CHAPTER 1

CONCEPTUAL FRAMEWORK
"I believe that if an organization is to meet the challenges of a changing world, it must be prepared to change everything about itself except those beliefs as it moves through corporate life."

- Thomas J. Watson Jr.
CHAPTER I
CONCEPTUAL FRAMEWORK

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CHAPTER 1
CONCEPTUAL FRAMEWORK

1. INTRODUCTION

Education is an important discipline, which contributes to individual evolution and national progress. In a growing democracy which aspires for stability and vigour, education is as much a social necessity, as it is a moral responsibility. Sound education which is practical and purposeful, can alone equip the future citizens with the necessary mental resources and moral stamina, to shoulder their responsibilities properly.

"The fundamental purpose of education is the same at all times and in all places. It is to transfigure the human personality into a pattern of perfection through a synthetic process of the development of the body, the enrichment of the mind, the sublimation of the emotions and the illumination of the spirit. Education is preparation for a living and for life here and here after."^1

The freedom and integrity of the motherland is to be protected and preserved. "The destiny of India is now being shaped in her classrooms. This, we believe, is no more rhetoric,"^2


prevailing educational scene in the country tells us that it is more of rhetoric than a reality. The destiny of the future trembles in the hands of the children, the nation builders of tomorrow. So, the education of the children demands the most earnest and the most vigilant attention.

Formal education in India was initially meant to produce an elite group, mainly to fill the ranks of the bureaucracy and the law and order establishment. This orientation still persists inspite of the achievement of independence and our national goals of a secular, socialist and democratic society.

Education is a synthetic discipline which brings about the development of an integrated personality through sustained influence which is consistently positive in its appeal. Education must be related to the life, needs and aspirations of the people, so as to become a powerful instrument of social, economic and cultural transformation. In this context one of the important principles laid down to promote the development of education in the country is the adoption of a broadly uniform educational structure of 10 + 2 + 3 in all parts of the country.

1. 1. 1 EDUCATION THEN

The earlier system of education was largely unrelated to the life needs and aspirations of the people and there was
a wide gulf between its contents and purposes as well as interests of national development. Thus, education withered into a palsied process of formal instruction instead of being a virile discipline for the synthetic development of an integrated personality. Education lost sight of its inherent mission as a radiant instrument of national development.

1.1.2 PATTERN OF EDUCATION

Today's educands are the architects of our national destiny. The purpose of education has therefore necessarily to be different. Individual perfection and National advancement deserve to be the twin watchwords of our education. It has to impart knowledge that is germane to our culture and that would help the individual to find fulfilment in creative joy. It has also to train and equip him to render fruitful service that would accelerate the pace of National Progress.

Different patterns of education which were in vogue in different parts of the country had caused bewilderment to the public and positive hardship to the parents who are transferable from one centre to another. Lack of uniformity in the structure of the curriculum and the span of education had been a source of agony to several. While rigidity in the structure of education had to be avoided to give scope for freedom and discretion, it was very essential that there should be a core of uniformity in the pattern of education in the country. In
addition to helping students to migrate freely from one educational centre to another of their choice or to suit their convenience, the basic uniformity promotes national integration. Only in this respect, the reform fixed up the span of education to fifteen years, ten plus two plus three. It was hoped that, when this scheme got implemented, there would be greater interstate cordiality and co-operation which in turn would enrich standards.

Education is the means by which society provides for the transmission or advancement of its culture. It caters to the needs of the society through its agencies such as Universities, Colleges, Schools and other social organisations. As education is the foundation on which the society develops, it is important to establish and maintain educational institutions. "A well equipped school, according to Balakrishna Joshi (1981) is a dynamic community centre which stimulates life and power all round." School as the centre for the development of human potentials, requires good administration for its betterment.

1. 1. 3 WHAT AND WHY OF SCHOOL ADMINISTRATION

Hornby (1989) defines administration, "as the management of public or business affairs."


Education administration is concerned with the management of things as well as with human relations. A modern school system must be administered competently if waste of both human and material resources is to be minimised. The purpose of school administration is to bring all the components of an educational programme into harmonious and fruitful relationship.

Educational administration can be defined as the agency and process concerned with the spelling out of the aims of education and the laying down of the policies, programmes and procedures and with directing and guiding the operations and evaluating the performance towards the achievement of the aforesaid aims. In other words, educational administration is the agency and the process concerned with the formulation of educational aims and with the planning, organising, staffing, directing, co-ordinating and budgetting of educational organisations and with also evaluating their performance. Administration is a process concerned with creating, maintaining, stimulating and unifying energies within an educational institution and directing them towards the realisation of predetermined objectives.

Educational administration is concerned with the management of things as well as with human relationship. Management is aptly described by Peter Drucker (1954) as follows, "It is a multipurpose organ that manages a business,"
and manages managers, and manages workers and work. The word administration and management are synonymous but a distinction is sought to be made, where the word 'administration' refers to the management functions of planning and control. Oliver Sheldon (1923) had distinctly stated the terms 'Administration' and 'Management' as follows, "Administration is the function in industry concerned in the determination of the corporate policy, the co-ordination of finance, production and distribution, the settlement of the compass of the organisation and the ultimate control of the executive. Management proper is the function in industry concerned in the execution of policy, within the limits set up by the administration and the employment of the organisation for the particular objects set before it." 

