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CHAPTER - I

INTRODUCTION

Education is the most important invention of mankind. Man without education would still be living just like an animal. It is education, which transformed man from a mere ‘two legged animal’ into human being. The word Education is like a diamond which appears to be of a different colour when seen from different angles. It is as basic to civilization for social survival. Education of an individual does not begin at school or college, it begins much before the birth, that is when it is in the mother’s belly in the form of an embryo. It ends not when he graduates from the university but at his death. Hence education is a life long process. The concept of education is dynamic. It has passed through many ages and stages in the process of evolution and at every stage it has had a different meaning according to the existing social conditions.

One essential and binding feature of human relationship is to be a man of culture. If education produces such a man it has done its job nicely. A man of culture is an invaluable asset to society. Education develops social efficiency in people which implies social awareness, economic productivity, cultural and moral refinement. Education makes people fit for life. Fitting of the individual for a life with other fellows
means that a man should be a good thinker, a good worker, a good leader and a good companion. Education tells the person how to play the game of life wisely and well on three play grounds—senses, skills and the soul.

1.1 The Importance of Teacher in Education.

Teacher is the most vital single factor of influence in the system of education. It is the teacher who matters most as far as the quality of education is concerned. The educational process is governed by the extent of his receptivity and initiative. The well equipped teacher is supreme in education. Teachers have a great responsibility at a time when our society is undergoing tremendous transformation.

*Dr. S. Radhakrishnan University Education Commission (1948)* has aptly remarked; “The teacher’s place in the society is of vital importance. He acts as the pivot for the transmission of intellectual tradition and technical skill from generation to generation and helps to keep the lamp of civilization burning.”

In continuation it has also said that, the success of educational process depends so much on the character and ability of the teacher. A teacher must conduct himself as a key organiser of various institutional activities and should not consider that his job ends only with teaching.
The Secondary Education Commission (1952) also points out; “Every teacher and educationist by experience knows that even the best curriculum and the most perfect syllabus remains dead unless it is quickened into life by the right methods of teaching and right kind of teachers.”

We are however convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community.

The success of any system of education depends on the quality of its teachers, who shape the classroom by sharpening 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.

The educational authorities, public men, politicians and social scientists are beginning to realize more and more clearly that the teachers have a great role to play in the educational, social and even political reconstruction of a country. It is the teacher who directs and implements the whole programme of education which ultimately affects immensely all-round progress of the nation. Hence at all times, the teacher is the pivot of the system of education.
1.2 Concept of Teacher Education.

The contention that teachers are born, not made, can be true only in a rare cases. It is also not contended that training, by itself, is sure to make a good teacher. But it is generally observed that a teacher with training becomes more mature and confident to perform his task more efficiently.

*Encyclopedia of Educational Research* - Walter S. Monroe (1941) qualifies, teacher education as, “The total education experiences which contribute to the preparation of a person, but, the term is completely employed to designate the programme for courses and other experiences offered by an educational institute for the announced purposes of preparing persons for teaching and other educational service and for contribution to their growth in competency for such services.”

Dictionary of Education – C.V. Good (1973), defines teacher education as, “All formal and informal activities and experiences that help to qualify a person to assume the responsibility as a member of the educational profession or to discharge his responsibility most effectively.”

Teaching is an art. This art has to be learnt by undergoing a specific training. Teaching is a highly skilled job and can not be done satisfactorily without a sound preparation for it. Teachers must be provided with best possible professional preparation in order to raise and keep them continually improving. The Education commission (1964-66)
has observed in this context “investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions.”

Education of teachers is of utmost importance to make teaching an interesting process. An effective teacher education makes the teaching learning process a joyous experience. The professional preparation of teachers being crucial for the qualitative improvement of education, should be treated as a key area in educational development. A careful analysis of the present day teacher education programme preparedness and efficiency of teacher educators become a necessary. The progress of the nation depends upon the quality of its citizen, the quality of citizen depends upon the quality of their education, the quality of education depends upon the quality of their teachers, which is further determined by the quality of teacher education.

1.3 The Role of the Principal in Administration.

The principal holds the key position in the administrative network of the college. He is the hub of the college activity. He is the centre of the whole organization of the college. By virtue of his position, he is the challenged ruler of his estate and undisputed master of the show. Dr. Jaswant Singh says— “On his ability and skills as a sound and effective educational leader depends the success of a college or college
system. This success further depends on his experience, ability, efficiency, alertness, tact fullness, sociability, imagination and originality.

Today's principal is confronted with a good deal of responsibility of serving as an executive and as an educational leader. His overall responsibility for the administration of the college may be defined as an art and science of creativity integrating ideas, materials and persons into an organic, harmonious working unit for the achievement of a desired goal. In educational administration the maintenance of high standard of efficiency is very much needed.

The principal has to discharge a large number of responsibilities and perform multifarious duties. The duties of the principal indicate more specifically the range of educational activities. These duties are:

1) Improving professionally himself and also the staff.
2) Improving the classroom instruction.
3) Improving the programme of studies.
4) Maintaining order and discipline.
5) Growing on the job.
6) Maintaining strong community relations.
7) Providing adequate facilities.
8) Developing professional ethics.
9) Developing strong relation with staff, students and superiors.
10) Leading the staff in the identification of important barriers blocking improvement.

11) Suggesting fruitful ways in which problems might be approached or studied.

12) Participating with individuals and groups in designing guidelines for problems solution.

13) Allocating necessary organizational resources (time, consultants, source materials, equipments, finances) to further work of staff members on problems of educational significance (Time and Resource management).

