# A Study of Administrative Behavior and Job Satisfactionan of Secondary School Heads In Relation to Gender and Teaching Experiences

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## Introduction:

### Administrative Behaviour

The administrator's behaviour is responsible for providing the leadership in school that 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.

### 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.

## Objectives of the Study:

1) To study the relationship between male and female heads of secondary schools with respect to administrative behavior scores.
2) To study the relationship between male and female heads of secondary schools with respect to job satisfaction scores.
3) To study the relationship between teaching experiences (1-10yrs, 11-20yrs, and 21+ yrs) of secondary school heads with respect to administrative behavior scores.

## Variables of the Study:

- ***Dependent Variable:***
  Administrative Behavior
- **Independent Variables**
  Job Satisfaction

**Moderate Variables**

- Gender (Male / Female)
- Teaching experiences(1-10yrs, 11-20yrs, and 21+ yrs)

## Tools Used:

1. ***Administrative Behaviour Scale***

The administrative behaviour scale standardized by Dr. (Smt.) Haseen Taj in the year (1998)

2. ***Job Satisfaction Scale***

The job satisfaction scale standardized by Dr. Amar Singh and Dr. T.R. Sharma in the year (1999).

## Population and Sample:

The most important factor in determining the general ability of research results is the selection of sample used in collecting the research data. A total number of 319 secondary school Headmasters from Belagavi, Bagalkote,Vijayapura district were selected using random sampling technique as it was thought to be the most convenient one. It represents a total sample.

## Statistical Analyses:

The investigator has used the differential statistical analyses for the study

**Data Analyses and its interpretation:**

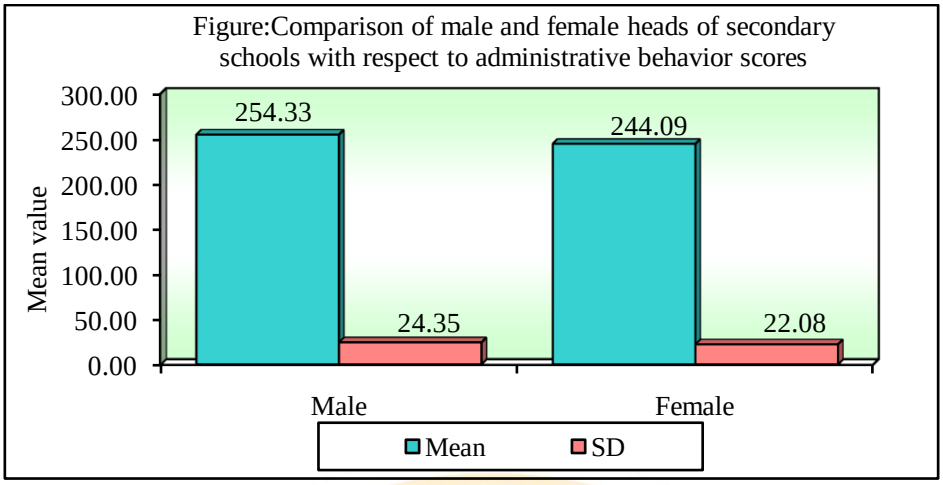
**Hypothesis 1:** There is significant difference between male and female heads of secondary schools with respect to administrative behavior scores.

To achieve this hypothesis, the unpaired t test was applied and the results are presented in the following table.

