CHAPTER 1

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"Human resources - not capital, nor income, nor material resources - constitute the ultimate basis for the wealth of nations. Capital and natural resources are passive factors of production; human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organisations and carry forward national development. Clearly, a country which is unable to develop the skills and knowledge of its people and to utilize them effectively in the national economy will be unable to develop anything else."

Frederick Haribson (1973)

Education is crucial and the most 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 a sub-system of the social system. Its role in traditional societies was limited to socialisation, preparation for adult roles and transmission of culture from one generation to another. However, this has undergone change since the Industrial Revolution. In the dynamic societies of today, education not only equips a person to adjust to change but also to initiate it.

Having achieved independence, the developing countries of the Third World put great faith in education as a powerful instrument of national transformation. Large amounts of money from the national exchequer was invested by the newly independent countries in educational development in the hope that this would lead to over-all social and economic development. The desired transformation, however, has not taken place in appropriate measure. Although, education has expanded considerably, we are still far from the goal of universalisation of elementary education. Qualitatively, education continues to be, by and large, unrelated to the changing needs of society. The attitudes of the people have also not changed adequately in the desired direction. Prejudices still persist and secular as well as rational responses continue to be rare. Most importantly, the distribution of education continues to be very uneven and equality of opportunity in education is still a distant goal.

India stands today at the threshold of a 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. Secondary and senior secondary education is designed to suit the needs of the society and those of individuals. But the success of all these educational plans depends upon the
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effectiveness of educational administration and management.

1.1 DEVELOPMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Although the professionalization of educational management and administration is primarily a phenomenon of the twentieth century, both have been practised for thousands of years. Management skills were highly developed and widely practised throughout the ancient world. However, professional management of education as we know it today, emerged in the 1950s.

Before education administration became professionalized, the ‘head teachers’ view of the administrator prevailed. However, as urban school systems grew larger and more complex during the first quarter of the twentieth century, large school systems adopted the formal organisation pattern.

It is understood that developments in educational administration and management took place parallel to those in the broad field of general administration. The concept of teaching administrative skills was, thus introduced in a number of European countries and formal training programmes for educational administrators were also developed. Later on, the principles of general administration were applied in the field of education and thus educational administration emerged as an independent discipline. Similar to Taylor’s scientific managers, although lacking the rigor of the human engineers, early students of educational administration looked at organizational behaviour from the vantage point of job analysis. They observed administrators at work, specifying the component tasks to be performed, determining more effective ways to perform each task, and suggesting an organization to maximize efficiency. Callahan’s (1962) analysis of schools and of the “cult of efficiency”, concentrating on the period from 1910 through 1930, clearly indicates the influence of the scientific management.
By 1940, however, the impact of the Hawthorne studies was evident in writing and in exhortations on democratic administration. The ill-defined watchword of the period was "democratic" - democratic administration, democratic supervision, democratic decision-making, democratic teaching. As Campbell (1971) noted, this emphasis on human relations and democratic practices often meant a series of prescriptions as to what conditions ought to be and how persons in an organization ought to behave. Sometimes these prescriptions took the form of principles. Thus in the 1940s and early 1950s, educational administration, as a democratic approach, was long on rhetoric and woefully short on research and practice.

In the 1950s, however, the behavioural science approach started to make inroads, and by the 1960s a full scale theory movement emerged to guide the study and teaching of educational administration. Democratic prescription was replaced by analysis and field orientation, raw observation by theoretical research. In addition, concepts from many disciplines were incorporated into educational administration research.

The theory movement in education administration, however, was limited by a closed systems perspective. Like its parent, the general field of organizational theory, the focus of the analysis was on attempts to explain the internal workings of schools without reference to elements in the environment. Thus, it is not surprising that progress toward relevant theory and research in educational administration slowed in 1970s. The tenor of the 1970s not only inspired a renewed press in the field for practice, action and immediate results but underscored the limitations of closed systems models. To be sure, research and theory in educational administration advanced during these two decades, but progress was modest. Moreover, criticism of the behavioural science approach in general and organizational theory in particular was forthcoming from reflective scholars as the extravagant expectations of the theory
movement gave way to disillusionment (Hoy and Miskel, 1991).

By 1970, Griffiths described educational administration as a field in intellectual turmoil. Organizational theory and, traditional research were under attack on a number of fronts. The logic mainstream theory that described organizations as rational instruments of purpose, the focus on the internal operation of organization with little regard for the influence of the environment, and the universality of organizational theories - all provided the bases for criticism. Moreover, Marxist sociologists turned to be critiques of traditional organizational theory by interpreting institutional life in terms of power, conflict, contradiction, crisis, and class struggle. For example, Huderbrand (1977) maintains that organizational theory has been dominated by strong ideological forces, which have successfully reproduced and legitimised the structure of capitalist society. Finally, contemporary organizational theory was criticized on epistemological grounds. The appropriateness of the positivist model of the natural sciences for the social and behavioural sciences was questioned (Cubertson, 1988).

The behavioural science approach will continue to face increased challenges in the future, challenges from practitioners, professors, and the public, who will demand relevance and utility theory and research (Greenfield, 1975; Willower, 1979). The feminist critique by Shakeshaft (1986) and Ortiz and Marshall (1988) of educational administration also demonstrated the neglect of gender issue in administrative theory and research.

One danger of applying theoretical knowledge from the behavioural sciences is the tendency to over generalise it to all situations. Many behavioural scientists and practitioners assume that their theories apply universally instead of asking under what conditions certain ideas and propositions are appropriate, they assume that such ideas are always correct. They may think, for example, that participative management is always effective. The quest for universal
and simple popular solutions has often led to disillusionment with the behavioural sciences (Lorsch, 1979).

