CHAPTER 1

INTRODUCTION
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CHAPTER - 1

INTRODUCTION

Research problems do not exist in nature. They are not part of the objective world. Problems arise in the minds of the people; they arise because of knowing, reflecting, and questioning. It is the curiosity about the unknown, which makes one aware of the need to know, to find out, to understand, and to be able to explain and to predict.

- Padmakar, M.S.

1.1. IMPORTANCE OF EDUCATION

Human life is the most precious creation of God. It has two aspects biological and sociological. The biological aspect of human life is maintained and transmitted by nutrition and reproduction. The social aspect of human life is maintained and transmitted by education. Education is considered a vital process in social sense. Education contributes significantly to national development.

It is the main instrument of change, modernization and production. Education helps to make the thinking, understanding and attitude of the citizens comprehensive, wide scientific and objective. The concept of education is like a diamond which appears to be of a different colour when seen from a different angle.
Education is not a physical thing that can be delivered through the post or through a teacher. Fertile and robust education is always created, rooted in the physical and cultural soil of the child, and nourished through interaction with parents, teachers, fellow students and the community. The role and dignity of teachers in this function must be strengthened and underlined. There is mutuality to the genuine construction of knowledge. In this transaction the teacher also learns if the child is not forced to remain passive. Since children usually perceive and observe more than grown ups, their potential role as knowledge creators needs to be appreciated.

- National Curriculum Framework, 2005

Education should aim at harmonious development of an individual. A harmonious balance should be kept between knowing, doing and feeling. According to Rig Veda, 'education is something which makes man self-reliant' and according to Sankaracharya, 'education is the realization of self'. According to Vivekananda, 'education is the manifestation of divine perfection already existing in man.'

Vivekananda further explained that 'the aim of all education should be man making, character forming, expounding intellect by which one can stand on one's own feet.' From the Vedanta point of view, the essence of man is spirituality. We need an education that quickens, vivifies and that kindles spirituality inherent in every mind. According to Gandhi (Bhatia, 1984) education is an all round drawing out of the best in the child and man-body, mind and spirit.
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 in to 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.

1.2. SECONDARY EDUCATION

Secondary education constitutes an important stage of education. It is an important link that binds primary and higher education. Secondary education serves as a bridge between primary and higher education and professional education. Secondary school is responsible for the education of children from classes V1 to XII of 9 to 16 years age group.

It deals with adolescence age which is very delicate and fragile popularly known as the age of great stress and strain. In fact, secondary stage is the back bone of education as it trains the nation's potential leaders and experts in all walks of the life. It acts as the stepping stone for higher education. Secondary education has therefore, a vital role to play in any programme of education for the community. It prepares pupils for the universities and other institutions of higher learning.

It is also a stage where majority of population ends their formal education and enters into vocations. Even the minority who go for higher education cannot take full advantage of the wider opportunities offered by the universities unless they have received their grounding in a system of sound secondary education. Hence the considerations must be of the highest quality, if it is to satisfy the needs of the modern age.
1.3. THE DEVELOPMENT OF SECONDARY EDUCATION

Many significant developments have taken place in secondary education since independence. These developments have summarily been reviewed for conceptualizing the functions of secondary education and the roles expected of the principals of senior secondary schools to transact these. In the pre-independence period, opportunities for secondary education were few, schools were few and far. Only the privileged could get benefit of schooling. There were hardly any incentives to enthuse poor people for education beyond the primary level. After independence, a new direction has been given to the programmes of education.

The principles of equalization of educational opportunity, Secularism, Socialism, and Democratic participation and the Directive principles in the Constitution of India have continuously been influencing policy shaping in education. For example, Article 46 of the Constitution of India reads as, 'the state shall take a special interest in the educational progress and economic amelioration of the weaker sections of the Indian society, particularly the scheduled castes and scheduled tribes'. Secondary Education Commission (1952-1953) recommended that the 'aims of secondary education should emerge out of educational needs of democratic India, developing democratic citizenship, improvement of vocational efficiency, development of personality and shaping of education for leadership.' It recommended multipurpose secondary schools to provide diversified courses suited to the learners. It was of the view that particular vocations chosen for a school should depend upon area needs and available facilities.
Education Commission (1964-66) suggested that the 10+2 should be the structure of the higher secondary stage and there should be diversification of curricula into academic and vocational streams.

