



PERCEIVED ADMINISTRATIVE BEHAVIOUR OF PRINCIPALS IN DIFFERENT TYPES OF SCHOOLS

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Abstract: The present paper compared the perceived administrative behaviour of principals in private and government secondary schools in Ranchi. The Administrative Behaviour Scale (ABS) developed by Haseen Taj was used to assess the perceived administrative behaviour of principals. It contains 90 items divided into four areas – I. planning, II. organization, III. communication and IV. decision-making aspects. It was administered to Secondary School Heads/Principals. The findings of the research reflected a statistically significant difference in the administrative behaviour of principals in different types of schools. The private school principals are better in their administrative behaviour as compared to their counterparts in government schools.

Index Terms - Administrative Behaviour of Principals, Types of Schools, Private Schools, Government Schools, Secondary Schools.

I. INTRODUCTION

The principal plays a crucial role in communicating the mission and goals of the school to staff, parents, and students in order to achieve the objectives of the school. The administrative behaviour of the principal is one of the determinates which influence the outcomes of schools. The administrative behaviour is a generic term used to describe the process by which people within organizations work. If the administrative behaviour of principals is effective then it may result in positive outcomes for the schools. There are mainly four dimensions of administrative behaviour these are – I. planning, II. organization, III. communication and IV. decision-making aspects.

I Planning is the fundamental management function, which involves deciding beforehand, what is to be done, when is it to be done, how it is to be done and who is going to do it. It is an intellectual process which lays down an organisation's objectives and develops various courses of action, by which the organisation can achieve those objectives. It chalks out exactly, how to attain a specific goal.

II Organization refers to a collection of people, who are involved in pursuing defined objectives. It can be understood as a social system which comprises all formal human relationships. The organization encompasses the division of work among employees and the alignment of tasks towards the ultimate goal of the organization.

III Communication means organizational communication in an organization. Organizational communication as the sending and receiving of messages among interrelated individuals within a particular environment or setting to achieve individual and common goals. Organizational communication is highly contextual and culturally dependent. Individuals in organizations transmit messages through face-to-face, written, and mediated channels.

IV Decision-making is defined as the selection of a course of action from among alternatives, and it covers matters relating to planning, organising, directing, staffing and controlling. A decision is an act of choice wherein an executive forms a conclusion about what must be done in a given situation. Webster's dictionary defines the-term Decision-making as "the act of determining in one's mind upon an opinion or course of action."

Principals create conditions through their administrative behaviours that encourage great teaching and affect school outcomes, therefore, the administrative behaviour of principals needs to be studied. In the present study,

the researchers believe that the research tool prepared by Haseen Taj is quite appropriate to study the administrative behaviour of Government and Private secondary school teachers.

II. REVIEW OF RELATED LITERATURE

D'Souza (2006) conducted research and reported that there was no significant association between the existing leadership behaviour of principals and the organizational climate in high-performing schools.

Riti (2010) conducted a study titled "A study of teacher effectiveness in relation to school organizational climate and administrative behaviour of school heads of Himachal Pradesh" and reported that in the process of education, the teacher played the biggest role. So, the teacher must be quite effective to accomplish the goal of education. The teacher effectiveness is likely to be influenced by many factors. School Organizational Climate and Administrative Behaviour of the school heads could be two of such factors. In the study, teacher effectiveness was studied in relation to two factors. 60 Government Schools from three districts viz. Solan, Una and Bilaspur from Himachal Pradesh state were taken up for the study. A sample of 350 teachers at the secondary level and all the 60 school heads was drawn from these schools. Three tools were used; (i) the Teacher Effectiveness scale by Umme Kulsum (2000). (ii) School Organizational Climate Description Questionnaire by M.L. Sharma (1978). (iii) Administrative Behaviour Scale by Haseen Taz (1998). The results of the study showed that (i) Different types of school organizational climate existed in different schools. The controlled type of school organizational climate was the most prevalent in the schools. (ii) Teacher effectiveness of teacher teaching in urban schools was found to be significantly higher than that of teachers teaching in rural schools. (iii) No significant difference was found in the teacher effectiveness between male and female teachers. (iv) The teacher effectiveness significantly differed in schools with different types of school organizational climate. The mean teacher effectiveness score was highest in the case of open school organizational climate. (v) There was a significant difference in the administrative behaviour of school heads across different school organizational climates. (vi) Administrative Behaviour had a significant and positive effect on teacher effectiveness.