14) Assisting staff personnel towards maximum growth in terms of skills, information, values and processes that they be derived from in-service opportunities.

15) Interpreting and evaluating in-service experience of staff members.

16) Supporting the efforts of staff personnel motivated towards enquiry and the improvement of professional performances.

Leadership in administration is considered as essencial because without which the work in the group and of the group can not proceed.

1.4 Traits of a Successful Administrator in the field of Education.

In order to be a leader in the real sense the principal must possess an outstanding personality and extraordinary traits. Some of the important traits are; The outstanding administrator;

1) Believes in academic freedom and he resists pressure groups.

2) Recognizes that he is willing to learn from others.
3) Builds a feeling of goodwill and cooperation in the community.

4) Believes in team spirit. He knows how to share responsibilities with others.

5) Will guide his subordinates indirectly he will exhibit a sense of humility.

6) Thinks more of objectives and goals than of routine affairs.

7) He will encourage new ideas and new concepts of education.

8) He is invariably friendly and his advice is sought freely by his associates and subordinates.

9) He is concerned more with the philosophy of education than with the techniques of education.

10) He is altruistic and he exemplifies the democratic way of life in action.

Thus educational administrator at all levels of education as a leader, exerts his influence for the improvements and development of the educational programme.

1.5 Concept of Job Satisfaction.

Job satisfaction is a complex phenomenon. It is one of the most crucial and controversial issues of behavioural management in any organization. Job satisfaction is the result of various attitudes the employee holds towards his job, towards related factors and towards life in general. Job satisfaction is caused by and is derived from many interrelated factors. It is viewed as a result of or consequence of the workers’ experiences on the job in the relation of his own values, and what he
wants or expects from the job satisfaction can be viewed as similar to pleasure.

1.6 Definitions of Job Satisfaction.

There are a number of different definitions of job satisfaction. One comprehensive definition is that it is a generalized attitude, resulting from many specific attitudes in three areas;

i) Specific job factors

ii) Individual adjustment and

iii) Group relationships

Job satisfaction is the favourableness or unfavourableness with which employees view towards their work. It results when there is a congruence between job requirements, wants and expectations of employees. It expresses the extent of match between the employee expectations of the job and the rewards that the job provides.

A dictionary defines the term job satisfaction as “Extent to which a person is pleased or satisfied by the content and environment of his/her work or is displeased or frustrated by inadequate working conditions and tedious job content.”

International Dictionary of Education, this implies that the measure of the satisfaction or frustration of an individual towards the environment or the conditions under which he has to work and the type of work he has to do determines job-satisfaction. But this would not give a complete picture of job-satisfaction as such.
Hoppock(1935) views it “as any combination of psychological, physiological and environmental circumstances that causes a person truthfully to say ‘I am satisfied with my job.’ He states ‘job satisfaction depends upon the extend to which the job that we hold meets the needs that we feel it should meet.’ The degree of satisfaction is determined by the ratio between what we have and what we want.

Super (1939) views “Work satisfaction and life satisfaction depends upon the extent to which the individual finds adequate outlets for his ability, interests, personality traits and values. They depend upon his establishment in a type of work, a work situation and a way of life in which he can play the kind of experiences have led him to consider congenial and appropriate.”

R.R. Bullock(1952) in his study of social factors related to job satisfaction has defined it “as an attitude which results from a balancing and summation of many specific likes and dislikes experienced in connection with the job, these evaluations may rest largely upon one’s own success or failure in the achievement of personal objectives and upon the perceived contribution of the job and company towards these ends.”

H.C. Smith(1955) in his study ‘psychology of industrial behaviour holds that “job satisfaction is the employee’s judgement of how well his job on the whole is satisfying his various needs.”
According to Blum and Naylor (1968), "job satisfaction is the result of various attitudes possessed by an employee. In a narrow sense, their attitudes are related to the job and are concerned with such specific factors as wages, supervision, steadiness of employment, conditions of work, opportunities for advancement, recognition of ability, fair evaluation of work, Social relations on the job, prompt settlement of grievances, fair treatment by employer and other similar items."

It is axiomatic to state that, the people differ in regards to the extent to which they are satisfied with their jobs. Among the factors influencing job satisfaction the most widely examined are supervision, the work group, job content, wages, promotional opportunities and hours of work.

Ronan (1970) observes ‘Satisfaction is expressed opinion concerning the job, the organization and variables related to job context.’

Sinha (1972) opines that “job satisfaction covers both the satisfaction derived form being engaged in piece of work or in any pursuit of higher order. It is essentially related to human needs and their fulfillment through work. In fact job satisfaction is generated by individual’s perception of how well his job on the whole is satisfying to his various needs.”

Loke (1976) observes, “job satisfaction may be defined as a pleasurable positive emotional state resulting from the appraisal of one’s job or job experiences. It results from the perception that one’s job fulfils
or allows the fulfillment of one’s important job values providing and to the degree that these values are congruent with one’s needs”.

*According to Kochhar (1978)* job satisfaction is the whole matrix of job factors that make a person ‘like’ his work situation and be ‘willing’ to head for it without distaste at the beginning of his work day.” This means that job satisfaction includes two aspects:

i)  Living and enjoying the job,

ii)  Going to ones job with head erect and with smile.

*While Smith (1978)* asserted that “the concept refers to an effective response of a worker to his job.” Smith further emphasized that satisfaction results when on-the-job experience of a worker relates to his own values and needs.

*Vroom (1978)* defined job satisfaction “as the affective orientation of individual towards the work roles that they are presently occupying.”