National Policy on Education (1986) has recommended readjustment in secondary education curriculum. One of the concerns is that the school curriculum should be so geared as to cultivate the outlook on life in the students in matters of core elements of curriculum. The core components identified in the policy are as follows:

- The History of India's freedom movement.
- Constitutional obligation.
- India's common cultural heritage.
- Egalitarianism, Democracy and Secularism.
- Equality of the sexes.
- Protection of the environment.
- Removal of social barriers.
- Observance of the small family norms and
- Inculcation of the scientific temper.

1.4. NEW STRUCTURE OF SECONDARY EDUCATION

The new system of secondary education suggested by the Secondary Education Commission took the following shape. Keeping in mind the comprehensive blue-print, the new structure of secondary education should
become functional after four or five years of education in a Primary or Junior basic school.

➢ In this, there should be a 3 year syllabus at the Middle school, Junior high school or senior basic level.

➢ There should be a 4 year syllabus at the higher secondary level. The commission suggested changing the existing Intermediate system into the higher secondary level, comprising 4 years of education, inclusive of one year of the intermediate level.

1.5. PRESENT SYSTEM OF EDUCATION

The present educational ladder has its background in the 19th century. Lord Macaulay, the first education minister presented the ladder though it was incomplete, later it was completed by the Wood's dispatch in 1854. According to it, there are three fundamental stages of education.

➢ The primary stage

➢ The secondary stage (or) the high school stage

➢ The university stage

At present in India, this three tier system is followed with exceptions in some states like Andhra Pradesh, Karnataka where the four tier system is still in vogue.
1.6. 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.

The potential role of headmasters in providing academic leadership to their schools has yet to be adequately realized. At present, they are seen largely as the administrative authority within the school, though they lack the necessary control to exercise this authority, or even to ensure regular school functioning. Often they are equipped with neither the capacity nor the authority to exercise choice and judgment relating to the school curriculum. Headmasters (and teachers) need to be able to identify the specific supports that they require for their schools, articulate their expectations regarding the content of training and school visits from the cluster and block personnel, and participate in the process of monitoring and supervision. Currently, they are not differentiated enough from teachers with regard to their academic roles. The role that the headmasters, and indeed the community of headmasters, can play within a cluster of schools must be highlighted. Capacity building for this must receive attention.

- National Curriculum frame work, 2005

Jaswant Singh (1984) says that the Head Master or principal of a school is the hub of the educational process. The success of the school
depends on the ability and skill of the head master and his ability as a sound and affective administrative officer.

Mohyuddin Sultan (2007) has rightly said that no school can succeed if the teachers work as individuals and not as a group. But every group needs a leader, so also a school must have a leader who could stimulate and direct its work. General Grant Verdict (1983) says that ‘there are no poor regiments but only poor colonels. So is it with the schools also’. The point here is that there are no poor schools. Actually there are poor Head Masters. The personality of the Head Master determines to a considerable extent the position and the status of the school.

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.

Central Advisory Board of Education (1983) states, no scheme of educational reconstruction will produce the desired result unless it is administered with vision and efficiency. It is explicit that the success of the school depends mostly on the Head Master. The different activities that go on in the school bear the imprint of the Head Master. The reputed Head Masters become eternal through their doings.

1.6.1. IMPORTANCE OF THE HEAD MASTER

The Head Master plays an important role in an educational institution. He is described as the solar orbit around which all the teacher planets
revolve. In fact, he is the head of the school both academically and administratively.

The Head Master is the head of the teachers in a particular school. He holds the key position and plans, co-ordinates and organizes various programmes. He ensures proper maintenance of discipline in the school. He carries the traditions as well as projects the image of the school according to his own ideas and ideals. It is therefore, said that a school is as great as its Head Master.

The Head Master should be a man of great head and heart. He must have good qualification in general education as well as professional training. He must be a person and should have faith in himself, in his profession, in his staff and in his pupils. He should inspire all staff, students and the public.

The Head Master is the team leader and the spirit of co-operation should permeate the entire dealings with the staff, pupils and community. He, with close collaboration of his staff should work for accomplishing the objectives and deals of the institution set before them. The success and achievement of the school largely depends on his efficiency, ability, alertness, imagination, experience and resourcefulness. In fine, he is the friend, philosopher and guide in the school.

