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Effect of Administrative Behavior of School Heads and Some Socio-Psychological Factors on the Organizational Commitment of Secondary School Teachers

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ABSTRACT

Today's society can perhaps best be characterized as period of dynamic changes. The changes are created by accelerated technological developments increasing population adventure into outer space; a description existing on the international, national, state and local scene which is seen closely related to instructional improvement and how it might be achieved. With the sample of 270 secondary school teachers, data reveals that there is a significant difference in organizational commitment and administrative Behavior of school heads. Hence the educational institutions should provide programs for development of a positive attitude towards school heads. However some other variable like salary, experience does not have any effect on organizational commitment.

KEYWORDS: Organizational commitment, Administrative behavior, Secondary school teachers

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INTRODUCTION

Educational organizations such as schools, colleges and universities require individuals who are committed to their profession and the well being of students. The vitality of all educational organizations lies in the willingness of teachers to contribute to the development of the organizations. Teachers who are strong in commitment find it easy. They are rarely at a loss for things to do. Committed teachers also have strong psychological ties to their schools. Nearly fifty years ago Whyte (1956) evolved the concept of 'The organization man' as one who is over committed to his organization. Whyte described the organization man as a person who not only worked for the organization, but also belonged to it. Organization men believed in the groups as the source of creativity and the belongingness as the ultimate need of the individual. Since then, the topic of commitment has been explored extensively. In 1960, Becker observed that the concept of commitment had enjoyed wide usage with little formal analysis or concrete theoretical reasoning. Haplin (1966) first mentioned about administrator behavior in his paradigm for research on administrator behavior. According to him, the understanding of administrator behavior is helpful to spot out missing elements in our research knowledge about administration and to achieve a class's integration of empirical findings and theoretical analysis. Since Halpin, several American, Canadian and Australian researchers explored and deepened the understanding about the behavior of administrators in educational administration. Those have the responsibility for deciding the direction an organization will take and hold the authority to move it towards its goals, are the single most important ingredient in determining the organization's success or failure. Whether in business, education, government medicine or religion, the quality of an administrator determines its success. Schools, colleges, universities and training institutions, may well be considered as social organizations. Student's development (both knowledge and skill) takes place in a system of complexity which involves the interplay of several human variables. Though educational institutions may be considered different, significantly and uniquely from other organizations, much can be learned about them by viewing them broadly as, organizational entities in and of themselves.

