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CHAPTER - VI

SUMMARY AND CONCLUSION

6.0 Introduction

The Teacher education is of utmost importance to make teaching an interesting profession. The principals of Colleges of education as an administrator plays vital role in the system of teacher education. By virtue of his position, the principals of B.Ed. Colleges is a functionary of its destiny. Just as every organization needs an administrator or leader, so also educational institutions in general and a college of education in particular must have an administrator who would stimulate and direct various activities of that particular institution. The principals holds key position in the administrative network of B.Ed. Colleges. The success of the B.Ed. College system is depends on his ability, skills, experience, efficiency, alertness, tactfulness, sociability, imagination and originality. The principal as a administrator should have adequate job satisfaction as it influences on the quality of teacher education. Unless and until the principal derives satisfaction on his job, he cannot initiate desirable outcomes to cater to the needs of the society as well as to leave up to the social expectations.

Education Commission (1966) emphasizes that, the success of any system of education depends on the quality of its teachers who shape the classroom and its younger generations. It is no exaggeration to say that,
any system of education can never rise 'above the level of the quality of its teachers.

According to Blum and Naylor (1968) job satisfaction is the result of various attitude possessed by an employee. In a narrow sense, their attitudes are related to the job and are concerned with specific factors as wages, supervision, steadiness of employment, conditions of work, opportunities for advancement, recognition of ability and fair, prompt settlement of grievances, fair treatment by employer, and other similar items.

Along with, physical facilities like good infrastructure, good library and laboratory facilities, status and recognition, sex, age and experience and their qualifications also contribute to their job satisfaction. Organisational climate and personality characteristics also play a major role in influencing the job satisfaction of teacher educators.

Halpin and Croft (1966) analogously, stated that, personality is to the individual what organisational climate is to the organisation. Organisational climate have marked consequences on the behaviour of the members of the organisation and consequently on the achievement of the organisation. Organisational climate represents the entire social system of a work group. Two important aspects of climate are work place itself and the worker-management relationships.

Psychologists highlight the place of personality characteristics in the promotion of job satisfaction in teachers. Freeman (1968) sums up that, the personality of any person, for that matter depends upon his physical, cognitive, affective and psychomotor behaviours. It goes to say
from the foregoing assertions that job satisfaction is not only a matter of professional preparation and organisational climate but also to a great deal of personal preparation.

The importance of education and especially, teacher education in the education system has been clearly emphasised and recognised. Job satisfaction as an essential requirement for effective and sound teacher education is also established. And in turn job satisfaction as a factor being influenced by two other variables, organisational climate and personality characteristics is also presented convincingly. That this conceptual relational framework has not been applied to teacher education, deliberately, could be seen from the review of the related literature, especially, in our Indian and our Karnatakat State contexts. The scarcity of related studies raises an important question on the status of principals of B.Ed. Colleges with respect to job satisfaction, organizational climate, and personality characteristics.

Hence both from the point of dearth of needed research in the area and from the point of assessing the present status of teacher education and its relational constructs job satisfaction, organisational climate, and personality characteristics, a study on systematic lines is, academically, a dire necessity. Therefore the present study concerns itself with descriptive survey of the phenomenon of job satisfaction of principals in intensity, degree, and strength and the extent to which both the quality and quantity of job satisfactions is influenced by the organizational climate of teacher education colleges and the personality characteristics.
The importance of education and especially teacher education in the education system has been clearly emphasized and recognized. It is generally agreed that the principals are the most vital factor in teacher education system. The quality and style of a B.Ed. College stems primarily from the philosophy, attitudes and behaviour of the administrator. The principal of B.Ed. College as a leader, strives to achieve the objectives of reciprocating and adaptability for the efficient functioning of the college system.

