



“ADMINISTRATIVE BEHAVIOUR OF HEAD TEACHERS WORKING IN PRIVATE AND GOVERNMENT HIGH SCHOOLS”

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ABSTRACT

Administrative behavior is considered as the ‘on-the-job’ behavior of a school head. As a leader of the school, it is the behavior of had that improves or affects the quality of work that goes on in the school. Present study aim is to Administrative Behaviour of Head Teachers Working in Private and Govt. High of Haryana State. For the present study a sample consisted of 220 Head teachers working in Private and Govt. High Schools of Haryana State were selected and descriptive survey method was used. In the present study results shows that Male Head teachers working in Govt. and Private high Schools differed significantly in administrative behavior related to organization area only as mean difference favoured male Head teachers working in private high schools vis-à-vis male Head teachers working in Govt. high schools. However, in planning, communication, decision-making and overall administrative behaviour, no significant difference between behaviour of male Head teachers working in Govt. and private high schools were found. Female Head teachers working in Govt. and Private high Schools showed significant differences in administrative behaviour related to planning, organization and decision-making. In planning and decision making, female Head teachers of private high schools were better and in organization, female Head teachers of Govt. high Schools were better than their counterparts. In communication and overall administration behaviour, no significant difference existed between female Head teachers working in Govt. and private high schools. Gender difference was found to be significant in planning, decision making and overall administrative behavior of Head teachers working in Government high Schools . Male Head teachers were found to be superior than female Head teachers with reference to the above. But in organization and communication areas, no gender difference was found to be significant. Male and female Head teachers working in private high schools did not differ significantly with regards to planning, organization, communication, decision making and overall administrative behaviour.

Key Words: Administrative Behaviour , Head Teachers , Private, Govt. ,High Schools

INTRODUCTION

In the realm of Teaching, Principal is considered to be a leader. In this field, he/she is to exert relations balanced and inspected between student and student, teacher and student, teacher and teacher, teacher and inspector, teacher and in guardian as well. Moreover, the progress and success of all educational programs depends upon the knowledge of Principal regarding education. The Principal is not the leader of school only, but he is the leader of the society or community as well. School is a social institution which should present ideal form of community it represents. Being a leader, it is necessary for him that he should take school to the community and bring society to the school. In this way, the role of school Principal becomes all the more crucial. He/she must be a good manager, administrator, mentor and motivator.

Concept of Administration

The term 'Administration' has been derived from the Latin word 'minister' which means 'service or to help others. Etymologically the word came to mean a welfare work in the service of others. Later on, many shades of meaning have been added up. As social and economic life became more organized, the idea of organization, management, director, supervision and central came to be added to the word.

Importance of Administrators In School Set Up

A school comes in to being through the process of organizing. Then comes its administration. Running or functioning of the school is the job of the head of the institution. This does not mean that only the head and none else is responsible for administration. In fact, administration is a job of many minds and many hands all combined into one. The head of the institution is the leader who is to make all others follow him.

As the leader in his/her school, the head is responsible for providing the leadership that results in establishing common goals for the entire school staff. His responsibilities run to all areas that educational programmers including the instructional programme and process, personal administration, relation with staff and pupil, day to day school management and building and maintaining community relations.

Concept Of Administrative Behaviour

In describing administrator behaviour a deliberate distinction is drawn between administrator behaviour as against administrative behaviour because our research interest centers upon the behaviour of the officially designated administrators of a formal organization, who by virtue of being the Head teachers of school, are the administrators and therefore, are

acknowledged leaders (**Halpin, 1966**). It is known that leadership acts are performed by others also in the school organization, like the senior teachers, assistant headmaster and supervisors..

Definition Of Administrative Behaviour

According to **Haseen Taj (2002)**, administrative behavior is considered as the 'on-the-job' behavior of a school head. As a leader of the school, it is the behavior of head that improves or affects the quality of work that goes on in the school.

The educational administrator is the central figure in the school as he has every responsibility on his shoulders. Whatever he does as an administrator has an impact on the persons working in it. This administrative behavior is the situation, which should be focused before understanding anything.