According to Hoy and Miskel (1991), if the behavioural science approach is to remain productive, theory and research will have to become more refined, useful, and situationally oriented and will need to address emerging gender issues. What the behavioural sciences approach can and should offer is a set of conceptual guidelines to aid administrators as they attempt to understand the complexities of organizational life. An open-systems perspective provides such a framework. It calls attention to rational and natural aspects of social life as well as the interdependence of the organization and its environment.

1.1.1. SYSTEMS APPROACH MOVEMENT

More recently, there has been extensive borrowing from management in the area of human relations, personnel administration, quantitative approaches to decision-making, school business administration and system approaches to educational administration.

To manage effectively the large and more complex schools and educational agencies, professional educational administrators have been forced to develop, borrow and adapt more sophisticated and efficient approaches. In the recent years there has been a rapid increase in the popularity of the systems approach.

The ‘Systems Approach Movement’ in educational administration, is growing rapidly. The term and techniques associated with it first became known and used in the 1960’s and 1970’s. Although, many forces have contributed to the application of the ‘Systems approach’ to educational administration, the American Association of School Administrators probably deserves the ‘most credit for getting impetus to the ‘Systems Approach Movement’.
In its simplest manifestation, it is a way of thinking that is either unintentionally congruent with or deliberately based upon systems theory. It involves thinking in terms of the ‘whole’ of a problem or task, or operation, or group and its interacting subjects, as well as analysing, selecting, implementing and monitoring the optimum alternative sequences or interactions or functions of component parts in order to achieve desired outcomes. The mode of thinking depends upon logic, data and analysis. In this fundamental sense, systems approach may be used to manage a school.

The systems approach furnishes the tools for outcome-oriented school management. It focuses on output and integrates the administrative processes — planning, organisation, direction, coordination and control in a logical and manageable scheme.

Kaufman (1972) was the first to apply the systems approach to education. He defined it as “a type of logical problem solving process which is applied to identify and resolving important educational problems”. The process, as he describes it, is one in which ‘needs are identified, problems selected, requirements for problem solution are identified, solutions are chosen from alternatives, methods and means are obtained and implemented, results are evaluated and required revisions to all or part of the system are made so that the needs are eliminated.

Sergiovanni and Carver (1973) emphasise a nontechnological utilisation in their perception of the systems approach in education. According to them, “A systems approach is one which relies upon model building and the development of conceptual frameworks which help facilitate decision making by providing a basis of sorting variables and for showing relationships between and among variables and components. In this sense, systems thinking is intellectual technology which can be implemented without reference to computers or other forms of quantitative or mathematical analysis. Indeed, machine-computer-mathematical technology may
be helpful on occasions, but systems thinking is not dependent upon them and in some instances is better off without them. Systems thinking, then, is really the generation of intellectual maps with which we are better able to engage in planning, problem-solving, and decision making activities”.

**Immagrart and Pilecki (1973)** sum up the systems approach as the “Most simply and most pointedly, systems thought is systematic, relational thought. That is, it is thought - the conscious process of reflection. Secondly, it is systematic, methodical, coherent, designed, and analytical in nature. Finally, it is relational-it accounts for referents, connections, interconnections, and directions”.

**Landers and Myers (1977)** in their book ‘Essentials of School Management’ says ‘Quality control and maximum effectiveness in a large educational organisation are possible only by use of the systems approach. This type of management is imperative in large systems; it is also the key to producing better results in small school systems. This is important not only to the individual student but also to the nation as a whole because of population mobility. He further goes on saying that ‘the systems approach to school management, when used knowledgeably and appropriately provides a more human and more effective method for fulfilling our societal trust-the education of our young.

Since there is a lot of emphasis on imparting quality education on the one hand, and making it as a continuous improvement process on the other, serious and strenuous efforts have been made to develop suitable, effective and result-oriented models of management in Education. The most recent strategies which have been carefully designed, developed and implemented are that of Total Quality Management (TQM) and Quality Management plus (QM+). Apart from these, use of Strategic Thinking and Planning(STP) along with TQM and QM+ in school administration is greatly stressed (Kaufman, 1995).
1.1.2 TOTAL QUALITY MANAGEMENT (TQM)

According to Kaufman (1995), “Total Quality Management (TQM) is one of the several labels given to Deming’s process for assuring client satisfaction. It is a process, built upon rational data-based decision making, that enrolls everyone in an organization to seek constantly improved quality for what gets delivered.”

In the opinions of Kaufman and Zahn (1993) “QM is a solid process both, conceptually and practically. It provides the “glue” for substantial and continuous educational improvement. It incorporates several of the just-noted missing components.”

While on the other hand, Arcaro (1997) opines that “Total Quality Management (TQM) is a methodology that can help education professionals cope with today’s changing environment. It can be used to alleviate fear and increase trust in schools. TQM can be used as a tool to establish an alliance between education, business, and government. Educational alliances ensure that the school or district’s education professionals are provided with the resources necessary to develop quality education programmes. TQM can provide the focus for education and society. It establishes a flexible infrastructure that can quickly respond to society’s changing demands. It helps education to cope with budget and time constraints. Total Quality Management makes it easier to manage change.”