Job satisfaction as an essential requirement for effective and sound teacher education. And in turn job satisfaction as a factor being influenced by two other variables, organizational climate and personality characteristics is also presented convincingly. This conceptual relational framework has not been applied to teacher education, deliberately could be seen from the review of the related literature, especially in Indian and our Karnataka state contexts. The scarcity of related studied raised an important question on the status of principals of B.Ed. Colleges with respect to job satisfaction, organizational climate and personality characteristics.

Hence, both from the point of dearth of needed research in the area and from the point of assessing the present status of teacher education and its relational constructs of job satisfaction, organizational climate and personality characteristics a study on systematic lines is, academically a dire necessity. Therefore the present study concerns itself with descriptive survey of the phenomenon of job satisfaction of the principals of B.Ed. Colleges in intensity degree, strength and the extent
to which both the quality and quantity of job satisfaction is influenced by the organisational climate of colleges of education and the personality characteristics of the individual principals.

On the other hand the administrative behaviour of principal has an influence on the way a college functions and also factors like policy, planning, finance, equipments of college plant, community co-operation etc. are association with success in the administration of the college. The administrator's effectiveness is best judged by its organizational product. However, with the different socio-economic background, educational qualifications and colleagues, the administrative behaviour of the principal is different.

In the present study the investigation of job satisfaction and Administrative behaviour of B.Ed., college principals in Karnataka State is undertaken to study its impact on the organisational climate of the college. Therefore, principle objective of the current research is to identify job satisfaction and administrative behaviour as well as to offer an elementary idea of their contributions to the field of administration. On this basis, it is hoped that future researchers may be able to develop much deep into the subject.

6.1 Statement of the Problem.

Keeping in mind the importance of the study, the present problem for investigation can be stated as;

"A Comparative Study of Job Satisfaction and Administrative Behaviour of Principals of Government, Private Aided and Private Un-Aided Colleges of Education in Karnataka State."
6.2 Objectives of the Study.

1. To know the infrastructure and physical facilities of colleges of education in Karnataka State.

2. To know the availability of human and material resources of colleges of education in Karnataka State.

3. To find out the relationship between job satisfaction of principals with infrastructure, physical facilities, human and material resources of colleges of education.

4. To find out the relationship between administrative behaviour of the principals with infrastructure, physical facilities, human and material resources of colleges of education.

5. To find out the relationship between job satisfaction of principals and type of management of B.Ed. colleges.

6. To find out the relationship between organizational climate of the B.Ed. Colleges and type of management.

7. To find out the relationship between personality characteristics of principals and type of the management of B.Ed. colleges.

8. To find out the relationship between job satisfaction and sex of the principals of B.Ed. Colleges.
9. To find out the relationship between job satisfaction and age of the principals of B.Ed. Colleges.

10. To find out the relationship between job satisfaction and educational qualifications of the principals of B.Ed. Colleges.

11. To find out the relationship between job satisfaction of principals with location (urban and rural) of the B.Ed. Colleges.

12. To find out the relationship between job satisfaction and socio-economic status (SES) of the principals of B.Ed. Colleges.

13. To find out the relationship between administrative behaviour of principals and type of the management of B.Ed. Colleges.

14. To find out the relationship between administrative behaviour and sex of the principals of B.Ed. Colleges.

15. To find out the relationship between administrative behaviour and age of the principals of B.Ed. Colleges.

16. To find out the relationship between administrative behaviour and educational qualifications of the principals of B.Ed. Colleges.
17. To find out the relationship between administrative behaviour of principals and location (urban and rural) of the B.Ed. Colleges.

18. To find out the relationship between administrative behaviour and socio-economic status of principals of B.Ed. Colleges.

19. To find out the relationship between self rating of the principal and type of the management.

20. To find out the relationship between self rating and sex of the principals of B.Ed. Colleges.

21. To find out the relationship between self rating and age of the principals of B.Ed. Colleges.

22. To find out the relationship between self rating and educational qualifications of the principals of B.Ed. Colleges.

23. To find out the relationship between self rating of the principals and location (urban and rural) of the B.Ed. Colleges.