Areas Of Administrative Behavior

The investigator after consultation and discussion with a few experts, decided to have four major areas of the scale namely, (i) planning, (ii) organization, (iii) communication, and (iv) decision-making. These four areas cover all the aspects of administrative behaviour of Secondary Schools Head teachers.

(i) Planning: Planning area includes the items pertaining to the activities in the school which are decided in advance before the commencement of the school academic year. The statements on time-phase and work-phase and other schedules for the academic year, in terms of curricular and co-curricular activities, are included. Also, statements on the sharing and discharge of responsibility for particular activities, and the mode of conducting these activities constituted the items under planning.

(ii) Organisation: This area includes statements pertaining to how the school head distributes the work to be carried out by different staff members for the academic year, how he fixes up the responsibilities of each staff member and provides physical facilities and materials required to do the work.

(iii) Communication: this area includes statements on the communication facilities available in the school as well as the extent of free flow of dyadic communication between the head and the teachers, between head and the students and between head and the higher authorities and between head and the community.

(iv) Decision-Making: This area includes statements pertaining to the decision making process, that is, the quickness, and speediness of work.

STATEMENT OF PROBLEM

Problem of the study stated as under:

“Administrative Behaviour of Head Teachers Working in Private and Govt. High Schools”

OPERATIONAL DEFINITIONS OF KEY TERMS

Administrative Behaviour : Administrative Behaviour refers to behaviour of Head teachers concerning planning, organization, communication and decision making and in total as measured by Administrative behaviour scale by Dr. *(Mrs.) Haseen Taj*.

Head Teachers: A Head teacher is a teacher who is in charge of a high school .

High Schools : Secondary Schools refer to schools that span grades 6th , 7th , 8th , 9th and 10th class .

Government Schools: Government Schools refer to Secondary schools Governed by Government .

Private Schools : Private Schools refer to schools Governed by private bodies or management .

NEED AND SIGNIFICANCE OF THE PROBLEM

In education, there has been a concern with the administrator of the school as a decision-maker, primarily because of his location in the hierarchy of authority and responsibility within the organization. It seemed appropriate and proper that efforts to be made to study the administrative behaviour and hopefully, improve the ability of this individual in this capacity. Since many of the decisions made by the head produce impact on a large number of other people within the organization, the emphasis on the administrator seems logical.

A number of researches have been conducted in domain of administrative behaviour of Principals. Research in this area still continues. It has been disclosed by the study that the administrative behaviour of Head teachers are of great significant at school level. The Head teachers of most of the schools particularly those of high schools in India have to face so many administrative problems with regard to their administrative work. They have all sorts of pressures from all sides at the time of admission, examination and non cooperation from the staff , as a result sometimes they feel dissatisfaction with their job. The proposed study aims to acquire into the components of administrative behaviour i.e. planning, organization, communication, decision making. On this theme little research has been conducted therefore there is a need to investigate the administrative behaviour of head teachers of high schools.

OBJECTIVES

The following objectives were perused in the study:

- To compare the administrative behaviour of male Head teachers working in Government and Private Schools.
- To compare the administrative behaviour of female Head teachers working in Government and Private high Schools.
- To compare the administrative behaviour of male and female Head teachers working in Govt. high School.
- To compare the administrative behaviour of male and female Head teachers working in private high Schools.

HYPOTHESES

The following hypotheses were tested in the study:

- There is no significant difference in administrative behaviour of male Head teachers working in Government and Private Schools.
- There is no significant difference in administrative behaviour of female Head teachers working in Government and Private high Schools.
- There is no significant difference in administrative behaviour of male and female Head teachers working in Govt. high School.
- There is no significant difference in administrative behaviour of male and female Head teachers working in private high Schools.

DELIMITATIONS OF THE STUDY

The present study has following delimitations:

- The study is limited to the 220 High Schools only.
- The study was delimited to Haryana State only.
- Only High Schools Head Teachers were selected for the conduct of the present study.