Pioneered by Shewhart (1931), Feigenbaum (1951), Juran (1979), Deming (1986) and in the United States was however not accepted by U.S. companies after the World War II. Rather, Japanese industrialists embraced it because they were inspired by courses taught by Deming and Juran in early 1950’s. It changed their corporate culture to adopt Deming’s principles. Unlike conventional quality control methods deming’s approach put the client in centre focus and suggested that everything should be devoted to customer satisfaction.
Kaufman and Zahn (1993), viewed Quality Management—continuous improvement, clients satisfaction, positive return on investment, doing it right the first time and every time—should be the intentions of any organization that resolves to make a contribution. Educators, like their counterparts in the private and public sectors, are getting serious about success. Viewing the contribution of quality improvement initiatives world-wide, educational leaders, from the class rooms to board room, are finding the will and the ways to define and create quality.

According to Arcaro (1997) Deming developed Fourteen Points that describe what is necessary for a business to develop a quality culture. Deming linked his Fourteen Points to the survival of a business. Initially, many educators attempted to apply Deming’s points to education without taking into consideration the unique cultural, political, and legal constraints of education. But later on his ‘quality points’ were developed scientifically and accepted as the “Essence of quality in Education.” The following is the adaption of Deming’s fourteen points for education:


1.1.3 QUALITY MANAGEMENT PLUS (QM+)

Quality Management Plus (QM+) is nothing but the extension to TQM which includes a focus on the total mega level: current and future societal benefits, not just client satisfaction. (Kaufman, 1995).
According to Kaufman and Zahn (1993) "QM+ in education is both practical and ethical. This is an area where choice cannot be avoided. If you say "no" to QM+, what else do you have in your mind? What strategy will you implement to address about education?"

Thus, QM+ is strongly viewed as a relatively better and more useful approach when applied in the field of education. Its application as a system produced not only better educational results but also left far reaching impact in the field of education as it covers both, qualitative and societal aspects of education.

1.1.4 STRATEGIC THINKING AND PLANNING (STP)

Kaufman is one of the leading exponent who put forwarded the concept of Strategic Thinking and Planning in Education.

According to him "Strategic thinking is how you act day to day in defining what kind of world you want for tomorrow's child; what your system and all of its schools, classes and resources can contribute to that future; and relating what you do and how you do it to a shared vision of tomorrow." When TQM and QM+ are best used as part of a total strategic approach to education, the impressive power is improved still more, remarked Kaufman.

Although problems in the development of theory in educational administration remain, that does not mean that the effort should be abandoned. Willoweer (1987) is of the opinion that theoretical explanation linked to careful empirical work is entrail to the whole enterprise of educational administration.
1.2 MEANING AND NATURE OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT

The word 'Administration' is derived from the Latin word 'administratio' which means "service". In its further connotation the word etymologically came to mean a welfare work in the service of the others.

The Oxford Dictionary gives the meaning of administration as "Management (of business); management of public affairs, government etc". In other words, it can be said that administration means the management of business or public or government affairs. Since the word business, public affairs and government are used here to indicate some organization or institution, administration, therefore, means the management of an organisation or institution. Thus Administration involves two important concepts 'management' and 'organization'.

Management has been further defined in many different ways. The American Management Association defines "Management" as "the art of getting a job done through other people". Although simple in form, this definition is broad in its impact. It implies that the manager needs skill in the areas of human relations, public relations, organisation, control, budgeting, financial management, and planning. The world management used in this sense in giving the meaning of administration particularly relates to the institution or organisation. Administration is thus handling, conducting or controlling an organisation.

On the other hand, an organisation is a structure, that we create to attain our desired objectives and goals. It helps us to determine what must be done, what kind of authority one should have, what he is expected to do, and how the efforts of various
members can be co-ordinated and directed towards the attainment of common organisational objectives. It is not an end in itself but a means to an end.

Keeping in view the meaning of Administration, Management and Organisation in general, one can understand the meaning and nature of Educational Administration and Management in a better way.

The Encyclopaedia of Educational Research (1952) refers to Educational Administration as “the process of integrating the efforts of personnel and utilizing appropriate materials in such a way as to promote effectively the development of human qualities”.

The American Association of School Administration (1955) defines Educational Administration as “the total of the processes through which appropriate human and material resources are made available and made effective for accomplishing the purpose of an enterprise”.

Gregg (1960) remarks that Educational Administration is the process of utilizing appropriate materials in such a way as to promote effectively the development of human qualities.

Good (1964) mentions in the Dictionary of Education that Educational Administration includes all the techniques and procedures employed in operating the educational organisation in accordance with the established policies.

Campbell, Corbally and Ramseyer (1958) are of the opinion that Educational Administration consists of facilitating the development of goals and policies basic to the teaching and learning, stimulating the development of appropriate programmes for teaching and learning, and procuring, managing personnel and material to implement teaching and learning.
Critically, analysing the above definitions, it can be concluded that Educational Administration is concerned, with the management with maximum efficiency of an organisation or institution, having organized purposes connected with the education of the groups of individuals forming the organisation and on the other hand, with formation of goals, planning of the programmes, and implementation of the policies.

The distinction between Educational Administration and Educational Management is that educational administration is wider in scope in comparison to educational management. Educational Administration is mainly concerned with the formulation of broad objectives, plans and policies, it has a decision making function, decides what is to be done and when it is to be done and is more important at higher levels of management. But Educational Management is considered as an art of getting the work done through and with others and directing their efforts towards the achievement of pre-determined objectives, it has an executive function, decides who should do it and how should he do it.

According to Campbell (1962) the central purpose of administration in any organisation is that of co-ordinating the efforts of people towards achievement of its goals. In education, these goals have to do with teaching and learning. Thus the administration in an educational organisation has its central-purpose the enhancement of teaching and learning. All activities of the administrator whether working with the public, the board of education or the professional staff - should ultimately, contribute to this end.