24. To find out the relationship between self rating and socio-economic status (SES) of principals of B.Ed. Colleges.
25. To find out the relationship between morale of the principals of B.Ed. Colleges and type of the management.

26. To find out the relationship between morale and sex of the principals of B.Ed. Colleges.

27. To find out the relationship between morale and age of the principals of B.Ed. Colleges.

28. To find out the relationship between principals' morale and educational qualifications of B.Ed. College principals.

29. To find out the relationship between morale of the principals and location (urban and rural) of B.Ed. Colleges.

30. To find out the relationship between morale and socio-economic status (SES) of principals of B.Ed. Colleges.

31. To find out the relationship between type of the management and academic achievement of the students of B.Ed. Colleges.

32. To find out the relationship between sex of the principals and academic achievement of their students.

33. To find out the relationship between age of the principals and academic achievement of their students.
34. To find out the relationship between educational qualifications of the principals and academic achievement of their students.

35. To find out the relationship between location of the B.Ed. Colleges and academic achievement of their students.

36. To find out the relationship between socio-economic status (SES) of the principals and academic achievement of their students.

37. To find out the interactive effect of job satisfaction and organizational climate of the principals of B.Ed. Colleges with respect to academic achievement of their students.

38. To find out the interactive effect of job satisfaction and personality characteristics of the principals of B.Ed. Colleges with respect to academic achievement of their students.

39. To find out the interactive effect of job satisfaction and administrative behaviour of the principals of B.Ed. Colleges with respect to academic achievement of their students.

40. To find out the interactive effect of job satisfaction and self rating of the principals of B.Ed. Colleges with respect to academic achievement of their students.
41. To find out the interactive effect of job satisfaction and morale of the principals of B.Ed. Colleges with respect to academic achievement of their students.

42. To find out the relationship between infrastructure, physical, material facilities and human resources of B.Ed. Colleges with job satisfaction of principals.

43. To find out the relationship between infrastructure facilities, physical facilities and human resources of B.Ed. Colleges with administrative behaviour of principals.

44. To find out the relationship between job satisfaction, personality characteristics administrative behaviour of the principals with organizational climate of B.Ed. Colleges.

45. To find out the relationship between job satisfaction, personality characteristics and self rating of the principals with organizational climate of B.Ed. Colleges.

46. To find out the relationship between job satisfaction, personality characteristics and morale of the principals with organizational climate of B.Ed. Colleges.

47. To find out the relationship between infrastructure facilities, physical facilities and human resources of B.Ed. Colleges with academic achievement of students.
6.3 Review of Related Literature.

1) Research studies related to job satisfaction;
2) Research studies related to organisational climate and job satisfaction;
3) Research studies related to personality characteristics and job satisfaction;
4) Research studies related to organizational climate and personality characteristics;
5) Research studies related to administrative behaviour.

6.4 Variables Considered in the Study.

Independent Variables;

i) Types of the management (government, aided and un-aided)
ii) Age (below 40 years and above 40 years)
iii) Sex (male and female)
iv) Educational qualifications (post graduate with other degrees and only post graduate)
v) Locality (urban and rural)
vii) Socio-economic status (high, average and low)

Dependent Variables;

i) Job satisfaction (high, average and low)
ii) Administrative behaviour (effective, moderate and least)
iii) Academic achievement (high, average and low)

6.5 Tools Used for the Study.

1. General Data Sheet of the B.Ed. College.
2. Job Satisfaction Scale for the principals.
4. Principals’ Morale Inventory.
5. Administrative Behaviour Description Scale for teacher educators and office staff.

6.6 Sample and Sampling Procedure:
The present study is connected with the job satisfaction and administrative behaviour of principals of colleges of Education. Hence, main sample of the study are principals of B.Ed. Colleges. The first and foremost thing is to choose the B.Ed. Colleges in Karnataka state. There were 70 B.Ed. Colleges in Karnataka State upto 2004. The investigator has taken all 70 old B.Ed. Colleges for the study. The investigator did not attempt probability sampling since the total population of principals of old colleges was quite approachable.

