

**ADMINISTRATIVE BEHAVIOR AND WORK MOTIVATION OF SECONDARY
SCHOOL TRIBAL TEACHERS IN RELATION TO LOCUS OF CONTROL**

Synopsis Submitted

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1.1 INTRODUCTION

Teacher plays a significant role in the social modernization and in the transmission of insight, knowledge and familiarity of one generation to another. Children are the potential wealth of a one generation to another. They are always uncovered to the information of the teacher. It is therefore essential to understand that the emerging Indian society can attain all round development with the help of the teachers who act as a potent organization in transmitting its cherished values. A teacher is not only a guardian of a nation's values but is also an architect par brilliance of new values. Dr S. Radhakrishnan has appropriately remarked, Teacher's place in society is of imperative significance. He acts as the point of transmission of intellectual custom and technological ability from generation to generation and helps to maintain the lamp of civilization burning. The Secondary Education Commission (1952-53) has rightly said, We are, however, prejudiced that the most significant factor in the contemplated education renovation is the teacher, his personal traits, his educational qualifications, his professional training and the position he occupies in the school as well as in the society. National Policy on Education 1986 give emphasis to the teacher and his/her significant role in bringing about attractive changes in the education. It says, that the government and community should try to create situation which will help inspire and encourage teachers on creative and productive lines.

Teachers should have the liberty to innovate, to work out suitable methods of message and activities significant to the needs and capabilities of and the concerns of the community. Our ancient Indian literature has also given the uppermost regards to the teachers along with the parents. The Vedas have pragmatic Matur devo Bhavo, Pitri devo Bhava, Acharya devo Bhava. Teachers should be a role-model, who gently, yet firmly guide the child towards his destinities. They must feel affection and reverence the children, so they would also get the same in return from the children. Teachers should not only educate their children well, they must also take care of their children well. That would make a good school, for there is no greater expectation for our country than good schools, which are successful schools, in a very real sense. In the educational institutions, the teachers play a major role. Apart from the teaching-learning process, there are certain other activities which support overall management of school.

1.2 ADMINISTRATIVE BEHAVIOUR

In the educational institutions, the teachers, plays an important role. They are not only responsible for passing on knowledge but also accountable for exercising the proficiency in the true management and leadership of school affairs. Leadership is a matter of temperament. Leaders converse their vision to those around them in ways that sensitively enroll others to turn this hallucination into reality. This relation between the teachers and the students has been described as a sweeping back and forth of energy. Through this process, unity is attained – a team is built. Leadership has been broadly defined as influence process affecting the interpretation of events for the [school] to motivate [teachers and students] to achieve the objectives and the maintenance of cooperative relationships and team work. Any association consists of a set of people mixed up with different ranks, roles and responsibilities working for the accomplishment of the pre-defined objectives. There is a need for a personality who can check the system, guide personnel, plan, organize, and direct the managerial activities towards a sustainable development by achieving goals. Such an individual can be called a ‘leader’ and the excellence he possesses to lead people is called ‘leadership’.

Leadership is more than just as science. It is an art as well. The talent of leadership varies from leader to leader. Some leaders take an icy and logical approach to things while others are violently emotional. School is a formal organization shaped for providing education, wherein teachers and learners work together with each other, and coexist to achieve learning objectives within the school 40 framework. Strong liable leadership has always been a hallmark of successful schools. The brick and mortar do not make our educational institution proficient and useful, nor are books in the library or appliances in the laboratory so essential. Leaders make or mar the school. The teachers lay the road and the students travel into their prospect. The leadership values of the principal determine in large measure what transpires in a school; promotes and nourishes or impedes and diminishes student’s academic success (Glassman et al-2002). Abelman and Elmore (1999) noted that the schools best prepared to respond are those with strong leaders willing to nurture and develop a common vision. Shatzer, Ryan H.; Caldarella, Paul; Hallam, Pamela R.; Brown, Bruce L.(2014) conducted a research on Comparing the Effects of Instructional and Transformational Leadership on Student Achievement: Implications for Practice The purpose of this study was to evaluate

transformational and instructional leadership theories, examine the sole impact that school leaders have on student accomplishment, and choose which specific leadership practices are linked with increased student attainment. The sample for this study consisted of 590 teachers in 37 elementary schools in the Intermountain West of the United States. Teachers charged their principals' leadership approach according to the Multifactor Leadership Questionnaire (Transformational Leadership) and the Principal Instructional Management Rating Scale (Instructional leadership). Outcome pointed out that instructional leadership give detailed more of the discrepancy in student achievement than did transformational leadership. Principals' leadership approach tended to have a significant impact on student attainment beyond the impact of school situation and principal demographics. Precise leadership functions linked with student achievement were also accepted and reported.

Nowadays, school leaders have versatile roles to play. They are likely to uphold the highest philosophy in professional vow, communication skills, interpersonal maturity and academic reliability. The success of any institute depends upon the self-motivated and well-organized management of the administrators. An administrator should own some vital character for encouraging minor to attain certain roles, and goals can only be accomplished through successful and clean management. Habtamu Gezahegn Negash (2013) conducted a research on The instructional leadership roles of principles and their relationship with school improvement of public secondary schools of SNNPR Ethiopia the major principle of this study was to evaluate the instructional leadership function of principals in public secondary schools of two elected zones of SNNPR and inspect the association of these roles with school development. Information was solicited from teachers and students using questionnaires while the interview was employed to gather information from principals, and zonal staff member. Further, information from PTA member was collecting using center group discussion method. The findings of the research exposed that there was a tough positive association between instructional headship and school development, and between school advancement and student attainment. There were good practices of CPD and resource allocation by school principals, but teachers were not completely concerned in school CPD. The practices of decision-making services were moderately negligible. Principals emphasized the instructional feature of their job but the budget allotted to the instructional agenda was not enough. Hence, it was suggested that the split of the funds selected

to the instructional courses need to be improved. Students and teachers should also be concerned in school administration. Further, school based training on CPD should be approved for teachers.

