CHAPTER 6

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6.1 INTRODUCTION

Education is the most crucial and powerful element in the process of economic development and social change. It transforms raw human material into human resources, more appropriately into ‘human capital’. The educational sector plays a significant role in national development by providing the manpower requirements of the country. It is, therefore, necessary to plan education so that the mismatches between the output of the educational system and the input of the job market are minimized and manpower with varying skills is made available to the economy in required quantities. Investment in education in many of the modern economies forms a sizable part of public expenditure. It is, therefore, necessary to ensure that investment in education as in other sectors has some correspondence with returns from the educational system. Since equity is one of the main objectives of many modern welfare states and since investment in education is recognised as a factor in the development of human capital, an equitable distribution of educational opportunities needs to be planned properly with a view to maximise social welfare. In other words, it is essential to plan education as the great equaliser with a view to move forward towards a just social order.

Education is also regarded as a useful institution for social mobility and an important media for raising productivity leading to economic growth and development of a country. But it is possible only if we raise our literacy rate, improve the quality of education in general and evolve a proper system of management for education in particular. These are the three important components which in one way or the other relate education to the economic development, avoid
wastage, apply some kind of functional criteria to educational investment, link up products with requirement and establish the right relationship between demand and supply.

India stands today at the threshold of great change. Developmental programmes are being planned and executed to increase the national wealth of the country. Natural resources are being exploited to accelerate economic efficiency. Education is getting a great impetus. All levels and types of education including secondary and senior secondary education are designed to suit the needs of the society and those of individuals. But the success of all these educational plans depends upon the effectiveness of educational administration and management.

The education system in which management education is one of the streams, is an area of undisputed magnitude representing one of the largest employment sectors in the country. Further, the importance of educational administration has increased because of the growth in size of education systems, change in educational thought, implementation of new policies and programmes, rapid demographic expansion, social and economic changes, evolution of scientific knowledge and technology, and modernisation. But educational management in India has not been dynamic enough to adjust itself to the changing needs of the contemporary society. The process seems to be slow, hesitating, dilatory and time-consuming which has to be radically changed. It is generally observed that Educational Administration in India as it is today, suffers from certain serious limitations and hence is open to a number of genuine objections (Bhatt and Ravishankar, 1985).

6.2 NEED OF THE STUDY

According to Shrimali (1962) the educational administrator has an important role to play. He must have a clear
vision of the society, if he is keen to mobilize the educational forces in the service of the society. Education can be a powerful instrument for building up the society and it is the duty of the administrator to use the instrument skilfully. The task of educational administrator does not end with carrying out routine procedures such as inspection, selection of books, revision of curriculum etc. He has to play a creative role. He has to deal with persons and not with things. It is one of the important tasks of good administrator to develop the creative potentialities of the person with whom he comes in contact.

In the recent years, the roles and responsibilities of the senior secondary schools principals have undergone tremendous change in the wake of ever growing demand put on the school system due to increasing application of science and technology in every sphere of life. These changes have also been reflected in our socio-economic conditions which have made school-management, indeed, a multi-sided challenging task. It is in this context that the principal is regarded as the keystone of an educational institution. As a manager of an educational organisation and a representative of all the areas of managerial work, he has to perform varied roles of which administrative roles are regarded as the most important.

The position of an education officer in an educational organisation is also of paramount importance. He has to perform multifarious roles with a view to meet the emerging educational and social demands of the society. In the recent years, responsibilities of the education officers have also increased due to diversification of courses of study, expansion of scientific knowledge and development of education system as one of the biggest sectors of employment. As a result, the education officers have been facing a number of challenging tasks which have become more complex over the recent years and complexity is likely to increase further in future.

It has been universally accepted that majority of the education professionals are performing challenging roles at present,
in the process they are facing multifarious problems hence they must be helped to become successful.

The problems of education cannot be attributed to any one source. Just about everyone is doing what they presume is right, and the results are not getting much better.

According to Kaufman (1995) the problems won’t be solved by complaining or by working harder or longer, and there really isn’t any reason to. What is necessary is a new educational reality that builds on what currently works and adds what is missing. We must, therefore, shift from a preoccupation with resources and methods of a primary concern for creating the kind of world in which we want tomorrow’s child to live.

Education must undergo a paradigm shift. Old norms and beliefs must be challenged. Educational professionals must help students develop the skill they need to compete in the global economy (Arcaro, 1997).

Therefore, we must change, revitalize our schools and our resolve, rethink our goals and purposes, and modify our education system so that it works more efficiently and effectively.

Moreover our schools have become, in economic terms, “value added” institutions, they increase the potential of human beings by raising their level of thought, knowledge, skills and socialization. The new expectations for schools, therefore, require that value added be maximised by all potential enhancements. But integration of different enhancements will require skills that school principals do not normally learn in traditional preparation programmes. (Thomson, 1992)

As demands grow on schools for improved quality and broader service, a new leadership emerges. No longer managers of routines, school administrators and education officers need
increasingly to take initiative. They must understand change and manage it.

They must involve and motivate staff, create a positive culture, build a group vision, develop quality education programmes, provide a positive instructional environment, encourage high performance, apply evaluation processes, analyse and interpret outcomes, be accountable for results and maximise human resources. They also must stimulate public support and engage community leaders. In short, principals and education officers must educate and lead.

It is time to get serious about delivering educational quality and achieving goals in a stipulated period. In fact, the success of all these educational plans largely depends upon the effectiveness of educational administration and managerial techniques used by the school principals and education officers.

Since independence educational policy makers have been making continuous efforts to meet the emerging challenges of education, to improve the quality of education, to make the education system work effectively and efficiently, to implement educational policies and programmes properly, to realise the idea of accountability, cost-effectiveness and sustain increase in productivity which are essential for rapid economic growth of a country like India, to achieve the target of universalisation of education, to eradicate illiteracy, to respond to the problem of over-population, and to create conducive, congenial and healthy atmosphere in the educational institutions and offices. But unfortunately, the targets have not been achieved yet.

6.3 REVIEW OF RELATED LITERATURE

A meticulous examination of the review of related literature proved very useful in developing the present study. It also
helped the investigator in analysing, interpreting and drawing relevant conclusions. In a way the critical and comprehensive study of related literature provided insight and proper direction to complete the investigation.

The studies of Broke (1983); Sharma (1986); and Sookmaung (1986) underlined varied type of problems perceived by the principals in the schools while on the other hand research investigations of Dyer (1965); Ohanian (1967); Sfortunato (1969); Lang (1970); McCarthy (1971); Lindquist (1973); Boonme (1976); Roberts (1979); Broons (1981); Castruita (1982); Al-Tammar (1985); Austin (1990); and Mahajan (1970) made a critical analysis of the varied functions, roles performed by the principals with a view to determine their position as principal in different types of schools.

Vats (1972); Singh (1973); Panday (1975); Das (1983) conducted studies which analysed the administrative and leadership behaviour of the school principals.

The studies of Clark (1963); Rawlins (1964); Mutunga (1977); Hariri (1982); Taleringson (1984) provided ample information concerning selection procedures, job-competency and training of secondary school principals.