Administration and Management are distinguished by William R. Spriegel (1952) as the Determinative and Executive functions respectively. "The administration is a process of determining aims and objectives for which the organisation and its management operate, whereas management is concerned with direction and guidance of the organisation's operations for accomplishing such objectives." Actually every 


manager or executive whatever designation is used, discharges both administrative and managerial functions in the sense of determinative and executive functions, the extent generally varying with the management level at which the particular manager or executive operates as indicated in figure 1.

This diagram illustrates that as we move up from the 1st Line supervisors to the Board of Directors, the executive function diminishes while the determinative function increases.

The art of administration has been considered as one of the essential virtues of mankind. Management from the ancient time to the present age has certain attributes which are equally true at all times. Administration is concerned with management. Administration is something more than management. It is concerned with 'directions, co-ordination and control of many persons to achieve some purpose or objective'. It is a determined action taken in pursuit of some decided purpose. It is the systematic ordering of affairs and the calculated use of resources projected at making those things happen which we want to happen. It is the marshalling of available labour and materials inorder to gain that, which is desired, at the lowest cost in energy, time and money.
The nature of educational administration began to change around the beginning of the 20th century. The board of education came to be recognized as the policy-making body and the administration of the board policies was delegated to the superintendent. These principles and ideologies have changed the professional position of the administrator and established him as the chief executive of the educational enterprise. There has been an emphasis in administration on 'Scientific Management.' Greater importance has been placed upon the administrators being in command of specialized knowledge relating to the operational aspects of his position. To obtain efficiency in operation, emphasis is placed on organizational structure and the formal relationship of personnel. It has been realized during recent years that technical knowledge is significant in educational administration.

The Encyclopedia of Educational Research describes:

Thus, the crucial factor in administration, is the nature of human relationship involved. The administrator's basic functions are to exercise broad judgement, provide professional leadership and exhibit discriminating insight and understanding in the utilization of personnel. The co-operative rather than manipulative process is utilized in obtaining the contributions of personnel to the attainment of organizational goals. Personal needs of members of the organization are recognized.

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Administration is a social invention. It operates in social organizations and affects relationships among people and institutions in society. Since it deals with men and material, it should be based on empirical laws and be guided by the rules of human relations. Educational administration should be distinguished from other types of administration. It should differ in purpose and function from others, as the administration of any educational institution derives its character from the unique nature, functions and technical operations involved in facilitating the teaching-learning process. Educational administration deals with the art of human relationship and the management of organisational structure.

CAMPBELL, CORBALLY AND RAMSEYER (1958) observe

Educational Administration as follows:

Educational administration occurs in a school community and consists of facilitating the development of goals and policies basic to teaching and learning, stimulating and development of appropriate programs for teaching and learning, and procuring and managing personnel and material to implement teaching and learning.9

This statement makes it clear that education cannot thrive and progress, unless, it’s technical nature is comprehended by every administrator in the country. The concept of educational administration in a democratic country like

India, must involve the community, the administrator, the teacher and the students in the formulation of broad policy. There must be a free flow of communication in all directions to bring a total change in the spirit of officials who might be more interested in maintaining their official positions than in protecting the rights of the people or even promoting the interests of the society.

The educational administrator, who is the leader of the institution should be conscious of the interest of the whole group. He should possess mental alertness, sensitivity, perception, language facility, impartiality, tact, poise, self-restraint, friendliness, goodwill, a sense of humour, interestedness and humility.

The purpose of democracy is the maximum development of all. The educational administrator should be a democratic leader in terms of functional relationship to the group. He is a leader not merely he is intelligent, skillful and original, but his intelligence, skill or originality are means of influencing the group members.

The nation has a great stake in the education of all children and has to develop leadership among the people at all levels to consolidate democracy. There should be decentralization of most activities. Local control, home rule and local initiative should be encouraged to the maximum. Educational
leadership at various levels needs to be geared to the changing situation of the country. The following describes the leader's task.

In short, the effective leader is one who delineates clearly the relationships between himself and the members of the group, and establishes well defined patterns of organizations, channels of communication and ways of getting the job done and whose behaviour at the same time reflects friendship, mutual trust, respect and warmth in the relationships between himself and the members of the group.

Educational leadership has to be made more effective. Leadership behaviour must be inspired. To be an effective leader, the administrators must understand the feelings and problems of their individual subordinates. Such feelings change partly as a result of the behaviour of the administrators themselves and problems change with the ebb and flow of events. To keep in view with these personal 'facts' the manager needs empathy, self-awareness and an objectivity about behaviour.

The role of the manager is to be a catalyst and facilitator, instead of being a controller and motivator. Providing the right challenge, meaning and purpose in work and a sense of achievement, pride and self-esteem are the concern

10. ANDREW W. HALPIN, "The Leader Behaviour of School Superintendents", SCDS Series, Columbus Ohio College of Education. The Ohio State University, 1956, p. 79.
of management. Fortunately, in the last decade we have increasingly realised the importance of management of human resources. We make men, before we make products. Making men into human assets of an educational organisation is the key role of management. This is the most urgent need in India, for the growth of our people and nation.

