

A Study on The Administrative Behaviour of Secondary School Principals in Terms of Planning

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Abstract

This survey research investigated the administrative behaviour of provincialised and private secondary schools under State Board of Assam (SEBA) in the area of planning. For doing so, a questionnaire was applied on 20 principals from provincialised and private secondary schools. The study is conducted by applying descriptive survey method. The objectives of the study are to study the administrative behaviour of provincialised and private secondary school principals in terms of planning and to make a comparative study on the administrative behaviour of provincialised and private secondary school principals in the area of planning. The data is analysed through simple frequency percentage, Mean, S.D, t-test and graphical representation. The findings of the study suggest that there is no significant difference in administrative behaviour of secondary school principals belonging to provincialised and private schools in terms of planning. Again, the private secondary school principals have more very high administrative behaviour in terms of planning in comparison to provincialised secondary schools and no principals from both provincialised and private secondary schools have very low administrative behaviour in planning.

Keywords

Administrative Behaviour, Planning, Secondary Schools, Principals

Introduction

The principal holds a key position in the administration of school. He has to give necessary advice and guidance to teachers, students and other members of the school. As an important component of the school administration the principal has important roles and responsibilities to play. Everything in the school, the plant, the staff, the curriculum, methods and techniques of teaching, co-curricular activities, are organised by him. The efficiency of the school depends on the ability and skill, personality and professional competence of the principal. He may be described as the sun around which the educational plants revolve. He is responsible for smooth running of the school. The head of the institution is directly or indirectly responsible for anything and everything happens in the school. The principal has an influential role to play in the development and success of the school.

The progress, development and health of the institution depend on the administrative behaviour of the principal. Administrative behaviour can be defined as the influence process affecting the interpretation of events for the organisation to motivate its members to achieve the objectives and the maintenance of cooperative relationships and team work. The principal plays a dominant role in the school and all the activities taking place in the institution revolves round him. Therefore, it is expected that the principal should possess an efficient or high degree of administrative quality. Effective administrative behaviour believes in making right and responsible decisions for the benefit of the organisation. Administrative behaviour is the commitment of the decision makers to act, thereby committing the personnel, material and financial resources of the organisation. A strong administration is very essential for the strong foundation of the school.

One of the important dimensions of educational administration is planning. The success of the school depends upon the planning of the principal. The principal needs to look after all the areas and component of school for the smooth function of the administration. The principal is responsible for the planning of material and non-material resources of the institution. Planning is the process of systematic thinking for the achievement of success. It helps the principal to choose or decide the best alternative of

future action in relation to the objectives to be achieved and the resources available for the purpose. Some important variables of administrative planning are students, teachers, time, content/syllabus, methods, evaluation, physical plant, management and distribution of material and non material resources and ancillary services. An efficient administrator must be a good planner. He should possess certain qualities for successful planning. He should be able to take decisions at the right moment, as soon as quickly as possible, he should be able to provide necessary help whenever required etc. are some of the essential qualities of a principal as a good planner. Therefore the success of the institution fully depends upon the planning policies and strategies taken by the principal of the school.

Significance of the study

School is the miniature society where the future of the country is built. Schools are one of the prime concerns of the whole educational process. Effective leadership is the key factor of the success of any educational institutions. The success and development of the school mostly depends upon the administrative behaviour of the Principal who is the hub of the entire educational institution. The development of the school depends on the nature and quality of leadership, management and administrative behaviour exhibited by the head of the institution. Without principal's effort school cannot bring any changes. The principal plays an important role in planning processes of the school. The systematic planning of material and non-material resources of the school by the principal beforehand will decide the success of the school. So it is very necessary to study principals' administrative behaviour in the area of planning for the success of the school.

In the light of the above, therefore there is an urgent need to study the administrative behavior of secondary school principals in terms of planning. Thus, in the light of the above situation the present study becomes highly significant.

Objectives of the study

- To study the administrative behaviour of provincialised secondary school principals in terms of planning.