1.3 EDUCATIONAL ADMINISTRATION DURING THE BRITISH PERIOD

Educational administration under the British started as a
part of British bureaucracy and imperialism. It was designed to play an effective role in giving form to education which might be helpful in strengthening the British government in India. Thus Educational Administration developed organically and its history may be traced on an identical basis with the development of education. The administrative growth may be characterised as facilitating the working of education, which grew in quantity if not in quality.

After the battle of Pallasey in 1757, the East India Company changed its emphasis on commercial affairs to political organisation. In the beginning education was not included as a function of a company. But it could not keep it altogether secluded for a long time. The Presidency of Bengal was the first province to take up the work of educational reorganization. The Governor-General in Council appointed General Committee of Public Instruction for Bengal Presidency. It is regarded as the beginning of the establishment of Education Department and subsequent expansion in the organization and in the number of administration personnel. The Committee consisted of ten members, including H.T. Prinsept, who was a critic of Macaulay. The other important member was H.H. Wilson, who was a great scholar of oriental learning. The grant of one lakh of rupees was placed at the disposal of the Committee by the Charter Act of 1813. Further, during the period 1823-1833, the Committee not only organized the Calcutta Madrassah and Banaras Sanskrit College but also established a Sanskrit College of Calcutta in 1827 and two more oriental colleges at Agra and Delhi. In 1842, the General Committee of Public Instruction was replaced by the Council of Education. The process of educational development thus continued during the later period.

In 1854, the Education Department was created for the first time in each province owing to the Dispatch of 1854. Its main function was to introduce effective inspection by qualified inspectors. As a result, posts of the Directors of Public Instruction were created in all the provinces. These Directors of Public Instruction were to be
recruited from the Civil Services. The functions of the newly created Education Department were: (1) To advise the provincial governments on matters relating to educational policy; (2) To administer finances; (3) To supervise and inspect educational institutions; (4) To manage government institutions; (5) To prepare educational reports and collect statistics showing the progress of education and (6) To plan for the expansion of education. These six functions were considered to be very important from an administrative point of view. The supervisory work and compilation of statistics were synonymous with the administration. Educational administration, thus, grew on a hierarchial basis. It could not expand its jurisdiction from the originally circumscribed area for a long time, until Sir Alexander Grant, the Director of Public Instruction of Education of Bombay in 1867, proposed the creation of regular education service.

Education began to spread, particularly, when the British Parliament took over the administration of India from the East India Company just after the Revolution of 1857. In 1882, the Indian Education Commission was set up. It recommended certain improvements such as increase of the inspecting staff, reconsideration of the renumeration of subordinate inspecting officers so that inspection of the schools might be done vigorously and at the place where the school was actually situated.

Further, in 1896, Indian Education Service (IES) was created on the recommendations of the Secretary of State for India. In fact, it was done to bring efficiency in the administrative bureaucracy. A number of hierarchies also came into existence. Initially, the higher posts were to attract Englishmen to take assignments in India and keep the British banner flying.

During this period, two types of institutions came into existence. One kind was entirely managed and administered by the Education Department, and other were grant-in-aid schools.
However, they had to confirm to certain rules and regulations for recognition i.e., text-books, courses and money.

Gradually, the Education Department of the Government of India was created in 1910 and one of the senior members used to be the head of the Education Department. Educational Administration in British India was not clearly defined until 1920 as such it was difficult to draw a line of demarcation between Provincial Control and Central jurisdiction. Mayhew (1926) observes: “Education in India from 1854 has meant a system of schools, colleges, and examinations, ultimately controlled by the government. Administration, though always provincial, was subject to the general control of the government of India upto 1920”.

Later on, the post of a Director-General of Education was created. The main objective in creating such a post was to assign a great responsibility in the Government of India for Education. The Director-General of Education was to advise the Government of India on educational matters. However, he was not to control the activities of the provincial and local governments. But he was to give all possible assistance and guidance to these governments. The creation of such a high post of educational administrator was based on the ideal that education is a technical matter, hence, the advice should also be technical and expert. The post of the Director-General of Education was subsequently converted into the Educational Commissioner which is at present known as Educational Adviser.

The Education Department of the Government of India was created in 1945 which was further raised to the status of a Ministry in 1947.

1.4 RECOMMENDATIONS OF COMMITTEES AND COMMISSIONS ON EDUCATIONAL ADMINISTRATION

It is a universally recognised fact that Education is a pre-
requisite for progress and development. Therefore, in order of priorities, it has been accorded a high priority as an integral part of Country’s developmental process.

Since India attained its independence, the Central Government, the State Governments, Local authorities and the private organisations have been providing educational facilities in the country. The role played by these agencies in the administration of education has been changing from time to time. The promulgation of the Indian Constitution in 1950 and the introduction of regular Five Year Plans have considerably modified the position which was prevalent before 1947.

The University Education Commission (1948-49) was set up to study different aspects of education at the University level. It recommended a number of improvements in the administration of higher education in the country.

