CHAPTER V

SUMMARY, FINDINGS AND SUGGESTIONS
5.1. Importance of Education 149
5.2. Head Master 150
5.3. Adjustment 151
5.4 Job Satisfaction 151
5.5. Administrative Problems 152
5.6. Need and importance of the study 152
5.7. Statement of the problem 153
5.8. Operational Definitions 153
5.9. Objectives of the study 154
5.10. Hypotheses 156
5.11. Limitations of the study 159
5.12. Review of related literature 159
5.13. Instrumentation 161
5.15. Sampling for the study 163
5.16. Final administration of the tools 164
5.17. Variables of the study 164
5.18. Validity 165
5.19. Reliability 165
5.20 Statistical treatment 166
5.21. Testing of hypotheses 166
5.22 Major Findings 169
5.23. Educational Implications of the study 170
5.24. Suggestions for further research 173
CHAPTER - 5

SUMMARY, FINDINGS AND SUGGESTIONS

*The mind uses its faculty for creativity only when experience forces it to do so.*

---

5.1. IMPORTANCE OF EDUCATION

Education, on one hand, develops the personality of an individual, making him intelligent, learned, bold, courageous and strong with good character, on the other hand it contributes to the growth and development of the society in particular and nation at large. It is only through education the moral ideas and spiritual values, and the aspirations of the nation and its cultural heritage are transferred from one generation to another for preservation, purification and sublimation into higher and higher achievement.

In other words, with the growth and development of the individual, the society also achieves higher levels of attainments. Thus education is greatly essential for the growth and development of an individual and the society. Education has a social function. As the process of education is a social one, the matured members of the society pass on their own experiences, interests, attitudes and dispositions to the immature ones. Education directs and controls. The child is born with innate impulses and powers which may not agree with the social standards of the group in which he is born.
Raymant (Safaya, 1994) defines education as a process of development from infancy to maturity, the process by which one adopts himself gradually in various ways to his physical, social and spiritual environment.

In the primitive days, the society was not as complex as it is today and therefore it was then very simple for the society to transmit its experiences to the new generations. But, today's society being complex in its knowledge and skills, it can't itself transmit all these directly to the fast rising new generations. Now there is a need for an organized formal institution to impart the essential knowledge and fundamental skills. Hence, the need for a school has emerged. But, the establishment of a school does not prelude the role of other educational agencies like home, temple, society etc.

5.2. HEAD MASTER

It is generally felt that great Head Masters have been great friends of their pupils. Every Head Master is first a teacher and then an administrator. He holds the key position in the school. When we enter some school, we can at once form an opinion about the administrator of that school, his work, quality of his work etc. The character of the school reflects and proclaims the character of the Head Master.

Secondary Education Commission (1952) says the reputation of the school and the position it holds in the society depends in large measure on the influence that the Head Master exercises over his colleagues, the pupils and their parents and the general public.
5.3. ADJUSTMENT

Adjustment is a condition or state in which one feels that one's needs have been fulfilled and one's behavior conforms to the requirements of a given culture.

*L.S. Shaffer (Mangle, 1997)* says that, adjustment is the process by which living organism maintains balance between its needs and the circumstances that influence the satisfaction of these needs. The process of adjustment starts from the birth of the child and continues till his death. The concept of adjustment is as old as human race on earth.

5.4. JOB SATISFACTION

All types of work are not inherently satisfying people engaged in the work. But job satisfaction does promote happiness, success and efficiency in one's professional activity. Every profession has got certain aspects conducive for job satisfaction. At the same time it has other aspects that lead to dissatisfaction.

Teaching profession is not exception. If it is possible to isolate the factors of dissatisfaction, attempts can be made either to change the dissatisfying conditions or to reduce their intensity so as to increase the holding power of the profession. It is a fact, that unless the Head Master is satisfied with his occupation, he cannot deliver the goods satisfactorily.
5.5. ADMINISTRATION

The word administration has been derived from the Latin word administer. This means service rendered to others for their welfare. The classical and medieval meanings of the term administration were perform and take charge of or accomplish. The term educational administration is very comprehensive.