- To study the administrative behaviour of private secondary school principals in terms of planning.
- To compare the administrative behaviour of provincialised and private secondary school principals in terms of planning.

Hypotheses

H₀₁ There is no significant difference in administrative behaviour of provincialised and private secondary school principals in terms of planning.

Delimitations

1. The study is delimited to Guwahati city only.
2. The present study is limited to the provincialised and private secondary schools under SEBA only.

Statement of the problem

The present investigation aims at studying the administrative behaviour of secondary school principals in terms of planning. This study has been formulated under the following title: **“A Study on the Administrative Behaviour of Secondary School Principals in Terms of Planning.”**

Methodology

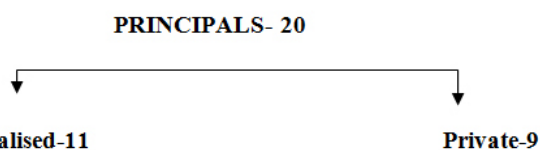
The present study is based on Descriptive Survey method.

Population

The population of the study is constituted of all the principals of secondary schools under SEBA (State Education Board of Assam) in Greater Guwahati.

Sample

In this study, a sample of 20 principals has been taken with the help of simple random technique. Out of these 11 principals from provincialised secondary schools and 9 from private secondary schools. The sample distribution of the study is thus as follows,



Tool used

The present study was carried out with the help of a questionnaire based on multiple choice items developed by the investigator. The tool consists of 40 items with five (5) alternative responses, namely, Always (A), Frequently (F), Sometime (S), Rarely (R), and Never (N) pertaining to the activities in the school which are decided in advance before the commencement of the academic year. The items are on planning time phase, work phase and other schedules for the academic year, in terms of curricular and co-curricular activities. The investigator established the reliability and validity of the tool.

Statistical implications

Statistical techniques used in the study are:

1. Percentage
2. Mean
3. Standard deviation
4. t- test

5. Graphical representation

Data analysis and interpretations

Objective-1: To study the administrative behaviour of provincialised secondary school principals in terms of planning.

Table 1 : Percentage of administrative behaviour of provincialised secondary school principals in terms of planning

Description of Administrative Behaviour	Provincialised	
	No. Of principals	%
Very high	1	9.1
High	0	0
Above average	4	36.4
Average/Moderate	4	36.4
Below average	1	9.1
Low	1	9.1
Very low	0	0
Total	11	100.0

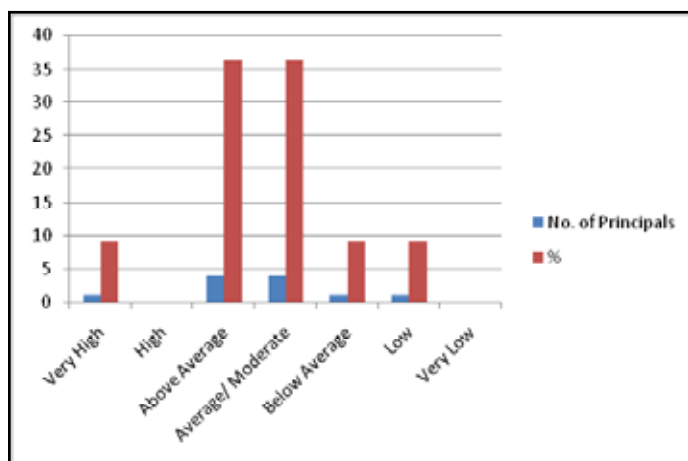


Fig. 1

Interpretation

- The above table 1 and figure 1 indicates that only 9.1% of the total samples collected from provincialised secondary schools have very high administrative behaviour in terms of planning. 36.4% principals have above average and average administrative behaviour, 9.1% have below average and low administrative behaviour in terms of planning. No principals from provincialised secondary schools have very low administrative behaviour in terms of planning.

Objective-2: To study the administrative behaviour of private secondary school principals in terms of planning.