Barrows (1964); Berger (1964); Wentzal (1964); and Hall (1965) conducted studies for assessing the position of directors of instruction in different types of educational organisations. While Duffy (1965); Pederson (1968); Hurtling (1969) and Simms (1970) made analytical studies on the role of the director of education.

The studies of Sinha (1962); Lulla (1963); Dodds (1971); Joshi (1974) and Gupta (1976) were viewed as of great importance by the researcher as their studies dealt with different aspects of school management and administration.

The analytical and indepth study of the related literature
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in general and that of Lulla (1963); Barrows (1964); Berger (1964); Rawlins (1964); Hall (1965); Hurtling (1969); Lang (1970); Mahajan (1970); Simms (1970); Gupta (1976); Taleringson (1984); Sookmaung (1986) in particular were of great significance and help to the researcher in broadening his mental horizon and in developing comparative view to handle the administrative problems as perceived by the principals and education officers in the present investigation. Besides these studies, the researcher thoroughly consulted national and international journals on Education, and Educational Administration for developing proper perspective to view varied types of administrative problems perceived by the educational professional in U.T. Chandigarh. Apart from these, encyclopaedic works of Buch on Educational Research were also thoroughly consulted.

During the last five decades over 250 Ph.D level researches have been conducted in the field of Administration and Management of Education in India. Out of these, most of the researchers undertook their research work in the areas pertaining to behavioural aspects of management and almost equal number carried their studies to understand the present status of the administrative system of education. Geographical distribution of research in Educational Management reveals that since November, 1966 only 3 Ph.D level researches have been conducted in the field of Management of Education in the Union Territory of Chandigarh. Statistical data indicates that no effort has been made to study the existing structure of Management of Education or the basic problems perceived by the educational administrators at different levels of management in the Union Territory of Chandigarh.

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6.4 STATEMENT OF THE PROBLEM

"ADMINISTRATIVE PROBLEMS AS PERCEIVED BY THE SENIOR SECONDARY SCHOOL PRINCIPALS AND EDUCATION OFFICERS AT THE DISTRICT AND DIRECTORATE LEVELS IN THE UNION TERRITORY OF CHANDIGARH”.

6.5 OBJECTIVES

The main objectives of the study were:

i) To find out various types of administrative problems as perceived by the principals of senior secondary schools of the U.T. of Chandigarh.

ii) To compare the administrative problems as perceived by male and female principals of senior secondary schools.

iii) To compare the administrative problems as perceived by the principals of urban and rural senior secondary schools.

iv) To compare the administrative problems as perceived by the principals of the government and private senior secondary schools.

v) To compare the administrative problems as perceived by the principals of senior secondary schools in relation to their age.

vi) To compare the administrative problems as perceived by the principals of senior secondary schools in relation to differences in their academic and professional qualifications.

vii) To compare the administrative problems as perceived by the
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principals of senior secondary schools in relation to differences in their administrative experience.

viii) To compare the administrative problems as perceived by the principals of English medium and ordinary senior secondary schools.

ix) To compare the administrative problems as perceived by the principals of academic-vocational and exclusively academic senior secondary schools.

x) To compare the administrative problems as perceived by the principals of boys/girls/co-educational senior secondary schools.

xi) To find out different types of administrative problems as perceived by the education officers at the district and directorate levels in the Union Territory of Chandigarh.

xii) To suggest positive and effective ways and means to minimize the administrative problems as perceived by the principals of senior secondary schools.

xiii) To suggest positive and effective ways and means to minimize the administrative problems as perceived by the education officers.

6.6 HYPOTHESES

i) The principals of senior secondary schools in the U.T. of Chandigarh will be facing various types of administrative problems.

ii) The administrative problems as perceived by the male and female principals of senior secondary schools will differ.

iii) There will be differences in the administrative problems as
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perceived by the principals of urban/rural senior secondary schools.

iv) There will be variations in the administrative problems as perceived by the principals of government and private senior secondary schools.

v) There will be differences in the administrative problems as perceived by the principals of senior secondary schools in relation to their age.

vi) There will be differences in the administrative problems as perceived by the principals of senior secondary schools in relation to differences in their academic and professional qualifications.

vii) There will be differences in the administrative problems as perceived by the principals of senior secondary schools in relation to differences in their administrative experience.

viii) There will be differences in the administrative problems as perceived by the principals of English medium and ordinary senior secondary schools.

ix) There will be differences in the administrative problems as perceived by the principals of academic-vocational and exclusively academic senior secondary schools.

x) The administrative problems as perceived by the principals of boys/girls/co-educational senior secondary schools will differ.

xi) The education officers at the district and directorate levels in the Union Territory of Chandigarh will be facing different types of administrative problems.
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6.7 METHOD AND PROCEDURE

6.7.1. DESIGN OF THE STUDY

In the present study descriptive survey method was used. The administrative problems perceived by (1) The principals of senior secondary schools and (2) The education officers at the district and directorate levels were surveyed and identified under the following categories:

- Teaching Personnel
- Non-Teaching Personnel
- Students
- P.T.A. & Community Relations
- Supervision and Inspection
- Curriculum
- Examinations
- Time-table
- Indiscipline
- Inadequate Physical Facilities
- Government Interference
- Finance

Further causal comparative analysis of the said problems was made across certain potential variables in the study namely, sex, age, qualifications, administrative experience of the principals of the senior secondary schools of Chandigarh. In addition to these, the problems of the principals were analysed and grouped keeping in...
view the nature and type of schools i.e. government/privately managed, academic-vocational/academic, boys/girls/co-educational, urban/rural, English medium/ordinary schools.

6.7.2 SAMPLE/POPULATION

Since Union Territory of Chandigarh is a small uni-district, the target group of the study consisted of all the 41 principals of government/private, rural/urban, boys/girls/co-educational, academic-vocational/academic, English/Hindi/Punjabi medium senior secondary schools located in the U.T. of Chandigarh and the education officers working in the Education Department of the U.T. of Chandigarh.

6.7.3 RESEARCH TOOLS USED

The selection of suitable tools is vitally important for successful research. One questionnaire containing 147 questions eliciting information about the administrative problems pertaining to teaching personnel, non-teaching personnel, students, P.T.A. and community relations, supervision and inspection, curriculum, examinations, time-table, indiscipline, inadequate physical facilities, government interference and finance was prepared for collecting data from the principals of senior secondary schools. Another questionnaire consisting of twenty open ended questions relating to office staff, school principals, school teachers, class IV employees, supervision & inspection of office work and schools, conduct of examinations, appointments & promotions, interference of higher authorities and politicians in the office work, finance, parents and community involvement, development activities, implementation of state/national level educational policies and programmes, maintaining balance between qualitative and quantitative aspects of education, use of discretionary powers, and problems arising due to interference of employee unions, teacher unions, and students unions, was prepared by the researcher himself and used for collection of data from the district and directorate level education officers. This was supplemented by informal discussions with the principals and
education officers working in the Education Department of Chandigarh (UT).

6.7.4 DATA COLLECTION

The two questionnaires developed for the principals and education officers respectively were personally administered by the researcher with a view to elicit relevant information for the present study. Besides, the opinions and suggestions of the respondents on different aspects of educational administration were also recorded.