1.6.2. FUNCTIONS OF THE HEAD MASTER

The Head Master is the keystone in the arch of social administration. He is the hub of the educational effort. What the main spring is to the watch,
the fly wheel to the machine or the engine to the steamship; the character of
the school reflects and proclaims the character of the Head Master.

Head Master is the seal and school is the wax. He is the organizer,
leader, governor, business director, co-ordinator, superintendent, guide,
teacher, philosopher, friend etc. in a school. Functions of the Head Master are
described below.

1.6.2.1. PLANNING

The first and foremost duty of the head of a school is planning. The
Head Master has to plan all kinds of his activities in times of implementing
various programmes with success. He is required to plan his duties and
functions throughout the year, but mainly at the following steps.

Planning before the opening of the school

The Head Master should plan all arrangements before opening of the
school, so that everything is found ready as per the needs and conditions.
The following tasks will be taken up at this stage.

- The Head Master should announce the opening of the session after the
  summer vacations, the date of application for admission, the date of
  admission tests for that purpose and so. All these may be notified on
  the notice board of the school and advertised in news papers.

- He should make plans for admissions either on the basis of class
  promotions or hold necessary tests or adopt certain procedures and
criteria.

- He should ensure physical verification of all kinds of stock of the school
  like equipment, furniture, library books and journals etc.
A calendar of activities should be prepared for the whole session in advance.

On the opening day and during the first week of the session

- Teacher wise, section wise, subject wise time table should be prepared.
- Individual teacher should develop their scheme of lessons/activities.
- Distribution of various co-curricular activities projects should be made among the teachers.
- Announcement should be made for purchase of text books and others.

During the session

- Organization of the instructional work.
- Organization of various projects / co-curricular activities.
- Organization of evaluation examination.
- Organizing guidance services, school broadcast programmes.
- Making correspondence, furnishing proposals to government for improving infrastructure and academic programmes.

At the end of the session

- Holding annual sports, prize distribution ceremonies.
- Preparing abstracts of attendance, enrollment fee, expenditure statement etc.
- Preparing annual reports.
Head Master has to manage the school planning and routine activities. The innovative and resourceful Head Master should make plans for new projects, developmental programmes and improvement of the school plant.

1.6.2.2. SUPERVISION

Good's Dictionary of Education (1959) defines supervision as all efforts of designated school officials towards providing leadership to teachers and other educational workers in the improvement of instruction; involves the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, materials of instruction and methods of teaching and the evaluation of instruction.

In fact, the Head Master's duty as supervisor is to see that the school and its different activities go on smoothly and according to the plans already prepared. The head is not only to exist in his school jurisdiction but he is also to see that others are able to exist well.

As a supervisor, he should act as a guide, friend, and philosopher, an experienced and matured person for others who have been brought up in that campus for learning or for gaining experience.

For supervision, the head is not required to move from class to class, from teacher to teacher seeing how things are going on. He should continue sitting in his office and his presence should be felt by all in the school. This is possible when the head wins the confidence and faith of his colleagues.
In the words of *Jacobson (1983)* the principal should not interrupt classes, create disturbance on entering and leaving or take the class away from the teacher, unless invited to do so.

If the principal stays to the end of the class period, he should observe good manners by expressing in a sentence or two his pleasure on visiting the class, but refrain from making condemnatory statements until there is sufficient time to discuss them at length, if indeed he indulges in them at all.

### 1.6.2.3. ORGANISING AND ADMINISTERING

Organization of the school and making its functioning properly is the duty of the Head Master of the school. Making provision of human and non-human equipment required for the establishment and functioning of the school is to be seen by the head. Thus he is responsible for the setting up of things, providing school building, classrooms, furniture for staff and students, making arrangements of library and laboratories, equipment needed for them etc.

### 1.6.2.4. TEACHING

The Head Master’s duty is not to sit in the office all the time and regulate the functioning of the school. He should never forget that he is the leader to the school community. He is to be a head of every activity. Teaching is one of the major things that go on in the school. So he should be much interested in class room teaching. The Head Master who just sits in his office and does no class room teaching will be doing injustice to the society as well as to the school.
1.6.2.5. GUIDANCE

The Head Master is the chief guide for all his colleagues and students. He is to provide guidance in a number of ways. The students need his guidance in the selection of their subject at the secondary stage, especially when the diversification of courses takes place. His guidance may be needed by the students in their day to day difficulties in learning and other activities expected of them.

