



# An Analysis Of The Relationship Between The Institutional Effectiveness And Administrative Efficiency Of The Principals Of The U.P. And C.B.S.E. Boards

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**Abstract:** - This research article describes an investigation into the relationship between the institutional academic performance of UP and CBSE boards and the administrative efficacy of their principals. The principal of a school is a crucial figure who coordinates efforts to maintain student development harmony and balance. He is able to create an environment in his institution that is conducive to the learners' overall development as individuals. His managerial skills immediately impact instructors, provide them flexibility in their work, and indirectly impact pupils through teachers. While many studies have been done in this area to examine how an organization's atmosphere, teachers' alienation, etc., is affected by the principal's leadership or administrative behaviour.

**Key Words:** - principals' administrative, institutional academic performance

**Introduction.** The Principal is the key person in an institutional matrix who through his abilities and competencies influences teachers on the one hand and on the other, the Principal can play his role effectively in achieving the objectives of education policy only when he has the requisite competency, leadership talent, administrative efficiency, managerial and planning skills and the competency to motivate the teachers and students to pursue such efforts which can help in the achievement of the national goals.

Knezevich (1984) says, "Management and administration are considered synonymous. Management is the term preferred in writing outside education. In recent years, educators have come to accept management as a desirable rather than demeaning term." The word administration is made of two terms one is ad & other is ministration. Ministration, literally, means caring for someone or something. It suggests doing things, useful, needful and helpful. The prefix 'ad' simply adds emphasis to what is meant by ministration literally. Hence, administration can be interpreted as a complex set of interrelated helping functions, serving activities, caring responsibilities and facilitating and coordinating one another, getting things done, following through and enforcing the rules and regulations in educational organizations. It is a support and

facilitating mechanism for complex and multipurpose educational organizations. It is the instrumentality for the realization of goals, policies and purpose of education. It is action-oriented in the sense that in order to achieve educational goals, actions are initiated and controlled by educational administration.

The evolution of Indian education system the traditional of learning and education in Indian are as old as the history of Civilization also the change in the system have been luggage but comparable to core ideology from the beginning of the education system the current education system has witness and phenomenon change education has been built in the core leaves of Indian Culture for the development of characteristic is a child and to achieve through knowledge to sick solution of children was always among the for most priorities in Indian culture if we closer we find that the Evolutions of the Indian education system can be se greater into 3 broad face namely the Vedic education system by Islamic education system the English education system first the Vedic education system Vedic education system inners around 1500 BC and latest still 500 BC also the influence of the Vedic education system can we witnessed till the 13th century ad the Vedic education comprise to ideas of knowledge this worldly knowledge and the other worldly knowledge through set of four Vedasriggedsamvedyajurved and atharvved the core of Vedic education was to achieve ideas in a individual life through self delization means knowledge and experience with start with knowledge the self fan design means the individual in a state it is the supreme cell the in flax of spinal and religion teaching because the source of the origin of India philosophy the Vedic education system was important to the student called shisyas under the supervision of Guru in a schedule place for away from the unbarization know as Gurukul student life Baat considered as a life of Tapasyaaur meditation I shouldn't being a brahmcharya have to develop vitves like morality sacrifice simplicity honesty modesty freedom from consist also asked student should give up bad habits like into silence selfishness luxury enjoyment please etc he had to develop purity of characteristic however the Vedic education system is also responsible for the division of society into VarankaArth Gurukul were only open to the upper cast of Indian society and the over lemning message for best only formal education with the expansion in elected in the Vaidikkalcharge new ideology and enlightenment work South as a result of Buddhism and Jainism culture coming into existence as time progress place of Higher Learning like Nalanda and Takshila work established under the partner of multiple rules school from awarded the world visited these renowned institute in pursuits of knowledge for the greater part of ancient history this Institute were the greatly ground for the teaching of traditional element such as Indian religious Indian mathematics Indian rings this education system is created for producing element School like Aryabhata Bhaskar first quarterly and many more .

The Islamic education system after the cosecant of the Indian subcontinent by the Muslim during the late medical period and earlier modern period the traditional method of education by Islamic teachings rules of the day Delhi saltantinstated institutions that important religious knowledge School such as Nizamuddin Auliyaand mainuddin Christi work created for the establishment of Islamic mootness attracting student from Bukhara and Afghanistan to study amenities and Science in India the traditional Islamic education lead to great emphasis on connection between Science and Humanities the entire duration of the course 10