*Ejiogu (1985)* views “Job satisfaction is an emotional affective personal response as a result of his estimation of the degree to which some fact of job reality is congruent or incongruent with his values.” It is therefore important to have a good understanding of an individual’s total personality and value system in order to understand and describe his job satisfaction.

*Russel (1975)* observes, “Job satisfaction is a function of the importance attached by the workers to the extent to which needs are generally met in the work situation relative to the way in which those workers have ordered their wants and expectations.”
In the light of the above conceptual frame, it is evident that job satisfaction depends on variables related to job. Hence, job satisfaction is a pleasant and positive attitude possessed by an employee towards his job as well as his life.

1.7 Factors Contributing for Job Satisfaction.

It is extremely difficult to rank the various factors involved in job satisfaction. They vary in importance not only from individual to individual but also in the same individual from time to time.

A number of studies were undertaken in order to find out the exact factors which are believed to be determine job satisfaction and to rank them according to their importance or the priority of the employee. Here are some such studies.

In the epilogue to his study on job satisfaction Hoppock proposed the following six major components of job satisfaction;

1) The way an individual reacts to unpleasant situations.
2) The facility with which he adjusts himself to other persons.
3) His relation status in the social and economic group with which he identifies himself.
4) The nature of work in relation to the abilities, interests, and preparation of the worker.
5) Security.
6) Loyalty.
In his study Hoppock summarized the factors influencing job satisfaction, are relative status of the individual with in the social and economic group with which he identifies himself, relations with superiors and associates in the job, nature of the work, earnings, hours of work, opportunities for advancement, variety, freedom from close supervision, visible results, the satisfaction of doing good work, opportunities for service to others, environment, freedom to live where one chooses responsibility, vocations, excitement, opportunity for self expression, competition, opportunity for necessity of traveling, fatigue, appreciation of criticism, security and ability to adjust oneself to unpleasant circumstances.

Another investigation dealing with the factors has been reported by Wyatt, Langdon and Stock. In this study ten factors were ranked by 325 employees in the order of importance as shown below:

**Rank Factors**

1. Steady work
2. Comfortable working conditions
3. Good working components
4. Good boss
5. Opportunity for advancement
6. High pay
7. Opportunity to use their ideas
8. Opportunity to learn the job
9. Good hours
10. Early work.
Rouble submitted a list of 71 Morale factors to employee to rank five factors in order of importance which come out as follows;

<table>
<thead>
<tr>
<th>Rank</th>
<th>Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Job security</td>
</tr>
<tr>
<td>II</td>
<td>Compensation</td>
</tr>
<tr>
<td>III</td>
<td>Opportunities for advancement</td>
</tr>
<tr>
<td>IV</td>
<td>Employees financial benefits</td>
</tr>
<tr>
<td>V</td>
<td>Informing employees about their job status.</td>
</tr>
</tbody>
</table>

Another investigation made by Jurgensen C.E. who asked 3345 male applicants for employment to rank ten factors in order of importance to them. The ten factors, in the average rank of order of importance are listed below;

<table>
<thead>
<tr>
<th>Rank</th>
<th>Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Job security</td>
</tr>
<tr>
<td>II</td>
<td>Opportunity for advancement</td>
</tr>
<tr>
<td>III</td>
<td>Type of work</td>
</tr>
<tr>
<td>IV</td>
<td>Company</td>
</tr>
<tr>
<td>V</td>
<td>Pay</td>
</tr>
<tr>
<td>VI</td>
<td>Co-workers</td>
</tr>
<tr>
<td>VII</td>
<td>Supervisor</td>
</tr>
<tr>
<td>VIII</td>
<td>Working hours</td>
</tr>
<tr>
<td>IX</td>
<td>Working conditions</td>
</tr>
<tr>
<td>X</td>
<td>Benefits</td>
</tr>
</tbody>
</table>
The best discussion on factors relating to job satisfaction has been provided by Thomas Willard Harrel (1958) in his book Industrial Psychology. According to Harrel, it is not one factor alone which influence job satisfaction. It is caused by many interrelated factors. He believes that job satisfaction is depend upon three major categories of factors, as shown below;

i) Personal Factors:
   a) Sex
   b) Number of dependents
   c) Age
   d) Time on the job
   e) Intelligence
   f) Education
   g) Personality

ii) Factors Inherent in the Job:
   a) Type of work
   b) Skills required
   c) Occupational status
   d) Size of the plant
iii) Factors controlled by Management;

a) Security
b) Pay
c) Fringe benefits
d) Opportunities for advancement
e) Working conditions
f) Co-workers or Colleagues

Afsar Khan (1995) suggested several factors for the variation in the job satisfaction of workers. They are;

i) Job characteristics
ii) Individual characteristics
iii) Organisational characteristics
iv) Work situation characteristics

i) Job characteristics;

Herberg (1966) in his two factors theory, has identified one of the factor of job satisfaction as job content (intrinsic) and the other as job context (extrinsic). The factors associated with doing the job (content factor or intrinsic factor) include;

a) The challenge and interest of the work
b) Perception of the worth of the work
c) Participation in decision making power accompanying the job
d) Control / freedom of the job
The second set of job characteristics have been identified as job context or extrinsic factors. These factors focus on the context in which a job is done and job features that are determined by external events or other people. The most common dimensions appear to be;

a) Amount of payment  
b) Cohesion of a work group  
c) Style / Type of supervision or leadership received  

ii) Individual Characteristics:  
These are also known as personal characteristics, the most important of these being:  

a) Occupational level  
b) Age  
c) Education  
d) Sex  

iii) Organisational Characteristics:  
These characteristics of job satisfaction are connected with variables of organizational structure. The most important of these are:  

a) Infrastructure of the organization  
b) Service benefits  
c) Recreational facilities  
d) Placement and promotion  

iv) Work situational characteristics;  
This is also considered to be the most important characteristic affecting job satisfaction of workers. The important characteristics of work situation are listed below;
Blum, lists the following factors which are found to determine the job satisfaction of an individual. They are:

- Wages
- Supervision
- Steadiness of employment
- Conditions of work
- Advancement opportunities
- Recognition of ability
- Fair evaluation of work
- Social relations on the job
- Prompt settlement of grievances
- Fair treatment by employer.