6.7.5 SCORING OF DATA

A simple method was employed for the scoring of data in a present study. The respondents were asked to respond on a 5 point scale. The values on the number scale were as follow:

<table>
<thead>
<tr>
<th>DEGREE OF SERIOUSNESS</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all serious</td>
<td>1</td>
</tr>
<tr>
<td>A little serious</td>
<td>2</td>
</tr>
<tr>
<td>Moderately serious</td>
<td>3</td>
</tr>
<tr>
<td>Serious</td>
<td>4</td>
</tr>
<tr>
<td>Very serious</td>
<td>5</td>
</tr>
</tbody>
</table>

6.7.6 STATISTICAL TECHNIQUES

The researcher made use of different statistical techniques to analysis the obtained scores. First of all, raw scores were tabulated on master charts and then as per requirement mean, standard deviation, T-ratio and F-ratio were calculated.
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To judge the rank order of the seriousness of the problems, the mean score of each problem/area was compared with the mean of other problems/areas under the same category. For identifying differences in the problem areas, the tests of difference between two means (T-ratio) and for comparing more than two means (F-ratio) were used. While the standard deviation was calculated to find out the dispersion of the scores with respect to the perception of seriousness as perceived by the respondents.

The seriousness of each problem/area was determined on the basis of the criteria developed by the investigator. The degree of seriousness of the problems/areas was judged on the basis of the value of mean span as per the following criteria:

<table>
<thead>
<tr>
<th>Mean Span</th>
<th>Degree of Intensity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00 - 1.49</td>
<td>Not at all serious</td>
</tr>
<tr>
<td>1.50 - 1.99</td>
<td>A little serious</td>
</tr>
<tr>
<td>2.00 - 2.49</td>
<td>Moderately serious</td>
</tr>
<tr>
<td>2.50 - 2.99</td>
<td>Serious</td>
</tr>
<tr>
<td>3.00 - 3.50</td>
<td>Very serious</td>
</tr>
</tbody>
</table>

6.8 CONCLUSIONS

One of the most important components of any research study is to draw objective and rational conclusions so as to prove the
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usefulness of the study, to expose the unknown realities, to suggest suitable measures, to streamline and strengthen the existing practices, and to review and reassess the established theories for achieving better results, and visualising their impact in future. To be more precise, conclusions are universally regarded as indispensable part of the research studies.

6.8.1 DEMOGRAPHIC INFORMATION

Regarding the demographic information of the senior secondary schools and their principals taken in the study, the conclusions that emerge are that out of the total number of 46 schools in existence at the time the data was collected, 41 were taken because the remaining 5 refused to fill the questionnaire. Equal number of respondents in relation to the 9 variables considered in this study could not be obtained as the data was collected from a fixed population, from a limited area i.e. the senior secondary schools in existence in U.T. Chandigarh at the time of collection of data.

Out of the total number of 41 schools in this study 27(65.85%) were government and 14(34.15%) were private schools.

The schools located in urban areas were 36(87.80%) and rural schools were 5(12.20%) in number.

Out of the schools selected for the study 17(41.47%) followed the English medium of instruction and 24(58.53%) were ordinary schools with Punjabi/Hindi medium of instruction.

14(34.15%) schools out of the total number of 41 schools for the study were academic-vocational and 27(65.85%) were purely academic schools.

Based on the sex of the students studying in these schools 11(26.83%) were girls schools, 4(.9.75%) were boys schools, and 26(63.42%) were co-educational schools.
The principals of these schools were a total of 41 in number, out of which 11(26.83%) were males and 30(73.17%) were females.

The senior secondary school principals were classified into two age groups, those between 35 and 45 years were 11(26.83%) and those above 45 years were 30(73.17%) in number.

32(78%) school principals belonged to the B.A./M.A., B.Ed. level qualifications group, and 9(22%) to the M.A./M.Ed. or higher group of educational and professional qualifications.

Based on their administrative experience 28(68.30%) principals had experience upto 5 years and 13(31.70%) had administrative experience of above 5 years.

6.8.2. ADMINISTRATIVE PROBLEMS AS PERCEIVED BY THE SENIOR SECONDARY SCHOOL PRINCIPALS.

In this section, each of the 12 administrative problem areas as perceived by the senior secondary school principals have been analysed separately and various problems pertaining to each of these areas have been categorised according to their rank orders and degree of seriousness. Each of the problem areas had 2 tables - one showed various problems that were included in that particular area along with their means, S.Ds. and rank orders, and the second table in each area showed the degree of seriousness as well as the rank orders of each of these problems. The levels of seriousness were ‘Very serious’, ‘Serious’, ‘Moderately serious’, ‘A little serious’ and last of all ‘Not at all serious’. The higher degree of seriousness indicates that more number of principals have rated that problem as serious and the lower degree of seriousness indicates that less number of respondents have rated it as a significant issue.

Finally, on analysing the degree of seriousness of each of these categories, a master table containing the 12 problem areas and
their level of seriousness was made. That gave an idea of the most
and the least serious problem areas of administration as perceived
by the senior secondary school principals of U.T. Chandigarh.

After a thorough study of the master table regarding
various problems perceived by the senior secondary school principals,
it has been seen that none of the problem area fell in the ‘Very serious’
category as far as the degree of seriousness was concerned. However,
the most ‘Serious’ of all the 12 problem areas has been found out to
be finance. This means that the maximum number of principals
have rated financial difficulties as the greatest amongst the entire lot
of problems.

In the ‘Moderately serious’ category fell those problems
that were serious but at a lesser degree as compared to the problem
of finance. The ‘Moderately serious’ problem areas were those of
interference by the government, lack of physical facilities, indiscipline,
curriculum, time-table, students, and teaching personnel.

The problem areas that did not fall in the categories of
‘Serious’ or ‘Moderately serious’ were those that fell under ‘A little
serious’ category and were of very little importance. These were
non-teaching personnel, supervision and inspection, conduct of
examinations and P.T.A. and community relations.

If each of the problem areas is to be analysed separately,
there were 28 problems that come under the area of Teaching
Personnel, out of which none of them fell under ‘Very serious’
category. Two of them i.e. rank orders 1 & 2 fell under ‘Serious’
category namely over-crowding of classes and lack of reference to
books by the teachers to up-date their knowledge. It has been found
that 13 problems fell under ‘Moderately serious’ category, some of
which according to their rank orders were lecturers refusing to take
junior classes, shortage of school teachers, undedicated teachers,
teachers making complaints about heavy work-load, frequent
transfers of teachers, use of out-dated and traditional methods,
teachers having more interest in private tuitions than their own classes and resentment by teachers over maintenance of school funds and registers.

Out of the 28 problems, the remaining 13 problems fell under ‘A little serious’ category meaning thereby that these were relatively less significant as compared to those already mentioned. There were no extreme problems under Teaching Personnel area as they neither fell under ‘Very serious’ nor under ‘Not at all serious’ levels. Thus the three categories covered were ‘Serious’, ‘Moderately serious’ and less importantly ‘A little serious’. The above conclusions indicate that teaching personnel related difficulties have not been rated to be very grave by the respondents.

