

**OCCUPATIONAL EFFICACY AND JOB SATISFACTION OF SCHOOL EDUCATIONAL ADMINISTRATORS IN KASHMIR****Shabir Ahmad Bhat, Ph.D.**

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Abstract

The present study was conducted to compare the occupational efficacy and job satisfaction of school educational administrators in District Kashmir, J&K (India). The sample for the study consisted of 100 school administrators who were heading different educational institutions in Kashmir, J&K (India). The investigator used two standardized tools Sanjaypot Pethe, Sushma Chowdari and Uppinar Dhar self occupational efficacy scale and Job Satisfaction Scale by Amar Singh and T.R Sharma) to collect the data from the field. The investigator used different statistical analysis viz, percentage, mean, S.D and t-test to analyze the data. It was found that male and female School Educational Administrators in School Education differ significantly on Occupational Efficacy. Male and female School Educational Administrators in School Education differ significantly on Job Satisfaction.

Keywords: occupational efficacy, job satisfaction, school education, administrators



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INTRODUCTION

Educational administration includes the administration of school aspects like resources, personnel and evaluation. The Planners and Policy Makers, Directors, Inspectors of schools, Principals, Vice-Principals, Headmasters and Supervisors are currently being regarded as administrators of education and they are personnel who have to organize and implement the policies, programmes and the plans to achieve specific educational objectives. The most specific objectives of educational administration is to provide a broad framework for day to day smooth functioning of the educational system, to ensure that those who are entrusted with responsibility are accountable for end products and results, to bring in an effective interaction

between students and teachers, and between teachers and heads of the institutions that will more efficiently promote the goals of educational process, to bring in coordination between various branches of school life and various strata of administrative hierarchy in the administrative machinery in education and to ensure that plans and policies are implemented fully in letter and spirit. For the realization of all these objectives, the importance of School Educational Administrators can never be minimized in any educational organization. Achievement of organizational goals very much depends upon the responsibility of the administrator and on how effectively administration is exercised by them in an organization. In short, administrators in education are needed for the accomplishment of set educational objectives within the available resources; who puts in least human efforts and gave a psychological satisfaction to all the concerned persons.

The Head of the institution occupies a very important position. The fate of an institution in a large measure depends upon the type of man who is heading the institution. Good institutions, for that matter are named after their Headmasters or Principals. The Head of the institution is the key educational leader and the chief executive officer of a complex and heterogeneous community comprising of eminent, devoted and dedicated professors and lecturers, students, their parents, governing bodies, Education Departments and University (Gupta, 1987). Effective leaders all share the same characteristics. Besides a drive to get the job done and accomplish the mission, the essence of effective leaders is how they think of and treat the people they are responsible for? Leaders do not belittle people or make them feel that they have nothing to contribute. Leaders don't hide in their offices to ignore problems. Leaders have to be visible; they have to convey a sense of oneness.

Job Satisfaction is broadly defined as an individual's general attitude towards his or her job. A substantial amount of research has been conducted on this topic. Hawthorne and Harwood's studies highlighted the importance of working conditions on one hand and social environment on the other, which effect human performance. The former led to the studies emphasizing the importance of motivational factors within the individual workers and the latter to the study of organizational and environmental climate of work situation. Job satisfaction is a positive emotional state that occurs when a person's job seems to fulfill important job values provided these values are compatible with one's needs. It is an individual's emotional reaction to the job itself. It is a person's attitude towards the job. People spend a sizeable amount of their time in work environment. Job satisfaction is related to but distinguishable from morale and job involvement. Since job is not an entity or physical

thing but a complex of inter-relationships of likes, roles, responsibilities, interactions, incentives and rewards, job satisfaction has to be intimately related to all of them.

SAMPLE: The sample for the study consisted of 100 School Educational Administrators from different schools in Kashmir. The sample for the present investigation was selected randomly from different schools in District Kashmir.

The breakup of the sample of School Educational Administrators is as under:

School Educational Administrators	Male	Female	Total
	50	50	100

SELECTION OF TOOLS: The tools for the present study were selected in a manner to achieve an optimum level of confidence by the investigator for the objectives of the study. Since the study principally contained two variables namely Occupational Self Efficacy and Job Satisfaction, therefore, such tools were decided to be chosen as could validly and reliably measure these variables. The investigator after screening a number of available tests finally selected the following tools to collect the data:

1. Occupational Self Efficacy Scale developed by Sanjaypot Pethe, Sushma Chowdari and Uppinar Dhar. (OSES) (2006)
2. Job Satisfaction Scale developed by Amar Singh and T.R Sharma. (JSS) (2006).