LITERATURE REVIEWED

Sarafoglu (1997) was on effort to explore specific as well as more prevailing question with respect to teacher motivation and commitment to remain in the profession. The study revealed that commitment and motivation were positively correlated. There is however, little research that examines the absolute commitment and dedication of senior and experienced teachers, despite arduous conditions, to remain not only in teaching but in their particular assignments. Fresko et al. (1997) conducted an empirical investigation to predict commitment to teaching as measured by the extent to which teachers expressed an unwillingness to change careers predictor variables included personal variables as well as job related factors. Results indicated that only job satisfaction could directly predict commitment. Other factors, such as professional self-image, abilities, gender, job advancement and pupil grade level were indirectly related, generally through their relationship with satisfaction. Teaching experience was unrelated to other variables in the study. Simkins et al (1998) conducted a study of the principal's role involved interviews of six head teachers of government and non government secondary schools in Karachi, Pakistan and reviews of five one-week activity diaries. Non governmental Principals had more managerial freedom, but governmental principals operated under less personal control by their superiors. Sule (1998) indicated that school administrators perceived their schools similarly. The administrators depicted their ideal schools with the following characteristics: a school with a trained managerial team, local management, absence of political pressure, a quality education with a contemporary curriculum, the solution of economic and infrastructural problems, the solution of economic and infrastructural problems, the management of discipline, and parents who are interested in the school and participate in school activities. Sheppard (1999) describes case studies involving two Canadian High Schools. These schools, recognized nationally and provincially as outstanding schools in dealing with multiple changes, provided a venue to explore the conditions that contribute to successful change. The results demonstrate the dynamic complex nature of change, the findings also demonstrate that such complexity does not prevent change, but often presents new opportunities. All principals were overtly engaged in the change process but also initiated structures that provided for distributed collaborative leadership. South Worth (2000) investigates the headship (principal ship) in English schools so as to trace the cultural and historical antecedents of educational leadership in England. The paper concludes that while school leadership reflects and sustains historical and cultural traditions, traditions are not immutable. Over the last decade corporatist and capitalist values of choice, competition, and consumerism have been explicitly added to bureaucratic and managerial values. Furthermore, shared leadership is largely contingent upon the individual head teacher's preferences and seems to be a concession that head teachers grant to others. Palomares (2001) conducted a research project on the professional profile of the educational principal ship in Spain. The study defined the most relevant features related to professional activities, examined the opinions of teachers on what constitutes the principal ship as a profession and discussed the decision making process about aligning the job of principal to that of other professions. People with experience in top positions favored turning the principal position into a profession. With those with no principal experience did not people over 50 years of age had a more clear conception of the principal ship than did not rest of the respondents more males than females agreed with the idea of turning the principal position into a profession. The highest level of disagreement among professionals was about selection and access to the relationship. Study of Bogler and Someet (2004) found that teacher's perception of their level of empowerment were significantly related to their feeling of commitment to the organizational and to the profession. Dee et al.(2004) conducted a study to examine the organizational commitment of teachers in an urban school/examining the effects of team structures. Chughtai and Zafar (2006) in his study revealed that the personal characteristics, facets of job satisfaction and two dimensions of organizational justice as a group were significantly related to organizational commitment of teachers. Individually, distributed justice and trust in management were found to be the strong correlate of commitment. Chokuk and Yilmez (2010) found a moderate relationship between the teacher's perception about organizational commitment and supportive leadership behavior of school administrators. Significant relationship was also determined between sub dimensions of organizational commitment and directive leadership behavior of school administrator.

Problem Statement

Effect of administrative behavior of school heads and some socio-psychological factors on the organizational commitment of secondary school teachers

Objectives Of The Study

- To find out the relationship between organizational commitment of secondary school teachers and Administrative Behavior of School heads.
- To find out whether differences in Administrative Behavior of school heads account for significant differences in organizational commitment of secondary school teachers.
- To find out whether differences in sex of school teachers account for significant differences in their organizational commitment.
- To find out whether differences in type of school management in which secondary school teachers are working account for significant differences in their organizational commitment.
- To find out whether differences in teaching experience of secondary school teachers account for significant differences in their organizational commitment.
- To find out whether differences in the salary of secondary school teachers account for significant differences in their organizational commitment.

Formulated Hypotheses

The following hypotheses have been formulated for empirical validation.

1. There is no significant relationship between organizational commitment of secondary school teachers and administrative behavior of their school heads.
2. There is no significant difference in organizational commitment of secondary school teachers whose heads have high and low administrative behavior.
3. There is no significant difference in organizational commitment of secondary school teachers whose school heads have high and moderate Administrative Behavior.
4. There is no significant difference in organizational commitment of secondary school teachers whose school heads have moderate and low administrative behavior
5. There is no significant difference in the organizational commitment of secondary school male and female teachers.
6. There is no significant difference in the organizational commitment of secondary school teachers working in Aided and Unaided Schools.
7. There is no significant difference in the organizational commitment of secondary school teachers working in Aided and Government schools.
8. There is no significant difference in the organizational commitment of secondary school teachers working Unaided and Government schools.
9. There is no significant difference in the organizational commitment of secondary school teachers with more and less teaching experience.
10. There is no significant difference in the organizational commitment of secondary school teachers with more and less salary.

CLARIFICATION OF TERMS USED

A) Organizational Commitment

Thus organizational commitment is a complex phenomenon expressing a behavioral dedication reasonably objective decision and an attitudinal loyalty that the employees demonstrate towards the organizational in attaining its goals and vision and to remain in the organizational.

B) Administrative Behavior of School Heads

In this study the operational definition given by Ravikanth Rao Kasarala has been used for Administrative Behavior of School Heads. Administrative Behavior of Secondary School heads is defined as "The qualities, duties and responsibilities human relations and attitudes of head masters / principals of secondary schools as perceived by the teachers of the schools concerned".