**Table: Results of t test between male and female heads of secondary schools with respect to administrative behavior scores**

| Gender | Mean | SD | SE | t-value | p-value | Signi. |
|---|---|---|---|---|---|---|
| Male | 254.33 | 24.35 | 1.68 | 3.6757 | 0.0003 | |
| Female | 244.09 | 22.08 | 2.12 | | <0.05 | S |

From the results of the above table, it can be seen that, the male and female heads of secondary schools differ statistically significant with respect to administrative behavior scores ($t=3.6757$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the male heads of secondary schools have significant higher administrative behavior scores as compared to female heads of secondary schools. The mean and SD scores are presented in the following figure:



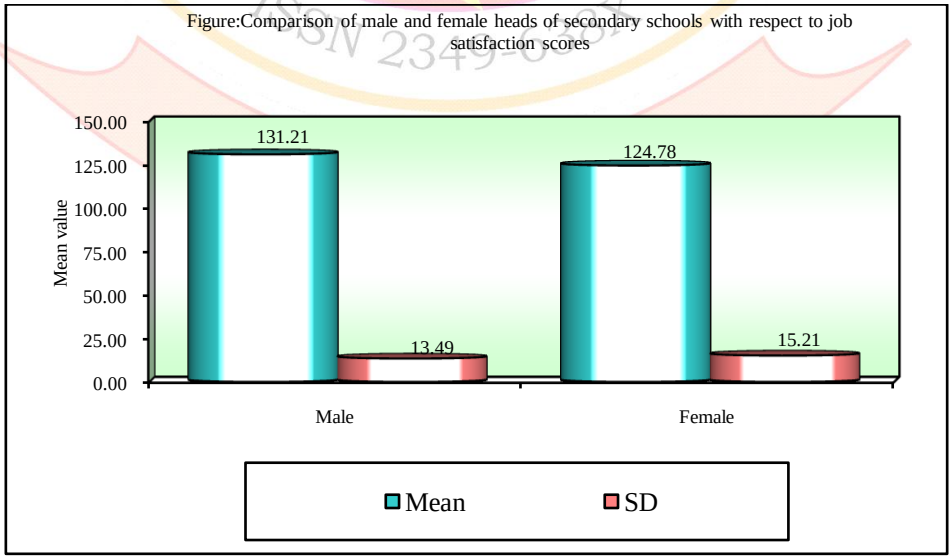

**Hypothesis 2:** There is significant difference between male and female heads of secondary schools with respect to job satisfaction scores.

To achieve this hypothesis, the unpaired t test was applied and the results are presented in the following table.

Table: Results of t test between male and female heads of secondary schools with respect to job satisfaction scores .

| Gender | Mean | SD | SE | t-value | p-value | Signi. |
|---|---|---|---|---|---|---|
| Male | 131.21 | 13.49 | 0.93 | 3.8623 | 0.0001 | |
| Female | 124.78 | 15.21 | 1.46 | | <0.05 | S |

From the results of the above table, it can be seen that, the male and female heads of secondary schools differ statistically significant with respect to job satisfaction scores (t=3.8623, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the male heads of secondary schools have significant higher job satisfaction scores as compared to female heads of secondary schools. The mean and SD scores are presented in the following figure:



**Hypothesis 3:** There is significant difference between teaching experiences (1-10yrs, 11-20yrs, and 21+ yrs) of secondary school heads with respect to administrative behavior scores.

To achieve this hypothesis, the one way ANOVA test was applied and the results are presented in the following table.

**Table: Results of ANOVA between teaching experiences (1-10yrs, 11-20yrs, and 21+ yrs) of secondary school heads with respect to administrative behavior scores**

| Source of variation | Degrees of freedom | Sum of squares | Mean sum of squares | F-value | P-value | Signi. |
|---|---|---|---|---|---|---|
| Between experiences | 2 | 3863.32 | 1931.66 | 3.3864 | 0.0351 | |
| Within experiences | 316 | 180250.87 | 570.41 | | <0.05 | S |
| Total | 318 | 184114.19 | | | | |

From the results of the above table, it can be seen that, the heads of secondary schools belongs to different teaching experiences (1-10yrs, 11-20yrs, and 21+ yrs) differ statistically significant with respect to administrative behavior scores ($F=3.3864$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the heads of secondary schools belongs to different teaching experiences (1-10yrs, 11-20yrs, and 21+ yrs) have different administrative behavior scores.