1. 1. 5 MANAGEMENT OF THE HIGHER SECONDARY SCHOOLS

It is apparent that there are two types of management of Higher Secondary Schools. In the first category there are schools managed by the Centre or the State. The other types of management are through,

1. Local bodies such as district boards or municipalities

2. Religious organisations and other denomination bodies

3. Registered trust boards

4. Certain private bodies

5. Individuals

There are various problems and issues which have emerged in the present day educational administration. These problems and issues need to be resolved in the best interest of the administration and finally for the safeguard of education. These problems and issues require elucidation and analysis. Their comprehensive treatment and analysis in a
scientific way will provide a basis for predicting the effects of certain administrative principles and practices in the field of education.

So, the success of an organisation depends upon its administration and management. The administration of the Higher Secondary School is controlled by two agencies - External and Internal. External agencies include a) the Governing body of the Higher Secondary School (in the case of private schools), b) the Government and State Department of Education, c) the People. The Internal Agencies are the pupils, the school staff and the special services (medical, health, library etc).

1. 1. 6. PRINCIPAL

The Principal is the key stone of the arch of school administration. He has duties that are related to the State Department of Education, the School Education Board, the School Secretary and the Local Community (including parents). Thus, he has to deal with both the external and internal agencies controlling the school and is the connecting link between the two. The manner in which he meets his obligations to these two factors will condition his success.

His is an uphill task and only persons with a clear perspective and rare abilities can succeed as Heads of Higher Secondary Schools. The Principal of today finds his
responsibility increased manifold, by the addition of duties arising from the new assignment to the schools of community services of many kinds, health and counselling provisions, co-curricular activities and academic and non-academic functions.

1.7. QUALITIES OF THE PRINCIPAL

The importance of the Principal therefore, cannot be over emphasised. He is in the strategic centre of a web of instructional inter relationships, School-Department, Staff-Management, Teacher-Inspector, Teacher-Teacher, Teacher-Pupil, Teacher-Parent and School-Community. He is the despatching station at the centre of educational endeavour - planning, organizing, directing, co-ordinating and evaluating.

Bray while discussing the qualities of a Principal has pointed out that a Principal should possess following qualities:

1. Lofty sense of duty.
2. Broad sympathy.
3. Sound judgement.
4. Power of insight into character.
5. Love of his work.
6. Originality and initiative and belief in the

cultural law of progress.
7. Self control.
8. Organizing power.
10. Persuasive powers of speech.
11. General purity of character, and ability to breathe the spirit of it into the school."

Besides these qualities, he should have his own philosophy of education and should be respected by his staff for his general scholarship and for his special competence. This is necessary, since he is the leader of the teaching staff. The Principal of today must be a leader and not a despot. One crucial test of the Principal's competency is his ability to inspire and lead teachers and not to drive them. He should also come into intimate contact with pupils and parents. Finally he must also be a good business manager. The financial details of school funds, extra curricular activities, library and equipment and other activities must be cared for in a business like manner.

To sum up, a successful Principal has three qualifications.

1. Compelling philosophy of education.
2. Demonstrated capacity for leadership.
3. Understanding democratic principles and process.
What should be the qualities of the Head of an institution in a Secular, Democratic State?

The Head teacher being the administrator, needs to have the qualities of a successful administrator. The primary aim of an educational administrator is to make instruction as effective as possible. His functions differ from level to level. An understanding of the aims and functions of the Head of a school should determine his qualities to discharge his functions efficiently. A Head should have adequate qualification for his work. A teacher should not be appointed as Head on the ground of seniority alone.

The Heads should be conversant with recent trends

Educational theory and practice are fast changing and he should be able to adjust his work to these changing techniques. He should possess the ability to initiate new projects or experiments and should have knowledge and experience, which can help him in assisting his teachers in their work, and in organising inservice programmes for them. Often good and progressive teachers in a school lose enthusiasm and become indifferent because the Head teacher is not conversant with and does not appreciate new ideas. Fear of looking smaller than his teachers makes him reactionary, and this hinders the cause of good instruction.
1. 1. 8. 2. SHOULD KNOW RULES, REGULATIONS AND THE EDUCATION CODE.

The Headmaster must have a reasonably thorough grasp of his functions and responsibilities. It has been experienced that many Heads of schools lack a clear understanding of their functions and their range. The Head should also know the rules and regulations of the department and the code of the locality or the state.

1. 1. 8. 3 SHOULD KNOW THE PROCEDURES OF PURCHASE OF SCHOOL MATERIAL AND EQUIPMENT

Teaching efficiency depends to a very large extent upon the adequacy and timely availability of school equipment. Some departments of education and large educational organizations make all the purchases centrally. Some have decentralized this authority and have authorised the Head teachers to make the purchases. Whatever the procedure, it is the duty of the Head to know clearly his requirements for the year. It has been observed that bad planning and execution in this affects adversely upon teaching efficiency.

1. 1. 8. 4 SHOULD BE ABLE TO LOOK AFTER THE SCHOOL BUILDING AND MAKE IT BEAUTIFUL.

It is the sole responsibility of the Head teacher to see for the beauty, cleanliness and neatness of the school. A school must be a place to which the child feels attracted.
to go and which will help to create in him an aesthetic taste.

1. 8. 5 SHOULD BE JUST AND FAIR.