RESEARCH METHOD

In conducting the present study, descriptive survey method was used .

VARIABLES

In the present study administrative behaviour of Head teachers of high schools Principals was dependent variable. Type of Schools and gender were independent variables.

POPULATION

In the present study all High Schools Head Teachers of Haryana State constituted the population.

SAMPLE

In present study, the sample consisted of 220 Head teachers working in Private and Govt. High Schools of Haryana State .

The structure of the sample has been shown in following Table: 1

Table: 1

Structure of the Sample

Sr. No.	Type of Institutions	Number of Principals		
		Male	Female	Total
1	Govt. High. School	56	56	112
2	Pvt. High. School	54	54	108

TOOL USED IN THIS STUDY

The following tool was used in the study.

Administrative Behaviour Scale.

In the present study of Administrative Behaviour Scale (ABS) developed by Dr. (Mrs.) Haseen Taj was used. It contains 90 items

Covering four areas namely planning, organization, communication and decision making which are to be related on five point scale area wise distribution of items in significant given below:

Area wise Distribution of Items

S. No.	Areas	Number of Items
1	Planning	21
2	Organization	26
3	Communication	29
4	Decision making	14
	Grand Total	90

STATISTICAL TECHNIQUES USED

In order to ascertain the administrative behaviour of Head teachers working in private and Government high schools mean , Median and 't' test were employed. The 't' test is used to find out the difference in mean scores of the two groups.

The following formula was used for 't' test.

$$t = \frac{M_1 - M_2}{\sqrt{\frac{(SD_1)^2}{N_1} + \frac{(SD_2)^2}{N_2}}}$$

Where, M_1 is the mean of group I, M_2 is the mean of group II, SD_1 is standard deviation of group I, and SD_2 is standard deviation of group 2 . N_1 and N_2 are numbers of students in group I &II respectively.

In connection with above, 0.05 and 0.01 level of significance were used to evaluate the obtained results of 't' - value.

Besides statistics graphs were also used to depict the difference in means scores of administrative behaviour of the comparison groups.

ANALYSIS AND INTERPRETATION OF DATA

The tabulated and organized data were analysed with the help 't' test and systematic interpretation were made of the statistical results.

1.1 DIFFERENCE IN ADMINISTRATIVE BEHAVIOUR OF MALE HEAD TEACHERS WORKING IN GOVT. AND PRIVATE HIGH SCHOOLS

Table 1.1 provides means, SDs and 't' values with reference to difference in administrative behaviour of Male Head Teachers working in Government and private High Schools .

TABLE 1.1**SIGNIFICANCE OF DIFFERENCE IN ADMINISTRATIVE BEHAVIOUR OF MALE HEAD TEACHERS WORKING IN GOVT. AND PRIVATE HIGH SCHOOLS**

Sr. No.	Areas of Administrative Behaviour	Government (N = 56)		Private (N=54)		df	't'	Sig.
		Mean	S.D.	Mean	S.D.			
1	Planning	57.93	3.24	57.00	4.68	108	0.85	N.S.
2	Organization	73.36	7.62	68.85	5.15	108	2.58	*
3	Communication	80.71	5.25	82.89	4.31	108	1.68	NS
4	Decision Making	50.04	1.53	49.44	3.13	108	0.90	N.S.
5.	Overall Administrative Behaviour	262.04	9.41	258.19	9.97	108	0.56	N.S.

N.S. = Not significant at 0.05 level

* = significant at 0.05 level

It appears from table 1.1 that the obtained 't' value 0.85 does not reach the tabled value (1.98) even at 0.05 level for 108 degree of freedom. Hence it is clear from this that there is no significant difference in planning of male Head teachers working in Govt. and Private high Schools.

Table 1.1 reveals that the obtained 't' value 2.58 is significant at 0.05 level for 108 degree of freedom and not significant at 0.01. From this it is quite clear that the difference in organization of male Head teachers working in Govt. and Private High schools is significant. Table shows that mean difference favours the organization of Hed teachers serving in Government high schools (M 73.36 > M 68.85). It means that Head teachers of Government high schools are better than Head teachers serving in private high schools in context of organization related of administrative behaviour.