5.6. NEED AND IMPORTANCE OF THE STUDY

Every human being seeks adjustment to various situations. He constantly makes efforts to adjust himself to his surroundings because a wholesome adjustment is essential for leading a happy life and gaining satisfaction. Satisfactory adjustment is characterized by behavior which is both adaptive to deal with stress and meet his needs, and also his efforts to maintain harmonious relationships with the environment.

Studies on job satisfaction seem to have begun with the famous Hawthorne studies conducted by Elton Mayo at the western electric company in the 1920. Most of the studies conducted so far are in industrial setting in examining the effects of physical conditions, design of equipment etc. On job satisfaction and productivity, Elton mayo and his co-workers started very much in this direction. In India, very few researches have been undertaken in the field of secondary school Head Masters.

Therefore the researcher felt that there is a dire need to study on adjustment, job satisfaction and administrative problems of secondary school Head Masters.
5.7. STATEMENT OF THE PROBLEM

Keeping the above discussion in view the investigator proposed to take up this study, namely

'A study of Adjustment, Job Satisfaction and Administrative Problems of Secondary School Head Masters'

5.8. OPERATIONAL DEFINITIONS

Adjustment

Adjustment is a static equilibrium between living organism and its surroundings.

Job Satisfaction

Job satisfaction is the result of various attitudes possessed by an employee towards his job.

Administrative Problems

The problems faced by the administrator while performing his duties and responsibilities.

Secondary School

A school which runs classes from 6th to 10th is considered as a Secondary School.
Head Master

He is the leader of the team of teachers working with him, and is the head of the institution. He is the chief inter linking source between the school and the community.

Also, in this study, the term Head master takes the meaning Head Mistress of the Secondary schools.

5.9. OBJECTIVES OF THE STUDY

1. To study the levels of adjustment of secondary school Head Masters.

2. To study the influence of the following variables on the adjustment of secondary school Head Masters.
   a) Sex           b) Age                   c) Academic Qualifications
   d) Locality      e) Type of Management   f) Experience
   g) Medium of instruction

3. To study the levels of job satisfaction of secondary school Head Masters.

4. To study the influence of the following variables on the job satisfaction of secondary school Head Masters.
   a) Sex           b) Age                   c) Academic Qualifications
   d) Locality      e) Type of Management   f) Experience
   g) Medium of instruction
5. To study the levels of administrative problems of secondary school Head Masters.

6. To study the influence of the following variables on the administrative problems of Head Masters.
   a) Sex   b) Age   c) Academic Qualifications
   d) Locality   e) Type of Management   f) Experience
   g) Medium of instruction

7. To study the relationship between adjustment and job satisfaction of secondary school Head Masters.

8. To study the influence of the following variables on the relationship between adjustment and job satisfaction of secondary school Head Masters.
   a) Sex   b) Age   c) Academic Qualifications
   d) Locality   e) Type of Management   f) Experience
   g) Medium of instruction

9. To study the relationship between job satisfaction and administrative problems of secondary school Head Masters.

10. To study the influence of the following variables on the relationship between job satisfaction and administrative problems of secondary school Head Masters.
11. To study the relationship between administrative problems and adjustment of secondary school Head Masters.

12. To study the influence of the following variables on the relationship Between administrative problems and adjustment of secondary school Head Masters.

13. To study the relation among adjustment, job satisfaction and administrative problems of secondary school Head Masters and Head Mistresses.

5.10. HYPOTHESES

1. Secondary school Head Masters differ in their levels of adjustment.

2. The following variables make a significant difference in the adjustment of secondary school Head Masters.
3. Secondary school Head Masters differ in their levels of job satisfaction.