These attributes are important but difficult to achieve, particularly in the present context. The country is undergoing a tremendous change which is material, institutional, ideological and psychological. In the field of Educational Administration we have not crystallised the meaning of the new concepts which are emerging. Since they bear the marks of a period of transition, they mean many things to many persons. The common man who has for ages been dominated and ruled with an iron fist, is on the one hand thirsty to seize, to hold and to wield power, and on the other hand, ever ready to flout it. The dispensation of justice is rendered difficult by other reasons also which mostly arise when administrative principles are lost sight of and when persons rather than principles become important.

The Head is not only concerned with his administrative problems but also other problems related to staff members, problems concerning appointment, promotions, arrears, leave, complaints and red tape cumbersome procedures concerning school equipment, material, stationary etc. He must strive to be just and fair in this difficult background.

1. 8. 6. SHOULD BE A MAN OF DECISION AND ACTION.

An unfortunate feature of the present
administration is that no one is ready to take decisions and face the consequences. An administrator must have the ability to take decisions and take them in time. Delay creates chances of failure and frustration and where human interests are involved, justice delayed becomes worse than justice denied.

1. 1. 8. 7. SHOULD CREATE ENTHUSIASM AND RESTORE CONFIDENCE.

The Head should be able to create enthusiasm and restore confidence in his colleagues. He has to deal with interested or indifferent teachers, officers and others. He has to keep his temper where he is apt to lose it. He has to show generosity where it is apt to be misused.

1. 1. 8. 8. HIS LEADERSHIP SHOULD EMERGE FROM THE GROUP.

The qualities of an educational leader in a democratic state with living imperialist traditions will largely depend upon the concept of democracy it evolves. In an imperialistic democracy, the leader dominates and his will prevails, while the others have to follow.

In a democratic society, the leader leads but it is a leadership of a different kind. Here leadership emerges, from amongst members of the group. The others follow because they want to get their own decisions implemented. The minority, which could not get its views honoured at the moment, retains the right to make itself felt in due course. Such a leadership, always tries to be creative and to work for the interests of all.
1. SHOULD DEVELOP GOOD HUMAN RELATIONSHIPS

He needs to understand the other man's point of view to enable himself to perceive things in the way he intends to put them. Each action or reaction is determined by a whole background which is peculiar to the reactor. It is one of the very important functions of the Head teacher to establish good human relations with all concerned - students, teachers, parents, the community and departmental officers.

2. SHOULD MAKE CONSTANT SELFAPPRAISAL.

A Headmaster is constantly in touch with people and problems. The range of his contact is wide and so also that of the influences that emanate from them. They are not only diverse, but also opposite in character, for which the Head has to react under very trying circumstances. These reactions are determined by external as well as internal forces. The internal forces emanate from one's own nature. The Head must cultivate the habit of self appraisal with regard to his own attitude towards men and matters.

3. SHOULD BE A MAN OF IMAGINATION.

Schools in India today, generally belong to a uniform pattern. There are few schools which have an individuality of their own. Our schools are having problems that are practical as well as theoretical, social as well as psychological. The
Head should have sufficient imagination to foresee them and plan accordingly for their successful solution. He must be a philosopher in action.

1. 1. 9. PERSONALITY

The nature and scope of the responsibilities of the Head of an institution demand that he should be a man of extraordinary abilities. Persons with mediocre calibre and average intelligence are ill-fitted for the task. For the making of the Head of the school, many qualities are required - knowledge, the art of imparting knowledge, experience, tact, the art of managing children and so on. To make the perfect Head of the school there is needed in addition to all these, a quality which is undefinable and which resides in the personality of the individual. The teacher, students and the community at large judge a school by the personality of the Headmaster. He must be a person who is able to make a perceptible impression on the entire life of the school. To be truly successful, he must have broad vision and leadership. His personality must inspire confidence and evoke respect and discipline.

The words of a Headmaster carry weight, his manners are affable and his disposition is amiable. He has an engaging conversation, an enlightened imagination and a flexible attitude. He clearly realises that administration is a means and not an end in itself. Administration is not made of order,
but it rests upon a studied foundation, it is designed to a purpose. It is, essentially a means of facilitating group efforts in the performing of certain specific educational purposes. He possesses progressive outlook and constructive leadership.

In recommending people for school positions we speak of leadership, of executive ability, of organizing power, of special kinds of training or of special knowledge or skills, of personality, of industry, of dependability, of experience, always as if there were an established basis for saying that the special traits, kinds of training, experience and qualities of personality we use, were genuine evidence of fitness for the particular job. In other words when we take this task of fitting persons to job seriously, we believe we know what marks for and what may prevent a good fit.

The reconstruction and reform of our Higher Secondary Education essentially depend on the quality and equipment of the teaching personnel. The Head of the institution is to a great extent responsible for securing co-operation of the teachers. As the school system becomes larger, such responsibilities assume wider dimensions and the Headmaster is required to show genuine interest in the members of his staff and a sympathetic understanding of different people associated in running the school plant. In a democratic organisation the Head of the
Institution should realise the importance of democratic practice. He should recognise the values and advantages of co-operation of his colleagues which can be secured effectively only when he treats them as his equals. The Head Teacher must think that he is not a dictator but a guide, supervisor and friend. He should give them sufficient freedom, help them where they require his help, sympathise with them and welcome their opinions on all points of school policy.

The Headmaster should always appreciate their good work and constantly encourage them. Heads of institutions generally criticise teachers when they are found guilty of dereliction of duty or when their work is not satisfactory but they do not give them sufficient encouragement when they find them doing good work.