Table 2 : Percentage of administrative behaviour of private secondary school principals in terms of planning

Description of Administrative Behaviour	Private	
	No. Of principals	%
Very high	2	22.2
High	1	11.1
Above average	2	22.2
Average/Moderate	2	22.2
Below average	1	11.1
Low	1	11.1
Very low	0	0
Total	9	100.0

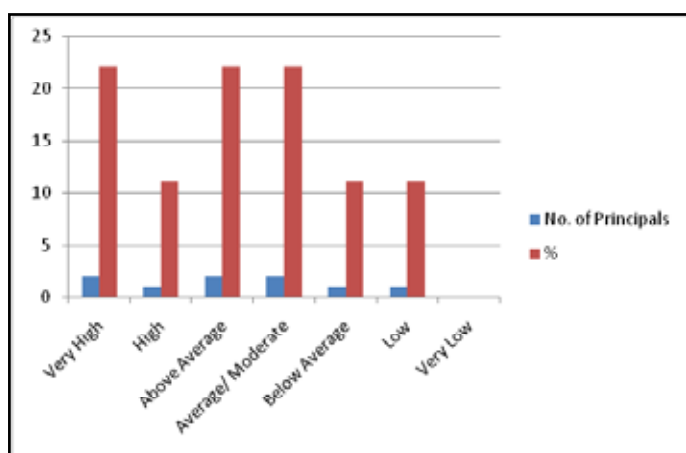


Fig. 2 :

Table 3 : Mean, SD and t value of administrative behaviour of provincialised and private secondary school principals in terms of planning.

Areas	School_type	N	Mean	Std. Deviation	M.Difference	t	df	P. value	Remarks
Planning	Prov.	11	71.18	4.708	3.515	1.275	18	.219	
	Private	9	67.67	7.550					Not significant at 5% level

Interpretation

- From the table: 3 it has been found that the mean score obtained by the principal of provincialised schools in terms of **Planning** is 71.18 with SD 4.708 while in case of private school principals mean score is 67.67 with SD 7.550 with a mean difference of 3.515. The mean score of provincialised secondary school principal is higher than the private secondary school principals. The t value of Planning is 1.275 with a df 18. The t value of Planning is statistically not significant at 5% level.
- Therefore, the null hypothesis is accepted. It means there is no significant difference in administrative behaviour of secondary school principals belonging to provincialised and private schools in terms of planning.

Major findings

- The study reveals that the private secondary school principals have more very high administrative behaviour in terms of planning in comparison to provincialised secondary schools. 22.2% principals from private secondary schools have very high administrative behaviour in terms of planning whereas; only 9.1% principals from provincialised secondary schools

Interpretation

- The above table 2 and figure 2 indicates that 22.2% of the total samples collected from private secondary schools have very high administrative behaviour in terms of planning. Only 11.1% principals have high, 22.2% principals have average and above average administrative behaviour in terms of planning, 11.1% have below average and low administrative behaviour in terms of planning. No principals from private secondary schools have very low administrative behaviour in terms of planning.
- Objective-3** To compare the administrative behaviour of provincialised and private secondary school principals in terms of planning.
- H_{01} There is no significant difference in administrative behaviour of provincialised and private secondary school principals in terms of planning.

have very high administrative behaviour.

- No principals from provincialised secondary schools have high administrative behaviour in planning but 11.1% principals from private secondary schools have high administrative behaviour in planning.
- No principals from both provincialised and private secondary schools have very low administrative behaviour in planning.
- The study also found that there is no significant difference in administrative behaviour of secondary school principals belonging to provincialised and private schools in terms of planning.

Conclusion

The findings of the study show that there is no significant difference in administrative behaviour of secondary school principals belonging to provincialised and private schools in terms of planning. But in comparison to provincialised secondary school principals, private secondary school principals have more very high administrative behaviour in the area of planning. No principal from both provincialised and private secondary schools have very low administrative behaviour in terms of planning.

The study reveals that the percentage of average administrative behaviour in planning is more in both provincialised and private secondary school principals.

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