4. The following variables make a significant difference in the job satisfaction of secondary school Head Masters:
   a) Sex       b) Age       c) Academic Qualifications
d) Locality   e) Type of Management  f) Experience
g) Medium of instruction

5. Secondary school Head Masters differ in their levels of administrative problems.

6. The following variables make a significant difference in the administrative problems of secondary school Head Masters:
   a) Sex       b) Age       c) Academic Qualifications
d) Locality   e) Type of Management  f) Experience
g) Medium of instruction

7. There is a significant relationship between the adjustment and job satisfaction of secondary school Head Masters.

8. The following variables make a significant difference in the relation of adjustment and job satisfaction of secondary school Head Masters.
9. There is a significant relationship between the job satisfaction and administrative problems of secondary school Head Masters.

10. The following variables make a significant difference in the relation of job satisfaction and administrative problems of secondary school Head Masters.

   a) Sex  b) Age  c) Academic Qualifications
d) Locality  e) Type of Management  f) Experience
g) Medium of instruction

11. There is a significant relation between the administrative problems and adjustment of secondary school Head Masters and Head Mistresses.

12. The following variables make a significant difference in the relation of administrative problems and adjustment of secondary school Head Masters.

   a) Sex  b) Age  c) Academic Qualifications
d) Locality  e) Type of Management  f) Experience
g) Medium of instruction

13. There is a significant relation among adjustment, job satisfaction and administrative problems of secondary school Head Masters.
5.11. LIMITATIONS OF THE STUDY

1. The study is limited to Krishna and Guntur districts of the state of Andhra Pradesh only.

2. The study is limited to the selected three dimensions that are Adjustment, Job satisfaction and Administrative problems of Secondary School Head Masters only.

3. The study is limited to Secondary school Head Masters.

4. The level of significance considered in this study is 0.05.

5.12. REVIEW OF RELATED LITERATURE

In the present study, the review of related literature was presented in three sections.

1. Studies on adjustment

2. Studies on Job satisfaction

3. Studies on Administrative problems

teachers, social adjustment of secondary school teachers with the variables of sex, locality and type of management, personality, adjustment and leadership, stress among male and female teachers in relation to their personality needs and adjustment respectively.


In section 2.4, the studies related to administrative problems were reported. In India Jaswanth Singh (1964) studied on administrative performance of Head masters, Mahant (1979) studied on administrative behavior of high school Head Masters, Baruah, H. (1983) studied on the administration of secondary schools, Sutnga (2003) studied on Problems of primary education and in abroad Wren (1906) studied the problems of school organizations, Word G. Reader (1955) made an extensive study on public
administration, Paul John (2002) studied on principals of private schools needs training for better administration.

Further many studies in India and abroad focused on certain selected variables like sex, general and professional qualifications, age, academic standards of schools, marital status, family conditions, type of school management, mental health conditions, salary, interpersonal relations, opportunities for advancement, recognition, perception of roles, to explain adjustment, job satisfaction and administrative problems of heads of the institutions and teachers. However, no exclusive study related to the three factors mentioned has been found.

Hence, the present study on adjustment, Job satisfaction and Administrative problems of secondary school head masters in Andhra Pradesh attains significant importance in the field of education.

5.13. INSTRUMENTATION

For the present study three important areas i.e. adjustment, job satisfaction and administrative problems of secondary school Head Masters have been selected.

As a first step the investigator has gathered several statements from experienced Head Masters, Teacher educators, Educational administrators, information from the articles that appeared in several magazines and research journals and from the tools developed by Srivastava and Tiwari, Indian adoption of Bell's Adjustment inventory (Lalitha Sarma) and others.
The investigator also consulted some tools already administered by various other scholars. But, they were not suitable for the present study of adjustment of Secondary school Head Masters.

As there was non-availability of standardized adjustment inventory, the researcher prepared an adjustment inventory, by taking all the precautions of all above said inventories. All the statements were carefully scrutinized and draft tools were prepared.

The preliminary tools have been administered to randomly selected Head Masters. Care has been taken to include the different sections of the Head Masters in the try out.