1) B.Ed. Colleges: Among the 70 B.Ed. Colleges chosen for the study following sub categories are made;
1) Government colleges of Teacher Education - 08
   (Consisting University College of Education, Dharwad, RIE Mysore and Six CTEs).
2) Private Aided colleges of Education - 22
3) Private Un-aided colleges of Education - 40

Total --70

The details of the B.Ed. Colleges chosen is enclosed in the Appendix-A.
2) **Principals of the B.Ed. Colleges.**

Principals of the 70 B.Ed. Colleges chosen for the study are included.

1x 70 = 70 Principals

3) **Teacher Educators of B.Ed. Colleges.**

Three teacher educators from each 70 B.Ed. Colleges chosen for the study have been randomly selected.

3 x 70 = 210 teacher educators

4) **Office Staff**

One office staff (Preferably, O.S) from each college were also selected.

1 x 70 = 70 Office Staff

6.7 **Procedure of Data Collection.**

In the first phase the investigator given the General Data Sheet to the principals of B.Ed. Colleges and collected the general information required from each college.

During second phase the Job Satisfaction Scale, Self Rating Scale and Principals’ Morale Inventory were given to all the principals.

During third stage Administrative Behaviour Description Scale was given to teacher educators and to the office staff with whom the principals are having regular contact for administrative matter.
6.8 Statistical Techniques used in the Study:

To know the attainability of formulated objectives of the study the data was analysed by using the following statistical techniques:

1. Descriptive Statistics
2. Mean
3. Standard Deviation
4. Analysis of variance (ANOVA)
5. ‘t’ test
6. Differential Statistics
7. Correlation

The statistical operations resulted in findings that satisfactorily, answered the research questions leading to insightful generalizations.

6.9 Delimitations of the Study:

The study is delimited to the following due to time constraints and limited resources to the investigator:

1. The study is limited to the Job satisfaction and Administrative behaviour of Principals of B.Ed. Colleges.
2. The study is limited to B.Ed. Colleges in Karnataka State.
3. For measuring Job Satisfaction of principals duly modified form standardised tools were used.
4. For measuring Administrative behaviour of principals Self Rating Scale, Principals’ Morale Inventory and Administrative Behavior Description Scale were used.

5. The study is limited to a statistical sample of B.Ed. Colleges like, Government-8, Aided -22 and Un-Aided -40.

6. Description method approach.

6.10 Educational Implications.

The Indian Constitution clearly indicated the urgent need of life oriented education. As a result of which in India the primary and secondary education sectors are developing rapidly throughout the country. Due to this factor teacher education at the both level developed with full modern technical and scientific background.

Every teacher education institutions are expected to carry out all the activities with the help of a leader as well as the faculty. The institutional planning, administration and organization requires very efficient person as a head of the institution. He/ She is known as the principal. No doubt every teacher training institution is having a principal. But, if one looks at the prospective angle, the ability and effectivity of the existing principals will be very rarely found.

Hence, there is urgent need to develop following factors among the principals of teacher education institutions.
i. Self confidence and leadership qualities.

ii. High educational qualifications and professional training.

iii. Managing, organizing and Communicative skills.

iv. Effective administrative behaviour.

v. Ability to know the norms and policies of educational administration.

vi. Commanding nature.

vii. Professional ethics and code of conduct.

viii. Qualities of a effective teacher-educator.

ix. Skills of time management and Resource management.

x. Optimistic and encouraging behaviour.

Owing to the above facts the present study attempted by the investigator to know the Job satisfaction and administrative behaviour of the principal of B.Ed. Colleges in Karnataka State. The study also revealed directly or indirectly related to job satisfaction and administrative behaviour of the principals. Following facts are related to job satisfaction of the principals of B.Ed. Colleges.

1) Organisational climate of the B.Ed.Colleges.

