

A Study of Administrative Behaviour of School Heads in terms of Planning and Organisation

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ABSTRACT

The present study investigates the administrative behaviour of public and private secondary school heads on their planning and organisation. A sample of 200 secondary school heads was drawn randomly from both the secondary schools of Kashmir. For the collection of data, Administrative Behaviour Scale by Haseen Taj was administered and the data was analysed by using the statistical techniques viz, Mean, S.D and Test of Significance. The results revealed that both groups differ significantly on planning and organisation dimensions of administrative behaviour.

Key-words: Administrative Behaviour, Planning, Decision-making, Public secondary school heads and Private secondary school heads.

I. INTRODUCTION

The process of education has been going on since times immemorial. Changes in the society have always desired a changed system of education. Thus right type of education has been and will ever be the cry of the whole humanity. That is possible if control of education is in the hands of right type of administrators. The institutions are, first of all, setup and then through the efforts of the administration, are made to function keeping in view the aims and objectives fixed up by the society [1] Mishra, 2007. All efforts behind the establishment and maintenance of educational institutions aim at the improvement of the behaviour of the learners who are the future citizens of a nation and thereby make the whole society a better place to live in. Better, the educational administration, better are its outcomes. An educational institution comes into being through the process of organising. A good organisation arises out of a deliberate together, to realise certain objectives, which as individuals the persons either could not do for themselves or could not do as well. Running or functioning of the educational institution is the job of the head or the administrator who acts as a leader and through his efforts; he is able to set up an institution [2] Marks & Printy, 2003. Planning is a dynamic process; it is prospective as well as retrospective. It looks forward eagerly to see how things are taking shape and then looks backward to find out how far the desired plans are being materialised. For the purpose of becoming an effective administrator one needs to be familiar with the theoretical concepts and best practices relating to educational administration. The

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administration is important in social, economic, political, religious and educational affairs. It affects every person and the manner in which organizations are administered determines the course of one's lives. It affects their way of living, their goals, their ambitions, their happiness and their achievements. The administration will develop an understanding and an appreciation of a broad knowledge of the facts and practices which make up the science of administration as it is known today. Knowledge of administration will make it possible for all the heads to recognize unsound practices in administration and will help in restricting the exploitation of human resources and in furthering efficient management and organization[3] Karabasanagoudra, 2011. The administration is fundamental in achieving joint purposes. Heads are imbued with ideas which they want to see come to fruition but these ideas do not materialize unless there is planning and cooperative action. Knowledge of administration facilitates the achievement of such aims. Good administration implies cooperating with one another, being able to overlook personal shortcomings, getting along with people in order to obtain the utmost work output and efficiency. The present paper comparatively explores the administrative behavior of public and private secondary school heads on their planning and organization.

II. OBJECTIVE

1. To find and compare the administrative behaviour of public and private heads on Planning and Organisation.

III. HYPOTHESES

1. There is a significant difference between the administrative behaviour of public and private heads on planning and Organisation.

IV. SAMPLE

A sample of 200 secondary school heads was taken randomly by using simple random sampling techniques from all the districts of Kashmir excluding Leh and Kargil.

V. TOOL

The HaseenTaj's Administrative Behaviour Scale (2011) having 90 items with four dimensions was implied in order to find and compare the planning and organisation of both the public and private secondary school heads.

VI. STATISTICAL TREATMENT OF DATA

Mean, S.D and Test of Significance

Table 1.0 Showing mean difference, S.D and Level of Significance of Public and Private Heads in terms of their Planning and Organisation. (N=100 each)

Dimensions		Public Heads		Private Heads		't' value **
		Mean	S.D	Mean	S.D	
I	Planning	78.95	6.10	66.56	6.91	13.44
II	Organization	90.75	5.07	93.31	6.28	3.17

Note: $P < 0.01$

** Significant at 0.01 level

VII. INTERPRETATION AND DISCUSSION OF RESULTS

Table 1.0 shows the significant mean difference between the public and private secondary school heads. On Planning dimension of administrative behaviour, the mean score in case of public secondary school heads is comparatively higher ($M=78.95$) than the mean score of private secondary school heads ($M=66.56$). The t value ($t=13.44$) is significant at 0.01 level of confidence. On Organisation dimension of administrative behaviour, the mean score of public secondary school heads is comparatively lesser ($M=90.75$) than the mean score of private secondary school heads ($M=93.31$) and the t value ($t=3.17$) came out to be significant at 0.01 level of confidence. From the results, it can be inferred that public secondary school heads have better planning while as, private secondary school heads have better organisation. The results further reflect that Public secondary school heads work more efficiently than private secondary school heads and plan everything at the initial stages. They are observed to be more patient and courageous. On the other hand, Private secondary school heads are observed to have better organising setup and provide proper environment in the school. They are observed to perform duties to accomplish the objectives and goals. They are observed to be bound to bring about excellent organisation. The results run parallel with [4] Priyanki&Jaggat, 2017 who found a significant difference between the private and provincialized heads in terms of planning.

VIII. CONCLUSION

From the results, it is concluded that public secondary school heads in comparison to private secondary school heads have better planning and private secondary school heads in comparison to public secondary school heads have better organisation.

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