Table 1.1 depicts that the obtained 't' value of 1.68 is not significant even at 0.05 level, as it is much below the tabled value (1.98) at 0.05 level with d.f. 108. Hence there exists no significant difference in communication of male Head teachers working in Government and private high

Schools . Male Head teachers of both types of schools seems to be alike with regard to their administrative behaviour in communication area.

Table 1.1 reveals that the obtained 't' value of 0.90 is not significant even at 0.05 level as it is much below the tabled value (1.98) at 0.05 level with d.f. 108. Hence there exist no significant difference in decision making of male Head teachers working in Government and private High Schools . Male Head teachers of both types of schools seems to be alike with regard to their administrative behaviour in decision making area.

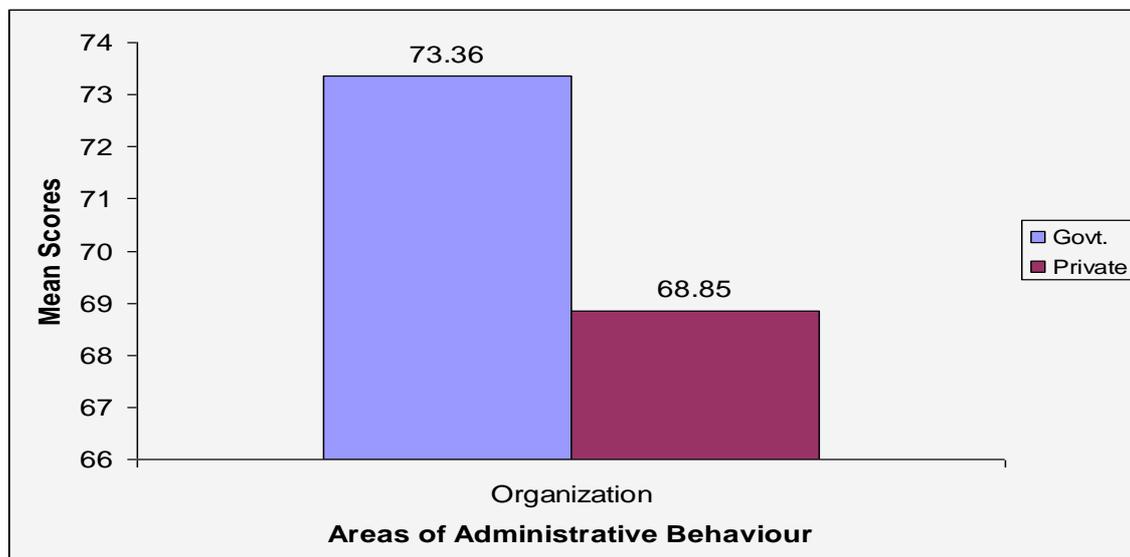
It may further be noted that overall 't' value (0.56) was also not significant. It implies that male Head teachers working in Government and private Secondary schools did not differ significantly with regard to their overall administrative behaviour.

In view of above it may be said that the hypothesis stating that there is no significant difference in administrative behaviour of male Head teachers working in Govt. and private high schools is not fully accepted.

Figure 1.1 shows difference in mean scores of administrative behaviour of male Head teachers working in Govt. and Private high Schools .

FIGURE 1.1

DIFFERENCE OF ADMINISTRATIVE BEHAVIOUR OF MALE HEAD TEACHERS WORKING IN GOVT. AND PRIVATE HIGH SCHOOLS



1.2 DIFFERENCE IN ADMINISTRATIVE BEHAVIOUR OF FEMALE HEAD TEACHERS WORKING IN GOVT. AND PIVATE HIGH SCHOOLS

The computed statistics for finding out the significance difference in mean scores of administrative behaviour of female Head teachers working in Govt. and Private high schools are given in table 1.2.