C) Sex

The biological aspects of sex consist of the physical differences between men and women, but the lore biology plays in producing behavioral differences between men and women is shrouded in controversy.

D) School Management

Govt. /Aided colleges are those colleges who receive financial support from provincial government. Unaided colleges are those colleges who did not receive any financial support from government. They have autonomy to produce finance at their own.

E) Teaching Experience

In teaching professional situations a person who gets experience through interaction is called Teaching Experience. By using quartile method three groups were formulated as high, average and low experience having groups.

F) Salary

Salary is an amount of money to pay to teachers for their teaching. In this study those are getting salary according to Government norms considered as high salary paid and those are getting salary less than Government criteria considered as low salary paid.

Delimitations Of Study

- ❖ The Study is limited to only secondary schools in Rampur and Moradabad City (Urban).
- ❖ 270 teachers were selected for the present research.
- ❖ The investigator could include only two variables i.e. organizational commitment and administrative behavior in the present study.

RESEARCH METHOD

In this study Normative Survey method was used.

Population and Sample

The present study is restricted to secondary school teachers working in Rampur and Moradabad City (Urban) only. All teachers working in secondary schools in both cities are considered as population. A stratified random sample was drawn, which consisted of 270 secondary school teachers giving due representation to male and female teachers and three types of school management.

Instruments Used

The instruments used to test the hypothesis of present study were.

1. The Organizational Commitment Questionnaire by Allen and Meyer (2006) adopted and standardized by Father Thomas C. Mathew. This instrument has 24 items with eight items each to assess three components and is measured on a seven point Likert type Scale ranging from 'Strongly Agree' to 'Strongly Disagree'. Each of the items was worded to suit either one of the three components of organizational commitment such as the affective, normative and continuance components.
2. Administrative Behavior Questionnaire constructed and standardized by Ravikanth Rao Kasarala. The Questionnaire consists of 35 statements, which were both narrated in positive and negative forms. Area wise distributions of statements are as:

Area-I	:	Traits and qualities	:	13
Area-II	:	Duties and responsibilities:	:	12
Area-III	:	Expertise in human relations	:	10

Among these 35 statements 11 statements were negatively narrated and rest of 24 positively narrated.

Analysis of Data

Hypothesis 1

There is no significant relationship between organizational commitment of secondary school teachers and administrative behavior of their school heads.

Table - 1: Table showing the N, df, Co-efficient of correlation 'r' and the significance at 0.05 level and 0.01 level between organizational commitment of secondary school teachers and administrative behavior of school heads.

VARIABLE	N	Df	'r'	LEVEL OF SIGNIFICANCE
Administrative Behavior Of School Heads & Organizational commitment	270	268	0.379	0.01*

From the table 1 it can be seen that obtain 'r' value is 0.379. So, there is significant positive correlation between organizational commitment of secondary school teachers and administrative behavior of their school heads.

Hypothesis 2

There is no significant difference in organizational commitment of secondary school teachers whose heads have high and low administrative behavior.

Table -2: Table showing the N, mean, S.D, t-value and its significance at 0.05 level and 0.01 level of organizational commitment scores of secondary school teachers whose school heads have high and low administrative behavior

VARIABLE	N	MEAN	S.D.	't'	LEVEL OF SIGNIFICANCE
High Administrative Behavior	71	110.28	16.87	5.55	0.01/0.05
Low Administrative Behavior	71	97.09	10.76		

From the table 2 it can be seen that obtained 't' value of 5.55 is more than the table value of 1.98 at 0.05 level and 2.61 at 0.01 levels of significance. Hence the null hypothesis is rejected and an alternative hypothesis has been formulated that there is a significant difference in organizational commitment of secondary school teachers, whose school heads have high and low administrative behavior. The table further reveals that secondary school teachers whose heads have high administrative behavior have more organizational commitment (M = 110.28) than teachers whose heads have low administrative behavior (M = 97.09).

Hypothesis 3

There is no significant difference in organizational commitment of secondary school teachers whose school heads have high and moderate Administrative Behavior.