The Head Masters identified for the try out have been met personally by the investigator and their cooperation was sought. Those Head Masters who have difficulty in taking part in the investigation for some reason or other have not been forced. Finally the preliminary tools have been administered to 51 Head Masters in Krishna and Guntur districts. The items were subjected to Chi-square analysis to determine the validity of each item. Those items for which the Chi-square is not significant were deleted for the final study. The Chi-square values were calculated using the formula in Garrett (1981, page 253).

As the tools were developed on three point scale, the Chi-square value for two degrees of freedom as per chi-square table is 5.99. Hence all the items in the three tools whose Chi-square value is less than the table value 5.99 were removed for the final study.
5.14. POPULATION

The population for this study consists of Head Masters of secondary schools working in the districts of Krishna and Guntur of the state of Andhra Pradesh. There are 485 Head Masters in the district of Krishna and 469 Head Masters in the district of Guntur. Thus, the population for this study consists of about 954 Head Masters.

From the total population the sampling is made judiciously by accommodating the different variables considered for the study. Selection of a group as a representative of the entire population is found to be more convenient and suitable. This technique leads to a considerable saving of time, effort and finance. So, this method was used for the collection of data.

5.15. SAMPLING METHOD

The sampling method also determines the size of the sample. When the random sampling method is used the samples have to be large. On the other hand, if samples are selected through stratified sampling method, the reliability can be achieved even with the help of the small-sized samples. Taking these factors into consideration which influences the size of the sample, it was decided that an ideal sample would consist of 200 secondary school Head Masters.

This sample is small enough to avoid unnecessary expenditure and large enough to avoid intolerable sampling errors. After deciding about the sampling method and the size, this sample was drawn.
5.16. FINAL ADMINISTRATION OF THE TOOL

A final version of the three tools got ready. Adequate number of the three scales has been kept ready by the investigator for final administration. The investigator personally approached each of the randomly selected Head Masters and sought cooperation in furnishing the information that is asked in the tools. After explaining the purpose of the study and supplying the necessary tool to each of the Head Masters the investigator allowed sufficient time to the Head Masters to record their responses following the instructions provided in the tool. The investigator also clarified their reasonable doubts before they started their responses. The sample considered for this study consisted of 200 Head Masters selected for the purpose. The sampling technique and its rationale have already been explained.

5.17. VARIABLES OF THE STUDY

A variable as the name implies, is something that varies. Variable means those attributes of objects, events, things and beings, which can be measurable. In other words, variables are characters or conditions that are manipulated, controlled or observed by the experimenter.

Variables are necessary requisites for worthwhile research for the purpose of comparison. For the present study, the following variables are considered.

1) Gender 2) Age 3) Academic Qualifications
4) Locality 5) type of Management 6) Experience
7) Medium of institution
Furthermore the investigator has stratified each of the above seven variables in order to identify certain sub-samples with reference to these variables.

5.18. VALIDITY

The validity of a test instrument depends upon the fidelity with which it measures what it proposes to measure. Further validity is a relative term. As the present scales are intended to measure the adjustment, job satisfaction and administrative problems of the Head Masters it was thought appropriate to subject the test items to expert scrutiny to establish face validity. Hence the final draft of the test scales was presented to a panel of experts. The experts include teacher educators, senior and experienced Head Masters and educational administrators and counselors.

5.19. RELIABILITY

Reliable tests are stable and yield comparable scores upon repeated administration. The split half technique was used to determine the reliability coefficient of the present test scales. The split half method is regarded as one of the best methods for measuring test reliability. According to this method the scores derived from one half of the items are correlated with the scores derived from the other half.

In the present study odd even split was adopted as it ensures parallelism, as far as difficulty was concerned and the items in both the halves are presented under similar conditions.
5.20. STATISTICAL TREATMENT

Statistics is a body of mathematical procedures and techniques followed to gather information, process information, analyze information and interpret numerical data. The statistical methods serve two fundamental purposes; description and interpretation. Statistics help to identify relationship between variables and reach generalizations that may be used to explain phenomena and predict future occurrences. The data gathered in this investigation was subjected to the following treatment.