TABLE 1.2

SIGNIFICANCE OF DIFFERENCE IN MEAN SCORES OF ADMINISTRATIVE BEHAVIOUR OF FEMALE HEAD TEACHERS WORKING IN GOVT. & PRIVATE SCHOOLS

Sr. No.	Areas of Administrative Behaviour	Government (N = 56)		Private (N=54)		df	't'	Sig.
		Mean	S.D.	Mean	S.D.			
1	Planning	53.86	4.36	57.37	3.36	108	3.37	**
2	Organization	73.82	5.75	68.26	4.70	108	3.93	**
3	Communication	81.79	5.09	81.93	4.93	108	0.10	NS
4	Decision Making	46.18	3.07	49.30	3.41	108	3.58	**
5	Overall Administrative Behaviour	255.65	8.67	256.86	8.92	108	0.51	NS

** = Significant at 0.01 level

N.S. = Not significant at 0.05 level

Table 1.2 reveals that there is significant difference in the planning of female Head teachers working in Govt. and private high schools as the obtained 't' value 3.37 is much higher than the table value (2.62) for 108 degree of freedom at 0.01 level. Table shows that mean difference favours the planning of female Head teachers serving in private high schools ($M=53.86 < M=57.37$). It means that private head teachers are better than Head teachers serving in Government schools in context of planning related to administrative behaviour.

Table 1.2 shows there is significant difference in the organization of female Head teachers working in Govt. and Private High schools as the obtained 't' value 3.93 is much higher than the tabled value (2.62) for 108 degree of freedom at 0.01 level. Table shows that mean difference

favours the organization of female Head teachers serving in Government high schools ($M=73.82 < M=68.26$). It means that Head teachers of Government high schools are better than PHead teachers serving in private high schools in context of organization related to administrative behaviour.

Table 1.2 indicates that the obtained 't' value 0.10 does not reach the table value (1.98) for 108 df at 0.05 level of significance. From this result it becomes clear that there is no significant difference in communication of female Head teachers working in Government and private high schools.

Table 1.2 reveals that there is significant difference in the decision making of female Head teachers working in Govt. and Private high Schools because obtained 't' value of 3.58 is much higher than the tabled value (2.62) for df 108 at 0.01 level of significance.

Table 1.2 further shows that mean difference favours the decision making of Head teachers serving in private high schools ($M=49.75 < M=47.71$). It means that female Head teachers of private high schools are better than Head teachers serving in Government high schools in context of decision making administrative behaviour.

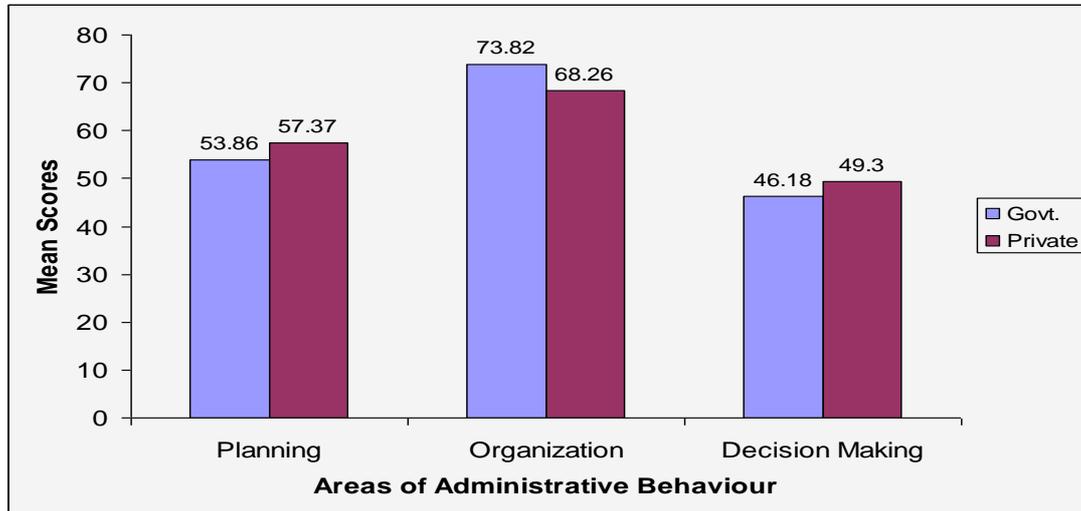
It may also be seen in Table 1.2 that the overall 't' value (0.51) is non-significant at 0.05 level of significance. It point out that female Head teachers working in Government and private high schools do not differ significantly with regard to their overall administrative behaviour.

