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ASSOCIATION OF BEHAVIOURAL CHARACTERISTICS OF TEACHERS' MORALE WITH ADMINISTRATIVE BEHAVIOUR OF HEADMASTERS: A STUDY

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ABSTRACT: -

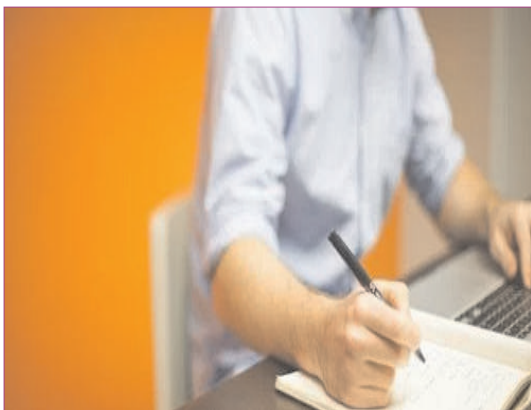
The purpose of the study find out the association of behavioural characteristics of teachers' morale with administrative behaviour of headmasters. The total population of the study consists of Secondary Schools of Haveri District. From these high schools in order to know the relationship between administrative behaviour of Head masters and teachers' morale, in all 70 teachers that is 2 teachers from each high school have been called for the purpose of the study. 40 Headmasters were included in the study. Findings of the study concluded that ; From the analysis report, it is concluded that Zeal components of teacher morale correlate with Communication and Decision making. Cheerfulness Components of teacher morale correlates with Organization, Communication and total of administration. Teacher Morale correlates with Decision making and total of administrative behaviour. Hope component of teacher Morale correlates with Decision making and total of administrative behaviour. Individual characteristics components of teachers' morale with scores of dimensions like Planning scores and administrative behaviour. Discipline component of teacher morale correlates with Communication and administrative behaviour (total). Efficiency component of teacher morale correlates with planning dimensions of administrative behaviour (total). Good Personal Adjustment component of teacher morale correlates with administrative behaviour (total). Rationality component of teacher morale correlates with Communication and administrative behaviour (total). Efficiency component of teacher morale correlates with Communication and administrative behaviour (total). Willingness component of teacher morale correlates with Organization, Communication and Decision making and administrative behaviour. Behavioural Characteristics of teachers' morale components correlates with Administrative Behaviour (total).

KEYWORDS: Administrative behaviour, Teachers' Morale.

TEACHERS' MORALE

The concept or 'Morale' has been perceived in varied ways. Persistence job pride, punctuality, loyalty, cooperativeness, spirit and dependability are frequently listed as component parts or morale. Drever (1973) defines morale as a term employed or "an individual on as a group, signifying the condition with respect to self control, self confidence and disciplined action."

The school is a system where interaction between the principal and his staff and among teachers plays a significant role in creating the environment of the institution. It is a well established fact by now that environment is a powerful determinate or behaviour (Baley-1957), (Bloom-1958), (pace-1968) and affects not only the morale and attitude of teachers but the academic motivation and achievement of students also.



The lack of proper school atmosphere with teachers having low morale and authoritarian attitude towards the problems of their students may lead to many behavioural problems among students, which in turn may affect the whole teaching-learning atmosphere of the school many researchers have come to the conclusion that teachers of an open climate school tend to work more effectively and derive more job satisfaction than the teachers working under closed climate schools. Various aspects of Administrative dimensions of head of the school are related to teachers' morale. Principal Administrative quality measured as combination of consideration and trust from the Organization and climate Description Questionnaire (OCDQ) is positively related to morale.

ADMINISTRATIVE BEHAVIOUR

Modern systems of education as discussed earlier involve the services of a large number of professional personnel right from the education minister to the teacher. The Headmaster is number one.

Task is that of co-operative planning so that personal conflict is reduced to a minimum and moral and co-operative action is raised to maximum. As a school administrator he has to shoulder two types of administrative responsibilities external and internal. The first type of responsibilities are connected with external authorities, the Government, the State Department of Education the inspector, the University or High School Education Board and the Governing body of the school. The second type of responsibilities includes the organization of the internal working of the school and the school office, the school plant and administering the school budget and finance.

