
**A COMPARATIVE STUDY OF ADMINISTRATIVE PROBLEMS OF
THE PRINCIPALS OF SECONDARY, SENIOR SECONDARY
SCHOOLS**

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ABSTRACT

The present investigation was under taken to study the administrative problems of the principals of secondary and senior secondary schools and to compare the problems at both the levels. A sample of 25 principals of secondary schools and 25 principals of senior secondary schools of Yamuna Nagar was selected. Questionnaire tool was used for the research. The sample was analysed using weighted scores, mean, standard deviation and T-test. The findings of the study reveal that there was no significant difference between the administrative problems of the principals of secondary and senior secondary schools.

INTRODUCTION

Education system in India is of dates back where the children were taught in Gurukuls and the Guru-Shishya system was the means of education. Indian education system was improved when universities like Nalanda, Takshashila, Ujjain and Vikramshila came into existence. Education system in India is managed and controlled government well, providing education to all without any discrimination had become the priority of the government.

Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state, and local. Under various articles of the Indian Constitution, free and compulsory education is provided as a fundamental right to children between the ages of 6 and 14.

School is regarded as a potential instrument for intellectual, mental, physical and emotional development of child's abilities, capabilities and interests. Composite developmental infrastructure at the grass roots level effectively provide a conducive environment for laying a strong base for an enviable personality to emerge. The products of such ideal nurseries of good citizens form the nucleus of a strong, developed and prosperous social structure and nation. It is they who account for achieving exalted heights in multifarious for a nationally and internationally.

With the ideals of such personae it becomes imperative to establish, maintain and run institutions of a status about which our history stands testimony and the world eulogizes. Nalanda and Texla are the precursors of Oxford and Cambridge. It is amply evident as to the importance and essentiality of such institutes.

The quality, functioning and effectiveness of good school is reflected in the health and development of a society which is definitely indebted for its morals and values to the role played by the school. The overall institutional influence over the surroundings and the cultural development is a fair index of the end result of the endeavours of personalities administering such institutes

Administration is a social process in which behavior of the social system gets the upper edge in operating educational institution.

As Principals are directly concerned with education the meaning of Education Administration should be very clear. Educational Administration is a human process very much influenced and controlled by various factors such as philosophical, psychological, sociological, historical and political. Educational Administration means solving mutual problems, involving groups

of persons and elements such as planning, organizing, staffing, directing, coordinating, reporting, budgeting etc. and leadership.

The proof of pudding lies in its eating. It is no way less irrelevant in regard to the Principal of a school. The local community, the professional leaders, organization and the local staff members exhibit a strong tendency to judge a school by Principal. Unquestionably, Leadership achieved co-operatively with staff and community will determine the standard and establish the tone and quality of the school. He receives credit or discredit, as the case may be, for the school's morale in respect to the students and the staff.

THE ADMINISTRATOR'S 20-POINT PROGRAMME

The Administrator should:

1. Define and set forth the aims, purpose and objectives of the organization.
2. Exercise a dynamic influence towards the clear understanding of the aims and purpose and effectively publicise them.
3. Lay down the structure of the organization and clearly define positions and their authority and responsibility.
4. Recruit and organize the staff.
5. Secure favorable terms of employment to attract the best talent.
6. Appoint committees and hold meetings and conferences to achieve coordination.
7. Stimulate and energise the staff and supervise its activities.
8. Improve human relation and look after the health, comfort, training, development, etc, of the workers.
9. Facilitate free communication both vertically and horizontally.
10. Reconcile the claims of productivity and personality.
11. Standardise the quality and quantity of performance and evaluate it accurately and objectively.
12. Interpret workers, attitude and execute policies to the concerned person.
13. Hold the authorities attention to the needs and interests of the workers.
14. Keep contact with the local community and institutions.
15. Keep the public informed of the implication of the adopted policies and procedures.
16. Initiate and operate workers' in-service programmes for their improvement.
17. Increase the output of work with less investment of effort and money.
18. Ensure a serviceable educational product of good quality acceptable to society.
19. Provide long-term security and stability to the institution.

20. visualize future progress and explore ways and means for the same.

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STATEMENT OF THE PROBLEM

Keeping in view the above considerations, the problem in hand aims to explore and compare the challenges that Secondary and Senior Secondary principals face and has been stated as under:

“A COMPARATIVE STUDY OF ADMINISTRATIVE PROBLEMS OF THE PRINCIPALS OF SECONDARY, SENIOR SECONDARY SCHOOLS”**OBJECTIVES**

The present study was undertaken, keeping in view the following objectives:-

1. To identify, locate and classify the administrative problems of the Principals of Secondary and Senior Secondary Schools.
2. To find out the magnitude of those problems and how far do they affect their efficiency.
3. To compare the administrative problems of the principals of Secondary and Senior Secondary Schools.
4. To make observations, to draw inferences and to suggest means and measures to solve these administrative problems.