1. 1. 10. ADMINISTRATION IN DISCIPLINE PRACTICE.

In the adolescent period, which covers the stage of Higher Secondary Education, the problem of evoking a proper sense of value among pupils, and of inculcating effective mental discipline among them, becomes all the more difficult. The Head is a social physician to every parent who has a wayward son who needs attention. He is a friend in need to pupils and to all the homes in which misfortune comes. His power, his activities, even the good he does cannot be measured by a material yardstick. He is responsible for carrying out the policies and
programmes of the Department of Education. He is the co-ordinator of educational work. The school is aptly called the lengthened shadow of the Headmaster, because the environment of the school reflects the personality of the Headmaster.

1. II AN IDEAL HEAD;

To quote J. B. Sears, (1950) an ideal Head recognises that "a good organisation is an arrangement of persons wherein its members may work effectively, economically and harmoniously together to achieve a common purpose, an arrangement of persons which, as far as possible, may guard effectively against interference with its purposes and processes, an arrangement of persons which relies as much upon the common will, the initiative and the understanding of its members as it does upon authority, to energize or guide it and that applies to the concepts also in its relations with those whom it serves."12

He must learn to lead by reason, by his larger knowledge and courageous enthusiasm, rather than to drive by reason of his superior power. He must reach out of the routine of school supervision and executive duties into the higher level of educational statesmanship. Personality is determined largely by the intelligence, scholarship, imagination, initiative, and social skills of the Headmaster. Everything in the school, the

Plant, the staff, the curriculum, methods and techniques of teaching, co-curricular activities, human relationships, bear the imprint of the personality of the Head of the institution and reflect his leadership. It is commonly believed that administrative skill is a gift of nature and therefore, competent Headmasters are born and not made.

1. 1. 12. ROLE OF THE HEAD.

Even though organised school education system has been in existence in India for over 150 years and a number of commissions have examined the system in detail, an analysis of the role of the Head has been virtually ignored. Whatever little has been said about the duties and responsibilities of the Head, is vouched in simplistic and stereotypical terms.

- What is a Head meant to be?
- What should be his style of management and work?
- How should he react with the external and internal environment of the school?
- Is he a professional administrator, management expert or an academic loaded with the unwelcome task of supervision?
- Is his job ruling, counselling or teaching?
- Should he be a leader, and if so, what type of leadership traits should he possess?
- Is he a public relations man who must project his
school to the public at large?

The general answer is that he is "one in all and all in one" and must don different hats at different times whether they fit him or not.

1.1.13. CHANGING ROLE

It is paradoxical that in a country like ours where democratic values prevail with a vengeance and where legitimate authority may even be questioned, the authoritarian image of Principal is cherished by the public at large. But the growth of large secondary schools with graded posts of special responsibility, imposes severe limitations on the Head to rule in an autocratic manner. Discipline has become more a matter of personnel management and human behaviour and not maintained by the rod. Corporal punishment, the main method of disciplining students, is banned in all schools. The Head is under the pressure of both external bodies like educational departments, parents and public and the internal organisation like staff associations and student unions. Even in the best of circumstances his autonomy is in question.

The traditional role of the Head has to give way to participative management with a Head to run the school with delineated authority and accountability. Modern management philosophy dictates that the centres of authority should be well defined and authority and responsibility go hand in hand.
A prerequisite to this model would be adequate autonomy for the school in areas of planning, innovations and execution to meet its academic objectives, adequate financial inputs and also freedom to use the budgeted funds.

The present scenario in our school system is quite different. Leaving aside some public/private schools, all secondary schools are functioning on shoestring basis. The concept of planning has no meaning while major portion of the income of the school goes towards salary, leaving little for other educational services, viz., libraries, laboratories, games and sports and co-curricular activities. The bulk of the time of the Head is spent on attending to the minions in the hierarchy of Directorates of Education for more grants and other facilities, which should have automatically come to the school. The autonomy of the Principals hardly exists and discipline is the resultant casualty. Teachers look up to education officers in the administrative, rather than to the Principal for redressal of their problems and also for favours. The Principal has to contend with undue interference from local politicians in all areas of administration. Instances are galore where Principals have been transferred or otherwise penalised for daring to hold their own principles against such political pressures. There is, therefore, a social need to reform the whole school system so that a role delineated for the Principal becomes
The Head of an institution is just as the captain of a naval ship. Captains of the ships are essentially managers, and come up to that position by the professional ladder. No captain is a lonely autocrat these days. He is leader of a team of highly trained professionals whose welfare is his main concern. The golden rule for a naval officer is that he never asks a subordinate to do anything that he is not prepared to do by himself. Before he becomes a captain, he is continuously undergoing courses to equip himself for current and future duties. His aim is to have a 'happy' ship because only a 'happy' ship is an efficient ship.

Our educational system should develop to the stage where the Heads are fully developed, screened and selected. The Head should be the 'Captain' of his 'Ship' and navigate through the troubled waters of education and safely land its wards in the adult world, fully equipped with scholarship, confidence and hope.