However, a more comprehensive approach required that many additional factors be included before a complete understanding of job satisfaction can be obtained. Such factors as the employee’s age, health, temperament, desires and level of aspiration should be considered. Further, his family relationships, his social status, his rational outlets, his activity in organizations, labour or political or purely social contribute ultimately to job satisfaction. Hence, one can understand that...
job satisfaction is not a unitary trait but as a trait which is resultant of a number of factors which are directly or indirectly related to each other or which influences each other.

In short, job satisfaction is a general attitude which is the result of many specific attitudes in three areas, namely, specific job factors, individual characteristics and group relationship out side the job.

1.8 Theories of Job Satisfaction;

This sub-section is an attempt to summarize a brief discussion of the available theories of job satisfaction that will give the theoretical understanding of job satisfaction.

1.8.1 Conventional Theory of Job Satisfaction.

Conventionally job satisfaction has been interpreted as on un-dimensional concept. This approach explains job satisfaction as the total body of the feelings and individual has about his job. This feeling being made up of both job related and environment related factors, the interaction, which causes fluctuation between a condition of satisfaction and dissatisfaction. Midway between satisfaction and dissatisfaction is a condition of neutrality, in which individual is neither satisfied nor dissatisfied.

1.8.2 Two Factor Theory of Job Satisfaction.

Two-factor theory of job satisfaction was the first significant step towards a multi-dimensional description of job satisfaction. In contrast
to the conventional uni-factor approach. According to this theory only intrinsic work element called satisfier or motivators could generate job satisfaction, conversely extrinsic elements called dissatisfier gave rise to job dissatisfaction. Thus they concluded that satisfier may range up waved from neutrality. Disserts may range down dared from decitrality. And thus, job satisfaction is made up of two unpopular traits. This theory is also referred as duel factor theory.

1.8.3 Expectancy Theory of Job Satisfaction.

Prof. Room has proposed a cognitive model of motivation in the job. The key variable in Rooms’ model is valance. Valance refers to affective forestations towards particular outcomes. The outcomes may be positive or negative. If one outcome has positive valance, this means that an individual would like to achieve it. While another outcome with negative valance is one that a person prefers not to attain. He says that there are considerable evidences indicating that persons report of the attractiveness of their job are directly related to the extent to which their jobs are instrumental to the attainment of outcome which might be assumed to be generally attractive to persons.

1.8.4 Reference Theory of Job Satisfaction.

An alternative to the theoretical formulation of job satisfaction, Prof. Smith proposes that job satisfaction is a function of the perceived characteristics of a job in relation to an individual frame of reference.
According to this view, job satisfaction is not an absolute phenomenon but is relative to the alternative available to the individual.

There seem to be three main theories of job satisfaction. While these may spring from different traditions outlooks, there does not seem to be some basis for integrating them into a relatively consistent framework.

1.8.5 The Need Fulfillment Theory.

This theory originated from two logical assumptions, (a) a person is satisfied when he gets what he wants (b) the more he wants something or more important it is for him, the more satisfied he will be when he obtains it and the more dissatisfied he will be when he does not get it.

Vroom has suggested two methods for the measurement of job satisfaction, (the subtractive and multiplicative) based on this concept of it being a direct function of the extent to which an environment corresponds to one’s need structure.

The subtractive model proposes that job satisfaction is a direct function of the discrepancy between a person’s needs (importance attached to them) and the extent to which the environment provides satisfaction or fulfillment of these needs; the greater the discrepancy the less the satisfaction while a smaller discrepancy would indicate greater job satisfaction.
Vroom has shown that, the use of this subtractive model may sometimes distort results, for example, individual with need (importance) levels of land fulfillment level of 1 would be on the basis of this model be rated as having the same satisfaction as individual with a need level score of 10 and fulfillment level of 10 (Discrepancy scores: 1-1=0 and 10-10=0 are the same in each case). Vroom therefore, suggested the multiplicative model where in the individual need scores are multiplied by the fulfillment scores and the products for the various needs added to give over all job satisfaction scores.

Experimental evidence has provided some support for both the models mentioned, without establishing the clear superiority of over the other. Yet other studies seem to suggest, that the need fulfillment theory is only is partial answer in the search of an adequate theory of job satisfaction.

1.8.6 The Social Reference Group Theory.

This theory does not focus interest on the needs, desires or interests of a given individual but on the opinions and beliefs of the group to which the individual refers for guidance; such group is known as reference group. According to the theory this satisfaction of an individual depends upon whether or not the job meets the interests, desires and requirements of the reference group.

Hulin obtained strong support for this hypothesis in a study involving female clerical workers. With job satisfaction being held
constant, he found that a person living in a well to do locality was likely to like his or her job; this may be attributed to the fact that individuals from these localities have a higher reference level in evaluating job conditions.