Table - 3: Table showing the N, mean, SD, t-value and its significance at 0.05 level and 0.01 level of organizational commitment scores of secondary school teachers whose heads have high and moderate administrative behavior.

VARIABLE	N	MEAN	S.D.	't'	LEVEL OF SIGNIFICANCE
High Administrative Behavior	71	110.28	16.87	3.79	0.01/0.05
Moderate Administrative Behavior	128	101.72	11.87		

From the table 3 clearly indicates that the obtained 't' value of 3.79 is more than the table value of 1.97 at 0.05 level and 2.60 at 0.01 level of significance. Hence the null hypothesis is rejected and an alternative hypothesis has been formulated that there is a significant difference between organizational commitments of secondary school teachers, whose heads have high administrative behavior and moderate administrative behavior. It is also clear that secondary school teachers whose heads had high administrative behavior (M = 110.28) had high level of organizational commitment and that teachers whose heads had low administrative behavior (M = 101.72) had low level of organizational commitment.

Hypothesis 4

There is no significant difference in organizational commitment of secondary school teachers whose school heads have moderate and low administrative behavior.

Table - 4: Table showing the N, mean, SD, t-value and its significance at 0.05 level and 0.01 level of organizational commitment scores of secondary school teachers whose heads have moderate and low administrative behavior.

VARIABLE	N	MEAN	S.D.	't'	LEVEL OF SIGNIFICANCE
Low Administrative Behavior	71	97.09	10.76	2.796	0.01/0.05
Moderate Administrative Behavior	128	101.72	11.87		

Table 4 clearly indicates that the obtained 't' value of 2.796 is more than the table value of 1.97 at 0.05 level and 2.60 at 0.01 level of significance. Hence the null hypothesis is rejected and an alternative hypothesis has been formulated that there is a significant difference in organizational commitment of secondary school teachers whose school heads have moderate administrative behavior and low administrative behavior. The table further reveals that teachers whose head have moderate administrative behavior (M=101.72) have more organizational commitment than whose school heads have low Administrative Behavior (M=97.09).

Hypothesis 5

There is no significant difference in the organizational commitment of secondary school male and female teachers.

Table – 5: Table showing the N, mean, SD, t-value and its significance at 0.05 level and 0.01 level of organizational commitment scores of secondary school teachers male and female teachers.

VARIABLE	N	MEAN	S.D.	't'	LEVEL OF SIGNIFICANCE
Male Teachers	135	103.52	14.41	0.907	Not significant at any level
Female Teachers	135	101.98	13.47		

Table 5 clearly indicates that the obtained 't' value of 0.907 is less than the table value of 1.97 at 0.05 level and 2.56 at 0.01 level respectively. Therefore, the null hypothesis is retained. Hence it is concluded that there is no significant difference in organizational commitment of secondary school male and female teachers.

Hypothesis 6

There is no significant difference in the organizational commitment of secondary school teachers working in Aided and Unaided Schools.

Table – 6: Table showing the N, mean, SD, t-value and its significance at 0.05 level and 0.01 level of organizational commitment scores of secondary school teachers working in aided and unaided schools

VARIABLE	N	MEAN	S.D.	't'	LEVEL OF SIGNIFICANCE
Aided Managed School teacher	90	101.02	12.80	0.643	Not significant at any level
Unaided school Teachers	90	102.27	13.37		

From the table 6 it can be seen that the obtained 't' value of 0.643 is less than the table value of 1.97 at 0.05 level and 2.60 at 0.01 level respectively. Therefore, the null hypothesis is accepted. Hence it is concluded that there is no significant difference in organizational commitment of secondary school teachers working in Aided and Unaided Schools.

Hypothesis 7

There is no significant difference in the organizational commitment of secondary school teachers working in Aided and Government schools.

Table – 7: Table showing the N, mean, SD, t-value and its significance at 0.05 level and 0.01 level of organizational commitment scores of secondary school teachers working in aided and Government schools.