Assuming the Head of the institution as the captain of educational system, what should be the role of the Principal as academic and administrative Head in our country? The essential role of a School Principal is that of an Educational Leader, one who has clear concepts of the purpose of education, who understands the underlying philosophy of the school he
heads (or the lack of it) and who has the personal attributes, skills and qualities of leadership to steer his ship through the storms and high winds, between the rocks and the boulders that obstruct his way, avoiding the icebergs that lie treacherously below the surface and charting a course, in harmony with his crew, which will take them onwards in an exciting educational voyage of discovery. We are living today in a fascinating period of history when momentous changes are taking place in the world. There will be tremendous challenges opening up for our students who will live and grow in this era. They will have to face the paradox of living in a fast moving world of high technology on the one hand, and a situation where the mass of humanity still lives in conditions of grinding poverty and deprivation on the other, and this will call for deep insights into societal and human problems and a judicial blending of technology and humanism to bring about needed changes towards equality and social justice.

Those heading schools today, need to have the vision and foresight to reshape their educational policies and programmes to fit in with the needs of this fast changing world, breaking down walls and building bridges of communication and to prepare their students accordingly. The Head today should see his role not as a "Status quo-ist" hanging on to the outworn structures and formats of yesterday, but as a dynamic leader.
He must use traditional forms only as far as they give stability and strength and a base for the future, and to strike out into new paths relevant to the requirement of the Child and Society.

Today the social structure has become very complex and this naturally has had its impact on the management of schools. Gone are the days when the Head was the King of the castle, ensconced in his ivory tower, his school far from the madding crowd, with no one to encroach upon his time and energies except those in his immediate school community. Today the Head has to interact with educational bureaucrats and technocrats, with all kinds of officials and organisations, as well as the public.

The more essential the education becomes to society, the more important is its administration. Educational Administration is an important spring board for educational reforms. For this, the administrative function requires changes. Educational Administration has to be streamlined. Revolution in education is much needed. There are challenges to the pivotal post of school administrator. They are manifold, new and demand special behaviour pattern from them.

Unless the Head has good "administrative" and "managerial" skills, he will remain only a dreamer and a visionary and will not be able to bring in the changes he visualises. To be successful he must be a pragmatist.
1. 2. NEED FOR THE STUDY;

Until very recently the area of administration in the field of research was not properly probed into. The unique purpose of administration is to direct the utilisation of limited resources of time, space, equipment, supplies and work technique in the realisation of coherent operation of an enterprise. (Desai, Ding and Rao K.S. 1974) With this background in mind if one looks at Educational Administration as a subject of study and research, one can understand the importance of the organisation. Organisation implies the art of bringing people together in a common endeavour in accordance with a more or less explicit system of authority. Here comes the role of the Headmaster. Being at the centre, he is to keep up the tempo of his colleagues, pupils and the public. In the realm of educational administration, researchers Shah (1951) Vyas (1963) and Singh (1964) to name only a few, have concentrated on Educational Authority, Inspection and Supervision, Educational Problems such as Compulsory Education, Wastage and Stagnation, Organisation Behaviour and Organisation and Planning. Interestingly enough in the seventies, quite a large number of investigators focussed their attention on organisation climate and its variables - Sharma (1974), Patel (1974), Pillai (1974), Shelat (1975), Pandey (1975), Franklin (1975), Darji (1975) etc. However no one seems
to have probed into the personality factors. Furthermore no study seems to have been undertaken to identify the adoption of modern management techniques in Educational Administration. Therefore, in order to fulfil this felt gap in the realm of Educational Administration, the Investigator has chosen the present study.

1. 3. THE PROBLEM UNDER STUDY:

"A study of the Management of Higher Secondary Education System in the State of Tamil Nadu with respect to the Administrative Behaviour of the Heads of the Institutions."

1. 4. DEFINITIONS OF IMPORTANT TERMS:

1. 4. 1. MANAGEMENT:

By the term Management the investigator means the art of making use of the modern managerial techniques, for securing maximum benefit with a minimum effort, so as to secure maximum prosperity and happiness for both employer and the employee in educational institutions.

1. 4. 2. ADMINISTRATIVE BEHAVIOUR:

By the term Administrative Behaviour the investigator means the administrative skills possessed by administrators for the purpose of planning and executing programmes in educational institutions in such a way that a proper organisational climate prevails in such institutions.
1.4.3. THE HEADS OF THE INSTITUTIONS.

By the term 'the Heads of the Institutions' the investigator means the Heads of the State Board Higher Secondary Schools in Tamil Nadu.

1.5. POPULATION AND SAMPLE:

The population comprises of all the Heads of Higher Secondary Schools working in rural and urban areas of Tamil Nadu. Since the study demands the use of Psychological tests, a manageable stratified random sample was taken. Schools numbering 177—about 12% of the population have been involved in the present study.

1.6. OBJECTIVES OF THE STUDY

1.6.1. PRIMARY OBJECTIVES

1.6.1.1. To find out the Administrative Behaviour of the Heads of the Higher Secondary Schools with regard to the prevailing Climate in the schools.

1.6.1.2. To find out the Administrative Behaviour of the Heads of the Higher Secondary Schools with regard to their inclination for innovativeness.

1.6.1.3. To identify the managerial skills of the Heads of Higher Secondary Schools with regard to the Modern Management Techniques.
1.6.2. SECONDARY OBJECTIVES

1.6.2.1. To find out the impact of the following Background Factors over the Administrative Behaviour with regard to the prevailing Climate:

- Locality of the Institution.
- Type of Management of the Institution.
- Nature of the Composition of the Institution.
- Scholastic Achievement of the Institution.
- Sex of the Administrator.
- Age of the Administrator.
- Length of Experience of the Administrator.
- Higher Professional Qualification of the Administrator.

