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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.



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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