Education, Dhavangere, MLMN College of Teacher Education, Chikkamagalur, St.Anns college of Education, Mangalore, Dr. T.M.A. Pai College of Education, Udupi, National College of Education, Shimoga, Kamala Baliga College of Education, Kumata and Shrishaila College of Education, Harihar have high job satisfaction. Because of following reasons:

1) Good infrastructure, physical facilities and sufficient number of qualified staff members.

2) Healthy and integrative organizational climate.

3) Better intellectual, social and emotional characteristics.

4) Opportunities for professional improvement.

5) Job security, handsome salary with terminal benefits.

Some of the principals of private aided B.Ed. Colleges have shown moderate job satisfaction, because of the following reasons;
1) Lack of sufficient infrastructure, physical facilities and teaching and non-teaching staff members.

2) Moderate organizational climate and personality characteristics.

3) Less opportunities for professional improvement.

4) There is a job security but no promotional benefits, recognition and encouragement.

Most of the principals of un-aided B.Ed. Colleges have sown low job satisfaction because of the following reasons.

1) Un-attractive building, poor infrastructure, limited physical facilities and less number of well qualified permanent staff members.

2) Very rigid management and close organizational climate. In such colleges management gives more importance to work but not to the welfare of the personnel.

3) Very less opportunities for attending in in-service training programmes, seminars, workshops and conferences.

4) Frequent interference of management members in academic and administrative aspects.

5) Job insecurity, less salary, no recognition and encouragement.

5.2.2 Organisational Climate.

Relationship between Job Satisfaction and Organisational Climate.
Organisational climate is a collection of interacting and interdependent factors connected to the individuals who work towards common goals and whose relationships are determined according to a certain structure. The principals of B.Ed. Colleges are working in different kinds of institutions like, government, private aided and private unaided in Karnataka state. Each institution /college is different in its organizational climate.

1) The principals who are provided with open type of climate and happy environment and in which their needs and problems are taken care by the management were found to be satisfied in their job. The principals in such institutions have very high degree of job satisfaction such principals are found to be optimistic and constructed in nature. They are very much interested in organizing and conducting state level National level educational seminar and conferences. They also encourage their respective staff to undertake research activities. Such principals encourages students in attaining academic excellence. Indeed the job satisfaction of the principals also depends upon the relations and interactions they develop within the organization. If these interactions and environment are congenial the principals will be highly satisfied. The principals of K.U.Dharwad constituent college of education, RIE, RIMSE, Mysore and few aided colleges
including CTEs are having such kind of organizational climate and high degree of job satisfaction.

2) The restricted organizational climate let to the moderate job satisfaction. In most of the aided B.Ed. Colleges due to rigid and restricted atmosphere principals are having moderate job satisfaction. In such environment principal not enjoys the full freedom, his individuality is not well respected, college management is not taking into confidence before taking a decisions pertaining to the college. Similarly infrastructure, physical facilities. Library, laboratories, A-V room are not well equipped according to the NCTE norms. At the same time there is a lack of full time and permanent teaching and supporting staff to carry daily curricular and co-curricular activities. Because of all these reasons principals in such environment are having moderate job satisfaction.

3) The principals of most of the unaided B.Ed. Colleges have shown low to very low job satisfaction. The organizational climate of such B.Ed. Colleges is closed in nature, digressive and uncouducive. The managements are not willing to make any improvement and changes when suggested by the principals. At the same time principals are not having freedom to take any decision regarding administrative aspects. Indeed atmosphere of the most of the unaided B.Ed. Colleges in Karnataka State is not conducive and
inspiring. Decision making is more centralized with management. Managements' behaviour is characterized by conservation, caution and distrust. Indeed if the interactions and environment are not congenial principals will be dissatisfied in their job.

For other hand there is lack of qualified and experienced teaching staff to get needful co-operation in accomplishing institutional goals. The investigator has found that, the infrastructure, physical facilities, library facilities, Laboratories are not properly equipped in most of the unaided B.Ed. Colleges. Only few B.Ed. Colleges are having new building rest of the colleges are running in old and shared buildings. Hence, principals and staff are not in a position to make any experiment with new methods and are not allowed to grow professionally. If healthy organisational climate, pay security, opportunities for advancement are properly provided and the status is recognized by the management they will be satisfied in their job and contribute their best for the growth of the institution.