There were 9 statements under the problem area of Non-Teaching Personnel out of which none fell under ‘Very serious’ category, 2 fell under the category of ‘Serious’ problems namely inadequate number of non-teaching personnel and improper performance of duties by class IV employees. Two problems were covered under ‘Moderately serious’ category which were office staff was not properly trained to perform their duties efficiently and they were not conversant with office procedures. The maximum number i.e. 5 problems fell in ‘A little serious’ category and were thus of little importance to only a few of the respondents and as in case of teaching personnel, no problem was considered to be ‘Not at all serious’.

In the problem area regarding Students, 17 problems have been included where again none fell under ‘Very serious’ category, 5 problems were rated as ‘Serious’, 4 as ‘Moderately serious’ and 6 as ‘A little serious’. Some of the important problems worth mentioning were rapid increase in students enrolment, lack of interest in studies among students, use of short-cut methods to obtain pass marks in the examinations, complaints about inadequate toilets, library, laboratory, canteen, sports facilities, rowdyism & violence.
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in students, illogical and emotional behaviour and truancy amongst students. The above conclusions indicate that students related issues were considered to be quite serious by the senior secondary school principals of U.T. Chandigarh.

Concerning the problem area of Time-Table, 10 statements were given, out of which one problem of substitute for teachers on leave not being made available in time emerged as 'Very serious'. Two problems fell in 'Serious', 2 in 'Moderately serious', 3 were in 'A little serious' and 2 came under the 'Not at all serious' categories. Problems in the 'Serious' category were resentment amongst teachers due to allotment of extra periods and adjustment of vacant periods. A few other problems worth mentioning were shortage of teachers leading to imbalance in time-table, no provision for allotment of extra periods for gifted and slow learners. The problems considered 'Not at all serious' were time-table reflects personal bias of the teachers and it was not prepared according to the norms. Problems under this area include both extremes of 'Very serious' and 'Not at all serious' besides all other categories as well.

Problems relating to Curriculum were 8 in number, out of these none of the problems was considered 'Serious' or 'Very serious' but most of them i.e. 7 were in 'Moderately serious' category and only 1 was given 'A little serious' rating. Thus problems of this area were neither 'Serious' nor 'Not at all serious', they were mainly 'Moderately serious' problems in nature. Some of the problems having higher rank orders were syllabus is very complex and lengthy, curriculum does not prepare the students for life and it causes dullness amongst the students and teachers.

Regarding Conduct of Examinations, this area included 15 issues and here too the problems were neither rated 'Very serious' nor 'Serious' but only 'Moderately serious' and 'A little serious'. Six of the 15 problems came out to be 'Moderately serious' and the remaining 9 were only 'A little serious'. Some of the 'Moderately
serious' problems that fell under this area were appointment of school principals as centre superintendents adversely affects the school administration, question papers were set on the basis of the guide books, use of unfair means by the students for passing the examinations, teachers dislike for giving supervisory duties, and students' dissatisfaction with the evaluation. The least important problem was that of setting of question papers and holding examinations take up too much time of the teachers and the principals. The above results indicate that Conduct of Examinations related issues have not been considered very significant by most of the respondents in this study.

Another problem area was that of Supervision and Inspection. It included 8 problems out of which none of them were rated as 'Very serious' or 'Serious' nor were they 'Not at all serious' problems. Four each of these problems fell under the 'Moderately serious' and 'A little serious' categories. Class-room inspection by school authorities was not favoured by teachers, not writing daily/weekly diaries on the part of the teachers, and the school principals' time is wasted in inspecting school records and fund registers were some of the 'Moderately serious' problems attaining higher rank orders. The problems found to be the least serious were that the principal found it difficult to supervise the teachers' work and the teachers were too rigid to listen to the principal's suggestions. The problems under this area have been rated either as moderately serious or a little serious meaning thereby that only a few respondents considered them important. This group has thus emerged as one of the lower level problem areas.

One of the 14 administrative problems relating to P.T.A. and Community Relations came under 'Serious' category but none in the 'Very serious' category. The only problem that fell under the 'Serious' category was that the parents shirk their responsibility towards the education of their children. Only 2 problems came under the 'Moderately serious' issues, 7 under 'A little serious' and 4 under...
those that were ‘Not at all serious’. This implies that this area of administrative problems has been given much importance by the respondents in this study. The issues considered moderately important were that the parents do not understand the significance of school P.T.A., and they had indifferent attitude towards school teachers.

In the administrative problems pertaining to Indiscipline there were 16 issues. The problemwise analysis shows that there were issues that form a part of every level of seriousness except the category of ‘Not at all serious’. The problem of adverse effect of mass-media on students was rated as ‘Very serious’. There were 3 ‘Serious’ problems namely over-crowded classes, poor control in the class-rooms by the teachers, and indiscipline due to co-education. Eight out of the 16 problems have been categorised as ‘Moderately serious’ some of which being indiscipline caused due to students attending private tuitions, and non-adjustment of vacant periods. The remaining 4 problems were rated as ‘A little serious’ and hence, were not of much significance. As far as the administrative problems relating to indiscipline are concerned these were thought to be quite serious by the senior secondary school principals in U.T. Chandigarh.

There were 8 issues in the problem area of Inadequate Physical Facilities. None of these 8 problems was found to be ‘Very serious’, however 4 of these were considered to be ‘Serious’ and 3 as ‘Moderately serious’. One of the 8 problems was found to be ‘A little serious’. Inadequate and ill-equipped buildings, furniture, school laboratories and audio-visual aids were the problems found to be serious while insufficient and inadequate sports material, water & power supply, and books & periodicals were considered to be the ‘Moderately serious’ difficulties. Inadequate physical facilities has thus emerged as one of the most important administrative problem areas causing concern to the school principals in the present study.

Administrative problems relating to Interference by the Government Authorities were 10 in number, out of which 3 were
considered 'Serious' and 5 'A little serious'. One each fell in the category of 'Moderately serious' and 'Not at all serious'. Thus after an overall analysis, 4 problems were worth considering as they fell in the 'Serious' or 'Moderately serious' categories and the remaining 6 were not of much importance as they were only 'A little serious' or 'Not at all serious'. The 4 problems considered important by the respondents were that the teachers were deputed by the department for irrelevant assignments, mid-term transfer of staff, undue pressure of authorities for admission of undeserving students, and ignoring of principal's recommendations regarding appointment of school personnel.

Twelve issues have been included in administrative problem area pertaining to Finance. Out of the given problems, one has been rated as 'Very serious' and 4 as 'Serious' problems. The most serious of these problems was the time-consuming and cumbersome official procedures for sanction of school funds under various heads. Under the categories of serious and moderately serious problems, come the problems of insufficient funds for maintenance of various facilities in the schools such as science laboratory equipment, teaching aids, school office and staff-room equipment, and for beautification and upkeep of the school campus. Inefficient running of school by the principal due to rigid rules, and regulation for utilization of funds was also considered an important difficulty. The remaining 1 problem fell under 'A little serious' category and was thus not of much importance. The financial problems have thus been regarded as very important by the respondents in the present study.

6.8.3 INTER-GROUP ANALYSIS

6.8.3.1. Sex Variations

The rankings of male and female school principals regarding the administrative problems they perceived varied in 10 out of 12 problem areas. All areas except government interference
and supervision and inspection showed significant differences of opinion between the male and female principals. On collective consideration of all the 12 problem areas as well significant differences were found. This proved a variance in male and female perceptions regarding problems. After a thorough analysis it was found that males found all the problems to be more serious as compared to the females.