In view of above it may be said that the research hypothesis which states that there is no significant difference in administrative behaviour of female Head teachers working in Govt. and Private high Schools is partially accepted.

Figure 1.2 shows difference in mean scores of administrative behaviour of female Head teachers working in Govt. and Private high schools .

FIGURE 1.2

DIFFERENCE OF ADMINISTRATIVE BEHAVIOUR OF FEMALE HEAD TEACHERS WORKING IN GOVT. AND PRIVATE HIGH SCHOOLS



1.3 DIFFERENCE IN ADMINISTRATIVE BEHAVIOUR OF MALE AND FEMALE HEAD TEACHERS WORKING IN GOVERNMENT HIGH SCHOOLS

Table 1.3 provides means, SDs and 't' values with reference to difference in administrative behaviour of male and female Head teachers working in Government high schools.

TABLE 1.3**SIGNIFICANCE OF DIFFERENCE IN MEAN SCORES OF ADMINISTRATIVE BEHAVIOUR OF MALE AND FEMALE HEAD TEACHERS WORKING IN GOVERNMENT HIGH SCHOOLS**

Sr. No.	Areas of Administrative Behaviour	Male (N = 56)		Female (N=56)		Df	't'	Sig.
		Mean	S.D.	Mean	S.D.			
1	Planning	57.93	3.24	53.86	4.36	110	3.97	**
2	Organization	73.36	7.62	73.82	5.75	110	0.25	NS
3	Communication	80.71	5.25	81.79	5.09	110	0.78	NS
4	Decision Making	50.04	1.53	46.18	3.07	110	6.03	**
5	Overall Administrative Behaviour	262.05	9.41	255.64	8.67	110	2.65	*

NS = Not significant at 0.05 level

** = significant at 0.01 level

* = significant at 0.05 level

Table 1.3 reveals that there is significant difference in the planning of male and female Head teachers working in Govt. high schools as the obtained 't' value 3.97 is much higher than the tabled value (2.62) for 110 degree of freedom at 0.01 level. Table 1.3 shows that mean difference favours the planning of male Head teachers serving in Govt. high schools ($m=57.93 > m=53.86$). It means that male Head teachers are better than female Head teachers serving in Government high schools in context of planning related administrative behaviour.

Table 1.3 indicates that the obtained 't' value of 0.25 does not reach the table value (1.98) for 110 d.f. at 0.05 level of significance. From this result it becomes clear that there is no significant difference in organization of male and female Head teachers working in Govt. high schools.

Table 1.3 reveals that the obtained 't' value of 0.78 does not reach the table value (1.98) for 110 d.f. at 0.05 level of significance. From this result it is clear that there is no significant difference in communication of male and female Head teachers working in Govt. high schools.