It is a matter of general agreement that even administrators who command within and in the community outside, will on occasions, resort to external resources to help the school redirecting its functioning in desirable ways. However, unless the administrator is directly involved as a central figure in making decisions, diagnosing problems and launching new processes, such efforts are at the best doomed to be peripheral, potentially at least, the administrator in such situations is in an evitable position to function as a change agent.

The central figure in planned change is the administrator. Few efforts to change significantly the course of organizational events will succeed over his oppositions or in the face of his indifference, certainly it is difficult to picture achieving the goals and values of organizational development in any deep sense, without the administrators' active involvement in clarifying issues. Sorting out the options, making decisions, committing resources and coordinating the activities. If the organizational effort is to be more than superficial and temporary, if it is to affect the central policies and practices of the school organization then the intervention must become an important part of the administrators' job responsibilities.

The central role of the Head in determining the effectiveness at elementary schools, for example, was underscored by a study of two matched urban schools in which one school consistently out – performed the other in reading achieving tests (Albany, New York, 1974).

The only clear discernible difference between the schools was the administrative behaviour of the two Heads. In the high achieving school (school A), reading had been developed to deal with it, there was a clear plan to provide leadership and support to the classroom teachers in improving reading instruction and the teachers felt that it was helpful, and finally the climate in the school was generally supportive of learning.

The low-achieving school (School B) although similar to its high-achieving counterpart in many ways, presented quite a different picture. Teachers were pessimistic about improving reading achievement and were confused as to the priorities in the school. There was no clear-cut plan to provide instructional leadership or support for classroom teachers. The climate was characterized by apathy, absence, disruption, and failure. The behaviour of the Head of these two schools, as they attempted to provide; leadership was remarkably different. The Head of the school (low –achieving school) was apparently being guided by classical/mechanistic views, where as the Head of school A (high achieving School) revealed a well-balanced concern for structure and concern for people.

This is an interesting case in terms of planned organization change. If one raises the question, can school B be improved? Considerable improvement might well result in such a situation of the Head of school B could enhance his administrative behaviour by initiating a programme of organizational skill, training aimed at

improving communication, problem-solving and related group functioning process. Without such administrative behaviour on his part, however, it is unlikely that significant change would occur (Stienboff, 1976).

REVIEW OF RELATED LITERATURE

Pillai, (1974) performance of pupils in high morale school was superior to that of the average morale schools and which in turn was better than the low morale schools; satisfaction towards the job and attitude towards the job. Mahant, (1979) The personality of the Teachers was significantly related to their perception of the effectiveness of the administrative behaviour of their principles. Chhabra (1975) There was a positive and significant correlation between morale and the study habits morale and adjustment. Rajeevalochana, (1981) The administrative behaviour of the school principals influenced the traditional or progressive character of the schools, Panda (1975), The Headmasters of urban schools were more adaptable and outcome oriented and effective in communication and less rejecting. Haseen Taj, (2002) Heads with higher qualifications were found to have higher level of administrative behaviour. Heads with more administrative experience had higher administrative behaviour. Caldwell, (2006) Results shows principals will scale back conflict and increase leadership perception by utilization of representative rule administration. Peter Karstanje, Charles F. Webber, (2008) Every new educational policy need long incubation periods in the light where they were actually introduced. Halia Silins, (2009) They show constant progress in the administration as they have lot of information, skills and knowledge to take firm and creative decisions when problem arises. Cheryl L. Bolton, Fenwick W. English, (2010) Emotions play a significant role in the organization which enables to have clear knowledge and thought for a conclusion. Jennie Christine Welch, (2012) the future investigations are considered it is strongly recommended to have the study on administrators career behavior. Even we need to set some direction towards quality in administration. Chaudhry (2012) The transformational leadership has positive, strong and significant association with the Commitment of what a person use to have. But the motivational level found is very less. Lee (2013) There is significant specific mediation effects on both organizational commitment and change exerted, although the former was greater than the latter. Aziz (2015) organizations may get the beneficial with proper relations with that of leadership and readiness in change. Crystal Brown, Matthew Militello, (2016) Though there were perceptual differences about which PD elements are effective, all of the principals expressed a desire to take an active role in teachers' professional growth. Ann Leaf, George Odhiambo, (2017) Findings add more validity to the importance of principals building the educational leadership of their deputies.