The male respondents rated 5 problem areas as ‘Serious’ and 7 as ‘Moderately serious’, whereas the females rated 5 areas as ‘Moderately serious’ and 7 as ‘A little serious’.

The areas considered ‘Serious’ by the males were indiscipline, finance, inadequate physical facilities, government interference, and curriculum. The remaining areas got moderately serious ratings. The females did not rate any problem area as ‘Serious’. Those that fell under the ‘Moderately serious’ category were finance, inadequate physical facilities, indiscipline, time-table and curriculum. This shows that the problem areas given higher importance by both the males as well as the females are almost similar, the difference lies in the degree of their seriousness.

The area attaining the lowest rank order i.e. 12th amongst both the male and female respondents was P.T.A. and community relations, although the degree of seriousness differed.

6.8.3.2 Urban/Rural Variations

Significant differences in the outlook of urban and rural area school principals were seen in 6 out of 12 problem areas. The principals of schools in urban areas have perceived all the problems as being more serious as compared to the rural school principals.

The urban respondents considered one problem area ‘Serious’, 8 areas were given ‘Moderately serious’ rating and the remaining 3 areas attained ‘A little serious’ rating. In case of the
rural school principals, none of the problem areas fell in the ‘Serious’ or ‘Very serious’ categories, 5 areas fell in the ‘Moderately serious’ category and the remaining 7 in ‘A little serious’ level.

The problem area considered important by the urban school principals to their rank orders and degree of seriousness were finance, inadequate physical facilities, indiscipline, curriculum, timetable, students, government interference, teaching, and non-teaching personnel. The remaining 3 areas were not given much significance. The rural school principals considered finance, inadequate physical facilities, students, time-table and supervision and inspection as more important than the remaining 7 areas.

The most significant area of administrative problems emerged to be inadequate physical facilities amongst both the groups of respondents, although the degree of seriousness differed.

6.8.3.3 Government/Private Schools

The comparative analysis of government and private school principals’ response pattern reveals that significant differences were there in 10 out of 12 problem areas. Both the groups also differed significantly when compared collectively on all the 12 problem areas. The principals of government schools have perceived all the problems more seriously as compared to their counterparts in the private schools.

The government school principals rated 2 problem areas as ‘Serious’, 8 as ‘Moderately serious’ and the remaining 2 as ‘A little serious’, whereas the private school principals considered only 1 area as ‘Moderately serious’ and all the remaining 11 groups of problems fell in ‘A little serious’ category.

According to the rank orders and level of seriousness the important problem areas in case of the government school principals were finance, inadequate physical facilities, indiscipline, time-table,
The private school respondents rated indiscipline as the most important problem area followed by finance, curriculum, examinations, teaching personnel, etc.

The problems considered as least serious by the government school respondents were P.T.A. and community relations and conduct of examinations, while the least serious problem groups in case of the private school respondents were government interference and supervision and inspection.

6.8.3.4 Age Variations

Age differences of the respondents accounted for very little variance in their perceptions regarding the administrative problems. It could be due to the fact that there were only 2 respondents in the 35-45 age group and the remaining 39 respondents were in the above 45 age group. Probably the true comparison could not have been made. It could be concluded that below 45 years of age, very few persons become school principals.

Both the groups of respondents had similar viewpoints in 8 problem areas and differed in only 4 areas. However, when compared collectively on all the 12 areas, significant differences were found. The younger age group respondents found one problem area as ‘Serious’, 6 as ‘Moderately serious’ and 5 as ‘A little serious’, while those from the older age group rated 2 problem areas as ‘Serious’, 6 as ‘Moderately serious’ and 4 as ‘A little serious’. The area considered serious by both the groups was finance followed by indiscipline, curriculum, government interference in case of the 35-45 age-group respondents and inadequate physical facilities, indiscipline, curriculum in case of the above 45 age-group principals.

6.8.3.5 Educational and Professional Qualification Variations

Differences in educational and professional qualifications
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of the senior secondary school principals accounted for significant differences in their perceptions in 10 out of 12 administrative problem areas. When all the 12 areas were analysed collectively, again significant variations were found. The respondents in the first group i.e. having qualifications upto M.A./B.A., B.Ed. or equivalent level viewed 5 problem areas as ‘Moderately serious’ and the remaining 7 as ‘A little serious’ whereas those in the second group i.e. M.A., M.Ed. or higher qualifications rated 1 area as ‘Very serious’, 4 as ‘Serious’, and 7 as ‘Moderately serious’. This indicates that respondents having higher qualifications have perceived all the problem areas more seriously than those having lower qualifications.

The problem areas considered more important by the first group, as per their rank orders and level of seriousness were: financial problems, inadequate physical facilities, indiscipline, curriculum and time-table and those considered more important by the second group of respondents were: finance, indiscipline, students, time-table and government interference. The problem groups of finance, indiscipline and time-table remain the same for both the groups of respondents, while the other important areas differed.

6.8.3.6 Administrative Experience Differences

Administrative experience of the respondents did not account for much differences in their perceptions about administrative problems, as significant variations were found only in 3 out of 12 problem areas, which were indiscipline, non-teaching personnel and finance. In the remaining 9 areas non-significant results were obtained indicating almost similar response-pattern of the two groups of respondents.

The first group of respondents having upto 5 years of administrative experience perceived 7 problem areas as ‘Moderately serious’ and the remaining 5 as ‘A little serious’, whereas those having above 5 years experience rated 2 areas as ‘Serious’, 7 as ‘Moderately serious’ and 3 as ‘A little serious’. It indicates that the respondents
in the second group found all the administrative problems to be more serious as compared to the respondents in the first group.

The problems attaining first 5 ranks in case of the respondents having lesser experience were: finance, inadequate physical facilities, time-table, curriculum and indiscipline and in case of the second group, these areas were: finance, indiscipline, inadequate physical facilities, non-teaching personnel and time-table. Four out of these 5 areas were the same for both the groups of respondents although the rank orders and level of seriousness differed.

6.8.3.7 English Medium/Ordinary Schools

Statistically significant variations were found in the response pattern of the principals of English medium and Ordinary senior secondary schools in 7 out of 12 problem areas.

The English medium school principals rated 6 problem areas as ‘Moderately serious’, 5 as ‘A little serious’ and 1 as ‘Not at all serious’, while those from the ordinary schools rated 2 problem areas as ‘Serious’ and 10 as ‘Moderately serious’. Thus it is evident that the respondents belonging to the ordinary schools found all the problems to be more grave than those from the English medium schools.

The problem areas relating to finance, inadequate physical facilities and indiscipline obtained the first 3 ranks from both the groups although the level of seriousness and rank orders varied to some extent.

6.8.3.8 Academic-Vocational/Exclusively Academic Schools

The response pattern of principals belonging to academic-vocational and purely academic schools varied significantly in 7 out of 12 problem areas.

The academic-vocational school principals viewed all the
administrative problems to be more serious than the principals of purely academic schools, as is obvious from the levels of seriousness obtained by different problem areas from the two groups of respondents. The first group perceived 2 problem areas as 'Serious', 8 as 'Moderately serious' and the remaining 2 as 'A little serious', whereas those in the second group rated 6 problem areas each as 'Moderately serious' and 'A little serious'.

