CHAPTER I

INTRODUCTION

"The innovator makes enemies of all those who prospered under the old order, and gets only lukewarm support from those who would prosper under the new ... because men are generally incredulous, never really trusting new things unless they have tested them by experience".

- Niccolo Machiavelli

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"An educational administrator is more than an official, punctitious about administrative routine. He is a leader guiding and directing a sacred understanding".

- Chitra Naik.

1.1 Introduction

Throughout the history, man has been resisting innovations. Innovations or innovators, as we may call, have crashed in the fields of tradition, religion, education, administration and science. For one reason or the other new ideas, some times, have been dubbed as incomparable, impractical and revolutionary. On the other hand some novel ideas have been resisted or not implemented because the established authorities found them short of strategic strength and improperly fused.

Instinctively, man has yearned for a static surrounding, as it does not create any tension on his mind. So innovations have never been accepted by man/kind mechanically, as man does not react to ideas in a stereotyped fashion. This is a human weakness or one may call it his psychology.
Educational thinkers like Noojin have stressed the need of an in-depth study of human psychology in relation to acceptance and rejection of new ideas. At the same time he has noted that people praise new ideas, but exclaim "what a great idea, too bad it didn't work".

In the field of education the role of an innovative administrator is that of a catalyst. The administrator or it may be said an innovative administrator in the field of education is like a daring general in a warfare. If there is a misfit and incompetent educational administrator he can spoil the whole system under him. He inspires the teachers under him to carry forward the educational projects that may help to raise the educational standards of a state or a society. It is the educational administrator, who has to see that education does not cease to be a certificate and degree giving mechanical process. He has to devise ways and means so that education has the desired effect on the individual and the society. A good educational administrator has to see that the personal development of the students should lead to the cultural as well as material development of the society. The innovative administrator should explore venues for the development of latent talent among the teachers as well as students. He allows full freedom for the growth of original ideas in the sphere of education.
In Case an administrator tries to curtail the freedom of teachers in respect of their targets, curriculum, methods of teaching and evaluation, he cannot be called an innovative administrator. He is nothing more than a super clerk, who imposes his steam roller ideas to crush the real growth of education. At the same time, he is free to develop new strategies and programmes in consultation with his colleagues. In this regard he can in no case ignore the opinions and ideas of the man, who stands in the class-room - the teacher. The educational administrator can contribute to the cause of education in a better way if he allows teachers to have a greater say in the affairs of the institution. It helps to provide the teachers good opportunities for the development of good qualities of leadership and professional efficiency.

This is the ideal image of an educational administrator. The educational system is in greater need of such persons as education is covering almost all the people of the state in the form of compulsory education. In the years to come it may become universal. At the same time the administration of education has become more difficult and complex. Now the teachers and students do not hail from uniform groups. Teachers and students come from various strata of society. It may be said that the constituents of educational institutions are disparate and
neither form a good compound nor a good mixture. In the background, there may be the differences of caste, class, creed, education and upbringing. Mass education has created a mass of problems for educational administrators. The problems regarding the personal development of the teachers as well as students have challenged the guts of educational administrators time and again. Students' unrest and teachers' unrest too reflect the absence of harmony, and show a disturbed wave length of communication between the teachers and students on the one hand, and teachers, students and administrators on the other. That also reflects the unhealthy mental bent of society and it throws a direct challenge to the educational administrators:

There is a vast difference between the management and administration of a factory and an educational institution or system. The present system of education has been there since Macaulay's days. A few cosmetic changes here and there have not brought changes in that system. The need of the hour is of the dynamic administrators who can give life to a system that has lost its spirit.

The recommendations of Sergent Commission, Radhakrishnan Commission and Kothari Commission regarding administrative changes have not been fully implemented for one reason or the other.
Much advancement has been made in western countries. The third world countries have lagged behind in the advancement of education as many of them retained the colonial system of education that had been introduced to produce clerks to help the colonial administration. Englishmen themselves looked aghast at the system of education introduced by them in India. Lord Wavell wrote in his diary when Sir Maurice Gwyer was the Chancellor of Delhi University and Chief Justice of the Federal Court:

"We have allowed a bad system of education to grow, unpractical, no development of character, concentration on examinations, which are often very dishonestly run".

Time is ripe for the leadership to rise to the occasion to bring in some innovative educational administrators who would bring changes that would change India into a modern society.