The Secondary Education Commission (1952) summed up the educational situation in one sentence “Secondary Education is the weakest link in the whole system of Indian Education”. Some of the administrative measures to improve this state of affairs as recommended by the Commission were: the Director of Education should be mainly responsible to advise the Minister and for this he should be given the status of a Joint-Secretary, having direct access to the Minister of Education; a committee should be constituted both at the Centre and in each State, consisting of the Ministers concerned with the different grades and types of education, in order to discuss the ways of pooling their resources for the furtherance of education of all types; there should be co-ordinating Committee consisting of the departmental heads concerned with different spheres of education in order to consider methods of improvement and expansion in all fields of education; the existing Central Advisory Board of Education should continue to function as co-ordinating agency to consider national problems concerning education and State Advisory Boards
should be constituted on similar lines in each state to advise the education department on matters pertaining to education. Thus the Commission tried to cover the important aspects of secondary education and to suggest ways and means of improving them.

The Indian Education Commission (1964-66) viewing the administration as an element in the improvement of standards, laid stress on the co-ordinating functions of the Central and State Governments. The Commission pointed out perceptible trends in the field of Education Administration. It also recommended that administration is being academicised day-by-day; there is no end to the improvement of the administrator nor to his specialization, it needs periodical orientation, in-service education and assistance, resulting in more and more of decentralisation: democratic attitudes are developing, may be slowly, in the participants in the administrative process. The commission highlighted the existing weaknesses in the on-going practices of Educational Administration.

Before 1976, Education was exclusively the responsibility of the State, the Central Government being concerned with certain areas like co-ordination and determination of standards of technical and higher education. But in 1976, through 42nd constitutional amendment, Education was put under the Concurrent List, hence, it has now become the joint responsibility of the Central and State Government. This constitutional change has also affected the administration of education in many ways.

The National Policy on Education (1986) has emphasised the fact that an overhaul of the existing system of planning and the management of education will receive high priority. “The guiding consideration will be: (a) evolving a long-term planning and management perspective of education and its integration with the country’s development and man-power needs, (b) decentralisation and the creation of a spirit of autonomy for educational institutions, (c) giving pre-eminence to people’s involvement, including association
of non-governmental agencies and voluntary effort, (d) inducting more women in the planning and management of education, (e) establishing the principle of accountability in relation to given objectives and norms”.

It has further recommended the following means to tone up the prevailing pattern of management in Education: The Central Advisory Board of Education will play a pivotal role in reviewing educational development, determining the changes required to improve the system and monitoring implementation. It will function through appropriate committees and other mechanisms created to ensure contact with, and coordination among the various areas of Human Resource Development. The Departments of Education at the Centre, and in the States will be strengthened through the involvement of professionals. Similarly, a proper management structure in education will entail the establishment of the Indian Education Service as an All-India Service. It will bring a national perspective to this vital sector. The basic principles, functions and procedures of recruitment to this service will be decided in consultation with the State Government (NPE, 1986).

At the State level, it has suggested that State Governments may establish State Advisory Boards of Education on the lines of CABE. Effective measures should be taken to integrate mechanisms in the various state departments concerned with Human Resources Development. Special attention will be paid to the training of educational planners, administrators and heads of Institutions. Institutional arrangements for this purpose should be set up in stages.

At the district and Local level, District Boards of Education will be created to manage education up to the higher secondary level. The state governments will attend to this aspect with all possible expedition. Within a multi level framework of education development, Central, State, District and Local level agencies will participate in planning, monitoring, co-ordination and evaluation.
NPE also envisaged that a very important role must be assigned to the head of the educational institution. Heads will be specially selected and trained. School complexes will be promoted on a flexible pattern so as to serve as networks of institutions and synergic alliances to encourage professionalism among teachers, to ensure observance of norms of conduct and to enable the sharing of experiences and facilities. It is expected that a development system of school complexes will take over much of the inspection function in due course; (b) Local communities, through appropriate bodies, will be assigned a major role in the programmes of school improvement and (c) Non-Government and voluntary effort including social activist groups will be encouraged, subject to proper management, and financial assistance provided. At the same time, steps will be taken to prevent the establishment of institutions set up to commercialise education.

1.5 CONSTITUTIONAL MAKE-UP OF MANAGEMENT OF EDUCATION IN INDIA

The Indian Constitution which came into force on 26th January, 1950 provides the basic framework for administration and planning. India, a union of states, is a parliamentary democracy with a federal structure. It comprises 26 states and 6 union territories. The Constitution makes an elaborate distribution of Governmental power - legislative, administrative and financial between the union and the states. The seventh schedule of the Constitution has three lists: the Union List with 97 entries in respect of which the parliament has exclusive powers to legislate, the State List with 66 entries in respect of which the State legislatures have similar powers; and the Concurrent List with 47 entries, where the Parliament as well as State legislatures have concurred legislative power.

Normally the executive powers of the union and the states
set-up varies from state to state. The states have to manage an immensely large number of educational institutions. In most states there are more than one Department of Education each looking after a few stages of education. The most prevalent pattern comprises of three departments one each for school education, higher education and technical education. The organisation and functions of each department are looked after by the respective directors. In the larger states, each of these directorates have field formations at the regional, district and sub-district levels.

1.7 THE PRINCIPALSHIP

Why do schools need principals? It is generally felt that first and foremost is the legal responsibility of the department of education to establish objectives for their schools, to create policies for their implementations, and to employ principals to carry out their policies. In addition to the legal need to have principals to carry out the mandates of the department of education, the schools, like any other large complex organisation, need someone to administer them.