5.2.3 Job Satisfaction and Personality Characteristics.

Personality is the totality of a person being and includes his physical, mental, social, emotional and temperamental make-up. His experience, perception, memory, imagination, instincts, habits, thoughts and sentiments constitute his personality. It was found that personality
characteristics and job satisfaction are interrelated. The principals who are possessing high level of intellectual, emotional and social traits have shown high job satisfaction. Similarly the principals who have high job satisfaction, job security and handsome salary opportunities have shown high personality characteristics.

5.2.4 Administrative Behaviour.

The second component of the present study is administrative behaviour of principals of B.Ed. Colleges. The principals of University College of Education, Dharwad, RIE, RIMSE, Mysore, few of Government CTEs and RV teachers college, MES Teachers college, Vijaya Teachers college, Bangalore, MLMN, College of Teacher Education, Chickamagalur, MM College of Education, Dhavangere, St. Ann’s College of Education, Mangalore, Sharadavilas Teachers College, Mysore, National College of Education, Shimoga, Dr.TMA Pai College of Education, Udupi, Kamala Baliga College of Education, Kumata, Shrishail College of Education, Harihara have very effective and effective administrative behaviour respectively because of following reasons;

1) Good infrastructure facilities, well equipped laboratories, computer room, audio-visual room, class rooms, attractive college building, well equipped library and sufficient number of well qualified staff members.

2) Very high and high job satisfaction.
3) Healthy, progressive and integrative organizational climate.

4) High Intellectual, social and matured personality characteristics.

5) More opportunities for professional advancement.

6) Job security, handsome salary, recognition and promotional benefits.

Some of the principals of aided B.Ed. Colleges have moderate administrative behaviour, because of average infrastructure, physical facilities, human resources, organizational climate, personality characteristics, opportunities for professional improvement and average socio-economic status.

In case of un-aided B.Ed. Colleges the infrastructure physical facilities, human resources, organizational climate, personality characteristics are not at the expected level. Hence, the principals of most of the un-aided B.Ed. Colleges have least administrative behaviour.

When administrative behaviour and sex variable is considered it does not have any impact on administrative behaviour of B.Ed. College principals. Similarly, age of the principals and locality (urban and rural) of B.Ed. Colleges does not have any impact on administrative behaviour. Where as educational qualifications, special administrative training and orientation courses considered, higher qualifications and such professional improvement programmes will help positively in developing
effective administrative behaviour of B.Ed. College principals. Similarly high socio-economic status principals have effective administrative behaviour, average SES principals have moderate administrative behaviour and low SES principals have least administrative behaviour. In other words socio-economic status have positive impact on administrative behaviour of principals of B.Ed. Colleges.

5.2.5 Job Satisfaction and Administrative Behaviour of B.Ed. College Principals and Academic Achievement of their Students.

Job satisfaction and administrative behaviour of the principals of B.Ed. Colleges have great role in the academic achievement of their students and improvement of the professional growth of their staff members.

It was found that, very high job satisfaction and effective administrative behaviour of principals of B.Ed. Colleges led to the very high academic achievement of their students. This is clearly shown in case of U.C.E., Dharwad, RIE, CTE and RIMSE, Mysore, M.M. College of Education, Dhavangere, MLMN College of Education, Chickamagalur, RV Teachers College, MES Teachers college and Vijaya Teachers College, Bangalore, St.Ann's College of Education, CTE Mangalore, Dr.TMA, Pai College of Education, Udupi, National College of Education, Shimoga and Sharadavilas Teachers College of Education, Mysore. These colleges are
no doubt have better result with more number of First Classes with distinctions and few ranks than other colleges. In the case of principals having moderate job satisfaction and moderate administrative behaviour have satisfactory academic performance of their students than low job satisfaction and least administrative behaviour of principals of B.Ed. Colleges.

5.2.6 Professional Growth.

From the analysis it is quite clear that, teacher educators working in such institutions, where in principals are having very high job satisfaction and effective administrative behaviour grown professionally, which means the principals were allowed to participate in various in-service teacher training programmes to improve their academic excellence. This is also true in regards to the professional growth of the teacher-educators working in such institutions where in almost all teaching staff involved in research and in-service teacher-educators programmes. It was found that, most of the teacher-educators are having M.Phil and Ph.D degrees in such colleges, because of the encouragement from the principals and management.

In B.Ed. Colleges where in, the principals are having moderate job satisfaction and administrative behaviour have moderate opportunities for involving in such professional growth activities. But it was also found that in such B.Ed. Colleges where in, the principals having low job
satisfaction and least administrative behaviour have very less scope of professional growth for themselves as well as for teacher-educators. Hence, the teacher educators working in such institutions are very rarely attending in-service teacher education programmes and involving in research activities. Because of passive nature of the principals and management.