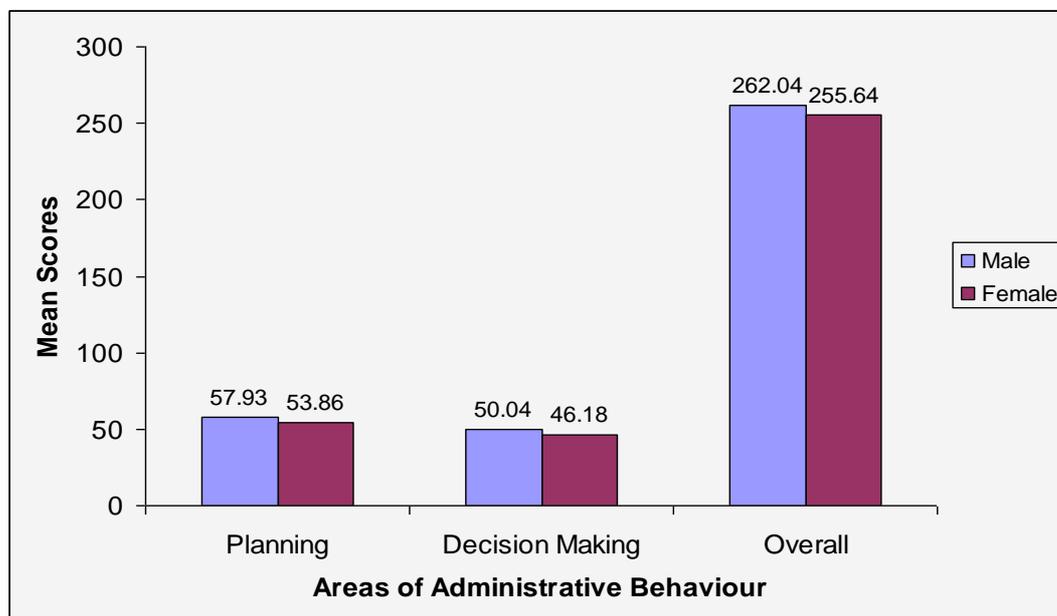
Table 1.3 reveals that there is significant difference in the decision making of male and female Head teachers working in Govt. high schools as the obtained 't' value 6.03 is much higher than the table value (2.62) for 110 degree of freedom at 0.01 level. Table 1.3 shows that mean difference favours the decision making of male Head teachers ($M=50.04 > M= 46.18$). It means that male Head teachers were better than female Head teachers serving in Government high schools in context of administrative behaviour related to decision making.

As regards overall administrative behaviour, male Head teachers are better than female Head teachers working in Government high schools because obtained 't' value (2.65) is significant and mean difference favours male group ($M = 262.05 > M = 255.64$).

In view of above it may be said that the research hypothesis stating that there is no significant difference in administrative behaviour of male and female Head teachers working in Govt. schools is partially accepted.

Figure 1.3 depicts difference in mean scores of administrative behaviour of male and female Head teachers working in Govt. high Schools.

FIGURE 1.3



1.4 DIFFERENCE IN ADMINISTRATIVE BEHAVIOUR OF MALE AND FEMALE**HEAD TEACHERS WORKING IN PRIVATE HIGH SCHOOLS**

The computed statistics for finding the significance of difference in mean scores of administrative behaviour of male and female Head teachers working in private high school are given in table 1.4.

TABLE 1.4**SIGNIFICANCE OF DIFFERENCE IN MEAN SCORES OF ADMINISTRATIVE BEHAVIOUR OF MALE AND FEMALE HEAD TEACHERS WORKING IN PRIVATE HIGH SCHOOLS**

Sr. No.	Areas of Administrative Behaviour	Male (N = 54)		Female (N=54)		df	't'	Sig.
		Mean	S.D.	Mean	S.D.			
1	Planning	57.00	4.68	57.37	3.36	106	0.33	NS
2	Organization	68.25	5.15	68.26	4.70	106	0.44	NS
3	Communication	82.89	4.31	81.93	4.93	106	0.76	NS
4	Decision Making	49.44	3.13	49.30	3.41	106	0.15	NS
5	Overall Administrative Behaviour	258.19	9.97	256.85	8.92	106	0.52	NS

NS = Not significant at 0.05 level

It appears from table 1.4 that the obtained value 0.33 does not reach the table value (1.98) even at 0.05 level for 106 degree of freedom. Hence it is clear from this that there is no significance difference in planning of male and female Head teachers working in private high schools.