The senior secondary schools, like any other corporate endeavour, require conscious and constant administration. No school can realise its purpose without someone assuming the responsibility of helping the many persons involved, clarify objectives and identify progress. Moreover, if utter chaos is to be avoided, someone must integrate into a meaningful whole the discrete, disparate efforts to those who, taken together, constitute the school. It is, of course, the principal who is charged with this vital administrative role. The effectiveness of a school is largely dependent upon its principal. The range of duties and tasks confronting the senior secondary school principals cover a number of administrative and educational activities. It is an uphill task, and only a person with clear perspective and rare abilities can succeed as principal of a senior secondary school. The
school principal of today finds his responsibility increased manifold by the addition of duties arising from the new assignments to the schools which include community service of many kind - adult education, non-formal education, population education, health education, sports, extra-curricular and other academic and non-academic functions (Kimbrough and Burkett, 1990).

Historically speaking, the school principal was one of the first positions that emerged in the profession of educational administration. In fact, the position appeared so many years ago that an accurate history of its development is somewhat lost in antiquity. Despite current expressions about the limitations of practising principals, the principalship has a proud, distinguished tradition.

According to Kimbrough and Burkett (1990) the term ‘principal’ was derived from the word ‘prince’ which means first in rank, degree, importance and authority. The principal, therefore, was one with authority to make decisions about the operation of the school. The position of school principal is primarily a 20th century development and was concomitant with the great growth of pupil enrolment after 1900.

Until recently, the role of the principal was perceived as that of administrator/manager and public relations representative but the present trend is to emphasize the principal’s role as an instructional leader.

It is generally observed that the combination of blame and hope exerts increasing pressure on schools. School leadership thus has been a popular topic for discussion in the recent years probably because the principals represent the best hope for school leadership of the future. Moreover, the success of an educational institution largely depends upon the attitude of the principal his interest, his imagination, his motivation and more importantly managerial abilities he possesses. He has to perform multiple functions in the emerging school system which possesses both new
and complex problems, besides dealing with the students, parents, teachers and higher authorities.

**Chamberlin and Cole (1972)** observed, “The most important person in a school is not principal; it is the student most in need of individual attention to his needs as a learner. However, the person most able to provide the optimum combination of staff, resources, materials, and methods for that student is the school principal”.

**Sweeney (1983)** summarised numerous research studies concerning the emerging roles of school principals. He concluded that there are certain leadership behaviours and specific activities of principals that seem to make a difference. He also analysed that effective principals made student achievement their top priority. After all, that is the primary purpose of education, but this purpose sometimes gets lost in our effort to accomplish the many other expectations of the educational system. Sweeney further found that some of the specific activities of effective principals include scheduling faculty meetings to discuss student achievement, reducing classroom interruptions, using student assemblies and exhibits to reward student achievement, sharing information about academic achievement with students, faculty and citizens, and highlighting the significance of achievement to students.

Although not inclusive, characteristics of effective principals have been determined in many research finding, Jwaideh (1984) on the basis of his study concluded that effective and innovative principals established goals and priorities, achieved balanced task performance and human relationships, behaved within the school norms, supported innovation and change, gained community and central office support, exhibited flexibility and established communication with the school.

As has been alluded to before, effective principals do far more than manage schools - not that managing schools is not
important, but they do a great amount of work directly involving teachers and assisting them in improving teaching methods and teaching/learning environment of the school in general. Jwaideh (1984) also found that the principal's responsiveness and sensitivity to teachers and their needs was positively related to the staff's tendency to innovate.

**Studies by Reilly (1984)** indicated that the most effective principals stressed student achievement. These principals provided leadership that resulted in calm school environment, which was conducive to teaching and learning.

In their study, **Leithwood and Montgomery (1982)** reported that the principals were attuned to students, teachers and the larger school system. Effective principals' top priorities were, however, the happiness and achievement of students. The principals saw themselves as instructional leaders whose main function was to provide the best possible programmes for the students, including concern for providing materials and resources for classroom and providing leadership in implementing new practices. Other activities found in the studies by Leithwood and Montgomery were related to the effectiveness of principals in selecting and delivering supplies, providing for space, scheduling planning meetings, disseminating information, developing in service training plans, planning in service with consultants, assessing teacher needs and designing strategies to solve problems with new curriculum. They also determined that effective principals matched students with teachers of similar learning and teaching styles. These principals and their teachers worked together identifying instructional priorities and means for achieving them: they employed creative means for securing materials and resources for teachers; they provided strong leadership assisting teachers in solving problems concerning implementation of new programmes; and they assisted teachers in developing plans to wisely use their out-of-school planning time.
Hord, Stiegelbeuer, and Hall (1984) concluded that effective principals were very knowledgeable about curricular trends. They opined that principals gave consideration to all components of the curriculum and particularly to its scope and sequence.

It appears that senior secondary schools have become value-added institutions as 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, including family involvement, community learning resources, technology, school learning climate, and motivation and reward systems. The integration of these enhancements will require skill that school leaders do not learn through traditional preparation programmes.

As demands grow on schools for improved quality and better services, new leadership emerges. The school administrators must understand change as well as manage it. They must involve and motivate staff, create 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 maximize human resources. They also must stimulate public support and engage community leaders. Finally, they must be certain that schools are persistent in getting students to understand the challenges they face. In short, principals must educate and lead.

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 on routine procedures such as inspection,
selection of books, revision of curriculum etc. He has also to play a creative role. He has to deal with persons and not with things. It is one of the important task of good administrator to develop the creative potentialities of the person with whom he comes in contact.

A senior secondary school principal is thus expected to perform a crucial role in the education management team. The job is certainly complex, as it requires excellent management skills and repertoire of proven leadership techniques in school community relation development, staff personnel, public personnel, educational development and building management. The principalship thus has two dimensions, one of these dimensions is to effectively manage the enterprise which is composed of activities concerning with procuring, coordinating and deploying the material and personnel needed to accomplish the goals of the school. The other dimension is somewhat more difficult to define but can be summed up in one word; Leadership. This is a dimension of quality. It is distinguished by the way principals use themselves to create a school climate characterized by staff productivity, creative thoughts and efficient and effective movement towards the realisation of goals of the school organizations.