Further, to know the pair wise comparisons of teaching experiences (1-10yrs, 11-20yrs, and 21+ yrs) heads of secondary schools by applying the Tukeys multiple posthoc procedures. The results are presented in the following table.

Table: Pair wise comparisons of teaching experiences (1-10yrs, 11-20yrs, and 21+ yrs) of secondary school heads with respect to administrative behavior scores by Tukeys multiple posthoc procedures

| Experiences | 1-10yrs | 11-20yrs | 21+ yrs |
|---|---|---|---|
| Mean | 248.25 | 248.54 | 255.76 |
| SD | 23.88 | 25.73 | 22.12 |
| 1-10yrs | - | | |
| 11-20yrs | P=0.9957 | - | |
| 21+ yrs | P=0.0486* | P=0.0830 | - |

*p<0.05

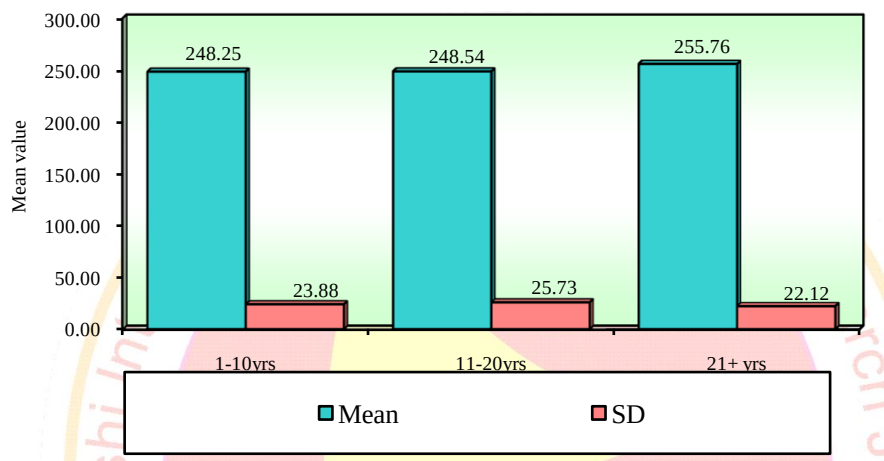
From the results of the above table, it can be seen that,

- The heads of secondary schools belongs to 1-10yrs and 11-20yrs of teaching experience do not differ statistically significant with respect to administrative behavior scores at 5% level of significance. It means that, the heads of secondary schools belongs to 1-10yrs and 11-20yrs of teaching experience have similar administrative behavior scores.
- The heads of secondary schools belongs to 1-10yrs and 21+ yrs of teaching experience differ statistically significant with respect to administrative behavior scores at 5% level of significance. It means that, the heads of secondary schools belongs to 21+yrs of teaching experience have

higher administrative behavior scores as compared to heads of secondary schools belongs to 1-10yrs of teaching experience.

The heads of secondary schools belongs to 11-20yrs and 21+ yrs of teaching experience differ statistically significant with respect to administrative behavior scores at 5% level of significance. It means that, the heads of secondary schools belongs to 21+yrs of teaching experience have higher administrative behavior scores as compared to heads of secondary schools belongs to 11-20yrs of teaching experience. The mean and SD scores are presented in the following figure

Figure:Comparison of teaching experiences (1-10yrs, 11-20yrs, and 21+ yrs) of secondary school heads with respect to administrative behavior scores




**Conclusion:** .

The male heads of secondary schools have significant higher administrative behaviour and job satisfaction scores as compared to female heads of secondary schools. The heads of secondary schools belongs to different teaching experiences (1-10yrs, 11-20yrs, and 21+ yrs) have different administrative behavior scores.

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1. Agarwal, V., A (1983) Study of Stress Proneness, Adjustment and Job Satisfaction as Predictors of Administrative Effectiveness of Principals, Ph.D. Edu., Mee. U.
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