Measures of central tendency help to give a concise description of the whole group and also help to compare two or more subgroups in typical characteristics. It was with this view the means of the whole sample and variable wise groups are calculated. Further, standard deviation is considered as the most suitable and stable index of variability.

The standard deviations of the groups and various sub groups are arrived at. Further, coefficient of correlation has been calculated to determine the relationship among the three major areas considered for the study that are Adjustment, Job satisfaction and Administrative problems. Critical ratios and other statistical measures were computed for comparison and explanation of the observations.

5.21. TESTING OF HYPOTHESES

The hypotheses were tested using appropriate statistical techniques. The details are given in Table 56, Page 167.
<table>
<thead>
<tr>
<th>Hypothesis No</th>
<th>Statistical Technique Used</th>
<th>Acceptance / Rejection of Research Hypothesis</th>
<th>Acceptance / Rejection of Null Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean, S.D, Percentage</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Mean, S.D and C.R</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td>2A</td>
<td>Mean, S.D and C.R</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td>2B</td>
<td>Mean, S.D and C.R</td>
<td>Rejected</td>
<td></td>
</tr>
<tr>
<td>2C</td>
<td>Mean, S.D and C.R</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td>2D</td>
<td>Mean, S.D and C.R</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td>2E</td>
<td>Mean, S.D and C.R</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td>2F</td>
<td>Mean, S.D and C.R</td>
<td>Rejected</td>
<td></td>
</tr>
<tr>
<td>2G</td>
<td>Mean, S.D and C.R</td>
<td>Rejected</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Mean, S.D and Percentage</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Mean, S.D and C.R</td>
<td>Rejected</td>
<td></td>
</tr>
<tr>
<td>4A</td>
<td>Mean, S.D and C.R</td>
<td>Rejected</td>
<td></td>
</tr>
<tr>
<td>4B</td>
<td>Mean, S.D and C.R</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td>4C</td>
<td>Mean, S.D and C.R</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td>4D</td>
<td>Mean, S.D and C.R</td>
<td>Rejected</td>
<td></td>
</tr>
<tr>
<td>4E</td>
<td>Mean, S.D and C.R</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td>4F</td>
<td>Mean, S.D and C.R</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td>4G</td>
<td>Mean, S.D and C.R</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Mean, S.D and Percentage</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Mean, S.D and C.R</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td>6A</td>
<td>Mean, S.D and C.R</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td>6B</td>
<td>Mean, S.D and C.R</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td>6C</td>
<td>Mean, S.D and C.R</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td>6D</td>
<td>Mean, S.D and C.R</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>6E</td>
<td>Mean, S.D and C.R</td>
<td>Rejected</td>
<td></td>
</tr>
<tr>
<td>6F</td>
<td>Mean, S.D and C.R</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td>6G</td>
<td>Mean, S.D and C.R</td>
<td>Rejected</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Rank Correlation</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>8A Mean, S.D and C.R</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8B Mean, S.D and C.R</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8C Mean, S.D and C.R</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8D Mean, S.D and C.R</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8E Mean, S.D and C.R</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8F Mean, S.D and C.R</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8G Mean, S.D and C.R</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Multiple correlation</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>10A r, Z and C.R</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10B r, Z and C.R</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10C r, Z and C.R</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10D r, Z and C.R</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10E r, Z and C.R</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10F r, Z and C.R</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10G r, Z and C.R</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Multiple Correlation</td>
<td>Rejected</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>12A r, Z and C.R</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12B r, Z and C.R</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12C r, Z and C.R</td>
<td>Retained</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12D r, Z and C.R</td>
<td>Retained</td>
<td></td>
</tr>
</tbody>
</table>
5.22. MAJOR FINDINGS

1. Secondary School Head Masters differ in levels adjustment.

2. In adjustment of Secondary school Head Masters Age, Experience and Medium makes a significant difference, where as Sex, Academic qualifications, Locality, Type of managements do not make a significant difference.