It seems that growing demand on the senior secondary school principals require not only exceptional stamina to deal with the ever increasing challenges but he must assume new responsibilities and meet them in new ways. He must acquaint himself with the modern theories of management and administration. There is need for providing them enrichment facilities in the form of orientation programmes, seminars, workshops, conferences and exchange programmes to discuss their problems, and to understand the key concepts in the educational management and modern management techniques of education.
In the last few years, the Directorates of Education at the state and U.T. levels have expanded very considerably in response to the expansion of educational facilities at the school stage in general and at the senior secondary stage in particular. There has been no adequate delegation of authority to the lower levels, and the district education officers in particular continue to be weak. In fact, no feature of the state educational administration is so conspicuous as the wide gap between the heavy responsibilities which are placed upon district level officer on the one hand and the inadequacy of his staff and his authority on the other. He is held responsible for maintaining academic standards of all the schools which fall in his jurisdiction. Besides he is not only assigned with leadership functions in a district but is also regarded as implementing authority of the governmental decisions. Further, he supervises the educational institutions at the school level and is generally assisted by one or more deputy education officers and coordinators in this process.

In fact, he has to perform multi-farious duties in different capacities. As incharge of all the schools, he is expected to be responsible for the effective working of the schools placed under his control, to supervise all officers including principals and other officers subordinate to him. He is expected to have a full and accurate knowledge of the educational circumstances and conditions of every locality within his jurisdiction, advise and assist heads/teachers in all the matters relating to school management, to conduct inspection of schools, associate himself with external agencies for the advancement of education in general, to supervise the financial matters and submit periodical reports to the superiors.

Thus he has to act as a guide, leader, organiser, evaluator, supervisor, counsellor and as an educational philosopher. In this context, it is necessary to emphasize the importance of the District Education Officer and his establishment at the district level.
Senior education officers like Director Public Instruction (DPI) in small state/union territory have to act as administrative executives as well as leading professional educators at the same time. As the administrators, they manage their office, issue professional, educational and non-educational directives, follow instructions from the ministry, keep correspondence with agencies and colleagues, keep tabs on staff, control stocks and so on.

As leading and practising professional educators they are expected to keep themselves up-to-date with the newly introduced educational innovations, follow-up projects, monitor the progress of subordinates, provide moral and practical advice to teachers and students in schools. In large educational institutions, the administrative and professional roles tend to be separate and the various duties within each role are often distributed among various officials.

The Directors of Public Instruction are also expected to seek and store information on a wide variety of educational and non-educational subjects. This may include: (i) Government policies related to specific aim of education and the services provided by the local education system to meet them, (ii) Developments in educational policies in other countries which have a bearing on local education, (iii) Innovations in educational theory and practice and their implications for local pedagogy, and (iv) Development in the industrial, commercial, technological and scientific areas which can influence policies and curricula in local schools.

Moreover, senior education officials are continuously called upon to provide advice, to interpret reports, to comment on policies, to make recommendations on proposals coming both from their superiors as well as from their subordinates. They are often called upon to advise or take direct action in resolving conflicts caused due to scarcity of space, finance, materials and people. Sometimes,
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High officials are also drawn into decision making. Hence, it is essential for them to be well informed and keep their knowledge up to date.

Similarly, the entrepreneurial role of senior education officials is considered extremely important. They have to ensure that the section for which they are responsible in the organisation remains vibrant and dynamic. They are supposed to originate ideas, encourage others to do likewise, and facilitate the implementation of innovations. They have to keep abreast with educational developments in other countries in order to adapt them to the local needs.

It has been thus universally accepted that majority of the educational managers are facing a number of challenging tasks at present. These tasks have become more complex over the recent decades and complexity is likely to increase further in the future. It is partly due to phenomenal expansion of the educational systems, particularly in the Third World and least developed countries, to meet the needs of the growing populations and increasing social demands for education as well as technical manpower requirements arising from socio-economic, cultural, political and technological changes. The pressure from these challenges, some of which can be easily predicted, while some others are unpredictable, are likely to grow in the future, thus making the tasks of educational administrators more formidable.

According to Birley (1970) it is fitting that entry to the world of educational administration is fraught. The whole of the education officers' subsequent career remain marked by ambivalence. He lives in two worlds slipping uneasily from one to the other like an incompetent chameleon. It is not just that he has to deal with office matters and the affairs of separate profession but an interaction between the two poses new and complex administrative problems for him.
It is clear that education officer is not merely concerned with the smooth running of the government machinery, nor with the provision and costs of education and its quality but he has to perform multifarious duties in ever changing educational setting.

1.10 MANAGEMENT OF EDUCATION IN THE UNION TERRITORY OF CHANDIGARH

Chandigarh, though one of the smallest administrative units in the Indian Union has been a trend-setter in many fields. On the literacy map of India, Chandigarh figures as one of the most educationally advanced areas with literacy rate of 78.4 percent (Census report, 1991). It has taken on it the onus of providing quality and creativity in the educational set up so that students talent could be properly aroused and nourished.

The city has the pride of having achieved excellence in universalisation of primary education and in providing adult and non-formal education to the underprivileged members of the society. All the schools of the Union Territory housed in beautifully designed spacious buildings, have excellent educational facilities for all the sections of society.