OBJECTIVES OF THE STUDY

1. To study the association between administrative behaviour and its dimensions) and individual characteristics components of teachers' morale.
2. To study the association between administrative behaviour and its dimensions and behavioural characteristics of teachers' morale.

HYPOTHESES

1. There is no significant relationship between administrative behaviour and its dimensions (Planning, Organization, Communication and Decision making) and individual characteristics of teachers' morale.
2. There is no significant relationship between administrative behaviour and its dimensions (Planning, Organization, Communication and Decision making) and behavioural characteristics of teachers' morale.

METHODOLOGY

The study adopted Descriptive survey method for investigation

Sample

The total population of the study consists of Secondary Schools of Haveri District. From these high

schools, in all 70 teachers, that is 2 teachers from each high school have been selected for the purpose of the study. Further, 40 Headmasters were involved in the study.

Tools

In the study the use of primary data has been made. The data has been collected on different aspects of Teachers' morale having relationship with Administrative behaviour of secondary school headmasters by using different questionnaires.

They are :

- Administrative Behaviour Scale (ABS)
- Teachers' Morale Inventory (TMI)
- Background Information Form (BIF)

Statistical Techniques

Karl Pearson's correlation coefficient technique was used to analyze the data.

Analysis and Interpretation

To test Hypothesis – 1, the Karl Pearson's Correlation Coefficient Technique was used and results are presented in the following table:

Table-1 : Correlation Coefficients between Administrative Behaviour and Individual Characteristics of Teacher Morale

Variables	Confidence	Zeal	Cheerfulness	Hope	Total
Planning	0.222 >0.05, NS	-0.1314 >0.05, NS	-0.1615 >0.05, NS	-0.1451 p= .347	-0.3169 <0.05, S
Organization	0.1491 >0.05, NS	-0.1858 >0.05, NS	-0.2779 <0.05, S	-0.0961 >0.05, NS	-0.1604 >0.05, NS
Communication	0.3176 <0.05, S	-0.3644 <0.05, S	-0.3086 <0.05, S	-0.0672 >0.05, NS	-0.1334 >0.05, NS
Decision making	0.1656 >0.05, NS	-0.3512 <0.05, S	0.0434 >0.05, NS	-0.2776 <0.10, S	-0.0798 >0.05, NS
Administrative behaviour	0.1797 >0.05, NS	-0.244 >0.05, NS	-0.3126 <0.05, S	-0.277 <0.10, S	-0.3742 <0.05, S

Interpretation

From the above table, it is revealed that –

- There is a significant association observed between scores of dimension of Individual characteristics components of teachers' morale i.e. Confidence
- There is a significant association observed between scores of dimension of Individual characteristics components of teachers' morale i.e. Zeal with scores of dimensions like Communication and Decision making at 0.05 level of significance. Hence the null hypothesis is rejected. Zeal components of teacher morale correlate with Communication and Decision making. But no significant association was observed with the remaining dimensions at 0.05 level of significance. Hence, in this case, the null hypothesis is accepted.
- There is a significant association observed between scores of dimension of individual characteristics components of teachers' morale i.e. Cheerfulness with scores of dimensions like Organization, Communication and administrative behaviour scores at 0.05 level of significance. Hence the null hypothesis is rejected. Cheerfulness Components of teacher morale correlates with Organization, Communication and total of administration. But no significant association was observed with remaining dimensions at 0.05 level of significance. Hence, in this case, the null hypothesis is accepted.
- There is a significant association observed between scores of dimension of individual characteristics

components of teachers' morale i.e. Hope with scores of dimensions like Decision making scores and administrative behaviour scores at 0.05 level of significance. Hence the null hypothesis is rejected. Hope component of teacher Morale correlates with Decision making and total of administrative behaviour. But rest of the cases the association was not significant at 0.05 level of significance. Hence, in this case, the null hypothesis is accepted.