Leadership is an essential component of an association and it plays an important role in the administrative functions. Peter Drucker's vision is to raise higher standards and build man's personality beyond its normal limitations. A leader is one who happens to hold a bend over some of attitudes, actions and behavior of a set of people, who contain his uniformity. Thus, leadership is a procedure in which a person attempts to manipulate another to achieve some aims. A supervisor is a manager according to the perception in managerial theories and a leader is a person who generally leads, guides, controls, directs and takes the followers ahead. Leadership is the gift to secure desirable actions from a group of followers willingly, without the use of cruelty. In the terms of Hodge and Johnson (1970), "Leadership is basically the ability to form and mould the attitudes and behavior of other individuals, whether informal or formal situations and that administration relates to the formal task of decision and command."

In the words of Fairchild (1967), Leadership is the act of systematizing and expressing the interest and activities of a group of persons, as associated in some project or enterprise, by a person who developed the cooperation through securing and maintaining their more or less voluntary approvals of the ends and methods proposed and adopted in their blending. George R. Terry (1972) highlighted that leadership is the action of influencing people to strive willingly for group objectives. Tannenbaum, et al, (1961) defined leadership in terms of interpersonal influence exercised in a situation and directed through the communication procedure, towards the achievement of their dedicated goals. Davis (1967) said, Leadership is the ability to persuade others to seek defined objectives excitedly. It is the human being issue which unites a group together and inspires it towards their goals. The leaders of the school look after all these activities. All these activities are interactive and inter-related. Thus, leadership is important to plan, direct, supervise and evaluate school programs. Tobin, James. (2014) conducted research on Management and Leadership Issues for School Building Leaders. School principals are confronted with a variety of issues as they provide leadership and organization to their schools. Proof is growing that prosperous school leaders influence achievement through the support and development of effective teachers and the completion of efficient managerial practice (Davis, Darling-Hammond, LaPointe, & Meyerson, 2005). On occasion it takes precise leadership

behaviors from the principal to initiate to resolve the concerns; at other times it takes managerial and administration skills. The classroom activity in this instructional module is designed to offer alternative for an instructor in mounting the background knowledge and information to offer leadership and/or the organizational and management skills necessary for educational administration candidates to begin developing personal approaches to managerial deeds. Deliberations and/or responses after each presentation provide opportunities to focus attention on establishing a systems perspective for guiding administrative behavior as issues are clarified and solutions are recognized, including anticipated and unanticipated.

School leadership is of two types- administrative and instructional. Administrative leadership deals by providing help to staff associate of a school in recognizing and planning learning objectives and for planning strategies to attain the goal. Instructional leadership can be viewed as providing assistance to staff members of the school in planning strategies to attain the goals. Michigan leadership studies have recognized two concept of headship behavior. These are “employee oriented” and “production-oriented”. Leaders who are employee-oriented give stress on association in job. They sense that every member of staff is significant and so the manager takes significant in fulfillment of needs of every and each character whereas production-oriented leaders stressed construction and scientific aspects and sometimes treat workers as gear to achieve the goal of the concern. These two orientations are parallel to authoritarian or task oriented and autonomous or bond oriented concept of management conduct continuum (Katz, Macoby and Morse, 1951).

The authoritarian leaders let know their supporters what to do and how to do where as the democratic leaders share their management responsibilities with the followers by involving them in planning and implementation of the mission. Often the elected leader’s actions goes beyond it, and is called laissez faire style. Begley, Paul T., Zaretsky, Lindy 2004 conducted a research on Democratic School Leadership in Canada's Public School Systems: Professional Value and Social Ethic Democratic leadership processes are desirable for schools not only because they reflect socially mandated ethical commitments to joint process. They can be proficiently accepted as a necessary approach to leading schools effectively in the increasingly culturally diverse communities and a world transformed by the effects of technology and the forces of globalization. A body of existing assumption and study is used to demonstrate that

balanced practices overcome as the primary influence on execution by educational heads. The correctness of rationalized self-governing processes for schools is verified by conversing the findings of lately finished research on school-based connections between school principals and parent supporter engaged in consulting the educational needs of students with exceptionalities. Parent supporters were found to deliberately use self-ruled process to encourage value arguments and conflicts as a deliberate strategy aimed at transforming attitudes and practices in school administration specific to special education processes.

The leaders with this approach authorize the devotee of the group to do anything they desire to do. No policies or events are recognized. Everybody is allowed single-handedly. No one tries to manipulate any person else. Prospective administrators required to learn and examine varied types of authority in providing leadership in the school, class and social pitch. The diverse types of control which an administrator can exercise are expert power, charismatic power, coercive power and the legitimate power. An administrator possessing expert power has needed understanding, skills and attitudes in developing quality school settings. Expert power might well include proficiency in 45 maintaining positive discipline, adequate teaching materials and supplies, accepted means of in-service education of staff, quality custodial services, positive relations with the school governing body, adequate funding for the school and wholesome relations with the lay public.