The teachers may also need his guidance in teaching work and other activities. The parents may also seek his guidance in respect of educational and other problems of their wards. The higher authorities may seek his opinion and point of view in matters of curriculum revision, selection of text books, solving of educational problems arising from time to time.

The students may seek his guidance in purely private problems, emotional maladies, mental difficulties, ethical norms, social taboos, parental interference in their affairs and various other complications.

It is a fact that the task of educational and vocational guidance is seriously neglected in our schools. Only an enterprising Head Master will make a beginning in this aspect. He should setup a guidance corner in the school and establish contacts with the state level guidance bureau. He should inspire a group of his teachers to make a beginning in this direction.
1.7. 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.

Psychologists have interpreted adjustment from two important points of view, one, adjustment as an achievement and another, adjustment as a process. The first point of view emphasizes the quality or efficiency of adjustment and the second lays emphasis on the process by which an individual adjusts in his external environment.

**Adjustment as achievement**

Adjustment as an achievement means how efficiently an individual can perform his duties in different circumstances. Business, military education and other social activities need efficient and well adjusted man for the progress of the nation.

**Adjustment as a process**

All human beings in the world wish their lives running with happiness and harmony. So they try to find out different ways to achieve their goal. This is the way of adjustment.
According to Benard (1965), Adjustment is the behaviour patterns which yield satisfaction today and give indications that the next problems encountered will be successfully resolved. Adjustment means accommodation of oneself to something to be comfortable with it and to accept it. It implies more or less positive acceptance of prevailing cultural standards and aspirations. Adjustment as a process is of major importance for psychologists, teachers and parents. To analyze the process we should know the development of an individual longitudinally from his birth onwards.

Piaget (1952) has studied the adjustment process from different angles. He used the term accommodation and assimilation to represent the alternation of oneself or environment as a means of adjustment. This in spite of major changes in the social climate is called assimilation. The man, who takes his standard from social context and changes his beliefs in accordance with the altered values of the society, is called accommodator.

1.7.1. TYPES OF ADJUSTMENT

School adjustment

The school environment casts its influence over the adjustment of the children. How far a child is satisfied with his school building, its discipline, time table, co-curricular activities, methods of teaching, teacher and head of the institution is completely in the pattern of this total adjustment.
Home adjustment

Home is the source of greatest satisfaction and security to its members, the relationships among the family members and their ways of behavior play a prominent role in the adjustment of a man.

Social adjustment

Education should aim at adjusting the individual to his real world. Since the world is changing, the individual as a potential member of the society has to play vital role to accomplish fruitful results.

Emotional adjustment

Emotions play a leading role in one's adjustment to self and his environment that operates for the satisfactory welfare of the individual. The different emotions like love, affection, joy and pleasure cause happiness in the individual. The adjustment plays a prominent role in the individual's life and for the progress of the nation later.

1.8. JOB SATISFACTION

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 fulfills or allows the fulfillment of one's important job values providing to the degree that these values are congruent with one's needs.

- Locke (1976)
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.

1.8.1. FACTORS CONTRIBUTING FOR JOB SATISFACTION

The best discussion on factors relating the job satisfaction has been provided by Thomas Willard Harrell (1958), in his books industrial psychology. According to Harrell, it is not one factor alone which influences job satisfaction. It is caused by many interrelated factors. He believes that job satisfaction is dependent upon three major categories of factors.

Personal Factors

a) Sex  
b) Number of dependents

c) Age  
d) Time on the job

e) Intelligence  
f) Education

g) Personality
Factors inherent in the job

a) Type of work  b) Skills required

c) Occupational status  d) Size of the plant

Factors controlled by management

a) Security  b) Pay

c) Fringe benefits  d) Opportunities for advancement

e) Wrong conditions  f) Co workers

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

- Job characteristics.

- Individual characteristics

- Organizational characteristics.

- Work situation characteristics.

1.9. 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. It is concerned with the formulation, execution and appraisal of educational policies.
French, Hall and Dodds compare it with focus; similarly the administration focuses everything of the school, if it is a poor lens, the image is blurred and nobody knows rightly what is being done in the school. But if it is a good lens, people get true picture of things. The unique purpose of administration is to give directions. His direction is given for the proper utilization of time, human and non human material. It involves many activities; coordinating etc. in an educational undertaking, administration does the work of preservation transmission and advancement of learning.