to 12 years person was the court language the medium of interaction in this institution the Islamic education system also transform with time and with the advantage of the Mughal Empire approach was adopt in the educational system agriculture geography and text from other language and religion the traditional the traditional science during the period was saved by the ideas of Aristo Bhaskarcharka and even Cena the origin of Urdu was a result of an eloquent amalgamation aap Hindu student with prison teaching a large part of the Muslim region witnessed prosperity and advertisement in the fields of education also this and area of perceptible word and Confused among cultures and rulers like Aurangzeb adopted strict and other box Muslim education policy that lifted the educational reforms by raising down Hindu temple and educational institution and mock negative and Madrasa on their Run the for most aim of Islamic education was to spread the light of knowledge from the cattle to the game and acryl knowledge even if it in China the English education system after the British East India company begin it expansion in the Indian subcontinent a need for utiliteration education was friend for the common message to enhance the communication between the British rule and the subject in 1834 loan propose a new sad of village reforms for the education of Indian intensity relationship between da English man and the Indian the intro directions of the English language in the curriculum along with science and mathematics considered until lateral subject like metaphysics and philosophy for considered on necessary this reforms also confide teaching to classroom and the link with native was broken as also the choice between the teacher and the student witness in our traditional equation system Big reforms letter came to be known as macules and become the basis of current education system in India both educations on the page 1854 a document of Nimes historical importance is a long document dealing with several questions of the great educational importance in the pacing years several companies commissions website for the controller donations of Indian education system continue to dedicate independence in 1968 Mahindra Gandhi brought the first national policy of education based on the report and recommendations of the Kothari Commission in 1986 the second national policy of education was implement by the government need the Rajiv Gandhi the new policy focus on special on the remove of necessary and the equalization specially for Indian women and backward classes the third and most recent new education 2020 and at the leadership of NarendraModi the change proposed in this policy allow the student to be a flexible in their pursuits of knowledge while calling for an emphasis on the up liftmen of the Mother's tongue.

#### **OBJECTIVES OF THE STUDY: -**

1. To find out difference between Principal's Administrative Effectiveness of C.B.S.E. Board Urban and Rural Secondary Schools.
2. To find out difference between the Institutional Academic Performance of U.P. Board Urban and Rural Secondary Schools.

**HYPOTHESIS: -**

1. That there is no significant difference between the Principal's Administrative Effectiveness of Urban C.B.S.E. Board and Rural C.B.S.E. Board Secondary Schools.
2. That there is no significant difference between Institutional Academic Performance of Urban U.P. Board and Rural U.P. Board Secondary Schools.

**METHODS OF THE STUDY: -**

The researcher will be used the Ex-Post factor method in which an attempt is made to study the administrative effectiveness of the Principals of Secondary Schools. Generally this method is used in those studies in which subjects are sorted on the basis of some naturally occurring characteristics. This method is different from the experimental method in which the independent variable is directly manipulated by the researcher.

**POPULATION: -**

The population for the purpose of this study consisted of the total number of Principals, Teachers and Students of all U.P. and C.B.S.E. Boards Secondary Schools of Moradabad District. In this population only those Schools are included which are affiliated to U.P. Board and Central Board of Secondary Education (CBSE) Boards.

**STATISTICAL TECHNIQUES: -**

The researcher will be used Pearson Product Moment techniques to calculate scores, to test significant relationship between Principal Administrative Effectiveness and Institutional Academic Performance. 't' test and 'f' test were also use to calculate scores on Principal Administrative Effectiveness (PAE) and Institutional Academic Performance (IAP) for testing other hypothesis.

**DELIMITATIONS OF THE STUDY: -**

This study is delimited to rural and urban secondary school students teacher and principles of Moradabad district.

**ANALYSIS AND INTERPRETATION OF DATA :-**

That there is no significant difference among Institutional Academic Performance of Principal's of U.P. and C.B.S.E. Board Secondary Schools with High Administrative Effectiveness and Low Administrative Effectiveness.

**HYPOTHESIS 1 :- That there is no significant difference between the Principal's Administrative Effectiveness of Urban C.B.S.E. Board and Rural C.B.S.E. Board Secondary Schools.**

**Table No. –1.0**

**t – Table of difference between Institutional Academic performance (IAP) of Urban C.B.S.E. Board and Rural C.B.S.E. Board Secondary Schools.**

Mean on Institutional Academic Performance (IAP) Urban C.B.S.E. Board and Rural C.B.S.E. Board Secondary Schools. (M)	269.52	252.55
SD on Institutional Academic Performance (IAP) of Urban C.B.S.E. Board and Rural C.B.S.E. Board Secondary Schools. ( $\sigma$ )	37.51	18.62
Numbers of Schools (N)	40	28
t – value – 2.40 df = 70 Table value -.01 - 2.65 .05 - 2.00		

After applying t – test (Independent group and large sample) the value observed is 2.40. The level of significance given in the t table at 0.01 level is 2.65 and the significance level at 0.05 level is 2.00. The df is considered as 70. This shows that t- value of both groups is significant at both the levels of mean difference between the institutional Academic Performance of Urban C.B.S.E. Board and Rural C.B.S.E. Board Secondary Schools. The result is that schools those are located in urban areas show high academic performance (HAP) and rural schools keep low academic performance (LAP). The academic standards of urban schools are high than that of rural schools. It is concluded by this finding that students those are studying in urban schools perform better academic level. The students of rural schools show low academic performances.

## **DISCUSSION OF RESULTS:-**

**HYPOTHESIS- 1** Discussion: the result is that there is positive and significant difference between the institutional academic performance of urban and rural senior secondary schools. Findings: the finding is that the schools, which are located in urban areas show high academic performance. Rural schools keep low academic performance the academic standard of urban schools are high then that of rural schools. The students who are studying in urban schools perform better academic level and the student of rural schools show low academic performance.

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