DELIMITATIONS

Although every effort has been made to make this study intensive, but it can not be denied that several unforeseen causes of administrative problems may have been left over. Keeping in view the limitations of time and resources, the researcher was constrained to delimit the present study as under:-

1. The study was delimited to YamunaNagar district.
2. The study was restricted to the private and aided secondary and senior secondary schools
3. Following areas of administrative problems were taken:
 - a. Inadequacy of Staff
 - b. Plant and Equipment
 - c. Finance
 - d. Community Relationship
 - e. Supervision
 - f. Curriculum Construction
 - g. Education Leadership
 - h. Head-Student Relationship
 - i. Head-Teacher Relationship
 - j. Student Evaluation

HYPOTHESES

Following hypotheses have been formulated for the current study:-

1. There exists no significant difference in the administrative problems of the principals of Secondary and Senior Secondary Schools related to Category I (Inadequacy of Staff).
2. There exists no significant difference in the administrative problems of the principals of Secondary and Senior Secondary Schools related to Category II (Plant and Equipment).
3. There exists no significant difference in the administrative problems of the principals of Secondary and Senior Secondary Schools related to Category III (Community Relationship).
4. There exists no significant difference in the administrative problems of the principals of Secondary and Senior Secondary Schools related to Category IV (Head-Students Relationship).
5. There exists no significant difference in the administrative problems of the principals of Secondary and Senior Secondary Schools related to Category V (Curriculum Construction).
6. There exists no significant difference in the administrative problems of the principals of Secondary and Senior Secondary Schools related to Category VI (Head-Teachers Relationship).
7. There exists no significant difference in the administrative problems of the principals of Secondary and Senior Secondary Schools related to Category VII (Students Evaluation).
8. There exists no significant difference in the administrative problems of the principals of Secondary and Senior Secondary Schools related to Category VIII (Educational Leadership).
9. There exists no significant difference in the administrative problems of the principals of Secondary and Senior Secondary Schools related to Category IX (Supervision).
10. There exists no significant difference in the administrative problems of the principals of Secondary and Senior Secondary Schools related to Category X (Finance).
11. There exists no significant difference in the administrative problems of the principals of Secondary and Senior Secondary Schools related to Category XI (General).

METHOD USED

For the present study, method, the researcher decided to adopt was survey method. It is method of investigation to study, describe and interpret what exists at present. There are a number of questions that arise concerning current conditions practice that prevail the educational world. Information regarding such questions is important for administrators, teachers and educational planners. Survey brings to our attention educational problems and suggests the ways of meeting them.

SAMPLING

Sample gives us only estimates form which the investigator can make decision and draw conclusions never with source conviction but with various degrees of assurance. After making this frank confession it may also be asserted that without sampling the investigator can hardly draw any generalized conclusion.

There are more than 100 secondary and Sr. Sec. Schools in YamunaNagar. The data was taken from :

No. of Sec. Schools in YamunaNagar =25

No. of Sr. Sec. Schools in YamunaNagar =25

TOOLS USED

To achieve authentic, genuine and accurate information from the principals of the Institutions “Questionnaire” was the useful tool in comparison to visiting different schools personally and seeking an interview with the Principals as its work would have been limited by the degrees of insight possessed by the principals. Therefore, for the present study the researcher employed the ‘Questionnaire’ tool for collection of data, which was prepared with the help of (72) statements (Appendix-I) related to the administrative problems of the Principals of Secondary and Senior Secondary Schools.

CONSTRUCTION OF THE QUESTIONNAIRE

Framing of a good questionnaire takes a great deal of time and qualified thinking. In order to make the study reliable and very comprehensive the ‘Questionnaire’ was prepared by the researcher in consultation with the supervisor and other Lecturers including Dr. K.K. Sharma, Dr. Neelam Luthra and Dr. M,L. Goel, Dr. Amita Sharma, Dr. Sudershan and earlier studies so that no important aspect pertaining to the administrative problems of the principals may possibly be left out. Before the final draft of the statements was printed the researcher went for preliminary reconssaince to Dr. Vikas Kohli, Principal of Police DAV Public School , Ambala City and Mrs. Veena, Principal of Springfields Public School, YamunaNagar, Mrs.