Management techniques developed in the west in the field of industry are being adopted by the directors of the industry while that has not attracted administrators in the field of education. It may be interesting to study how they control and impart education to 50,000 students on a single campus where half of them stay in hostels. The tools and machinery in educational management have been developed.
This is more important when the pace of progress in the society is fast and people are living in the space age, where social, political and economic factors are liable to change every ten years. Gone are the days when the society was static and the administration of education followed a tradition and pattern. The complexities of modern life have created not only confusion and chaos in the traditional educational system, but have made it a meaningless exercise. Democracy and science demand a dynamic system of education that can help in the progress of the people.

They say that old order changeth giving place to new. But it cannot take pride in keeping the ghost in the machine. No doubt ancient culture and religion are a rich heritage but neither they should haunt the young minds, nor they should impede in the development of the modern outlook. Nature, culture and heritage have to fit in the scientific world of today. So, drastic changes in the structure and quality of our education are necessary. They should be in conformity with the needs of the society. This can happen only if the administration is fluid. Different schools, areas, and institutions should be given freedom in the choice of curriculum, text-books and structure of the scheme of their education as well as methods of instruction. Multiplicity of rules mar the initiative of the administrators and teachers both. Desired targets and objectives can only be fulfilled through co-operation, sympathy and team-spirit.
Educational policy, its execution and targets should be announced every year so that there would not be any room of complacency, slackness and doubt. The policy and its execution depends on the ideals of a particular institution and system.

Educational institutions like universities, colleges and schools are very important social institutions. They need very competent managers to achieve the desired results. In case society fails to provide good administrator to its educational system, chaos anarchy and confusion would be the direct consequence. Though educational institutions are not business institutions, their need of better management is more acute than business houses. The goals and objectives laid down by experts are achieved by good administrators. It is through education that we can build a democratic, secular and modern society and in such a society the role of the educational administrator is that of a social statesman; in such a society only a person with broad social perspective can succeed. The educational officer can be called a quality control officer of the products of educational institutions. The educational administrator has to give lead in providing proper facilities for the advancement of the individual in the society. Though it is said that family is the first school of social life, educational institutions are taking over the greater responsibility for producing better citizens for the society. The educational
administrators should keep such points into consideration while supervising the institutions.

Now educational administrators, especially under the government agencies have to look after a large number of institutions and the related function of the administrator is to cultivate and encourage inter-institutional co-operation and social integration. They have to look after the organic growth of the institution as a gardener looks after the growth of a variety of plants and trees, with a view to giving a beautiful effect to the garden. As the effect of the gardener's work is visible in the same way the fruitful effects, the beneficial effects, the enabling effects of education under the guidance of a good administrator should be visible in the social, economic and educational fields of the society. If there are no effects of a system of education and the society remains static, then it should be concluded that the management of education needs reorganisation and change. Education should be considered as the core sector for the change in the society.

The success of an educational system depends on the machinery that takes decisions and gets that executed at the production level— the school level.

Griffiths realising the importance of administration proposed the theory of administration in which decision making was the principal factor: "so to develop and regulate
the decision-making process in the most effective manner possible, is the specific function of administration."

The decision-making authorities should be thoroughly proficient in the field of education. The individual administrator should be thoughtful and assertive. He should in words of Silberman, "prevail rather than suffer from mindlessness and neglect about the purposes or consequences of educational practices."

The innovative administrator should keep himself abreast with the educational developments around the world, at the same time he should not be far away from the teaching and learning process. He can bring positive effect in teaching as well as learning, if his approach to teachers is friendly. His instructions should sound like informal guidance rather than official orders. He can help the teachers in adopting dynamic and innovative techniques in the class-room teaching. All round progress of an institution should be the target of progress, mere academic achievements should not be the look-out of the educational administrator. This he can do if he inspires the teachers to perform their best. Bureaucratic methods do not succeed in educational institutions. Keeping up the dignity of the teacher should be the hallmark of a good educational administrator. An educational administrator who is a snob and suffers from complexes of caste, creed, colour, and
qualifications cannot be a good administrator. He should not be simply a fault finding device in the educational machine. His role is not only that of a lubricator in the machine but that of a booster to make the machine work in a better way. His job is to see that there are no problems for teachers as well as students, and when problems come he should see that they are promptly solved, otherwise, they would create discontent as well as unrest among teachers and students.