The two groups of respondents have given the same ratings i.e. 1, 2 and 3 to the problem areas of finance, inadequate physical facilities and indiscipline respectively. The variations lie in the levels of seriousness. The other few areas given importance by the first group were time-table, students, government interference and by the second group were curriculum, time-table and students. Here again differences were not much. The problems at the lowest level were conduct of examinations, P.T.A. and community relations and supervision and inspection in case of the academic-vocational school principals and except for non-teaching personnel the other two problem areas were the same for the purely academic school principals as well.

6.8.3.9 Girls/Boys/Co-educational Schools

The inter-group analysis of the three groups of school principals of boys, girls and co-educational senior secondary schools reveal that they did not differ in their perceptions regarding any of the 12 administrative problem areas, as the obtained F-ratios for all these areas were found to be non-significant. Similarly when all the 12 areas were compared collectively, again no difference was observed meaning thereby that in totality as well as individual areas, the perceptions of all the three groups of respondents were almost similar. The differences lie in the levels of seriousness and rank orders obtained by various groups of problems.

The principals of girls schools rated 1 problem area as 'Serious', 7 as 'Moderately serious' and 4 as 'A little serious', those
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from the boys schools considered 2 problem areas as ‘Very serious’, 2 as ‘Serious’ and the remaining 8 as ‘Moderately serious’, whereas the principals of co-educational schools rated 6 areas each as ‘Moderately serious’ and ‘A little serious’. This indicates that the boys school principals considered all the problem areas to be more grave followed by the girls school principals and finally by the co-educational school principals.

The three groups of respondents regarded finance and inadequate physical facilities as the most important issues although in varying levels of seriousness and rank orders. Problem area of indiscipline has attained high rank orders from the girls and co-educational school principals. Students related issues have attained higher rank orders from boys and co-educational school respondents. Conduct of examinations and P.T.A. & community relations have been perceived as the least serious difficulties by the girls and co-educational school principals, while the boys school principals rated government interference and indiscipline as the least serious problem areas.

6.8.4 ADMINISTRATIVE PROBLEMS AS PERCEIVED BY THE EDUCATION OFFICERS AT THE DISTRICT AND DIRECTORATE LEVELS IN THE UNION TERRITORY OF CHANDIGARH.

The data collected, analysed and interpreted in this section was on the basis of the views and opinions of 3 education officers - the DEO i.e. the District Education Officer and Deputy District Education Officer i.e. DDEO at the district level and DPI i.e. Director Public Instruction, Schools in U.T. of Chandigarh at the Directorate level.
Summary and Conclusions

Biographic Information

The three education officers were between 40 and 55 years of age. One was female and two were males. All of them were married. All had post-graduate educational qualifications and two of them had professional degrees in education also. the D.P.I. (s) had between 15 and 20 years of teaching experience as TGT and head of a high school. The other two officers had between 14 and 20 years of teaching experience. The administrative experience including the term as principal was about 13 years in case of the D.P.I. (s) and about 15 years in case of D.E.O. The D.D.E.O. had only 2 years of administrative experience.

It was noted that a number of difficulties relating to the administrative problem areas were perceived by the concerned education officers. Since the last many years the district level officers and directorate of Education in U.T. Chandigarh have expanded considerably during the last few decades in response to the expanding educational facilities at the school level but no structural changes in these offices have been made so far. There has been very little delegation of authority to the lower levels and the district office in particular continues to be weak. There is a wide gap between the heavy responsibilities placed upon the district level officers of the department and the staff, other requisite facilities and powers provided.

The important problems relating to the administrative problem area of Office staff as perceived by the district level education officers were shortage of staff, lack of experience in majority of the staff members, a lacking sense of responsibility and inactivity in performance of daily assignments. In addition, it was observed that the staff members lacked a progressive outlook, only struck to clerical work and believed in delaying tactics. The D.P.I.(s) observed that there was no separate post of D.P.I.(s) and no inspection wing in the office.
The issues concerning School principals emerged as a vital administrative problem area for all the education officers. The officers at the district level perceived many administrative problems in this area such as unfamiliarity of principals with official procedures, and their dictatorial attitude towards parents and students. These officers also observed that the principals had inadequate powers and they faced difficulties regarding funds and the inadequacy of such funds for different purposes. They also felt that there was a mad rush amongst the principals for getting the State and National Awards. The DPI(s) felt that the principals were facing problems regarding school buildings, furniture, shortage of teaching and office staff in the schools whereas most of the sanctioned posts were lying vacant.

School teachers related problems have been given importance by the education officers. At the district level, difficulties due to private tuitions, inadequate maintenance of pupil funds, lack of interest in teaching work and unwillingness to work in slums and rural areas and even in non-model schools amongst the teachers have been perceived by these education officers. Over-burdened teachers and over-crowded classes were matters of great concern to the D.E.O. and D.D.E.O. The D.P.I.(s) took notice of the sad state of existing teacher-pupil ratio of 1:60 which was too much for the teachers to attend properly to the students.

Another area of serious problems perceived by the education officers was that of Class IV employees. Most of them were illiterate and unskilled and unaware of their job requirements. They were also shirkers, rude, had drinking habits and were slow in performing different assignments. At the directorate level, it was recognised that there was shortage of class IV employees in the schools.

Interference by Employee unions was not perceived as a serious problem by the education officers in this study. However, it was observed that support of bad elements by these unions led to
problems between class IV employees, teaching staff and principals.

The DPI(s) did not give much significance to the problem of interference by Teacher unions. However, the district education officers felt that these unions created hindrance in the departmental action against erring teachers.

Student unions did not pose any difficulties to the education officers at both the directorate and district levels.

Supervision and inspection of the office work was also not considered to be a major problem by the education officers. However, they observed that due to shortage of staff very little time was left with them for this important assignment.

Supervision and inspection of schools was rated as a very serious problem at both district and directorate levels. Scarcity of time, lack of inspection team, inadequate powers, shortage of adequate transport facilities stood in the way of conducting inspection at district level in the desired manner. The DPI(s) considered it as one of the most important difficulties as there was no inspection wing in the department.

Problems regarding Conduct of examinations were of great significance according to the DEO and DDEO but the DPI did not find them of any serious concern. The problems observed by the DEO and the DDEO in this regard were that teachers gave very little response for examination duties and evaluation work. Inadequacy of funds, buildings and furniture along with other infrastructural facilities, were also found to be big problems for conduct of examinations.

Appointments and promotions was perceived to be a problem area of significant importance by both the directorate and district level officers. Concern was expressed over too many court cases regarding recruitments and promotions. It was observed that
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vacancies lie unfulfilled for too long period resulting in stagnation and frustration amongst teachers which could adversely affect the studies of students.

Problem of Interference by Authorities and Politicians seemed to cause no administrative difficulties at either levels. The conclusion drawn out of this is that cordial relations exist between various levels of management.

The Financial difficulties encountered by senior secondary schools principals have been seen as inadequacy of funds for buildings, furniture and other equipment, and procedural delays in the release of funds. This problem of finance could grow more grave due to the increasing rush of students in schools especially due to shifting of senior secondary schools classes from colleges to schools.