**Administrative duties of Head Masters**

- Providing physical facilities to school
- Checking the accounts and records of the school
- Checking the safety and security of the school plant
- Checking proper distribution of work load.

**1.9.1. ADMINISTRATIVE PROBLEMS OF THE HEAD MASTER**

The list of problems of Head Master like that of his duties is unending. He is faced with problems on all sides. The followings are some of the problems.

**Problems relating to administration and financial aspects**

- The clerical work and routine work consumes most of his time and he is left with little time for academic responsibilities and other duties.
- There is a paucity of funds for any project and new pursuits.
The parents and the community are generally indifferent towards the school and its students.

He suffers from non-availability of time to attend towards the establishment of school community relationship.

It is becoming very difficult to get work out of the class IV employees.

He is always under the pressure of higher authorities for the admission, promotion, classification and subject choices of the students.

Problems relating to teachers

The absence of devotion and dedication among the teachers

There is a general shortage of teachers in certain subjects. It becomes very difficult to run a subject area without a regular teacher.

There is unrest among teachers which is a general phenomenon among all types of services.

There is also resentment among teachers due to burden of clerical work, burden of co curricular activities and burden of other non-academic programmes other activities take so much of their time that they can't do justice to their main job of teaching.
Problems relating to students

➢ There is the problem of non-seriousness and indifference among the students towards studies.

➢ The students also suffer from indiscipline, unrest, bad manners and lack of respect and courtesy.

➢ The lack of attachment with the home and school among the students is another problem demanding attention of all concerned.

Miscellaneous problems

➢ There is a shortage of time to organize various co-curricular activities. They are regarded by many as a too heavy extra burden.

➢ Inadequate accommodation, equipment and facilities cause many headaches to the head of the school.

➢ The teachers are frequently transferred unexpectedly which causes a lot of dislocation and adjustment problems.

In addition to the above mentioned problems there are some other problems that a Head Master has to face. They are

➢ Over crowding in the classes due to the enforcement of the compulsory education act, rise in population and mass enrolment
Shift system, lack of accommodation staff and other equipment

Standards of teaching by the staff, failures, wastage and stagnation

Heavy work load of the staff

Internal assessment

1.10. NEED AND IMPORTANCE OF THE STUDY

Head Masters and teachers are the future builders of the nation. The profession of the Head Master is the most valuable and most important of all the professions. The Head Master has to do justice to his profession. If the Head Master does not have any problems, then only he can concentrate on administration and teaching.

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.

Adjustment may be social, emotional; pertaining to health, home etc.; social adjustment means the success with people's adjustment to other people in general and to the group with which they are identified in particular. If an individual is devoid of physical ailments such as headache, ulcers, indigestion, he is said to have health adjustment.
Emotional adjustment means the delivery of proper emotions at proper time. Family adjustment is more important to an individual to lead a happy life. In addition to the above the Head Master has to adjust well with the staff avail in his institution. Emotionally all people are not alike. Certain staff members are slow in learning and discharging their duties, while others are fast and prompt.

Adjustment has to be maintained encouraging the slow workers and slow learners. The Head Master has to adjust not only with the staff members but also with the parents, students, management, government and the public. He has to obey rules of the government, implement orders of the management, co-operate with his staff and be generous to the public.

In the context of changing needs in the role of Head Master this innovative practice of adjustment can cater to the all round development of students. The Head Master’s job in the secondary school is not a bed of roses. He faces problems of great complexity in nature and to a certain degree effectively discharge his duties.

Now a -days there is a general feeling that the secondary school Head Masters does not have satisfaction in their jobs. There seems to be a growing discontentment on the part of the Head Masters towards their job as a result of which standards of education are falling. Studies on job satisfaction seem to have begun with the famous Hawthorne studies conducted by Elton Mayo at the western electric company in the 1920s. 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.

1.11. 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*'

1.12. 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.

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

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

13. To study the relation among adjustment, job satisfaction and administrative problems of secondary school Head Masters.
1.14. 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.
   a) Sex       b) Age                    c) Academic Qualifications
   d) Locality  e) Type of Management    f) Experience
   g) Medium of instruction

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.

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

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.

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.

1.15. 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.