A society rarely accepts a nonconfirmist, but in the field of educational administration, a sense of non-confirmation is desirable to avoid mechanisation of human beings in schools and colleges. In short, the innovative educational administrator should have initiative, optimism, enthusiasm and spirit of experimentation. At the same time he should be a good judge of human beings so that he can put the right person at the right place in the right manner at the right time. At the same time, he must be efficient, firm, but not rigid, and he should try to make the administration stable and flexible. He should see that administration does not become an end as it is only a means for the many sided development of the society as a whole.

1.2 Significance of the Present Study

There is an intimate relationship between the objectives of educational administration and the objectives of
education of a community on one hand and on the other between the objectives of the community and the objectives of education. Kandel observes:

"Fundamentally the purpose of educational administration is to bring pupils and teachers together under such conditions that will more successfully promote the end of education". p. 2

Prior to 1947, the role of the educational administrator was simply to carry out the restricted educational programme developed by the British. Following independence, we have developed a vastly expanded educational programme with greatly changed objectives. For the implementation of the new programmes the educational administrator's job takes on new dimensions and requires not only new theories of educational administration but also new techniques. In this regard it would be appropriate to quote from the recommendations of the Kothari Commission:

(i) There should be a change in the attitudes of administrators who should cultivate an openness of mind and a spirit of enquiry rather than a rule of the thumb approach which tries to stick to established practices even when they cease to be meaningful.

(ii) The practice of holding periodical reviews, say, every three of five years of important administrative practices with a view to chopping off dead wood and
putting in fresh grafts where necessary, should be established.

(iii) Inter-state contacts should be built up and comparative studies in different state practices in all administrative matters should be encouraged. Periodical comparative studies in educational administration, which would involve the State Education Departments closely, should be made.

(iv) The evolution of the technique of detailed programming of the plan projects and the training of officers in them is the responsibility of the State Institute of Education and the National Staff College for Educational Administrators.

(v) The modern 'Officer-oriented' system where most of the work will be done by the officers at their own level with the help of small secretariat staff should be adopted. (p. 8) J.C. Aggarwal.

From the above stated recommendations, it can be said that there is a special need to formulate certain postulates and conclusions to identify the behavioural pattern of innovative educational administrators.

As no definite study has been undertaken in this direction, the present study is pertinent to the present day educational problems. Educational system has not only
degenerated but has out lived its utility and needs many innovations. Innovations can be introduced by daring and innovative administrators - vice-chancellors, directors and principals, who are directly concerned with the administration of education.

The postulates and conclusions of the present study would become significant for government agencies and private and public institutions especially in matters of appointments of innovative educational administrators. For them the present study may become a handbook for finding the general traits of an innovative educational administrator. It may also inspire the present day educational administrators to become innovative after reading the conclusions of the present investigation.

Administration in the field of education plays a vital role in moulding a society. There are many complicated problems in our educational system. These problems can be solved only by innovative educational administrators. The investigation of the present study may go a long way to help in this direction, too.

Researches have been undertaken in the field of education especially related to the behaviour of teachers, traits of leadership, behaviour of innovative teachers, but no definite study has been undertaken to study the innovative
behaviour of educational administrators. In that way the importance of the present study becomes doubly significant.

1.3 The Problem:

The subject of the present study is:

"A STUDY OF THE CHARACTERISTICS OF INNOVATIVE EDUCATIONAL ADMINISTRATORS OF GUJARAT STATE".

1.4 Definitions of Terms

1.4.1 The word 'study' in the title connotes 'an investigation of the subject' and investigative scrutiny of and compilation of information about the administrative strategies and mechanism employed by innovative administrators in the field of education in the State of Gujarat. This study or investigation leads to the formulation of certain patterns adopted by the innovative administrators.

In the Dictionary of Education, Good (1945) writes about the study as under:

i. Application of mind to a problem or subject, and

ii. An investigation of particular subject. (p. 302).

According to Stein (1953) in the American Everyday Dictionary, the word "study" means:

i. Application of mind to the acquisition of knowledge,
According to Teall (1913) in Webster’s New Illustrated Dictionary "study" means:

1. to investigate closely and
2. to scrutinize or earnestly contemplate. (p. 33)

1.4.2 Innovative Educational Administrator

A dictionary definition of an innovative educational administrator is not available. The investigator has tried to formulate a definition after a careful study of some of the cases as well as from the study of the works of some great authorities in the field. In this case he is especially indebted to Rogers (1969). It can be defined as:

"An educational administrator, who is not conventional in his habits and thoughts, is prone to new ideas, receptive of the suggestions made by his colleagues and subordinates, is always in search of new knowledge, is ready to put his purposeful ideas into practice and if found useful diffuses them to others.