Regarding the Parent and community involvement in school affairs, the education officers at the district level felt that the parents created unnecessary rush and chaos for making petty inquires and that they were crazy for admission of their wards in selected model schools. On the other hand, the DPI(S) felt that parents had a helpful attitude and parent-teacher associations helped in solving many school related problems.

Education Officers at both the levels perceived some administrative problems concerning Development activities in the schools. The DPI was of the view that more funds for buildings, furniture and for other facilities were required. The district education officers observed that they had very little powers in this regard. The official procedures in this regard were very time-consuming and that the school principals did not provide the required feed-back.

The DPI(s) did not perceive any problems regarding implementation of State and National level educational policies. The district level officers however, observed some problems regarding shortage of staff, inadequate facilities and procedural problems which
act as a hindrance in implementing such policies.

It is necessary to maintain a balance between quantity and quality in education, was the opinion of education officers at both the levels. Factors that were standing in the way of such a balance according to them are rural/urban variations in standards, poverty and illiteracy of parents, mass migration of students, shortage of staff, lack of infrastructural facilities, inadequate and weak inspectorate cadre, poor data supply and lack of initiative on the part of the principals.

Use of Discretionary powers by education officers is necessary, but the DPI denied any such powers while the district officers observed paucity of such powers.

The opinion of the officer at the directorate level regarding the existing pattern of educational administration in U.T. Chandigarh, was positive and he was satisfied with the good results in various schools. The district level officers were however, dissatisfied. They mentioned many drawbacks in the system like shortage of education officers, ambiguities in rules, centralisation of powers, insufficient opportunities for in-service training and ineffective inspectorate cadre.

The DPI saw an increase in teacher-pupil ratio, shortage of furniture, inadequate buildings, lack of regular inspection as major hardships in the school administration. On the other hand, the district levels officers saw centralisation of powers and inadequate facilities as the major drawbacks.

6.9 MAIN FINDINGS

6.9.1. ADMINISTRATIVE PROBLEMS AS PERCEIVED BY THE PRINCIPALS

None of the problem area was observed as ‘Very serious’.
Financial difficulties emerged to be the most serious problem area, followed by inadequate physical facilities and indiscipline.

The middle order problem areas came out to be timetable, curriculum, government interference, students, teaching-personnel, and non-teaching personnel.

At the lowest order were the problem groups of conduct of examinations, supervision & inspection and P.T.A. & community relations.

Over-crowded classes, shortage of teachers and non-teaching personnel, frequent transfer of teachers, teachers interest in private tuitions, improper performance of duties by class IV employees were the main personnel related issues.

Increase in student enrolment, lack of interest in studies, use of short-cut methods for passing examinations, complaints about infrastructural facilities were the main students related problems.

Co-education, over-crowded classes, adverse impact of mass-media, poor class-room control and inefficient teaching, private tuitions, and non-adjustment of vacant periods were considered to be the most important issues causing indiscipline in schools.

Inadequate and ill-equipped buildings, furniture and other infrastructural facilities were found to be causing great concern to the principals.

Insufficient allocation of funds for different purposes, and time-consuming and cumbersome official procedures for sanction and release of school funds were the main finance related problems.

6.9.2 INTER-GROUP ANALYSIS

Sex, educational and professional qualifications of the
principals and government/private school variations accounted for quite significant differences in the principals’ opinions regarding various administrative problems.

Urban/rural, English medium/ordinary schools, academic-vocational/purely academic differences in schools caused medium level variations in the principals perceptions relating to various administrative difficulties.

Age and administrative experience of the principals, and boys/girls/co-educational nature of schools were found to be causing insignificant variations in the administrative problems faced by the respondents.

Male principals, those from the higher age-group and higher academic and professional qualifications and those having more administrative experience perceived the administrative problems to be more serious.

The respondents belonging to urban, government, Hindi/Punjabi medium, and academic-vocational schools considered all the administrative problem areas to be more grave.

6.9.3 PERCEPTION OF EDUCATION OFFICERS

The education officers perceived a number of difficulties relating to various administrative areas.

The problematic administrative areas according to the education officers at both directorate and district levels were those concerning office staff, school principals and teachers, class IV employees, supervision and inspection of schools, appointments and promotions, finance, development activities in schools, and maintaining quality and quantity in secondary schools.

Interference by employees, teachers, students unions, supervision and inspection of office, and interference by higher
authorities and politicians were considered to be the problem areas of least significance.

The DPI(s) was satisfied with the existing system of educational administration in U.T. Chandigarh whereas the DEO and DDEO found many drawbacks in the same.

Increase in teacher-pupil ratio, shortage of furniture and other infrastructural facilities, inadequate buildings, shortage of office staff and teachers, not filling of vacant posts, lack of inspectorate wing and centralization of powers were seen as the major drawbacks in the school administration in U.T. Chandigarh.

6.10 RECOMMENDATIONS

The recommendations given below are based on the conclusions of the study and the suggestions given by the education officers and the principals.

6.10.1 ADMINISTRATIVE PROBLEMS AS PERCEIVED BY THE SCHOOL PRINCIPALS

The Education Department of the Chandigarh administration should take necessary steps to lessen the difficulties perceived by the principals of senior secondary schools particularly those relating to finance, physical facilities and indiscipline.

Special lectures, workshops, seminars, and orientation programmes should be arranged by special state, region, national level institutions for enhancing the administrative and problem-solving skills of school principals. They should be trained in new management skills.

Apart from academic and professional qualifications the principals should have a degree or diploma in educational
One post of vice-principal and at least two posts of assistant principals are required to be created to lessen the administrative burden of principals in each of the senior secondary schools of U.T. Chandigarh.

The government and private managements must allocate sufficient funds to the schools, make special budgetory provisions for providing and maintenance of adequate furniture, laboratory equipment, audio-visual apparatus, sports material, latest books and periodicals for the school libraries and any other infrastructural facilities needed in the schools.

The authorities concerned should either open new schools or extra rooms be got constructed to meet the increasing demands of buildings in view of the ever-increasing enrolment. In addition, proper maintenance of school buildings, toilets, canteens, etc. is absolutely necessary.

The existing procedures for getting sanction and release of school funds must be reviewed, made simple and less time-consuming. Necessary structural changes can be made at the DEO and DPI office levels to make the official working smooth, brisk and fair.

The financial powers of the school principals need to be enhanced.

The principals must make alternative arrangements for regular supply of power and water facilities, particularly in the summer season. The school authorities can directly take up the matter with the P.W.D. and engineering department in this regard.

The principals need to be given free hand in the school administration. Their recommendations for selection and promotion...
of personnel must be duly considered. The admission and promotion of students related matters need to be left with the principals and there should be no interference of higher authorities in this regard.

The parents, teachers and principals must educate, guide, and make the young students aware about the importance of maintaining discipline in life, and in schools. They should be made aware of their responsibilities towards themselves, their studies, classmates, teachers, parents, and life in general.

The principals and teachers need to exercise full control over the school activities and act as friend, philosopher and guide to the students. Students should be discouraged from excessive watching of T.V., films etc.

Disciplinary problems arising due to co-education and students unions in the schools are required to be handled with skill and caution by the principals and teachers. Precise functions and responsibilities of the students unions must be made clear to the students.