Expert power is due to being a true professional. The other school workers realize intrinsically the effectiveness, efficiency and professionalism of administrator possessing expert power. An administrator with charismatic power is able to influence others due to poise, polish and charm. School workers and the lay public are attracted to individuals possessing charisma. Charismatic administrators have the ability to attract others, to do what is being necessary to improve the curriculum. He does not require forcing others to accomplish and achieve but rather he has mannerism, behavior and approaches conducive to influence others in a relaxed way. A third type of administrator emphasizes coercive power. Thus, an administrator is in a position to pressurize teachers, aides, and custodians to conform. The coercive administrator has adequate status to secure obedience from others. Quality and relevant ideals may or may not be expressed when forcing school personnel to be obedient. A fourth type of administrative behavior involves legitimate power. Administrators are licensed by accrediting agency. The license is based upon

the preferred experience of the administrator. Teachers and the extra school workers understand that supervisor is specialized to carry out a trained leadership role. Thus, the manager possesses a preferred type of authority legitimized by a recognized organization. Legitimate power might not, by itself offer a sufficient foundation for teachers and other school workers to acknowledge the leadership job of the supervisor. Specialist authority and charisma has to be supplementary to it to improve the administrator's aptitude to become an expert leader. Kimprough (1968) imagine a principal to use his originality and management with the assistance of staff members, to accept new ideas and practice that would assure that every youngster achieve his optimum potential. Johnston and Pichergill (1997) pierced out that the leader wants to obtain detail knowledge in four major areas:

- A clear indulgent of the mission which needs a coherent- conceptualization of the plans of school education and tasks of the school.
- A methodical knowledge of the situation, which comprises an accepting of the school as an organization and of its environment.
- Know the people whom the head often interacts with and through whom the aims must be achieve.
- Know the self in conditions of values, behavioral temperaments and interpersonal talents.

All the features of administrative performance have been clustered under four mechanisms by Dr Haseen Taj (1998) viz. Planning, Organization, Communication and Decision Making. A brief explanation of these four components is provided as underneath:

1. Planning: Planning region comprises the purposes of principals pertaining to the actions in the school which are determined in advance before the initiation of the school scholastic year in terms of curricular and co-curricular activities are incorporated. Also, the distribution and discharger of accountability for particular actions and the means of performing these actions comprise the significant component of planning function of school leaders.

2. Organization: This part comprises the purposes pertaining to how the school leader distributes the work to be passed out by diverse staff members for the academic year, how he fasten up the

responsibilities of every staff member and afford physical services and equipments necessary to do the job.

3. Communication: This area includes the communication services accessible in the school as well as the extent of free flow of 48 dyadic communications between the leader and the higher authorities and between leader and the society.

4. Decision Making: This area is concerned with the decision making process of school leaders, that is, the speediness and quickness of the decisions base on definite information, knowledges and rationality etc.

1.3 WORK MOTIVATION

Motivation, a strength that strengthen and expresses performance toward a goal (Eggen and Kauchak, 1994), might surely be professed as one of the most significant psychological notions in education.

Clark (1998) has suitably clarified that the two most significant inner presentation methods in all human beings are motivation system and knowledge system. These two systems should assist effectively for efficient work to be talented. Knowledge purposes similar to the locomotive and transmission in a car. It grants the way, plans and strategies for accomplishing objectives. A specialist execute with insufficient motivation is like a precision racing car with a vacant gas container or a dead battery. Motivation has repeatedly been explained as “intrinsic” and “extrinsic motivation.”

(a) Intrinsic Motivation: “ The motivation to appoint in an action chiefly for its own sake, because the human being recognizes the action as exciting, connecting, satisfying, or personally demanding; it is manifested by a focus on the challenge and the satisfaction of the work itself” (Collins & Amabile, 1999).

(b) Extrinsic Motivation: “ The motivation to engage in an action mainly in turn to meet a variety of aim external to the work itself, such as accomplishing an estimated reward, captivating a competition, or assembling some obligation; it is noticed by a focus on external prize, external detection, and external direction of one’s work” (Collins & Amabile, 1999). To better appreciate what is intrinsic and extrinsic motivation, Amabile

et al. (1994) acknowledged most important fundamentals of both category of motivation that may be described as follows:

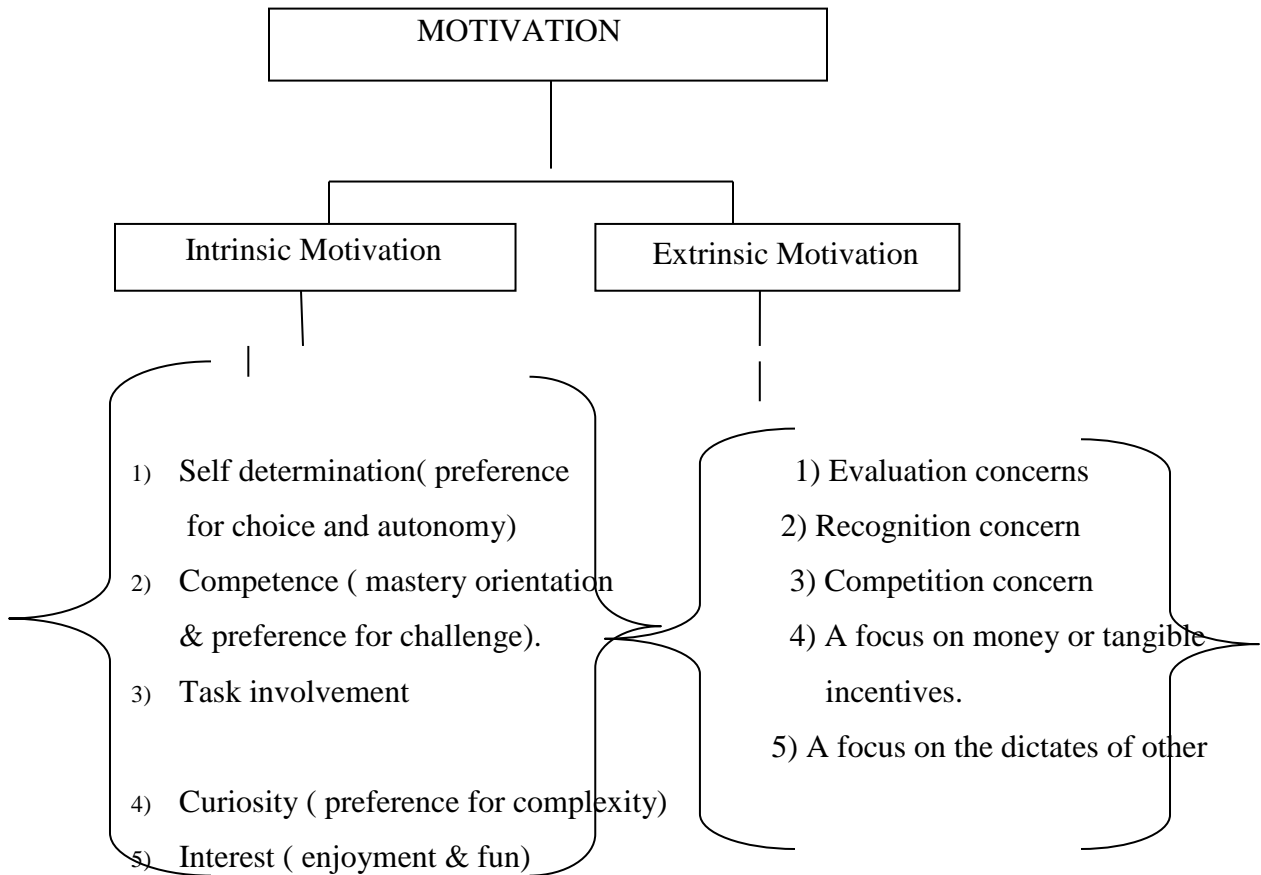


Figure 2: Major elements of work motivation

There are significant issues on which work motivation depends. Significant amongst them are argued here under:

- i) Personal issues include subjects, education, age sex, marital status, family background, socio-economic background, etc.
- ii) Factors inherent in the profession include the work itself, conditions, influence of internal and external environment on the job which are uncontrolled by the management, etc.

- iii) Factors controlled by the administration include the environment of administration, job security, kind of work group, wage rate, promotional opportunities, and transfer policy, duration of work and sense of responsibilities.

Teacher motivation is a significant constituent in the excellence of educational provision, powerfully inclined by the way in which education is administered and by those with whom teacher cooperate. Teacher motivation is something done to make teachers pleased, fulfilled, devoted and devoted in such a way that they carry out their best in their places of work so that students, parents and society will significantly assistance from their services. Teacher motivation emerges vital because it predicts not only teacher's engagement and well being but also student's results such as motivation and learning. It shows to be essential for optimal human implementing in the workplace because teachers who are extremely motivated are set up to be more busy in their work and more pleased (Levesque *et al.*,2004). Moreover teacher motivation is linked with students motivation (Pelleter *et al.*,2002) and so it become an significant concern for educational leaders and managers. Visser-Wijnveen, Gerda J.; Stes, Ann; Van Petegem, Peter.(2012) conducted a research on Development and Validation of a Questionnaire Measuring Teachers' Motivations for Teaching in Higher Education This article, therefore, focuses on the development and validation of a Dutch questionnaire for teachers' motivations for teaching in higher education. The results of our explorative study showed that after adjustments, including the elimination of two out of three efficacy-aspects ("outcome efficacy" and "teaching efficacy"), this instrument is adequately reliable and valid to use in educational practice and research. Future research into the use of the questionnaire in different contexts is desirable.

If we wish for motivated students in our school, we need motivated teachers. Only if the teacher is concerned in school activities he might motivate students for these actions. Teacher motivation is also vital for the progression of educational reforms. First motivated teachers are more expected to work for educational improvement and progressive legislation. Second- and perhaps more significantly- it is motivated teacher who assurances the implementation of reforms originating at the policy-making level. Finally, teacher motivation is significant for the fulfillment and satisfaction of teachers themselves. Teachers have been found to be motivated by a range of factors including:

- Dedication to the profession and teaching children;

- The view of promotion and career advancement;
- Triumph in the classroom- professional rewards of seeing children accomplish;
- Position in their communities from exercising a appreciated profession; and
- Appropriate working situations- including matters such as the number of hours taught every week; the number of students in the classroom, support of the head teacher, accessibility of teaching and learning resources, parental participation and sustain, understandable school policies and guiding principle and the physical environment of the classroom.

Motivation has a number of products. Research in the area of cognitive psychology recommend that motivation has crash on both teachers and students, and play a important role in learning (Alexander & Murphy,1998; Hawley & valli, 2000). Theories of motivation that spotlight on student learning are flourish in literature (Deci & Ryan,2002; Locke & Latham, 2002; Wigfield & Eccles, 2002); however there is partial research in the region of teacher motivation. Various authors have underlined the significance of studying teacher motivation (Butler, 2007; Shulman & Shulman, 2004). It influences teacher's behavior, teaching style and connected actions in schools. Thus teacher's motivation has become a main concern while scheduling for locus of control.

There are 3 types of forces which usually manipulate work motivation: (i) forces working within and individual, (ii) forces working within the association (iii) forces working in the environment. The forces working within an individual are one of the major determinants of work motivation. The human requirements are both abundant and compound. Some of these needs cannot be explained and recognized because people conceal their authentic wants under the cover of publicly established behaviour. Further, every person is different and a diversity of items may establish to be motivating depending upon the wants of a personality, the situation, the individual is in and what rewards the personality anticipates for the work done. It is the job of the leader to contest individual wants and potentials to the type of rewards accessible in the job setting.