5. There is a significant association observed between scores of dimension of individual characteristics components of teachers' morale i.e. total of all scores at 0.05 level of significance. Hence the null hypothesis is rejected. Individual characteristics components of teachers' morale with scores of dimensions like Planning scores and administrative behaviour. But rest of the cases the association was not significant at 0.05 level of significance. Hence, in this case, the null hypothesis is accepted.

To test the Hypothesis – 2, the Karl Pearson's coefficient technique was used and results are presented in the following table :

Table-2 : Correlation Coefficients Between Administrative Behaviour and Behavioural Characteristics of Teachers Morale

Variables	Discipline	Effect	Good Personal Adjustment	Rationality	Efficiency	Willingness	Total
Planning	-0.078 >0.05, NS	0.334 <0.05, S	-0.0813 >0.05, NS	-0.0958 >0.05, NS	0.0507 >0.05, NS	0.2044 >0.05, NS	0.0175 >0.05, NS
Organization	-0.0854 >0.05, NS	0.0185 >0.05, NS	0.326 >0.05, NS	-0.134 >0.05, NS	-0.0156 >0.05, NS	-0.3663 <0.05, S	-0.0883 >0.05, NS
Communication	-0.3226 <0.05, S	-0.0504 >0.05, NS	0.235 >0.05, NS	-0.2112 >0.05, NS	0.2735 <0.05, S	-0.3363 <0.05, S	-0.0668 >0.05, NS
Decision making	-0.1118 >0.05, NS	0.0294 >0.05, NS	0.1157 >0.05, NS	-0.2718 <0.05, S	-0.1147 >0.05, NS	-0.3116 <0.05, S	-0.2722 <0.05, S
Administrative behaviour	-0.319 <0.05, S	0.0426 >0.05, NS	0.3837 <0.05, S	-0.3409 <0.05, S	0.0515 >0.05, NS	-0.3448 <0.05, S	-0.2002 >0.05, NS

Interpretation

From the above table, it is revealed that –

1. There is a significant association observed between scores of dimension of behavioural characteristics components of teachers' morale i.e. Discipline with scores of dimensions like Communication of administrative behaviour at 0.05 level of significance. Hence the null hypothesis is rejected. Discipline component of teacher morale correlates with Communication and administrative behaviour (total). But no significant association was observed with rests of the dimensions scores at 0.05 level of significance. Hence, in these cases, the null hypothesis is accepted.

2. There is a significant association observed between scores of dimension of behavioural characteristics components of teachers' morale i.e. Efficiency with scores of dimensions like Planning at 0.05 level of significance. Hence the null hypothesis is rejected. Efficiency component of teacher morale correlates with Planning dimensions of administrative behaviour (total). But no significant association was observed with rests of the dimensions scores at 0.05 level of significance. Hence, in these cases, the null hypothesis is accepted.

3. There is a significant association observed between scores of dimension of behavioural characteristics components of teachers' morale i.e. Good Personal Adjustment with scores of administrative behaviour at 0.05 level of significance. Hence the null hypothesis is rejected. Good Personal Adjustment component of teacher morale correlates with administrative behaviour (total). But no significant association was observed with rests of the dimensions scores at 0.05 level of significance. In these cases, the null hypothesis is accepted.

4. There is a significant association observed between scores of dimension of behavioural characteristics components of teachers' morale i.e. Rationality with scores of dimension Decision making and administrative

behaviour at 0.05 level of significance. Hence the null hypothesis is rejected. Rationality component of teacher morale correlates with Communication and administrative behaviour (total). But no significant association was observed with rests of the dimensions scores at 0.05 level of significance. Hence, these cases, the null hypothesis is accepted.

5. There is a significant association observed between scores of dimension of behavioural characteristics components of teachers' morale i.e. Efficiency with scores of dimension Communication at 0.05 level of significance. Hence the null hypothesis is rejected. Efficiency component of teacher morale correlates with Communication and administrative behaviour (total). But no significant association was observed with rests of the dimensions scores at 0.05 level of significance. Hence, these cases, the null hypothesis is accepted.

