

**Impact
Factor
2.147**

ISSN 2349-638x

Refereed And Indexed Journal



**AAYUSHI
INTERNATIONAL
INTERDISCIPLINARY
RESEARCH JOURNAL
(AIIRJ)**

Monthly Publish Journal

VOL-III

ISSUE-XI

Nov.

2016

Address

- Vikram Nagar, Boudhi Chouk, Latur.
- Tq. Latur, Dis. Latur 413512
- (+91) 9922455749, (+91) 9158387437

Email

- aiirjpramod@gmail.com

Website

- www.aiirjournal.com

CHIEF EDITOR – PRAMOD PRAKASHRAO TANDALE

A Study Of Administrative Behavior, Job Satisfaction And Attitude Towards Educational Administration Of Secondary School Heads

Rajkumar S. Patil

Asst. Professor

Vijayanagar College of Education, Hubli, karnataka 580031

email:rajkumarpatil011@gmail.com

Introduction

The quality of a nation depends upon the quality of its citizens and the quality of its citizens depends upon the quality of their education. Further, the quality of their education depends upon the effectiveness of schools. Schools are symbols of progress and centers of the past and present values where human beings are equipped with academic competence and technical skills. Schools constitute an integral part of society and act as the most important agent of socialization, which involves the development of pupil's natural, intellectual, emotional, and moral potentialities.

Administrative Behaviour

The administrator's behaviour is responsible for providing the leadership in school those results in establishing common goals for the entire school staff. Further, administrator is responsible for leading not only his teachers but the entire staff. His responsibilities run to all areas that relate to the educational programme and procure personal administration and relating with staff, pupil, personel and community relations

By the behaviour at an administrator we refer to anything and everything that a person who holds and administrative post may do both on and off the job behaviour that the socially disapproved just as readily as he can, by poor performance on the job. The school head is particularly vulnerably to this kind of negative evaluation.

Components of Administrator's Behaviour

The administrator's behaviour has four components namely –

- i. communication
- ii. representation
- iii. organization and
- iv. Integration

Job satisfaction

Job satisfaction describes how content an individual is with his or her job. Job satisfaction portrays the perception of the person towards his or her job, job related activities and environment. It is a combination of psychological and emotional experiences at work. Job satisfaction, as defined by Locke (Lutherans, 2002), is a “pleasurable or emotional state resulting from the appraisal of one’s job experience”. It is often a result of the perception of the employee as to whether his job provides him with the outcomes he views as important.

Different people look for different kinds of values in their jobs. Some place greater values on security others on income and so on. Individuals vary to much in their set of values depending upon economic, social and the like. But at least some consistency in values are found in the individuals within specific groups. It may be mentioned that this would be stochastic regularity. Job satisfaction results from the attainment of values which are compatible with one's needs.

Job satisfaction is determined by how well the result of the job meets the expectations of the employee or they exceed the expectations. Some important factors influencing job satisfaction may be classified in two categories.

A) Environmental factors:-Job content, Occupational level, Pay and Promotion, Work group and Supervision.

B) Personal factors: - Age, Sex, Educational level, Marital status and Experience.

Importance of Job Satisfaction

Investigations have shown that when a man is satisfied with his work, the employer profits many greater output fewer quits and many other tangible and intangible results occurs. A Person satisfied with his job is likely to profit by having high morale in his life. A developing society like ours must assure maximum job satisfaction of our workers. Job satisfaction may be the result from the appraisal of one's job as attainment of one's important job values, providing those values are congruent with and /or help to fulfill one's basic needs. These needs are two separable but interdependent physical needs and psychological needs especially need for growth. Growth is made possible mainly by the nature of work. This is the importance of job satisfaction.

Educational Administration

Educational administration is to enable the right pupils, to receive the right education from the right teachers, at a cost within the means of the State under conditions which will enable the pupils best to profit by their training. Educational administration may be defined by Paulmort as, in large by part "influencing the group of human beings, the pupils to grow towards defined objectives, utilizing a second group of human beings, the teachers as agents and operating in a setting of a third group of human beings, the public, variously concerned both with objectives and means used to achieve them."

Dictionary of Education by Good defines educational administration as "All those techniques and procedures employed in operating the educational organisation in accordance with established policies is defined as administration."

The elements of educational administrative process are,

1. Forecasting 2. Decision making 3. Planning, organizing directing motivating, control, coordination, evaluation, recording and reporting. Educational administration is an executive agency, which is a means of educational function. According J.B. Sears, the elements of educational administration are, 1. Policies, 2. Financing 3. Institutions, 4. Instruction, 5. Personnel and 6. Accountability.

Educational administration should adopt certain **principles** to be called as an effective administration. *Those are:*

- Principles of change, of power of hierarchy.
- Principle of adaptability, power evolution.
- Principles of stability.
- Principles of flexibility.
- Principle of duty or interest.
- Principle of hierarchy to lessen the power confusion.
- Principle of separation of specificity.
- Principle of division of labour or knowledge expertisement or power initiation.

Main Features of Educational Administration in India

1. Educational administration is universal, compulsory, free, general, vocational, technical and medical.
2. Educational Administration tries to have common culture and social integration.
3. It emphasizes on pre school education.
4. It tries to be close with the community to train in S.U.P.W.
5. Educational administration confirm with production of common and uniform pattern.
6. Equality of opportunity and recognition of individual differences are ensured in educational administration.
7. Educational administration tries to ensure the democracy of the child and teacher to serve the socio, psychological educational and economic needs.
8. Educational administration tries to have spiritual significance.

The Scope of Educational Administration

According to Jessee B Sears, activities are:

1. Establishing educational purposes and in the form of program of work to accomplish the aims of education
2. To arrange necessary finance, housing, materials and facilities to carry out the work of educational administration.
3. To develop personnel and organization to achieve the aims and goals of educational administration.
4. To form some procedures and techniques to accomplish the work including the policies and the plans to guide it.
5. It extends the scope in using the power of legal, scientific social and personnel by which administration is accomplished.

Conclusion

Heads are considered to be in an advantageous position from which they know what is going on in their school. They are in a better position to identify needs for improvement because of greater contact with outside agencies at the same time. School Heads are expected to be the managers of improvement, creating in their schools the right atmosphere for it to happen. They need to have a clear sense of direction for their schools and, in collaboration with their staff, discuss and draw up plans of how to get there. Without dynamic leadership on the part of the Heads, who develop a clear vision for their schools and who communicate it well to their staff in such a way as to mobilize all members so that they all take part in school-based development, effective improvement in schools cannot occur.

Bibliography

- Agarwal, V., A (1983) Study of Stress Proneness, Adjustment and Job Satisfaction as Predictors of Administrative Effectiveness of Principals, Ph.D. Edu., Mee. U.
- Bagga, Q.L. (1983) A Study of the Implementation of Innovations in Delhi and Haryana Schools, Ph.D. Edu., Kur. U.
- Dandapani, s. (2000) *Advanced Educational Psychology*. New Delhi : Anmol Publication Pvt., Ltd.
- Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). *The Motivation to Work* (2nd ed.). New York: John Wiley & Sons.
- Nayak, A.K. and Rao, V.K. (2004) *Educational Psychology*. New Delhi : S.B. Nangia, A.P.H. Publishing Corporation, pp. 19-37.
- Smith, P. C., Kendall, L. M., & Hulin, C. L. (1969). *Measurement of Satisfaction in work and retirement*. Chicago: Rand McNally.
- Weiss, H. M. (2002). Deconstructing Job Satisfaction: Separating Evaluations, Beliefs and Affective Experiences. *Human Resource Management Review*, 12, 173-194