Thapliyal et al. (2022) studied Teachers' Perceptions of Institutional Climate in Government Secondary Schools and reported insignificant differences in the school climate of Boys' and Girls' government schools.

Ahmad (2022) studied administrative behaviour of secondary school principals with the teachers and reported that school's good administration shows proper academic availability and performance. Physical resources of school as school building, library, furniture, books etc. and specially that are related to the administrative behaviour of the principal and teachers of the school to create an uncommon atmosphere. Institutional environment is a particular feeling, that may be effective for school.

III. OBJECTIVES OF THE STUDY

The objective of the study is to compare the Administrative Behaviour of government and private secondary schools in Ranchi.

IV. HYPOTHESES OF THE STUDY

There exists no significant difference in the administrative behaviour of government and private secondary schools in Ranchi.

V. DELIMITATION OF THE STUDY

1. The research was delimited to five Government and five Private Secondary Schools in Ranchi.
2. The study was delimited to 200 teachers.
3. This research study was delimited to four dimensions of administrative behaviour measured through the Administrative Behaviour Scale (ABS) developed by Haseen Taj.

VI. METHODOLOGY

The descriptive Survey Method was used.

VII. SAMPLE OF THE STUDY

In the present study, five Private and five Government Secondary Schools were chosen purposively from different regions of Ranchi. From each school, ten male and ten female teachers were selected through stratified random sampling. The total sample consisted of hundred secondary school teachers.

VIII. TOOLS OF THE STUDY

The Administrative Behaviour Scale (ABS) developed by Haseen Taj was used to assess the perceived administrative behaviour of school principals. The ABS consists of four dimensions of administrative behaviour.

IX. COLLECTION OF DATA

In order to collect data regarding school climate, the teachers working in selected schools were administered the ABS to know the perceived administrative behaviour of school principals.

X. SCORING PROCEDURE

The ABS is a self-administering scale with 90 items. It is a five-point scale. It was administered and each item from Never (0) to Always (4) was scored 0 to 4. The marks assigned in the sub-items were added to know the administrative score in each dimension then each dimension is added to know total scores.

XI. STATISTICAL TECHNIQUES USED

Descriptive statistics such as Mean and Standard Deviations were used along with inferential statistics (t-test) were used.

XII. RESULTS AND DISCUSSIONS

The result of the study is discussed with the help of the table provided below:

Table
The difference in mean administrative behaviour scores in private and government secondary schools.

Teachers Group	No	Mean	S.D.	t-ratio	Result
Private	100	204.40	28.10	5.70	Significant
Government	100	214.10	29.50		

An independent samples t-test was used to test the hypothesis. The table shows that the mean score of private secondary school teachers is 204.40 with S.D. 28.10 whereas the mean score of government secondary teachers is 214.10 with S.D. 29.50. The t-ratio was calculated as 5.70 which is significant at 0.05 level. Thus, the second null hypothesis, therefore, cannot be accepted. This shows that there exists a significant difference in administrative behaviour scores of private and government secondary school principals. The mean administrative score of government school teachers is more than that of private school principals. It shows that government school principals are having better administrative behaviour as compared to their counterparts in private schools. The result of the study is supported by Ahmed (2022). In order to generalize, more studies need to be conducted.

XIII. EDUCATIONAL IMPLICATION

The administrative behaviour of school principals is to be studied as it affects the positive educational outcomes of the school. The study showed that government secondary school principals are better as compared to private schools in their administrative behaviour. It is high time for policymakers, educational

administrators, and governments to come forward and ensure that the working conditions of private schools should be at par with government schools with respect to the administrative behaviour of principals.

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