6. There is a significant association observed between scores of dimension of behavioural characteristics components of teachers' morale i.e. Willingness with scores of dimension with Organization, Communication, Decision making and administrative behaviour at 0.05 level of significance. Hence the null hypothesis is rejected. Willingness component of teacher morale correlates with Organization, Communication and Decision making and administrative behaviour. But no significant association was observed with Planning dimension scores at 0.05 level of significance. Hence, these cases, the null hypothesis is accepted.

7. There is a significant association observed between scores of dimension of behavioural characteristics components of teachers' morale i.e. total of behavioural characteristics components of teachers morale with scores of dimension i.e. Decision making at 0.05 level of significance. Hence the null hypothesis is rejected. Behavioural Characteristics of teachers' morale components correlates with Administrative Behaviour (total). But no significant association was observed with rests of the dimension scores at 0.05 level of significance. Hence, these cases, the null hypothesis is accepted.

FINDINGS

1. Zeal components of teacher morale correlate with Communication and Decision making.
2. Cheerfulness Components of teacher morale correlates with Organization, Communication and total of administration.
3. teacher Morale correlates with Decision making and total of administrative behaviour.
4. Hope component of teacher Morale correlates with Decision making and total of administrative behaviour.
5. Individual characteristics components of teachers' morale with scores of dimensions like Planning scores and administrative behaviour.
6. Discipline component of teacher morale correlates with Communication and administrative behaviour (total).
7. Efficiency component of teacher morale correlates with Planning dimensions of administrative behaviour (total).
8. Good Personal Adjustment component of teacher morale correlates with administrative behaviour (total).
9. Rationality component of teacher morale correlates with Communication and administrative behaviour (total).
10. Efficiency component of teacher morale correlates with Communication and administrative behaviour (total).
11. Willingness component of teacher morale correlates with Organization, Communication and Decision making and administrative behaviour.
12. Behavioural Characteristics of teachers' morale components correlates with Administrative Behaviour (total).

CONCLUSION

In this study, the researcher aimed to Study the Difference between Administrative Behaviour and Individual Characteristics, Behavioural Characteristics of Teachers' morale. From the analysis report, it is concluded that Zeal components of teacher morale correlate with Communication and Decision making. Cheerfulness Components of teacher morale correlates with Organization, Communication and total of administration. Teacher Morale correlates with Decision making and total of administrative behaviour. Hope

component of teacher Morale correlates with Decision making and total of administrative behaviour. Individual characteristics components of teachers' morale with scores of dimensions like Planning scores and administrative behaviour. Discipline component of teacher morale correlates with Communication and administrative behaviour (total). Efficiency component of teacher morale correlates with Planning dimensions of administrative behaviour (total). Good Personal Adjustment component of teacher morale correlates with administrative behaviour (total). Rationality component of teacher morale correlates with Communication and administrative behaviour (total). Efficiency component of teacher morale correlates with Communication and administrative behaviour (total). Willingness component of teacher morale correlates with Organization, Communication and Decision making and administrative behaviour. Behavioural Characteristics of teachers' morale components correlates with Administrative Behaviour (total).

EDUCATIONAL IMPLICATIONS

Teachers' morale is without doubt the most studied of all teachers attitude. Educators seem to be enthralled with morale. It is most typical conception is as an effective response to work on job or component of a job various aspects of Administrative behaviour are related to teachers' morale. From the significant findings of the study it is inferred that is order to boost up morale among the faculty. Suggestions can be given to the Head masters to adopt administration behaviour dimensions depending in the situation.

In the present study, some factors of teachers' morale like individual characteristics behavioural characteristics, group spirit, attitude towards job and community involvement are related to administrative behaviour dimension viz., consideration and initiating structure.

- i. In the present study, some dimensions of teachers' morale are related planning dimension of administrative behaviour
- ii. Head masters of Government high schools are good in planning dimension when compared to private schools.
- iii. Head masters five years and below of experience and high in planning when compared to Head masters above 5 years of experience.

However, in an educational system, while training Head masters and teacher most of these factors are not kept in mind. This study serves as an 'eye opener' to the training of teacher and educational administrative. And the present condition teachers' morale is essential of our (Secondary schools). Educational system

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