ANALYSIS AND INTERPRETATION

Table 4.0: Showing the levels of Occupational Efficacy of School Educational Administrators (N=100)

Scores Obtained on OSE Scale	N	Percentage	Remarks
83 and above	35	35.00	Above Average
65-82	47	47.00	Average
Below 64	18	18.00	Below Average

A perusal of the above table shows the levels of occupational Efficacy of School Educational Administrators. The data reveals that 35% of the School Educational Administrators fall in the above average category of occupational efficacy, 47% of the School Educational Administrators fall in the average category. The data further reveals that 18% of the School Educational Administrators fall in the below average category so far as their occupational efficacy is concerned.

Table 4.1: Showing the levels of Occupational Efficacy of Male and Female School Educational Administrators (N=100)

Scores Obtained on OSE Scale	Male	Female	Remarks
83 and above	44% (N=22)	26% (N=13)	Above Average
65-82	48 % (N=24)	46 % (N=23)	Average
Below 64	8% (N = 4)	28% (N = 14)	Below Average

A perusal of table 4.1 shows the levels of Occupational Efficacy of Male and Female School Educational Administrators. The data reveals that 44% male School Educational Administrators fall in the above average category, whereas only 26% female School Educational Administrators fall in this category. In the average category 48% were male and only 46% were female educational administrators. It is worthwhile to note that in the below average category, a sizable percentage (28%) is that of female administrators as compared to male administrators whose percentage is relatively much lower. The analysis further reveals that since a significant percentage of male School Educational Administrators fall in effective level as against female administrators. Therefore, it may be inferred that sex of the School Educational Administrators is an important factor that conditions the occupational efficacy.

Table 4.2: Showing the levels of Job Satisfaction of School Educational Administrators (N=100)

Scores Obtained on JS Scale	N	Percentage	Remarks
74- above	29	29 %	Extremely Satisfied
63-73	34	34 %	Very Satisfied
56-62	16	16 %	Moderately Satisfied
48-55	11	11 %	Not Satisfied
47-beow	10	10 %	Extremely Dissatisfied

A perusal of above table shows the levels of Job Satisfaction of School Educational Administrators. The statistical data reveals that 29% of School Educational Administrators were found extremely satisfied with the job, 34% were found very satisfied with the job. 16% of the School Educational Administrators were found moderately satisfied with the job. It was further observed that 11% of the School Educational Administrators were found dissatisfied with the job and 10% of School Educational Administrators were found extremely dissatisfied with the job.

Table 4.3: Showing the levels of Job Satisfaction of Male and Female School Educational Administrators (N=100)

Scores Obtained on JS Scale	Male	Female	Remarks
74- above	24% (N=24)	11% (N=11)	Extremely Satisfied
63-73	10% (N=10)	7% (N=07)	Very Satisfied
56-62	18% (N=18)	11% (N=11)	Moderately Satisfied
48-55	7% (N=07)	5% (N=05)	Not Satisfied
47-beow	4% (N=04)	3% (N=03)	Extremely Dissatisfied

A quick look of above table shows the levels of Job Satisfaction of Male and Female School Educational Administrators. The statistical data reveals that 24% male and 11% female School Educational Administrators were found extremely satisfied with the job, where as only 10% male School Educational Administrators fall in this category, 7% female School Educational Administrators were found very satisfied with the job as compared to male School Educational Administrators whose percentage is relatively lower. It is worthwhile to note that the 18% male School Educational Administrators were found moderately satisfied with the job where as only 11% female School Educational Administrators fall in this category. 7% male and 5% female educational administrators' were found not satisfied with the job. The data further reveals that 4% male School Educational Administrators were found extremely dissatisfied with the job as compared to female 3% School Educational Administrators whose percentage is relatively much lower. The analysis further reveals that since a significant percentage of female School Educational Administrators were found satisfied with their job as against male educational administrators. It may be generalized that sex of the School Educational Administrators is an important factor that conditions the job satisfaction of educational administrators.

Table 4.4: Showing the Mean Comparison of Male and Female School Educational Administrators on Overall Dimensions of Occupational efficacy (N=100)

Group	N	Mean	S.D	t-value	Significance
Male School Educational Administrators (EEA)	50	83.21	12.13	3.21	Significant at 0.01 level
Female School Educational Administrators (IEA)	50	77.22	6.75		

The perusal of the table reveals that the male and female school administrators on overall dimensions of occupational efficacy viz, confidence, command, adaptability, personal effectiveness, positive attitude and Individuality. A quick of the table reveals that two groups differ significantly on occupational efficacy, as the mean difference favours male educational school administrators which confirms that male School Educational Administrators possess better occupational efficacy than the female educational school administrators.