1.4.3 Characteristics

Characteristics if applied to an individual have psychological connotation. It explains the qualities of the man. It amounts to the total personality of the man. The
mental make-up of a man constitutes the major part of the personality. A man is what he thinks or what he is, or applies to himself "what I am?" In the present study the characteristics of the man are related to the notions the administrator has about himself and his capabilities and mental resourcefulness that he applies in the field under his supervision. The emphasis in the study is focussed on what words, "man's attributes, the assemblage of his capabilities" in the field of educational administration. For the study both normative and statistical methods can be employed. But there arises a contradiction between the normative and statistical methods. It is difficult to measure the characteristics by a particular yardstick. It is only for the pattern formulation that statistical method is adapted to measure the behavioural changes in different persons and institutions under them. So the word characteristics in the present study denotes the behavioural attributes of the innovative administrator.

1.5 General Objectives

The broad objectives of the study were:

(a) to develop and formulate a psychological image of an innovative educational administrator and his innovations on the basis of studies already available and then prepare statements to fill in the paradigm,
(b) to find out certain patterns of behaviour among the innovative educational administrators, and

(c) to find out the most innovative educational administrators from all the levels of institutions and administrative machinery of Gujarat State.

1.6 The Scope of the Study

A few attempts have been made to develop psychological tests to study the leadership behaviour of school principals and their innovativeness; diffusion of innovations, administrative behaviour and characteristics of innovative teachers in India. But there is no valid verbal tool to measure the characteristics of innovative educational administrators of Gujarat State. It has also been found that no attempt has been made to study the characteristics of innovative educational administrators with reference to age, sex, seniority, socio-economic status etc. Hence it was thought worthwhile to study characteristics of innovative educational administrators. The tool was designed to study their characteristics.

It covers important areas such as communication, decision making, planning, personality and ability. The investigator has planned to prepare bio-data and self-data cards, to know the personal traits and hobbies of educational administrators.
The entire study has been undertaken with the representative sample of innovative educational administrators which represents different educational officers from schools, colleges, universities and different administrative areas of Gujarat State.

1.7 Limitations of the Study

The study with a wide scope has the following limitations:

1. The tool has been tried out on the educational administrators of different fields of educational administration covering Vice-chancellors, Deans, Director of Education, Secretary, Deputy Secretary, Principals of different colleges, Principals of schools etc.

2. As the language of the inventory is English, it can be used by the English knowing educational administrators.

3. The study is limited to a sample of the innovative educational administrators of Gujarat State, who willingly responded.

4. The responses of a few of the prominent innovative educational administrators could not be ascertained as they were very much busy with their routine.
5. Q-methodology is the way of investigation in the present study and it is difficult to formulate concrete generalization on the basis of the method.

6. Communication, administration and personality are the broad factors that constitute the statements of the tool in the present study.

7. The investigator has used Jung's (1924) behavioural psychological pattern as adumbrated by Stephenson.

1.6 The Plan of the Report

The entire report of the study consists of one important area and hence it reflects the characteristics of innovative educational administrators of Gujarat State.

The report of the study has been presented in six chapters in the thesis. The scheme of the chapterization is as follows:

- Chapter I  Introduction
- Chapter II  Review of the Related Literature
- Chapter III  Planning and Procedure
- Chapter IV  Q-Methodology Issues and Alternatives
- Chapter V  Analysis and Interpretation
- Chapter VI  Retrospect and Prospect

The present first chapter is devoted to the introductory aspects. The second chapter deals with the
reviews of related literature on Leadership Behaviour, Administrative behaviour, Innovation, Factors affecting Diffusion of Innovations etc. It includes the discussion on the researches done with reference to different variables.

In the third chapter planning and procedure of the study have been discussed in details. In the fourth chapter, the details regarding the Q-Methodology issues and alternatives have been presented.

The fifth chapter contains the details regarding the construction of the tool. The procedure has been discussed under the following sections:

1. Validity and Reliability of the Q-Set,
2. Q-sort Data from the Innovative Educational Administrators,
3. Criteria for Sufficient Factors,
4. Factor Arrays,
5. Identification of the Factors and their Description and
6. Inference in terms of postulates.

The sixth chapter deals with findings, observations and suggestions on the basis of the present study.

Thus the entire report contains detailed description of all the essential steps for the construction of a reliable
and valid tool to measure the characteristics of innovative educational administrators, the study undertaken using the tool and important findings as an outcome of the study.

References


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