1.6.2.2. To find out the impact of the following Background Factors over the Administrative Behaviour, with regard to the Innovative Proneness.

- Locality of the Institution.
- Type of Management of the Institution.
- Nature of the Composition of the Institution.
- Scholastic Achievement of the Institution.
- Sex of the Administrator.
- Age of the Administrator.
- Length of Experience of the Administrator.
- Higher professional qualification of the Administrator.
1.6.2.3. To find out the impact of the following Background Factors over the Managerial Skill of the Administrator—

Planning
- Locality of the Institution.
- Type of Management of the Institution.
- Nature of the Composition of the Institution.
- Scholastic Achievement of the Institution.
- Sex of the Administrator.
- Age of the Administrator.
- Length of Experience of the Administrator.
- Higher Professional Qualification of the Administrator.

1.6.2.4. To find out the impact of the following Background Factors over the Managerial Skill—Organisation.
- Locality of the Institution.
- Type of Management of the Institution.
- Nature of the Composition of the Institution.
- Scholastic Achievement of the Institution.
- Sex of the Administrator.
- Age of the Administrator.
- Length of Experience of the Administrator.
- Higher Professional Qualification of the Administrator.

1.6.2.5 To find out the impact of the following Background Factors over the Managerial Skill—Operation Management.
1.6.2.6. To find out the impact of the following Background Factors over the Managerial Skill—Personnel Management.

- Locality of the Institution.
- Type of Management of the Institution.
- Nature of the Composition of the Institution.
- Scholastic Achievement of the Institution.
- Sex of the Administrator.
- Age of the Administrator.
- Length of Experience of the Administrator.
- Higher Professional Qualification of the Administrator.

1.6.2.7. To find out the impact of the following Background Factors over the Managerial Skill—Public Relations.

- Locality of the Institution.
- Type of Management of the Institution.
- Nature of the Composition of the Institution.
1.6.3. TERTIARY OBJECTIVES;

1.6.3.1. To classify the Heads of Higher Secondary Schools according to the (Personality Types) Extravert, Introvert and Ambivert.

1.6.3.2. To find out the relationship between the Administrative Behaviour with regard to the Climate and the Personality Types - Extravert, Introvert and Ambivert.

1.6.3.3. To find out the relationship between the Administrative Behaviour with regard to the Climate and the following Personality Factors.

- Reserved/Outgoing.
- Less Intelligent/More Intelligent.
- Affected by Feelings/Emotionally Stable.
- Humble/Assertive.
- Sober/Happy-go-lucky.
- Expedient/Conscientious.
- Shy/Venturesome.
- Tough-Minded/Tender-Minded.
- Trusting/Suspicious.
- Practical/Imaginative.
- Forthright/Shrewd.
- Self-Assured/Apprehensive.
- Conservative/Experimenting.
- Group-Dependent/Self-Sufficient.
- Undisciplined Self-Conflict/Controlled.
- Relaxed/Tensed.

1.6.3.4. To find out the relationship between the Administrative Behaviour Innovative Proneness and the following Personality Factors.

- Reserved/Outgoing.
- Less Intelligent/More Intelligent.
- Affected by Feelings/Emotionally Stable.
- Humble/Assertive.
- Sober/Happy-go-lucky.
- Expedient/Conscientious.
- Shy/Venturesome.
- Tough-Minded/Tender-Minded.
- Trusting/Suspicious.
- Practical/Imaginative.
- Forthright/Shrewd.
- Self-Assured/Apprehensive.
-Conservative/Experimenting.
-Group-Dependent/Self-Sufficient.
-Undisciplined Self-Conflict/Controlled.
-Relaxed/Tensed.

1.6.3.5. To identify the Personality Factors that may help in predicting the Administrative Behaviour with regard to the Climate.

1.6.3.6. To identify the Personality Factors that may help in predicting the Administrative Behaviour with regard to Innovative Proneness.

1.7. HYPOTHESES;

1.7.1. Primary Null Hypotheses

1.7.1.1. The Heads of Higher Secondary Schools do not possess an Effective Administrative Behaviour-Organisational Climate.

1.7.1.2. The Heads of Higher Secondary Schools do not possess Administrative Behaviour -Innovative Proneness.

1.7.1.3. The Heads of Higher Secondary Schools do not possess essential Managerial Skills.

1.7.2. Secondary Null Hypotheses

1.7.2.1. The following Background Factors do not have significant influence over the Administrative Behaviour with regard to the prevailing Climate:

- Locality of the Institution.
- Type of Management of the Institution.
- Nature of the Composition of the Institution.
- Scholastic Achievement of the Institution.
- Sex of the Administrator.
- Age of the Administrator.
- Length of Experience of the Administrator.
- Higher Professional Qualification of the Administrator.

1.7.2.2 The following Background Factors do not have significant influence over the Administrative Behaviour with regard to Innovative Proneness.

- Locality of the Institution.
- Type of Management of the Institution.
- Nature of the Composition of the Institution.
- Scholastic Achievement of the Institution.
- Sex of the Administrator.
- Age of the Administrator.
- Length of Experience of the Administrator.
- Higher Professional Qualification of the Administrator.