VARIABLE	N	MEAN	S.D.	't'	LEVEL OF SIGNIFICANCE
Aided Managed School teachers	90	101.02	12.80	1.869	Not significant at any level
Government school Teachers	90	104.96	15.40		

From the table 7 it can be seen that the obtained 't' value of 1.869 is less than the table value of 1.97 at 0.05 level, therefore, the null hypothesis is accepted. Hence it is concluded that there is no

significant difference in organizational commitment of secondary school teachers working in Aided and Government schools. The table further reveals that teachers working in Government schools had more organizational commitment ($M=104.96$) than teachers working in aided schools (101.02).

Hypothesis 8

There is no significant difference in the organizational commitment of secondary school teachers working Unaided and Government schools.

Table – 8: Table showing the N, mean, SD, t-value and its significance at 0.05 level and 0.01 level of organizational commitment scores of secondary school teachers working in Unaided and Government schools.

VARIABLE	N	MEAN	S.D.	't'	LEVEL OF SIGNIFICANCE
Unaided Managed School teachers	90	102.27	13.37	1.250	Not significant at any level

From the table 8 it is clear that the obtained 't' value of 1.250 is less than the table value of 1.97 at 0.05 level. Therefore, the null hypothesis is accepted. Hence it is concluded that there is no significant difference in organizational commitment of secondary school teachers working in Unaided and Government schools.

Hypothesis 9

There is no significant difference in the organizational commitment of secondary school teachers with more and less teaching experience.

Table – 9: Table showing the N, mean, SD, t-value and its significance at 0.05 level and 0.01 level of organizational commitment scores of secondary school teachers more and less teaching experience.

VARIABLE	N	MEAN	S.D.	't'	LEVEL OF SIGNIFICANCE
More experienced Teachers	85	103.96	12.97	1.287	Not significant at any level
Less experienced Teachers	90	101.80	14.67		

Table 9 clearly indicates that the obtained 't' value of 1.287 is less than the table value of 1.97 at 0.05 level of significance. Therefore, the null hypothesis is retained. Hence it is concluded that there is no significant difference in organizational commitment of secondary school teachers with more and less teaching experience.

Hypothesis 10

There is no significant difference in the organizational commitment of secondary school teachers with more and less salary.

Table – 10: Table showing the N, mean, SD, t-value and its significance at 0.05 level and 0.01 level of organizational commitment scores of secondary school teachers with more and less salary.

VARIABLE	N	MEAN	S.D.	't'	LEVEL OF SIGNIFICANCE
More salaried Teachers	180	102.82	11.87	0.192	Not significant at any level
Less salaried Teachers	90	103.27	15.61		

Table 10 clearly indicates that the obtained 't' value of 0.192 is less than the value of 1.98 at 0.05 level of significance. Therefore, the null hypothesis is retained. Hence it is concluded that there is no significant difference in organizational commitment of secondary school teachers with more and less salary.

MAJOR FINDINGS

1. There is a significant positive relationship between organizational commitment of secondary school teachers and administrative behavior of school heads.

2. There is a significant difference in organizational commitment of secondary school teachers whose heads have high Administrative Behavior (M = 110.28) and low Administrative Behavior (M = 97.09).
3. There is a significant difference in organizational commitment of secondary school teachers whose heads have high Administrative Behavior (M = 110.28) and Moderate Administrative Behavior (M = 101.71).
4. There is a significant difference in organizational commitment whose heads have Moderated Administrative Behavior (M = 101.72) and low Administrative Behavior (M = 97.09).
5. There is no significant difference in the organizational commitment of secondary school teachers male (M = 103.52) and Female (M = 101.98) teachers.
6. There is no significant difference in the organizational commitment of secondary school teachers working Aided (M = 101.02) and Unaided (M = 102.27) schools.
7. There is no significant difference in the organizational commitment of secondary school teachers working Aided (M = 101.02) and Government (M = 104.96) schools.
8. There is no significant difference in the organizational commitment of secondary school teachers working Unaided (M = 102.27) and Government (M = 104.96) schools.
9. There is no significant difference in the organizational commitment of secondary school teachers with more teaching experience (M = 103.96) and less teaching experience (M = 101.80).
10. There is no significant difference in the organizational commitment of secondary school teachers with more Salary (M = 102.82) and less Salary (M = 103.27).

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