1.8.7 Herzeberg’s Motivator - Hygiene Theory.

This theory has stimulated a lot of research; its findings have however not always satisfied its assumptions. It was developed by Herzeberg, Mauser and Syderman and its rationale is provided by Maslow's (1964) theory of hierarchy of needs. According to this theory man's needs are satisfied or fulfilled in a certain hierarchy of importance. Thus certain basic psychological needs such as those for food and water, for security etc., must be before the emergence of other social needs such as those for belongingness, love, recognition etc. Again the satisfaction of these needs is necessary before other higher order needs such as those of self actualization etc. can be fulfilled. Herzeberg contents that in the contemporary American Society the basic needs are generally satisfied and hence job satisfaction will usually be dependent upon the fulfillment of the higher order needs in the hierarchy (self actualization etc.).

These considerations led Herzeberg to propound the two factor theory of job satisfaction, whose propositions may be summarized as below;

a) Job satisfaction is a function of the environment, supervision, co-workers and general job content; these may be termed as the 'hygiene' factors.
b) Job satisfaction is a function of challenging and stimulating work activities or work content, these are termed as the 'motivator' factors.

A great deal of the evidence which did not support Herzerberg's propositions was attributed to the use of restricted samples of occupations and the methodology of data collection Eg. The use of open-end reporting in which subjects were required to describe their most satisfying and dissatisfying incidents in a job. While a number of studies point to these limitations and a tendency towards over simplification there is some reasons to believe that motivators are considered more important than the hygiene factors in job satisfaction. From the viewpoint of Korman this finding can probably be accounted for in terms of the social reference group theory.

Thus it seems as it need fulfillment theories and social reference group theories are the most adequate explanations of job satisfaction. Research has some limited success in attempting to integrate these two theories and in dealing with the problem arising out of their combination to predict a given individual's job satisfaction or the problem of assigning weights to each theoretical explanation in integrated theory.

A great deal of research however has not been concerned with justifying theoretical assumptions but with trying to discover what factors determine or are related to job satisfaction. Findings in this direction have discovered relationships between job satisfaction and factors such as occupation level, the content of the job, leadership and
supervision, pay and promotional opportunities, working conditions and inter-relations in the work group and personal factors such as the age and educational level of workers. Sometimes there have been explanations provided for these relationships on the basis of the need fulfillment and social reference group theories.

In an effort to understand the nature of job satisfaction two theories have emerged. They are content and process theories of job satisfaction –Campbell (1970).

The process theories of job satisfaction attempt to specify the types or classes of variables (experiences needs, values, perception etc) considered casually relevant as well as how these variables combine to determine overall job satisfaction.

The content theories, on the other hand, attempt to identify the specific needs or values most conducive to job satisfaction. The content theories attempt to specify particular needs that must be satisfied or the values that must be attained for an individual to be satisfied with the job.

It seems that none of these theories is perfect. Each one has its limitations. Therefore when we deal with the phenomenon of job satisfaction, we should always consider the various independent variables of the situation. Participating in professional organisations, workshops and seminars for professional growth make the principals satisfied in their job. Along with this the physical facilities like good
infrastructure, good library, laboratory facilities status and recognition, sex, age, experience, and their qualification also contribute to their job satisfaction. Type of the institution also plays a major role in the job satisfaction. All types of work conditions are neither fully satisfying nor dissatisfying. Working condition is a major contributor for job satisfaction. Job satisfaction definitely promotes happiness, success and efficiency in one’s professional activity.

1.9 Organisational Climate.

Organisational climate represents the entire social system of a work group. It is clearly a system concept. Two important aspects of climate are the work place itself and treatment received from the management. Employees feel that the climate is favourable when they are doing something useful that provides a sense of personal worth. Challenging work and responsibility contributed to favourable organizational climate. In the area of treatment received from management the employees want to be listened to and treated as if they are some one of the value. They want to be treated as if the organisation really cared about their needs and problems.

The teacher educators are working in different kinds of institutions government, private aided, and private unaided. Each college/institution is different in its organisational climate with respect to principals, management, and relations with colleagues. In these educational structures principals who are provided with open type of climate and
happy environment and in which their needs and problems are taken care of by the management were found to be satisfied in their jobs. Their job satisfaction also depends upon the relations and interactions they develop within the organization. If these interactions and environment are not congenial teacher educators will be dissatisfied in their job.

Organisational climate influences the principals to be committed to a set of values with a spirit of enthusiasm and dedication in discharging their responsibilities. It also makes them satisfied if the organizational climate fosters good relations between principal, management and colleagues. The principals are satisfied when the organizational climate makes them experiment with new methods, and allows to grow professionally. If the organizations provide all the physical facilities, pay security, chances for advancement, recognition and if principals status is recognized by the management they will be satisfied in their jobs and contribute their best for the growth of organization.

1.10 Personality Characteristics.

Personality is all that a person is. It is the totality of his being and includes his physical, mental, emotional and temperamental makeup. His experience, perception, memory, imagination, instincts, habits, thoughts and sentiments constitute his personality. His tastes, style of life, beliefs, enthusiasm and the like colour his personality. His clothes, and digestion are a part of his personality. They make a difference to his whole outlook on life and influence his total attitude towards society (Freeman, 1968).
This makes it clear than in choosing a vocation for the individual, the counselor should examine not only the individual’s capacity for a certain field of work, his interest in it, but also his ambition, personal disposition and personality traits, like – ascendance submission, introversion-extroversion, sociability and emotional stability. Personality plays an important role in individuals vocational adjustment and success. Numerous studies on job satisfaction and causes of vocational failure and maladjustment are there to show that individuals lacking personality adjustment inspite of their abilities and interests for that vocations. Therefore to see whether he possesses the traits which are likely to contribute significantly to his adjustment to the vocation he is choosing.