2) Infrastructure and physical facilities.

3) Type of management.

4) Age, sex, and qualifications of the principals.

6) Location (urban and rural) of B.Ed. Colleges.

7) Good infrastructure, physical and other facilities results into high job satisfaction.

8) Healthy, open and encouraging organizational climate yields high job satisfaction.

9) High intellectual, social and matured emotional personality characteristics led to high job satisfaction.

10) Age and sex does not have any impact on job satisfaction, where as educational qualifications had positive impact on job satisfaction of principals of B.Ed. Colleges.

11) The socio economic status has positive impact on job satisfaction like high socio economic status—high job satisfaction and low socio economic status—low job satisfaction.

The second, aspect of the study is the administrative behaviour of the principals of B.Ed. Colleges and the factors influencing the administrative behaviour are as follows;

1) High Job satisfaction led to effective administrative behaviour.

2) Healthy organisational climate led to effective administrative behaviour.

3) Matured and balanced personality characteristics led to effective administrative behaviour.
4) Prospective self rating and self confidence led to effective administrative behaviour.
5) High morale led to effective administrative behaviour.

6.11 Conclusions

The present study yielded following conclusions;

1) For every B.Ed. College Principal well organized administration and co-operation from the staff, students and management is quite necessary. But the present study revealed that, only few Government Colleges, University College of Education, RIE, RIMSE and very few aided colleges are having above facilities.

2) Every principal should have job satisfaction but the present study revealed most of the principals are not having job satisfaction because of some of the shortcomings of the B.Ed. Colleges. However, the principals of University College of Education, Dharwad, RIE Mysore, RIMSE Mysore, CTE Mysore, CTE Mangalore, St. Ann's Mangalore, Vijaya Teachers College, RV Teachers College, MES Teachers College Bangalore are having very high job satisfaction.
3) It is also proved from the study that, for high job satisfaction best organizational climate, good personality characteristics and very good principal morale is desired. But, very sad to know such things are found in very few college principals.

4) Every principal should be effective administrator. But present study revealed that, very few principals mentioned earlier are having best administrator qualities.

5) Effective administrative capacity for the principals is directly related to organizational climate, co-operation from the staff, students and management is desired. But, present study revealed that, very few institutions are having such facilities.

6) The important factor is academic achievement of the students. The institutional development also directly related to the academic achievement. For such things an effective principal with academic and administrative sense is required. The present study revealed that, very few principals are having such qualities.
7) No doubt the academic achievement of every B.Ed. College is good. Very few failures are seen. But, the present study revealed that, in such colleges where very effective principals are working the results are with high colours and respects.

6.12 Suggestions for further Researches.

The researches in teacher-education and educational administration at doctoral level is just beginning in Karnataka. Therefore it is necessary, to take quite a number of researches in this area. The teacher-education and educational administration is an on going process. Hence, researches in the field of teacher-education and educational administration are suggested here under;

1) It is worthwhile to undertake the similar studies at D.Ed., level.
2) It is worthwhile to undertake similar studies at PUC level.
3) It would be interesting to study the self perception of the principal on various dimensions of leadership behaviour and to compare it with the perceptions of teacher-educators.
4) It will be interesting to study the behavioural problems of educational administrators of different states of our country.
5) It is also suggested that, a detailed survey of administrative problems of headmasters/principals and educational administrators at secondary level of Karnataka State.
6) It would be interesting to study the impact of organizational climate on job satisfaction of principals at First Grade College level.

7) It is worthwhile to undertake a critical study of attitudes of educational administrators towards educational research in the field of educational administration.

8) It is suggested that, future researches should have sufficient large sample including new D.Ed., and B.Ed. Colleges.

9) It would be interesting to undertake a critical study of evolution and problems of new D.Ed., and B.Ed. Colleges in Karnataka.

10) It would be worthwhile a comprehensive comparative investigation into democratic decentralization of educational administration of our nation with that of any other developing country.