Work motivation has appeared as one of the significant managerial behavior that influences presentation at work. During past two decades widespread empirical research has been prepared to understand the suggestions of motivation at work place. The attention in work

motivation amongst the psychologists and other behavioral scientists who study organizations has escalated dramatically as well (Katzell and Thompson, 1990). There are noticeable reasons for it; firstly the deteriorating productivity of organizations, secondly demographic transforms seem to have accentuated the necessity for innovative approaches to developing and control valuable human resources. As a matter of fact work motivation may be viewed as a wide construct pertaining to the circumstances and process that report for the arousal, direction, magnitude, and maintenance of attempt in a person's job. Work motivation also helps the employer in understanding the behavior of an employee. It intermingles with and acts in combination with other mediating processes and the environment but it cannot be seen. It is hypothetical construct which helps in illumination the behavior though it cannot be equated with behavior. Certainly individuals differ in their essential motivational drive. It has also been recognized that employee's motivation changes from one incident to another. In an association, when an employee is liability a good job or production is increased by him, he must be satisfied with respect to his desires.

The individual may be motivated by more than one need at a time, and unless we recognize the part played by each one we cannot properly understand his behavior. So, in a workplace the manager or supervisor has to know the needs or drives of individual and motivate him according to it. Educational organizations like schools, colleges and universities need highly motivated teachers so as to attain their goals and produce good citizens. It is one of the several factors that go into a teacher's performance. It includes the factors that cause, channelize and sustain the behavior of teachers in a particular committed direction. The researchers assume that motivation among teachers is in short supply and in need of periodic replenishment. Thus, if it is known that what drives the teacher, it will help in understanding their work behavior. Their efficiency in working will lead to the progress of school which in turn will enhance their commitment to school and job satisfaction. Convey, John J.(2014) conducted a research on Motivation and Job Satisfaction of Catholic School Teachers this article examines the relationship between Catholic school teachers' motivation and job satisfaction. The data are derived from a survey of 716 teachers in Catholic elementary and secondary schools in three dioceses in the US (Atlanta, GA; Biloxi, MS; and Cheyenne, WY). The school's academic philosophy and its environment were important predictors of the teachers' satisfaction with their work with students and with their relationships with administrators and other teachers. The

motivation to teach in the school because it was a Catholic school was an important predictor of the teachers' satisfaction with the school. The results of the study confirm the importance of a religious factor as an important motivator for teachers choosing to teach in Catholic schools and an important predictor of their job satisfaction.

To summarize, motivation acts as a powerful tool in educational institutions which may lead to increased efficiency of teachers. There may be several reasons which motivate the teachers to do their work efficiently. Money is not the only motivator. There are other incentives which can also serve as motivators. For instance, Srivastava and Krishna (1994) indicated that the 'need for achievement' and 'self-control' were the most dominant motivating forces for male as well as female teachers whereas the 'monetary gain' was the least effective motivator for them. Similarly, Patel and Rao (2005) examined the determinants of teachers' work motivation and found that among these factors individual ability of teachers, concern of head of school for administrative efficiency, internal school environment and supportive classroom environment were correlated with teacher motivation and their performance. Similarly, opportunity for reward and recognition were found to have higher positive correlation with teacher motivation whereas the current compensation package for teachers was found to be negatively correlated with the motivation of the teacher.

Research has exposed that school principals do in fact play a crucial role in improving school and classroom setting and in teacher supervision, not to cite student learning (Davis et al., 2005; Hallinger & Heck, 1998; Leithwood et al., 2004; Louis et al., 2010). This effect, which is second only to in-class teaching (Leithwood et al., 2004), occurs through the authority they have on their teachers' level of assurance and motivation, work conditions, and distribution of power (Leithwood et al., 2006), or through their association of the school's culture (Wahlstrom & Seashore, 2008; Robinson et al., 2008). Effective principals also enhance teacher performance (Lee, Dedrick, & Smith, 1991; Lee, Buck, & Midgley, 1992; Rosenholtz, 1989) as well as the latter's sense of effectiveness in their practices (Smylie, 1988; Hipp, 1996; Hipp & Bredeson, 1995). This observation has led to an acknowledgement of their profession as one wanting specialized capabilities that warrant specific training and preparation beyond native qualities (Bush, 2008, 2010; Avolio, 2005; Lumby et al., 2008).

1.4 LOCUS OF CONTROL

The persons who consider that he can settle on for himself what he will do or be, places his control internally and the persons who consider that what occurring to him is an issue of fortune or rudiments exterior himself puts his control externally. Every of us find the scheming components in our lives either inside or outside ourselves. The person who believes that he can decide for himself what he will do or be locates his control internally and the person who believes that what happens to him is a matter of luck locates his control externally. A person who has internal locus of control assumes that he is the master of his fate and the captain of his soul. He thinks that he can do what he wants to do and achieve results by his own efforts. But a person who has external locus of control believes that his ability and his skill would not make much difference because luck and other people will govern the outcome of his efforts. So, it is important to note where one is locating the control of his life. Locus of control means place or location of control.

Locus of control is a personality constructs, an expectancy variable, referring to an individual's perception of the place, events and the degree of personal control that one has over the reinforcements (e.g. Events, stimulus or state of affairs) that change subsequent behavior when it temporarily follows an instance of that behavior. Bulus, Mustafa (2011) conducted a research on Goal Orientation, Locus of Control and Academic Achievement in Prospective Teachers: An Individual Differences Perspective. The aim of this study is to investigate the role of the prospective teachers' locus of control in goal orientations and of both orientations in academic achievement. The contributors were 270 undergraduate scholars studying in diverse majors at the Faculty of Education in Pamukkale University. Results illustrated that mastery goal orientation was +vely and avoidant goal orientation was -vely associated with locus of control and academic achievement. A +tive relationship was found between locus of control and academic achievements. In the study regression analyses indicated that mastery and avoidance goal orientations were predicted by locus of control and academic achievement was predicted by goal orientations and locus of control together. Locus of control can be considered on the basis of one's perceptions, and it can be either internal or external.