The teacher if he is to be worthy of his calling must continue to be a student all the days of life. He must keep alive the flame of his own mind if he expects to kindle the minds of his students. ‘Only a burning lamp will burn another lamp’. The teacher must be equipped with the weapons of originality and creative power. For a real teacher teaching is a struggle, a life mission. A teacher must boast of having his own code of work and ethics and behaviour as the architect of the nation.

1.11 Educational Administration: Meaning, Scope and Significance;

The word administration is derived from the latten root minister. Minister means service. Service means the work which is inscribed to be the good of others. On the other hand, the simplest meaning of
administration is to get the work done by a process of democratic authority with rules and regulations including sufficient control. Therefore, administration is a machinery through which any organization or institution is managed. It is a means or set-up for a smooth and efficient working of a political Government or of an educational structure. So, administration is a machinery dealing with groups of people politically, socially or educationally.

Educational administration has a few individual marking of its own. According to the Encyclopedia of education (1970), “It is a process concerned with the over all direction and support of the colleges. It includes the immediate leadership of other staff members all under the general control of the Director of college education of the state.”

Griffith (1959) describes administration as the process cycle of events engaged in by all the members of a social organization in order to control and direct the activities of the members.

Ben M. Harris says, “Educational administration becomes the function characterized by those activities which are neither remote by nor directly related to pupils or institution, but which tends to give unity to the entire operation by being some what related to all functional areas.”

Ordway Tead (1951) views administration as the art of getting things done. He gives a definition which not only explains administration but also leads towards the understanding of what is good or poor
administration. He says, “Administration is conceived as the necessary activity of these individuals in an organization, who are charged with ordinary forwarding, facilitating the associate efforts of a group of individual’s brought together to realization of defined purposes.”

Russel T. Gragg says “Educational administration is the process of utilizing appropriate materials in such a way as to promote effectively the development of human qualities.

Prof. S.N. Mukherjee(1963) thinks that, “Educational administration is concerned with the management of the things as well as with human relationships.”

Simon describes, “Administration is the ordinary sense an art of getting things done.”

John D. Millet(1978) states ‘Administration involves activities and process which require specialized efforts and sophistication. These have frequently been identified as including such activities as planning, programming, budgeting, staffing, construction, supplying, surviving and evaluating and such process as leadership, organization, communication and coordination.”

It is generally admitted that, administration is the most important part of the organization for achieving the objectives and aims of educational organization and is necessary to help a system through which the work can be one along with some controls, checks and balance. To get the work on education done means establishing the
educational administration and structure and its machinery. The machinery includes various steps, planning, budgeting, organization, direction, coordination and evaluation.

Administration includes both a task dimensions and a human dimension, that means, there is the work of organization. One hand, educational administration concern the growth and development of people.

As Sir L.S. Chandrakanta says, ‘Administration is concerned with the dealing and coordinating of the activities of groups of people.”

American Association of college Administration (1963) describes “Administration as the sum total of processes through which appropriate human and material resources are made available and made effective for accomplishing the purposes of an enterprise.”

According to Webger(1947), “Administration is the performance of the executive duties of an institution. Administration implies knowledge and proficiency in all the executive activities necessary for the optimum functioning of the college.

In fact, educational administration includes everything regarding the efficient functioning of the educational institutions securing the highest benefits to the greatest number through an adoption of practical measures. It interprets and clarifies the functions and the activities of an educational programme in fruitful relationship and harmonies, sound planning, good directions and efficient and systematic execution.

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1.12 Concept of Administration.

Administration is a process of getting things done. It is the moving force to set and keep an institution or a department in motion. To a large extent it is the agency that runs the whole show. It keeps the whole machinery well-oiled to achieve optimum results. It solves problems arising in the execution of activities and more efficient administration, possesses foresight into the problems and may check them before they arise. All the relevant responsibilities lie with the administration.

1.13 Dimensions of Educational Administration:

Educational administration has three dimensions which are explained in the following figure by D. Lulla.

![Figure-1](Source: Research in Educational Administration, P.10)

Administrator or person:

According to the behavioural approach in the social sciences, the whole thing of administration is known as the administrator.
Process:

As administration has to do with getting things done, hence there should be a body of basic principles on which an administrator or person might base his activities. Therefore, there are give clearly defined principles;

a) Planning
b) Organisation
c) Direction
d) Coordination and Evaluation

Each item plays a vital role in education. Every item has no doubt a separate entity but each is a part of the whole process.

Goal or purpose:

The third phase of the educational administration mainly involves the purpose for which the whole machinery is set up. Since administration is a group phenomena, its actual purpose is a to achieve some group goals. Education is a significant public affair the authorities of educational institutions have to bring out reasonable returns or useful products for society through their administration.

Therefore, the dimension of educational administration concerns all those factors or elements which are effected by its operation. But the chief element is people or society which is affected by the administrator and his administrative process.
1.14 Theory in Educational Administration:

A theory is a systematic and deductive way of thinking about reality. Theory implies facts, models or laws about a phenomenon. It attempts to look at pieces of knowledge, facts, laws or models in order to make some kind of sense out of them or out of their occurrence.

Many people believe that, it is alright in theory but it won’t work in practice. In other words, those self styled ‘practical’ administrators feel that, theory and practice were incompatible. Caldaria and Getzels (1955) warn on the contrary that theorizing is not the exclusive property of the laboratory or ivory tower. Everyone who makes choices and judgement implies a theory in the sense that there are reasons for his action. Equally Reddin (1970) has the opinion that’ there is noting more practical than a good theory properly applied. Administrator has been warned that ‘those who refuse to go beyond fact rarely get as far as fact.’