The Education Department of the U.T. Chandigarh should initiate concrete steps to overcome the problem of over-crowded classes. The existing teacher-pupil ratio of 1:60 needs to be immediately reviewed and the reasonable ratio be fixed. The department should open new schools in the areas which are thickly populated.

It should be made obligatory on the part of the teachers to attend orientation and refresher courses conducted by the Education Department for updating their knowledge in the latest teaching/learning processes as also in their fields of specialisation.

Mid-term transfers should by and large be banned and a rational policy should be framed for transfer of teachers.
Summary and Conclusions

Adequate number of teachers need to be appointed in the schools so as to enhance the quality of education and avoid timetable and extra work-load related problems. The posts lying vacant should be filled as early as possible.

The principals must play a significant role in motivating the teachers for performing their duties honestly, seriously and efficiently. Conflicts should not be allowed to develop too much.

The habit of giving private tuitions by the school teachers should be discouraged and it should not be allowed to develop at the cost of class-room teaching.

The school teachers should not be deputed, as far as possible, for assignments other than teaching as such activities affect their teaching work and reduce their efficiency.

All the posts of non-teaching staff lying vacant must be immediately filled. Their strength should be increased in order to reduce their work load as also the work load of teachers who have to collect students’ fee and fill/maintain other registers etc.

Non-teaching staff members are required to be given adequate on the job training so as to make them conversant with the official procedures.

Class IV employees’ genuine demands should be fulfilled and they need to be made duty conscious.

Number of class IV employees be increased in order to reduce their work-load. Their services must be used purely for official purposes.

The principals and teachers must pay special attention towards students particularly those who are weak and those who do not show genuine interest in studies. It would help in checking the habits of truancy, adopting unfair means in examinations as these
are the students who indulge in such practices.

Sports material, library books etc. are required to be issued to the students as per their requirements. However, responsibility for their upkeep must be fixed.

Students who appear to be emotional and illogical in their outlook need to be handled cautiously and tactfully by the principals. Their genuine problems should be listened and attended to as far as possible.

In order to maintain a balance in the time-table, substitute teachers for leave vacancies need to be be provided immediately. The school principals could be empowered to appoint part-time/ad hoc teachers against such leave vacancies. Special teachers may be appointed on part-time basis for SUPW and work experience subjects.

The authorities concerned are required to issue clear cut guidelines for adjustment of vacant periods to avoid unnecessary confusion, prejudices and grudges.

Special provisions be made for allotment of extra time in the time-table for the gifted and slow-learners to channelise their energies properly.

The department concerned and the CBSE must frequently review the existing syllabus to make it relevant, need-based and flexible.

Curriculum should not be very ambitious but must be realistic, keeping in view the time available to cover various activities as also the capacity and ability of the learners.

The practice of appointing school principals as centre superintendents in the Board’s examination be discouraged as it adversely affects the school administration.
Teachers need to be made conscious about preparing the question papers according to the latest techniques and as per the prescribed norms.

The unwilling teachers can be persuaded to perform supervisory duties in a responsible manner. Teachers also need to be made conscious about evaluating the answer sheets properly without bias or prejudices.

The school authorities and the teachers must strongly condemn and curb the use of unfair means in the examinations.

Teachers must be asked to write daily/weekly diaries as it would be a valid proof of teaching and other assignments undertaken by them. It would make them more responsible, duty conscious and accountable.

Supervision of teachers' work and class-rooms must be undertaken by the principals. They should guide, help, and persuade the teachers to follow innovative, creative, effective procedures in their teaching-learning process, so that they do not resent the principals' involvement in their work.

The school principals and the office bearers of the P.T.As. are required to signify the importance of P.T.A. and its usefulness relating to children and school development activities, to the community as well as the parents. Parents must be encouraged to leave their indifferent attitude towards the suggestions made by teachers for the welfare of their children.

6.10.2 INTER-GROUP

Immediate attention needs to be paid to the problems of urban, government, Hindi/Punjabi medium and academic-vocational schools. Adequate finances, staff and infrastructural facilities must be provided to them in order to overcome their difficulties.

To attract better qualified, competent, experienced
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principals for government schools, the authorities should modify the existing rules for appointment and promotion. Their salary structure should be increased substantially. In addition they should be paid allowances and other facilities as are given to the principals of Kendriya Vidyalayas, Jawahar Navodaya Vidyalayas and to the principals working under the Delhi administration. The department can introduce merit-cum promotion policy so as to tap better potential.

Efforts should be made to appoint young, energetic, innovative, resourceful candidates as principals, who might not be having more administrative experience as such people will be more open and would not be having fixed ideas and opinions. A reasonable percentage of the total existing posts of principals can be fixed for direct recruitments.

The government should make it a policy to appoint the new, young and energetic principals in the Hindi/Punjabi medium and rural schools for at least a period of three years before being appointed in the English medium or any other schools. Those presently working in English medium schools, who have not rendered any service as principal in ordinary school need to be transferred immediately and they must stay there for a period of three years at least. The principals who have been honoured with State and National Awards can also be appointed in the rural and ordinary schools with a view to enhance the quality of education.

If possible the department should open separate senior secondary schools for vocational and academic streams.

The principals of academic-vocational schools are required to be made fully conversant with the scheme of vocationalisation so as to implement it properly. They should be provided with the necessary staff, and other infrastructural facilities immediately.
6.10.3 PERCEPTIONS OF EDUCATION OFFICERS

A full-fledged, independent post of DPI(schools) should be created. Energetic, creative, well-qualified professionals with ample administrative experience need to be given preference.

At least one post of deputy director and two posts of assistant directors need to be created to streamline and strengthen the working of the office of the Directorate.

Appointments of at least four education officers to look after academic and inspection work, administrative work, sports and cultural activities, and development activities need to be made. In addition, creation of new posts of administrative staff members is also required.

Occupancy of all vacant posts of principals, teachers, administrative staff and class IV employees.

More posts of class IV employees be allotted in schools.

Pre-induction and in-service training programmes for office staff, education officers and principals be made obligatory to enhance their working efficiency.

A permanent strong and effective inspectorate wing with at least two education officers, three co-ordinators and team of subject experts, to carry the work of supervision and inspection regularly must be established, both at the directorate and district levels.

Decentralization of powers, adequate delegation of authority, administrative and financial powers to education officers at the district level and school principals are required to be made. Communication between all levels of school management needs to be smoothened.

Increase in allocation of funds for buildings and infrastructural facilities to the schools is absolutely necessary.
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Higher access to modern information and technology is a must.

Quick implementation of reports is desired.

It is to be seen that the above suggestions are not only considered but the concerned authorities should take necessary steps to implement them as far as possible in order to overcome the problems of the education officers and the senior secondary school principals. It will help strengthening the school administration in U.T. Chandigarh.

6.11 SUGGESTIONS FOR FURTHER STUDIES

1. Research studies to identify the weaknesses in the prevalent system of educational administration in different states and union territories.

2. Studies on administrative problems as perceived by the college principals at the district and state level.

3. Comparative studies of administrative problems as perceived by senior secondary school principals in different states.

4. Studies on inter-personal relations of college and school principals and education officers.

5. Developing suitable, effective, innovative, pre-service and in-service training programmes for principals and education officers.

6. Critical studies on the managerial styles of principals at the school and college levels.