1.4.1 INTERNAL LOCUS OF CONTROL

If any person perceives that an occasion or achievement is dependent on his own actions or on his own moderately permanent characteristics, he is known to have internal control. Here he supposes that he is the master of his fortune and the captain of his spirit. He believes he can do what to do and attain results by his own efforts. Such peoples have internal locus of control.

1.4.2 CHARACTERISTICS OF INTERNAL LOCUS OF CONTROL

1. Internals are more expected to search for information.
2. They are more responsive and attentive.
3. Internals give more concentration to significant cues when there are doubts in a situation.
4. They show more accompanying learning.
5. They are more receptive to informational necessities.
6. Internals follow goals by paying careful concentration to demands of the taste.
7. They set sensible aims and take accountability for their actions.

1.4.3 EXTERNAL LOCUS OF CONTROL

When corroboration is professed by the subject as following some act of his own but not being completely dependent on his action, then it is naturally perceived as the result of luck, chance, fate, etc. when the actions are interpreted or ascribed in this way by a person, then that is the faith in external control. If one person believes that his ability and his skills would not make many differences because fate and other people will administer the conclusion of his efforts, he is supposed to have external locus of control.

1.4.4 CHARACTERISTICS OF EXTERNAL LOCUS OF CONTROL

1. Externals are more apprehensive of social pressures and social demands.
2. They chase goals by relying more on performance oriented towards the social agent in the situation.

3. They are not prepared to take accountability for their dealings.

LOC means imminent people have regarding the source of things that occur to them. It replies the question, do they perceive themselves as basically accountable for what occurs to them in their lives or do they point this to other factors (such as fortune, destiny, other factors or people). Rotter (1966) primary initiated the idea in a 1966 monograph and with it offered an Internal/External (I/E) Scale. Other scales intended to assess I/E orientation of styles (in broader sense) have since been available. Rotter's (1966) measure of locus of control is consistent and plentiful studies have demonstrated to the validity of the build. A huge number of studies have associated scores on this access to many variables such as academic achievement, occupational success, psychiatric diagnosis and marital adjustment.

Stachowiak, Bonni J.(2010) investigated that does any relations existed between faculty members' locus of control and job satisfaction at a small, private, faith-based university. The conclusion in this study was to some extent reliable with past research, to the scope that this could be charged given a lack of consistency established on the ICI. The significance of the work that faculty execute and the sense of function and satisfaction that it supplies could be interpret as a reason for why respect for the standard of execution a challenging assignment was less important in these sense associate's motivational forces. The importance of self-determination in the service of faculty associate's enjoyment was unquestionably linked with the past conclusions of this fundamental element of stimulus. No association among job satisfaction and locus of control was instituted.

Locus of control is that feature which discloses whether the personality is internally or externally controlled. Internal control means that the character considers that attainment and achievement in life are his own assistance. Internally controlled personality has self-confidence in him and senses that he himself is able of attaining incredible. Kalia and Sahu (2006) Gender and Locus of Control as Determinants of Study Habits. They established important and constructive effect of Locus of control on study habits of secondary school students. Internally controlled teenagers were found to be enhanced study habits than externally controlled students. He does not much depend on exterior help. He does not consider that whatever he has attained is due to any outer help. On the other side, externally controlled personality lacks self-confidence and experiences that with no external assist he cannot attain. He gazes for assist from others for receiving something done. His faith is that, achievement and success in life are strong-minded

mainly by the situational issues. Hence, for the internally controlled character “I” is important whereas for the externally controlled “They” are significant. Sanjay Vohra’s (1990) Levenson locus of control scale which is ready in three areas viz P-powerful others, C-chance control, and I- Individual control. These regions are distinct as follows:

P - Powerful Others – Faiths concerning manage by influential others, high Scores specify that other person manage your results.

C – Chance Control – Faith concerning chance control high Scores designate that unordered, chance, or accidental actions manage your products.

I – Individual Control– Faith regarding individual control, high Scores point out that you consider your conclusions are forbidden by you-your existing state of affairs and your rewards are straight outcomes of fixation you control.

Rotter (1975) concerned that internality and externality symbolize two ends of a scale, not an either/or typology. Internals lean to feature conclusions of actions to their own control. Externals characteristic products of actions to external situations. It must not be consideration however, that internality is associated completely with acknowledgment to attempt and externality with acknowledgment to fortune, as Weiner's job creates obvious. This should not be consideration however, that internality is associated completely with ascription to attempt and externality with acknowledgment to luck, as Weiner's work constructs obvious. This has noticeable suggestions for dissimilarities among internals and externals in conditions of their attainment motivation, signifying that internal locus is associated with upper levels of require for attainment. Anderson, Angelika; Hattie, John; Hamilton, Richard J. (2005) used a novel multidimensional locus of control instrument to examine the association among locus of control, motivation, and academic achievement in 3 dissimilar sorts of school. The powers of the I-SEE are that it includes the build of self-efficacy and that it is surrounded in sculpt of personality. Additional, it comprises the location of the environment and personality in influential act.