However, the mechanistic view of administration, is a science of managing behaviour A theory attempts to state in one general from the results of the observation of many different researches. During the last fifteen years a number of theories have been proposed. Getzels views ‘administration as a social process’. Simen places his theory under ‘Theories of conflict’. R.T. Hills calls ‘it is a new concept of staff relations. The most popular formula is given by Gotzels which as $B = f (RxP)$. 
Here $B$ is observed behaviour
f is function
R is role
P is personality

Therefore, behaviour is a function of role $\times$ personality.

**Figure-2**: (Source: Educational India, April 1968)

Professions stand midway between A and B with regards to importance of role and personality.

Roles are dynamic aspects of the positions, office status within an institution. A role has certain normative obligations and responsibilities.

Personality is defined as “a dynamic organization within the individual of these need dispositions governs his unique reaction to expectations in the environment.” Thus, observed behaviour is the resultant of two forces.
The administrator functions at the interaction of organizational and individual needs. In order to satisfy the individuals and ego needs, he has to mediate the conflicts and attempts to other the role and personal dimension of the critics within two major behaviour determining categories and are never in exact co-incidence. The administrator has to elicit behaviour which is organizationally useful and at the same time individually satisfy. Situation calling for extra effort need optimum satisfaction.
1.15 Competency in Administration.

In view of the constitutional rights everybody expects democratic behaviour from competent administrators ensuring dynamic and stimulating leadership. Therefore, in educational institution the administrator can function competently if he identifies his job areas and tackles the various tasks with a body of knowledge.

1.16 Halpin's Paradigm:

As against the competency concept, Andrew Halpin designed a paradigm for the study of administrator behaviour. He attempted to develop a theory based on description of how administrators do behave.

Halpin defines administration as Human activity which has four components;

a) Task
b) The formal organization
c) The work group or groups
d) The leader or leaders

Halpin’s organization composed of leader and group members. So the leader goal achievement might be more important, while the group members, it is the social need satisfaction.

However, the leaders behaviour should be structured as to achieve both for goal achievement and for maintenance.

There is a potential conflict between leaders and group members, the one emphasizing the nomothetic dimension and the other the ideographic of the institutional activity.
Figure – 4 : Halpin’s paradigm

According to Halpin the formal group has two variables;

a) Responsibility variables to the work one is expected to do

b) Formal interaction variable indicating the persons with whom one is expected to work. They indicate the group dimensions of efficiency and morale.

The leader is defined as that member of the organization who is formally charged with responsibility for the organizational accomplishment. Every leader has three responsibilities;

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a) as a group leader  b) as a decision maker  c) as a subordinate to his superordinates.

Halpin in envisaging these responsibilities to the leader, accepts the hierarchy principle in administrative organization for realizing goals like Taylor, Weber, Getzels and others on the subject did.

Halpin paradigm using these concepts provides on analytical frame of the leader behaviour. The paradigm is first elaborated in four panels separately. Later the four panels are linked together to give an integrated picture of the model.

**1.17 Components of Administrator's Behaviour.**

The administrator's behaviour has four components namely (a) Communication (b) Representation (c) Organisation and (d) Integration.

**(a) Communication:**

It is the first component of administrator behaviour. It can be from top to the bottom, can be from the bottom to the top or on the horizontal line. Single track communication may be from notices, directives or orders. Teachers are at the receiving and the implementation end. There is no consultation or no attempt to feel the pulse on the part of the administrator. Orders are imposed from above. This may take the form of verbal communication. The second form of communication gives scope for the feedback from the bottom. Staff meetings and group meetings
provides scope for this second type of communication channel that is teacher to teacher communication.

b) Representation:

Representation in administration implies participation of subordinates in decision making. Teacher educator participation increases their identification with the administrative policies securing their support to their programme.

c) Organisation:

It is second component of administrator behaviour. It is the initiating structural behaviour of the administrator. A considerate leader can easily be accessible to his colleagues without any fuss or formality. He is understandable, sympathetic, helpful and accommodating in his relationship with his colleagues irrespective of rank or status.

d) Integration

It is the considerational aspects of the administrator behaviour of the principals and also the process of appropriate emotional and social relations among those directly cooperating with the good attainment process and in the system of action viewed as a continuity entity. The administrator is involved in relating and integrating problems of value.
1.18 Concept of Self:

The understanding of self is possibly the most crucial all understanding. Because self concept is a personality factor. It has influence on person's behaviour. The importance of the self concept as a determinant of behaviour and its acceptance as a concise measure of personality for those who are engaged in the activity. The term self concept as used by Combs and Snygg(1959), Raimy(1948) and Allport(1955) first have phenomenal self and self concept.

The phenomenal self is the organization or pattern of all those which the individual refers to as I or me. But the self concept includes only those perceptions about self which seem most vital to the individual himself. It helps the administrator to look at himself objectively.

In this connection, Dr. Paul R. riller says that 'self concept is the individual's view of himself. It means, the self awareness that one is a subject who is separate from the subject world and exists in it. It also includes an individual's thoughts, feelings, attitudes, values and aspirations. It is a cluster of beliefs he has about himself.