Table 4.5: Showing the Mean Comparison of Male and Female School Educational Administrators on Overall Dimensions of Job Satisfaction Scale (N=100)

Group	N	Mean	S.D	t-value	Significance
Male School Educational Administrators (EEA)	50	79.35	12.11	1.45	Insignificant
Female School Educational Administrators (IEA)	50	76.83	8.45		

A quick look on the above table reveals that there is no significant mean difference between the male and female School Educational Administrators on 'Overall Dimensions' of Job Satisfaction Scale. The obtained t-value came out to be 1.45 which reveals that both the groups were found to somewhat similar job satisfaction. As the mean difference favoured male School Educational Administrators but the difference failed to arrive at any level of confidence.

CONCLUSIONS: On the basis of analysis, interpretation and discussion of the results presented in the foregoing chapters, certain meaningful conclusions have been drawn which are reported as under:

1. Occupational Efficacy of School Educational Administrators. The data reveals that 35% of the School Educational Administrators fall in the above average category of occupational efficacy, 47 % of the School Educational Administrators fall in the average category. The data further reveals that 18% of the School Educational Administrators in School education fall in the below average category so far as their occupational efficacy is concerned.

2. Occupational Efficacy of Male and Female School Educational Administrators. The data reveals that 44% male School Educational Administrators fall in the above average category, whereas only 26% female School Educational Administrators fall in this category. In the average category 48% were male and only 46% were female educational administrators. it is worthwhile to note that in the below average category, a sizable

percentage (28%) is that of female administrators as compared to male administrators whose percentage is relatively much lower. The analysis further reveals that since a significant percentage of male School Educational Administrators fall in effective level as against female administrators. Therefore, it may be inferred that sex of the School Educational Administrators is an important factor that conditions the occupational efficacy.

3. Job Satisfaction of School Educational Administrators. The statistical data reveals that 29% of School Educational Administrators were found extremely satisfied with the job, 34% were found very satisfied with the job. 16% of the School Educational Administrators were found moderately satisfied with the job. It was further observed that 11% of the School Educational Administrators were found dissatisfied with the job and 10% of School Educational Administrators were found extremely dissatisfied with the job.

4. Job Satisfaction of Male and Female School Educational Administrators. The statistical data reveals that 24% male and 11% female School Educational Administrators were found extremely satisfied with the job, where as only 10% male School Educational Administrators fall in this category, 7% female School Educational Administrators were found very satisfied with the job as compared to male School Educational Administrators whose percentage is relatively lower. It is worthwhile to note that the 18% male School Educational Administrators were found moderately satisfied with the job where as only 11% female School Educational Administrators fall in this category. 7% male and 5% female educational administrators' were found not satisfied with the job. The data further reveals that 4% male School Educational Administrators were found extremely dissatisfied with the job as compared to female 3% School Educational Administrators whose percentage is relatively much lower. The analysis further reveals that since a significant percentage of female School Educational Administrators were found satisfied with their job as against male educational administrators. It may be generalized that sex of the School Educational Administrators is an important factor that conditions the job satisfaction of educational administrators.

5. Male and Female School Educational Administrators in School Education differ significantly on Occupational Efficacy.

6. Male and Female School Educational Administrators in School Education differ significantly on Job Satisfaction.

EDUCATIONAL IMPLICATIONS: A significant difference have been found between Effective and Ineffective School Educational Administrators on all dimensions of Leadership Effectiveness Scale viz. interpersonal relations, intellectual operations, behavioural and emotional stability, ethical and moral strength, adequacy of communications and operations

as a citizen. Effective School Educational Administrators have been found to have better leadership qualities than ineffective educational administrators. Thus, University Grants Commission (UGC), National University of Educational Planning and Administration (NUEPA) and Academic Staff Colleges (ASC) should organise special programmes, so that the leadership qualities of the School Educational Administrators can be brought to the effective level. A Hand Book may be prepared for administrators that may be useful for them in the smooth functioning of their institutions and to be effective instructional leaders. A significant difference was found between male and female School Educational Administrators on all dimensions of Job Satisfaction Scale viz. job concrete factor, job abstract factor, psycho social factor, economic factor and community/ national growth factor. The male School Educational Administrators have been found to be more satisfied with their job than female educational administrators. Therefore, special orientation programmes should be launched to enhance the job satisfaction of female educational administrators. The School Educational Administrators should be given special incentives and promotional avenues in order to reward their performance in their respective fields.

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