Due to their putting control exterior themselves, externals lean to sense they have fewer direct over their destiny. Persons through an external locus of control been inclined to be additional worried and level to clinical depression (Benassi, Sweeney & Dufour, 1988; cited in Maltby, Day & Macaskill, 2007). Internals were supposed by Rotter (1966) to show two

necessary characteristics: high achievement motivation and low outer-directedness. This was the basis of the locus of achievement motivation and low outer-directedness. This was the basis of the locus of control scale proposed by Rotter in 1966, although this was actually based on Rotter's trust that locus of control is a uni-dimensional assemble. Since 1970, Rotter's hypothesis of uni-dimensionality has been confronted, with Levenson, for example, quarrelling that different magnitude of locus of control, such as confidence that events in one's life are self-determined, are prepared by powerful others and are chance-based, must be alienated. Weiner's early work in the 1970s recommended that more-or-less orthogonal to the internality-externality dimension; we should also consider disparities between those who attribute to constant causes, and those who attribute to unbalanced causes. This meant that attributions could be to aptitude (an internal stable cause), attempt (an internal unstable cause), task difficulty (an external stable cause) or fate (an external, unstable cause). Such at least were how the early Weiner saw these four causes, even though he has been confronted as to whether people do see luck, for example, as an external cause, whether talent is always professed as stable and whether attempt is always seen as changing.

Indeed, in more recent publications (e.g. Weiner, 1980) Weiner uses different terms for these four causes—such as "objective task characteristics" in place of task complexity and "chance" in place of luck. It has also been notable how psychologists since Weiner have distinguished between stable effort and unstable effort—knowing that, in some circumstances, effort could be seen as a stable cause, particularly given the presence of certain words such as "industrious" in the English language. A large numbers of studies were observed by the investigator on Locus of Control and it was felt that it is a significant issue which might play an important role in determining alienation, career maturity and study habits of adolescents when it joined with variables like academic achievement and socio-economic-status. In the context of education, locus of control refers to the types of attributions we make for our successes and/or failures in academic tasks.

A person's locus of control faith about himself or herself is known as an "attribution". Attribution refers to how people clarify events that happen to themselves and others. People who are comparatively internal consider they are accountable for their destiny, whereas people who are comparatively external believe that the good and the bad things, that happen to them are determined by luck, chance or powerful others. Tull, Ashley; Freeman, Jerrid P.(2011) Examined

in this study were the recognized frames of reference and locus of control used by 478 student affairs administrators. Administrator replies were inspected to recognize frames of reference most frequently used and their preference order. Locus of control generally used and the relationship between frames of reference and locus of control with administrator characteristics were also examined. Study results exposed that administrators surveyed had a high preference for the Human Resource Frame of Reference and External Chance Locus of Control. Results also exposed a number of statistically significant correlations between preferred frames of reference, locus of control, and administrator characteristics. These results present new knowledge on the frames of reference and locus of control mainly used by student affairs administrators in planning their perceptions, attitudes, and finally behaviors and decisions. Locus of control has been recommended to be a culturally inclined variable (Kishore, 1983). Thus, its relationship with scholastic achievement is expected to vary along cultures.

1.5 SIGNIFICANCE OF THE STUDY

The teacher holds the most important place in the process of education. So, there exists a greatest need for the teacher to be of administrative behavior and motivated towards their responsibilities. The administrative behavior of the teacher influences the overall climate of the school. Conversely, teachers in different type of school climate may exhibit different type of administrative behavior. In this study the administrative behavior will be studied on the basis of self perception by the teachers specifying the four vital components i.e. Planning, Organization, Communication and Decision making. The difference in administrative behavior across different school organizational climate and its effect on teacher effectiveness that this study may bring forward can be of great importance and far reaching implications to improve the overall school practices. Teacher motivation is an important element in the quality of educational provision, strongly influenced by the way in which education is managed and by those with whom teachers interact. In India teacher's work motivation is a complex issue. There are virtually no incentives for teachers who go beyond the call of duty and empower their students to learn and move on in his life. The quality of their motivation is strongly influenced by the actions and attitudes of educational administrator and other teachers, pupils and members of the local community. Teachers work motivation is definitely a huge issue in education and unless, we as a nation decide to take it seriously, the future of our children is shaky. Identifying how motivation is

associated for sustained and improved performance is an important issue. Locus of control means perception people have about the source of things that happen to them. It answers the question, do they see themselves as largely responsible for what happens to them in their lives or do they attribute this to other factors (such as luck, fate, other factors or people). Internals tend to attribute outcomes of events to their own control. Externals attribute outcomes of events to external circumstances. Internally controlled individual has confidence in himself and feels that he himself is capable of achieving something. On the other hand, externally controlled individual lacks confidence and feels that without the external help he cannot achieve. He looks for help from others for getting something done. His belief is that, success and achievement in life are determined largely by the situational factors. The present study aimed at studying whether administrative behavior and work motivation are influenced by locus of control affects the tribal teachers. The findings and the conclusions of the study will be helpful for teachers to identify and differentiate their administrative behavior. It will also help students and other staff.

1.6 STATEMENT OF PROBLEM

Statement of the problem stated as:

ADMINISTRATIVE BEHAVIOR AND WORK MOTIVATION OF SECONDARY SCHOOL TRIBAL TEACHERS IN RELATION TO THEIR LOCUS OF CONTROL.

1.7 OPERATIONAL DEFINITIONS

Operational definitions of the variable are:

1.7.1 ADMINISTRATIVE BEHAVIOUR

Administrative behavior of a school head can be defined as his mode of action in making available the human and material resources and in making the purpose of school more effective.

1.7.2 WORK MOTIVATION

Work motivation is a process to energize employee to the work goal through a specific path. It is an action that stimulates an individual to take a course of action, which will result in attainment of some goal or satisfaction of certain psychological needs of the individual himself.

1.7.3 LOCUS OF CONTROL

Locus of control is a stable way of perceiving, interpreting and attracting events and phenomena. It is a part of how one perceives one self. The locus of control definitely influences our perception of others, our relations with others and also other events in the environment. The person, who believes that he can decide for himself what he will do or be, locates his control internally and the person who believes that what happens to him is a matter of luck or elements outside him selves, locates his control externally.