Hardeep Mehta, Principal of GNG School, YamunaNagar. and asked them to read every statement carefully, inset modification if any and add it at the end of each category (Appendix-II)

By having personal meeting with the Principals of the institutions and looking the actual position of various schools, the researcher realized so many administrative problems personally like that of Principal-Teacher relationship and Educational Leadership etc.

The questionnaire contained (72) statements under eleven categories. The questionnaire was constructed on five point scale. On right hand side of each statement five columns were given viz.

Strongly Agreed (S.A.)

Agreed (A.)

Indifferent (I.)

Disagreed (D.)

Strongly Disagreed (S.D.)

The respondents were asked to put a tick mark in one of the circles to show whether they “Strongly Agreed” (S.A.), “Agreed” (A.), “Indifferent” (I.), “Disagreed” (D.), “Strongly Disagreed” (S.D.)

SCORING AND STATISTICAL TECHNIQUES

Scoring was done by taking down the responses from the questionnaire in terms of tallies. In this way all the answer sheets were dealt with and necessary tallies were marked and counted and the scores in each column were taken frequencies. The scale was having five point rating- Strongly Agree, Agree, Indifferent, Disagree and Strongly Disagree. In scoring ‘Strongly Agree’ was given five points, ‘Agree’ was given four points, ‘Indifferent’ was given three points, ‘Disagree’ was given two points and ‘Strongly Disagree’ was given one point.

The nature of the statement in the questionnaire permits the application of the statistical technique with the data in order to explain it. On the ground of frequencies and weighted scores “sum of the weighted scores”, Ranks within Categories”. “Average Weighted Scores” have been calculated by dividing the weighted total of all statements by the total no. of statements in that category.¹ “Ranks based on Average Weighted scores amongst categories was tabulated

In order to look into variations in the data within each category standard deviation was also calculated.

In order to draw meaningful inferences from the study, T-test has also been used for comparing the problems of the principals of various secondary and senior secondary schools.

The present study was undertaken keeping in view the objectives i.e. to identify, locate and classify the administrative problems as well as to find out the magnitude of those problems.

The problems were identified and classified into 11 categories viz. Inadequacy of staff., Plant and Equipment, Community Relationship, Head-Students relationship, Curriculum Construction, Head-Teachers Relationship, Students evaluation, Educational Leadership, Supervision, Finance and General Problems.

As far as finding out the magnitude of the administrative problems of Principals of Secondary and Senior Secondary Schools is concerned, it is found that the problems related to Educational Leadership haunts the Principal the most. The other problems on the basis of average and Rank in decreasing order Supervision, Evaluation, Inadequacy of Staff, Curriculum Construction, Finance, Head-Teachers Relationship, Head-Students Relationship as well as Plant and Equipment.

The third objective of the present study was to compare the administrative problems of Secondary and Senior Secondary Schools. It was found that there was no significant difference between both. They face same types of problems whether it is related to the staff, students ,leadership, evaluation.

The fourth objective was to suggest means and measures to solve the administrative problems faced by the Principals of Secondary and Senior Secondary Schools of YamunaNagar. This has been covered under the heading Major Recommendations as given below.

MAJOR RECOMMENDATIONS

It is not only customary to give some pertinent suggestion and recommendation at the end of any research reporting, Obviously, an attempt has been made here to offer some specific, relevant, important and major recommendations in concise form, on the basis of the investigation in hand, and it is deemed that these will find consensus of opinion among the persons who go through them.

The authorities should appoint trained and reliable persons for the right jobs. State policy system, pertaining to the need of teachers, may be framed. And emphasis may laid on the appointment of qualified staff. Only deserving candidates should be given the jobs.

So far as the problems of frequent leave is concerned the Principal should try to know the cause of their frequent leave, try to shift between genuine and spurious leave and tackle them in a tactful and friendly manner.

In order to tackle the problems of those teachers who either do not come in time or they do not take the classes in time, the principal may utilize his art of human relationship and may know the cause of their unsatisfactory work in the school.

In order to solve the problem of political interference the School Board may frame certain rules and regulations to ensure a uniform but just and fair criteria.

To solve the problem of Head teachers relationship, it is suggested that at least twice in a month their parents should be invited to the school to inform them informally about the interest of their children are taking in Education.

The secondary and senior secondary Principal has also been expected to assume responsibility for giving guidance to the students from time to time. If a student becomes a management problem to a teacher, it is the Principal to give assistance to the teachers in bringing the student on the right lines.

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