Table 1.4 reveals that the obtained 't' value of 0.44 is not significant even at 0.05 level, as it is much below the table value (1.98) at 0.05 level with d.f. 106. Hence there exists no significant

difference in organization of male and female Head teachers working in private high schools. Male and female Head teachers in private high schools seem to be alike with regard to their administrative behaviour in organization area.

Table 1.4 reveals that the obtained 't' value 0.76 does not reach the table value (1.98) for 106 df at 0.05 level of significance, from this result it becomes clear that there is no significant difference in communication of male and female Head teachers in private high schools.

Although the difference of 0.96 is observed between the means of two groups. However, it is not reflective of true difference in means of the two groups.

Table 1.4 indicates that the obtained 't' value of 0.15 does not reach the table value (1.98) for 106 df at 0.05 level of significance. From this result it becomes clear that there is no significant difference in decision making of male and female Head teachers working under private high schools.

Table 1.4 further shows that obtained 't' value (0.52) is much below the table value for df 106 at 0.05 level. Further it may be said that male and female Head teachers working in private high schools does not differ significantly with reference to overall administrative behaviour.

In view of above it may be said that the research hypothesis which stated that there is no significant difference in administrative behaviour of male and female Head teachers working in private high schools is not accepted.

DISCUSSION OF RESULTS

In the present study, no significant difference were found in total administrative behaviour of Male and female Head teachers of Govt. and private high schools. These result are supported by the study of Haseen Taj and Rao, Nalini (1991)

Amarnath (1980) also found that Head teachers of Govt. and private higher Secondary school no exhibiting any significant difference in the leadership behaviour.

As regard gender difference in administrative behaviour of Head teachers of high schools, the finding of the study seems to be in line of the study Haseen Taj and Rao, Nalini (1991) who reported similar results.

Gender difference were found to be significant in planning, decision making and overall administrative behavior of Head teachers working in Government high Schools, findings of the study supported by the study of Chakravathy Sharmista (2015). However, studies were not

available in the related literature for establishing similarities or contrasts in terms of area specific administrative behaviour of Govt. & private male & female Head teachers of high schools .

FINDINGS AND CONCLUSIONS

Following findings and conclusions were drawn from the present study:

- (1) Male Head teachers working in Govt. and Private high Schools differed significantly in administrative behavior related to organization area only as mean difference favoured male Head teachers working in private high schools vis-à-vis male Head teachers working in Govt. high schools. However, in planning, communication, decision-making and overall administrative behaviour, no significant difference between behaviour male Head teachers working in Govt. and private high schools were found.
- (2) Female Head teachers working in Govt. and Private high Schools showed significant differences in administrative behaviour related to planning, organization and decision-making. In planning and decision making, female Head teachers of private high schools were better and in organization, female Head teachers of Govt. high Schools were better than their counterparts. In communication and overall administration behaviour, no significant difference existed between female Head teachers working in Govt. and private high schools .
- (3) Gender difference was found to be significant in planning, decision making and overall administrative behavior of Head teachers working in Government high Schools . Male Head teachers were found to be superior than female Head teachers with reference to the above. But in organization and communication areas, no gender difference was found to be significant.
- (4) Male and female Head teachers working in private high schools did not differ significantly with regards to planning, organization, communication, decision making and overall administrative behaviour.

EDUCATIONAL IMPLICATIONS

Keeping in view the findings of the study, it may be said that Head teachers working in Govt. and private schools require orientations in administrative behaviour particularly pertaining to planning, organization, communication and decision-making so that improvement takes place in administrative behaviour.

Female Head teachers of high schools were found to be inferior to male Head teachers , so there may be needed organization of special training for them so that they came at par with male Head teachers

SUGGESTIONS FOR FURTHER STUDY

The following suggestions may be given for further study:

- a. Similar study on administrative behaviour of college Principals may be carried out.
- b. Administrative behaviour of Secondary school Principals may be investigated in centered of school's organization climate.
- c. Administrative behaviour of public Secondary school Principals may be studied in relation to gender and personality.
- d. Administrating behaviour of Secondary school Principals may be studied in relation to their job satisfaction.

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