1.8 OBJECTIVES OF THE STUDY

1. To explore the administrative behavior work motivation and locus of control among secondary school tribal teachers.
2. To find out the relationship between administrative behavior and work motivation of secondary school tribal teachers
3. To find out the relationship between administrative behavior and locus of control of secondary school tribal teachers
4. To find out the relationship between work motivation and locus of control of secondary school tribal teachers.

1.9 HYPOTHESES OF THE STUDY

1. There exists a significant difference in administrative behavior among secondary school tribal teachers with respect to gender, teaching experience.
2. There exists a significant difference in work motivation of secondary school tribal teachers with respect to gender, teaching experience.
3. There exists a significant difference in locus of control of secondary school tribal teachers with respect to gender, teaching experience.
4. There exists a significant relationship between administrative behavior and locus of control of secondary school tribal teachers with respect to gender, teaching experience.
5. There exists a significant relationship between work motivation and locus of control of secondary school tribal teachers with respect to gender, teaching experience.

6. There exists a relationship between administrative behavior and work motivation of secondary school tribal teachers with respect to gender, teaching experience.

1.10 METHOD AND PROCEDURE

Descriptive survey method was used by the investigator to collect the relevant information for the current study. Its research studies are designed to obtain the pertinent and precise information concerning the current status of phenomenon and to draw the valid conclusion from the facts discovered. They are restricted not only to the fact finding but may often result in the formulation of important principles of knowledge and solution of significant problems concerning local, state, national and international issues. It is more than just collection of data; they involve measurement, classification, analysis, comparison and interpretation of data.

1.11 SAMPLE TECHNIQUES AND DESIGN

Simple Random Sampling technique was used by the investigator for research purpose to find the relationship between administrative behavior and work motivation of secondary school tribal teachers in relation to locus of control.

Collection of the data for the present study was done from two hundred secondary school tribal teachers of Ranchi district of Jharkhand.

1.12 TOOL OF DATA COLLECTION

For the present study, following tools will be used as:

1. Administrative Behavior Scale Self Constructed
2. Work Motivation Scale Self Constructed
3. Locus of control by Sanjay Vohra(1992)

1.13 PROCEDURE

The investigator will take a list of secondary schools in Ranchi district of Jharkhand. A sample of 200 secondary school tribal teachers will be taken by simple random sampling techniques. After selection of the suitable tools to generate information about the selected variables of the

target group i.e. secondary school tribal teachers, the subsequent task for the investigator is data collection. For this purpose investigator will visit Ranchi district of Jharkhand in order to get the list of secondary school tribal teachers.

1.14 DATA ANALYSIS TECHNIQUE

For analysis and interpretation of data the investigator will use following statistical technique:

1. Analysis of variance (One Way Anova)
2. T test
3. Product moment coefficient of correlation

1.15 DELIMITATION OF THE STUDY

1. The present study is delimited to Ranchi district of Jharkhand.
2. It is further delimited to 200 tribal secondary school teachers only.

1.16 DESCRIPTION OF WORK DONE

The tools which will be used by investigator in this research are self-constructed. Tools which are constructed by the researcher are as follows:

- 1) Administrative behavior scale (Self-Constructed)
- 2) Work motivation scale (Self-Constructed)
- 3) Locus of control by Sanjay Vohra

1) ADMINISTRATIVE BEHAVIOR SCALE

In this scale total numbers of 20 items were constructed by the investigator. These items were constructed in this tool are under the following factors, namely, a) Planning b) Organization c) Communication d) Decision-Making. These factors are referred from the Manual for Administrative Behavior Scale by Haseen Taj constructed for school heads.

- a) **Planning:** Planning area includes the items pertaining to the activity the school which are decided in advance. The statements on time-phase, work-phase and other schedules for academic year, in terms of curricular and co-curricular activities are included.

- b) **Organization:** Organization area includes statements pertaining to how the school teachers organize study tour, parent teacher meeting, various classroom activities and community interaction.
- c) **Communication:** This area includes the statements on the communication with the seniors about the progress on the school, with the students related to some problem which they might face in the school and with parents related to progress of the students.
- d) **Decision-Making:** This area includes the statements pertaining to way of finding solution of problems, analyzing the problem, appreciation and acceptance of ideas among staff.

Items validity is yet to be checked by the researched, items were just discussed with the guide.

2) **WORK MOTIVATION SCALE**

In this scale total numbers of 26 items were constructed by the investigator. These items were constructed in this tool are under the following factors, namely a) Basic Needs, b) Dependence, c) Self esteem, d) Social Relation. These factors are referred from the questionnaire of Employee Motivation by Samrudh Jahagirdar and from the manual of Work Motivation Questionnaire by K.G.Agarwal.

- a) **Basic needs:** The area under basic needs includes statements related to salary leaves physical facilities and school environment.
 - b) **Dependence:** The area under dependence includes statements related to dependence on seniors and with their staff members.
 - c) **Self esteem:** The area under this includes statements related to the responsibilities and role in the school, recognition of work, visibility with top management.
 - d) **Social Relation:** the area under this includes statements related to the social status in the community, trust and confidence over other staff members, expectation from the society.
- 3) **LOCUS OF CONTROL** by Sanjay Vohra will be used by the researcher for collecting data from secondary school tribal teachers.

1.17 PLAN OF ACTION

Following are the plans:

Sr. No.	Plans	Assumed date
1	Completion of self-constructed tools	30 th March
2	Data collection	31 st - 14 th April
3	Analysis of data	15 th April-21stApril
4	Interpretation of results	22ndApril-27thApril
5	Submission of dissertation	29thApril

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