1.7.2.3 The following Background Factors do not significantly influence the Managerial Skill-Planning.

- Locality of the Institution.
- Type of Management of the Institution.
- Nature of the Composition of the Institution.
1.7.2.4. The following Background Factors do not significantly influence the Managerial Skill-Organisation:

- Locality of the Institution.
- Type of Management of the Institution.
- Nature of the Composition of the Institution.
- Scholastic Achievement of the Institution.
- Sex of the Administrator.
- Age of the Administrator.
- Length of Experience of the Administrator.
- Higher Professional Qualification of the Administrator.

1.7.2.5. The following Background Factors do not significantly influence the Managerial Skill Operation Management:

- Locality of the Institution.
- Type of Management of the Institution.
- Nature of the Composition of the Institution.
- Scholastic Achievement of the Institution.
- Sex of the Administrator.
- Age of the Administrator.
1.7.2.6. The following Background Factors do not have significant influence over the Managerial Skill Personnel Management:
- Locality of the Institution.
- Type of Management of the Institution.
- Nature of the Composition of the Institution.
- Scholastic Achievement of the Institution.
- Sex of the Administrator.
- Age of the Administrator.
- Length of Experience of the Administrator.
- Higher Professional Qualification of the Administrator.

1.7.2.7. The following Background Factors do not significantly influence the Managerial Skill Public Relations:
- Locality of the Institution.
- Type of Management of the Institution.
- Nature of the Composition of the Institution.
- Scholastic Achievement of the Institution.
- Sex of the Administrator.
- Age of the Administrator.
- Length of Experience of the Administrator.
- Higher Professional Qualification of the Administrator.
1.7.3. Tertiary Null Hypotheses

1.7.3.1. The Heads of Higher Secondary Schools do not belong to the Personality Type Ambivert.

1.7.3.2. There is no significant relationship between the Administrative Behaviour with regard to the Climate and the following Personality Types - Extravert, Introvert and Ambivert.

1.7.3.3. There is no significant relationship between the Administrative Behaviour with regard to the Climate and the following Personality Factors.

- Reserved/Outgoing.
- Less Intelligent/More Intelligent.
- Affected by Feelings/Emotionally Stable.
- Humble/Assertive.
- Sober/Happy-go-lucky.
- Expedient/Conscientious.
- Shy/Venturesome.
- Tough-Minded/Tender-Minded.
- Trusting/Suspicious.
- Practical/Imaginative.
- Forthright/Shrewd.
- Self-Assured/Apprehensive.
- Conservative/Experimenting.
- Group-Dependent/Self-Sufficient.
1.7.3.4. There is no significant relationship between the 
Administrative Behaviour Innovative Proneness and the 
following Personality Factors:

- Reserved/Outgoing.
- Less Intelligent/More Intelligent.
- Affected by Feelings/Emotionally Stable.
- Humble/Assertive.
- Sober/Happy-go-lucky.
- Expedient/Conscientious.
- Shy/Venturesome.
- Tough-Minded/Tender-Minded.
- Trusting/Suspicious.
- Practical/Imaginative.
- Forthright/Shrewd.
- Self-Assured/Apprehensive.
- Conservative/Experimenting.
- Group-Dependent/Self-Sufficient.
- Undisciplined Self-Conflict/Controlled.
- Relaxed/Tensed.
1.7.3.5. The Personality Factors are not significantly helpful in predicting the Administrative Behaviour with regard to the Climate.

1.7.3.6. The Personality Factors are not significantly helpful in predicting the Administrative Behaviour with regard to Innovative Proneness.

1.8. LIMITATIONS AND ASSUMPTIONS

An investigator has expressed in the explanation of the delimitation of his studies, the three possible restraints:

1. If the scope of study is made too wide, the depth is reduced.

2. More accurate results can be had from the whole of the population rather than from a sample drawn from it unless the sample is a true representative of the population, which is quite difficult to achieve.

3. The tools are partially reliable and valid.

In this present work, the investigator has met with certain limitations more or less on the same aspects which has led her to make certain assumptions. They are as follows:

1) REGARDING SCOPE.

It is impossible to study the Heads of the institutions with variant specific situations. A perfect study should involve facilities and constraints present in different specific environment, where the individuals function. Inspite
of the relatively longer time limit given to Doctoral work, the researcher is unable to vouch that she has studied all such situations. In a state like Tamil Nadu with its varied and at the same time intermingling Geographical, Socio-Economical and more important Communal variations which result in several cultural set ups, this problem is not an easy one to overcome. However it is assumed that she has covered the more representative groups and has sufficiently ‘good’ sample. And the scope of study is satisfactory.

2. REGARDING TOOLS

Only standardized tools are used. Any limitations associated with the tools used are only those which are inevitably attributed to any standardized tool. On account of the large area covered, the limitations may be more or less influencing the validity of the work. Naturally we have to assume that the tools served the purpose effectively.

Reliability and validity of the response can be tested using complimentary tools. Observations and personal talk with the few of the several categories of Heads under different dimensions and variables might have been very effective. A few attempts made by the investigator have revealed that the Heads have neither the time nor the readiness to respond. So the complimentary tools were abandoned as regular tools to support the investigation.
The way in which the respondents have interpreted the conceptual terms, depends upon their comprehension of the idea. This limitation has to be accepted as such.
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