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2016



**A Study of the Organizational
Commitment of Secondary School
Teachers in Relation to Administrative
Behavior of School Heads**

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PUBLICATIC



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Printed by



**LAXMI
BOOK PUBLICATION, Solapur**
Ph: 0217-2373010 / +91-9688-359-485
Email: axya2011@gmail.com
Website: www.lbp.in

Published by

Lulu .com
3101, Hillsborough BL
Folsom, NC 27027,
United States



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CHAPTER - I

INTRODUCTION

1.1. Background of the Study

From the time immemorial education was considered to be the means of getting knowledge, throughout the ages and in all the parts of the world. Education is an important agency for all round development of the individual and society.

Quality of education is directly dependent on good teachers. The importance of the teacher in the educational process is unquestionable, because, of all the human factors in the educational system, the teacher occupies the key position because it is only through him that the ultimate process of education takes place. Both lay public and professional educators agree that the 'goodness' of an educational programme is determined to a large extent by the teaching personnel.

The study of the schools and other educational institutions as organizations takes us to the heart of the educational process the transmission of values, training in roles and preparation for society. It enables us to examine each or all of these, either as embedded in a formal structure or as developed in less formal personal interactions.

Nearly 50 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. He argued that commitment involves consistent line of actively is behavior that are produced to exchange consideration that he called side bets, as pension that grow in proportion to years