3. Secondary School Head Masters differ in levels of Job Satisfaction.

4. In Job Satisfaction of Secondary School Head Masters Sex, Locality makes a significant difference, where as Age, Academic, Qualifications, Type of Management, Experience and Medium do not make a significant difference.

5. Secondary School Head Masters differ in levels of Administrative Problems.

6. In Administrative problems of Secondary school Head Masters Academic qualifications, Type of management and Medium makes a significant difference where as Sex, Age, Locality, Experience do not make a significant difference.

7. There is no significant relationship between Adjustment and Job Satisfaction of Secondary School Head Masters.
8. In the relationship between Adjustment and Job Satisfaction all the variables considered i.e. Sex, Age, Academic Qualifications, Locality, Type of Management, Experience and Medium do not make a significant relationship.

9. There is no significant relationship in the Job Satisfaction and Administrative problems of Secondary School Head Masters.

10. In the relationship between Job Satisfaction and Administrative problems considered i.e. Sex, Age, Academic Qualifications, Locality, Type of Management, Experience and Medium do not make a significant relationship.

11. There is no significant relationship in the Administrative problems and Adjustment of Secondary School Head Masters.

12. In the relationship between Administrative problems and Adjustment all the variables considered i.e. Sex, Age, Academic Qualifications, Locality, Type of Management, Experience and Medium do not make a significant relationship.

13. There is no association among Adjustment, Job Satisfaction and Administrative problems of Secondary School Head Masters.

5.23. EDUCATIONAL IMPLICATIONS OF THE STUDY

1. Sex, age, experience and medium of instruction make a significance difference in the adjustment of Head Masters in secondary schools. This finding is in line with the day to day experience of many educationalists and administrators.
Hence suitable intervention programmes and in service programs are to be incorporated in the school systems so that Head Masters are equipped with the necessary techniques and skills to overcome the problems.

2. Sex, locality of work, type of management, medium of instruction of the School makes a significant difference in the job satisfaction of the Head Masters of secondary schools. It implies that job satisfaction is related to intrinsic motives and so experience etc., need not be given importance in taking decisions in school management to make the work environment psychologically satisfactory.

3. With regards to administrative problems it is observed that Head Masters of secondary schools differ significantly in all aspects of administrative problems. Hence the personality of the individual is needs to be taken in to consideration in assessing the performance of the headmaster with regard to administrative problems. This is in line with the empirical evidences that individual differences exist in all aspects of human endeavors and so even in Head Masters who meet with administrative problems.

Most of the administrative problems are either situational or for other administrative reasons over which the headmaster has little or no control. In order to help Head Masters to equip adequately to tackle such problems the modern H.R techniques are to be included in the curriculum of teacher training and in in-service training programmes.
4. Sex, age, qualifications, locality of work, type of management, experience and medium of instruction make a significant difference in the relation between adjustment, job satisfaction, and administrative problems of the Head Master of secondary schools. This suggests that no two Head Masters are to be assessed with the same yard stick in evaluating performance. In assessing the work of the headmaster it is desirable to consider all the factors that may influence the typical response pattern of the individual.

5. This study further suggests that adjustment, job satisfaction, and administrative problems of the Head Masters are very vast and in-depth analysis of each of the criteria is needed for proper understanding of the phenomena and to draw specific conclusions.

5.24. SUGGESTIONS FOR FURTHER RESEARCH

1. Associative studies may be taken up with each of the personality variables considered here. i.e. adjustment, job satisfaction and administrative problems of the Head Masters with other variables like culture, religious beliefs, philosophic beliefs etc.

2. Studies may be taken up to establish the relationship between teacher training programmes and the three variables considered here.

3. Controlled experiments may be carried out to identify the best procedures and implementations to help Head Masters to meet the challenges.

4. The impact of in-service training on different types of Head Masters classified on the basis of personality variables may be taken up.
5. Head Masters may be encouraged to carry out action research programmes to find solutions for the immediate problems as per their needs and demands.

6. Studies may be taken up to determine the best predictors of adjustment, job satisfaction and administrative problems of Head Masters.