



VARIABLES CONSIDERED IN THE STUDY

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INTRODUCTION

Independent variables;

1. Type of the management (government , aided and un-aided)
2. Age (below 40 years and above 40 years)
3. Sex (male and female)
4. Educational qualifications (post graduate with other B.Ed. s and only post graduate)
5. Locality (urban and rural)
6. Socio-economic Status (high, average and low)
7. Principals' Morale



Dependent variables;

1. Job satisfaction (high, average and low)
2. Administrative behavior (effective, moderate and least)

DELIMITATIONS OF THE STUDY

1. The study is delimited to the following due to time constraints and limited resources to the investigator:
2. The study is limited to the job satisfaction and administrative behavior of principals of B.Ed., Colleges.
3. The study is limited to B.Ed., Colleges in Karnataka State.
4. For measuring job satisfaction of principals duly modified from standardized tools were used.
5. For measuring administrative behavior of principals self rating scale, principals' morale inventory and Administrative Behavior Description Scale were used.
6. The study is limited to a statistical sample of B.Ed., Colleges like Government, Aided and Un-aided.
7. Descriptive approach.

Definitions of Technical Terms

Some key terms used in the present study are explained below;

JOB SATISFACTION:

Job satisfaction refers to the way one feels about events, people and things in his/her working situation. It is a pleasant and positive attitude possessed by an employee towards his job.

Job satisfaction is a general attitude which is the result of many specific attitudes in three areas, namely, specific job factors, individual characteristics and group relationship. In this study job satisfaction refers to the extent to which the principals are pleased with their present profession.

ADMINISTRATOR'S BEHAVIOUR:

Here in this study, administrative behaviour refers to the behaviour of principal of college of education. The concept of the administrative behaviour derived from Halpin's paradigm is worth considering. According to him the understanding of the administrator behaviour is helpful to spot missing elements in research knowledge about administration and to achieve a closer integration between empirical findings and the theoretical analysis. To avoid confusion it is necessary to make a distinction between the term 'administrative behaviour'. The administrative behaviour includes in it leadership acts of any particular person who happens to be administrator at the time and also the leadership of the time and also the leadership acts initiated by group members. It is rationally dynamic and complex.

The Head /Principal

A good organisation or institution can be run only by an effective head or leader. Ordinarily the principal is the chief, most important overall head of an educational institution. In the present study, the principal is the chief executive head of a B.Ed., Colleges.

B.Ed., College

In this study a B.Ed., Colleges stands for an educational institution duly recognized by an educational authority, and meant for imparting general education which shapes and reshapes the knowledge, attitudes, understanding, skills, practices, habits, intelligence, creativity, attention, motivation, competency, interest and in a way re-constitute the whole personality of the students.

Types of B.Ed., Colleges

The Government B.Ed., Colleges.:

These colleges are under dual control of the state Government's department of collegiate education and the university. As far as the administrative matters are concerned Private Aided B.Ed., Colleges.

The private aided colleges are under the control of private management which receive grant-in-aid from the government and are under the limited control of Collegiate Education. In matters of academic standard they have to satisfy the university and in matters of accounts and statistical returns they are responsible to the Government's Department of Education. These colleges are inspected by the Government, management and university.

Private Un-aided B.Ed., College

The private un-aided colleges are those which are under the control of private management and not receive grant-in-aid from the government. They are directly owned, runned, and managed by the private management. The University controls the academic matters.

Hypothesis-11: There is no significant difference between socio-economic status (high, average and low) of principals of B.Ed. Colleges with respect to their job satisfaction.

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

Table-5.14: Results of ANOVA tests between socio-economic status (high, average and low) of principals of B.Ed. Colleges with respect to their job satisfaction.

SV	DF	SS	MSS	F-value	P-value	Signi.
Between SES	2	10983.36	5491.68	113.6357	<0.01	S
Within SES	67	3237.91	48.33			
Total	69	14221.27	5540.01			

From the above table, it is clear that,

The socio-economic status (high, average and low) of principals of B.Ed. Colleges differs significantly with respect to their job satisfaction ($F=113.6357$, <0.01) at 0.01 level of significance. Hence, the null hypothesis is rejected and alternative one is accepted. Which means that, the high, average and low SES principals of B.Ed. Colleges have different job satisfaction.

Hence, to know the significant difference among the pairs of socio-economic status (high, average and low) by applying t-test and the results are presented in the following table:

Table: 5.15: Results of t-test between pairs of socio-economic status (high, average and low) with respect to job satisfaction of principals of B.Ed. Colleges.

Types of SES	Mean	Std.Dev.	t-value	p-value	Signi.
High	65.5000	12.0567	3.2315	<0.01	S
Average	53.8095	8.6581			
High	65.5000	12.0567	15.4963	<0.01	S
Low	34.1892	1.9697			
Average	53.8095	8.6581	13.2745	<0.01	S
Low	34.1892	1.9697			

From the above table, it is clear that,

- The high and average SES principals of B.Ed. Colleges differ significantly with respect to their job satisfaction ($t=15.4963$, <0.01) at 0.01 level of significance. Hence, the null hypothesis is rejected and alternative one is accepted. Which means that, the high SES principals have high job satisfaction than the average SES principals.
- The high and low SES principals of B.Ed. Colleges differ significantly with respect to their job satisfaction ($t=3.2315$, <0.01) at 0.01 level of significance. Hence, the null hypothesis is rejected and alternative one is accepted. Which means that, the high SES principals have high job satisfaction than the low SES principals.
- The average and low SES principals of B.Ed. Colleges differ significantly with respect to their job satisfaction ($t=3.2315$, <0.01) at 0.01 level of significance. Hence, the null hypothesis is rejected and alternative one is accepted. Which means that, the average SES principals have high job satisfaction than the low SES principals.

OBJECTIVES OF THE STUDY

The present study has the following objectives:

1. To know the infrastructure and physical facilities of B.Ed., Colleges in Karnataka State.
2. To know the availability of human and material resources of B.Ed., Colleges in Karnataka State.
3. To find out the relationship between job satisfaction of principals with infrastructure, physical facilities, human and material resources of B.Ed., Colleges.
4. To find out the relationship between administrative behavior of the principals with infrastructure, physical facilities, human and material resources of B.Ed., Colleges.
5. To find out the relationship between job satisfaction of principals and type of management of B.Ed., colleges.

RESEARCH HYPOTHESES

1. There is no significant difference between types of management (government, aided and unaided) with respect to infrastructure facilities of B.Ed. Colleges.
2. There is no significant difference between types of management (government, aided and unaided) with respect to physical facilities of B.Ed. Colleges.

3. There is no significant difference between types of management (government, aided and unaided) with respect to human and material resources of B.Ed. Colleges.
4. There is no significant difference between types of management (government, aided and unaided) with respect to job satisfaction of principals of B.Ed. Colleges.
5. There is no significant difference between socio-economic status (high, average and low) of principals of B.Ed. Colleges with respect to their job satisfaction.

CONCLUSION:

The study is delimited to the following due to time constraints and limited resources to the investigator: The study is limited to the job satisfaction and administrative behavior of principals of B.Ed., Colleges. The study is limited to B.Ed., Colleges in Karnataka State. For measuring job satisfaction of principals duly modified from standardized tools were used. For measuring administrative behavior of principals self rating scale, principals morale inventory and Administrative Behavior Description Scale were used.

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