In fact, an individual's self concept is a life long process that involves all the biophysical social systems and utilizes all the previous human functions. Self concept is a factor of human-self structure which makes a healthy personality. In this connection, Nathaniel Barden(1971) has stated nicely, why it is important to know on self? He ways;
When a person acts without knowledge of what he thinks, feels, needs or wants, he does not yet have the option of choosing to act differently. That option comes into existence with self-awareness. That is why self-awareness is the basic change. When a person becomes self-aware, he is in a position to acknowledge responsibility for that which he does including that which he does to himself to acknowledge that he is the cause of his actions and thus to take ownership of his own life. Self-responsibility grows out of self awareness.

When person becomes aware of what he is and takes responsibility for what he does, he experiences the freedom to express his authentic self. Self assertiveness becomes possible with the achievement of self awareness and the acknowledgement of self responsibility.

Therefore, one's self-concept continues to change throughout the life provided, he continues to grow in his nature psycho-social existence. If he does, so he will form a creative self, other wise he will tend in the direction of an authoritarian self or authoritarian personality. That is why each and every personality factor has some influence on administration.
**Figure-5**: Introduction to Educational Leadership Harold W. Boles and James A. Davenport. (P-307)

**Self Examination**

- **Self 5**: The way I act (Performance)
  - **Self 4**: The way others would like me to be (Others' expectations)
  - **Self 1**: The way I would like to be (Self expectations)
- **Self 3**: The way others see me (Others' perception)
- **Self 2**: The way I see myself (self perception)
1.19 Concept of Morale:

The term 'morale' initially was applied to armies during war time. Later, it has been applied in an industry. The first experiment was conducted by Elton Mayo and his group in late 1920's. The morale is a phenomenon that can be operated upon and it can be changed also if proper behaviour is shown by the principal in the case of college situation. Morale may be defined as the mental and emotional reaction of the principal towards his job. If the principal feels that his ideas about his job and the common goals of the group are looked upon the respect, he is likely to have a healthy mental and emotional outlook. The principal must therefore, strike to give recognition for each contribution, show respect for participants fair and equitable treatment and create ample opportunity for participants to gain and maintain greater self concept.

'Morale' refers to the mood and 'esprit' of a group which can result in willing and whole hearted performance of the individual. It implies, sincere, genuine cooperation of the members of an organization of a college in the pursuit of common goals in a common efforts.

Halpin (1966) defines, 'morale as a pervading feeling entertained by teachers that their social needs are satisfied, and they are at the same time enjoying a sense of accomplishment in their job. Three job factors of morale need to be understood. First, it is a group concept but the term is also applied to individuals. Second, it is relative rather than an
absolute concept and finally, it is multi-dimensional rather than a uni-
dimensional concept though a global score of morale can even be computed.

1.20 Need and Importance of the Study.

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.

1.21 Statement of the Problem.

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


1.22 Objectives of the Study.

The present study has the following objectives:

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.

1.23 Variables involved in the Study.

1.23.1 Independent variables;

i) Type 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)

vi) Socio-economic Status (high, average and low)
1.23.2 Dependent variables:

i) Job satisfaction (high, average and low)

ii) Administrative behaviour (effective, moderate and least)

iii) Academic achievement (high, average and low)

1.24 Explanations of the important terms used.

Some key terms used in the present study are explained below;

Job Satisfaction:

Job satisfaction refers to the way one feels about events, people and things in his/her working situation. It is a pleasant and positive attitude possessed by an employee towards his job.

Job satisfaction is a general attitude which is the result of many specific attitudes in three areas, namely, specific job factors, individual characteristics and group relationship. In this study job satisfaction refers to the extent to which the principals are pleased with their present profession.

Administrator’s Behaviour:

Here in this study, administrative behaviour refers to the behaviour of principal of college of education. The concept of the administrative behaviour derived from Halpin’s paradigm in worth considering. According to him the understanding of the administrator behaviour is helpful to spot missing elements in research knowledge about administration and to achieve a closer integration between empirical
findings and the theoretical analysis. To avoid confusion it is necessary to make a distinction between the term ‘administrative behaviour’. The administrative behaviour includes in it leadership acts of any particular person who happens to be administrator at the time and also the leadership of the time and also the leadership acts initiated by group members. It is rationally dynamic and complex.

The Principal

A good organisation or institution can be run only by an effective head or leader. Ordinarily the principal is the chief, most important overall head of an educational institution. In the present study, the principal is the chief executive head of a colleges of education.

College of Education:

In this study a college of education stands for an educational institution duly recognized by an educational authority, and meant for imparting teacher education which shapes and reshapes the knowledge, attitudes, understanding, skills, practices, habits, intelligence, creativity, attention, motivation, competency, interest and in a way re-constitute the whole personality of the teacher.

Types of Colleges of Education

The Government colleges of Education:

These colleges are under dual control of the state Government’s department of education DSERT, and the university. As far as the
administrative matters are concerned, they are under the control of the Government’s department of Education (DSERT), and the University controls the academic matters.

Private Aided Colleges of Education

The private aided colleges are under the control of private management which receive grant-in-aid from the government and are under the limited control of Department of state Educational Research and Training. In matters of academic standard they have to satisfy the university and in matters of accounts and statistical returns they are responsible to the Government’s Department of Education. These colleges are inspected by the Government, management and university.

Private Un-aided Colleges of Education:

The private un-aided colleges are those which are under the control of private management and not receive grant-in-aid from the government. They are directly owned, runned, and managed by the private management. The University controls the academic matters.

1.25 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 colleges of education.

2. The study is limited to Colleges of Education 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 Behaviour Description Scale were used.

5. The study is limited to a statistical sample of colleges of education like Government-8, Aided-22 and Un-aided-40.

6. Descriptive approach.