In 1981, Chandigarh schools joined the national mainstream by introducing the system of 10+2+3 as suggested by Kothari Commission and later on emphasised by the NPE 1986.

The 10+2 stage in Chandigarh is characterised by two streams, namely academic and vocational, the former prepares the students for higher academic pursuits and the latter prepares them for entering the world of work and many other professional courses. The vocational stream was introduced in the union territory during 1986-87. Due emphasis has been laid on the implementation of the vocational stream by introducing over 24 vocational courses. Similarly academic stream offers 26 diverse subjects of study from which
students can make a choice (Prospectus for Senior Secondary Classes, Education Department, Chandigarh Administration, 1990-91).

The facilities in school education have kept pace with the increase in city population in Chandigarh. At present there are over 30 Government Senior Secondary, 40 Secondary, 18 Middle and 35 Primary Government Schools in Chandigarh (Know Your City Chandigarh, 1994).

In addition to these, there are large number of schools/academies run by the private agencies and educational organisations and trusts.

Chandigarh follows three tier (level) management structure in education.

i) Top Management Level;

ii) Middle Management Level;

iii) Lower Level of Management or Supervisory-cum-Operative Management

1. Top Management Level

Top Management Level consists of administrators at the highest level in the management hierarchy. Generally, this level consists of officers like Education Secretary and Joint Education Secretary. The activities of this level mainly centre around establishing overall long-term goals and ways of attaining these goals. Top Management is also concerned with maintaining liaison with the Central Government and other outside establishments.

2. Middle Management Level

This level generally consists of officers like Director
Public Instruction (Schools), District Education Officer and Deputy Education Officer etc. The main functions performed by this level of administrators are to establish linkages between the top and the supervisory level of management (Lower Level). They transmit orders, suggestions and decisions downwards and carry the problems and suggestions upwards. Besides, this level explains and interprets the policy decisions made at the Top Level to the Lower Level. They also issue the detailed instructions to Lower Level of Management and co-ordinate the activities of various units and divisions within the same department. The other important tasks involve taking departmental decisions and inspiring the Lower Level managers towards better performance.

3. Lower Level Management or Supervisory-cum- Operative Management

The lower level of management consists of first line managers and supervisors such as principals in senior secondary schools and headmasters in high schools. They remain directly in touch with the teachers, students, parents and other officials. This level is entrusted with the task of getting work done by operatives who actually do the work. Educational managers at this level also supervise the work of operatives which include teachers, students and the administrative staff. They assign different jobs and tasks to subordinates and report their problems and suggestions to the middle level of management. These managers are also responsible for planning and implementing day-to-day activities and programmes pertaining to education and administration in their respective institutions.

1.11 NEED OF THE STUDY

Education is generally 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.

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.

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 the education system, 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
The administration of education claims to be a profession. But it is fairly frightening that in spite of its proclamation, ambitions and strivings, it has not been able to attain the status of a profession. Any profession worth the name needs to be based on certain systematic principles, laws and codes. But with reference to administration of education as a profession in India, this proposition is surely disappointing. Principles, laws and codes formulated to govern educational administration seem to be of ornamental value contributing something to the theory of educational administration rather than to its practice. It is this wide gulf between precepts and practices that has prevented educational administration from achieving the status of a profession.

Administrators of education are hardly endowed with the requisite professional attitude and approach. They simply take their task as a job to be done and justice is limited to the tune with monetary benefits it yields. The requisite professional zeal seems to be lacking. The three essential elementary characteristics of a profession viz. zest for knowledge, passion for excellence and professional growth, though not totally absent are hard to find (Bhatt and Ravishankar, 1985).

One of the striking limitations of educational administration is that it has no scientific basis. Reforms introduced, time and again, are not based on tried-out results. Patterns and practices are generally changed simply because of a lapse of certain period of time irrespective of their results. Although educational administration stands for an evolutionary process, at times it may need revolutionary measures for scientific orientations and its growth. Such steps are not taken in the Indian context due to deep-rooted attachment to the traditions.

Absence of proper and adequate professional training to educational administrators has been another serious limitation. Till
recently, ability to manage men and affairs was taken to be inborn and the common notion was that "managers are born and not made". But the rapid changes in science, technology and society have modified this traditional notion. Further, absence of professional training ultimately results in an ineffective implementation of policies and programmes. On the other hand, facilities for in-service training of the personnel are meager and are hardly sufficient. There are very few opportunities in our administrative set up to improve professional efficiency. No doubt, seminars, short-term refresher and orientation courses and workshops are organised occasionally, but the ideas imparted at such programmes hardly reach the actual place of need and are rarely implemented.

One of the important limitations of the educational administrators is that they are not fully oriented to the philosophy of education. They do not have adequate insight into the rationale behind the programme they are to execute. They do not have a clear understanding of the goals that are set before the programme are launched upon. In the absence of such orientation, the required ideology behind educational administration is lost sight off.

Lack of insight on the part of educational administrators has resulted in their inability to view things in a proper perspective. Thus, the essential human element in educational administration is missing and has failed to win confidence of the community for which it is meant for. This in turn has become a hindrance in implementing educational policies and programme more effectively.

Planning at different levels is considered as an effective instrument in implementing educational policies. In this process, local needs can be better met, available resources both human and material can be better identified and tapped. But at present our educational systems are centralised and planning is mainly done at the top level. This results in ineffective planning and futile investment.

Financing is one of the vital aspects of educational
It has been universally recognised that Education is an item of investment, yielding no immediate return of money. But this poses a problem for an economically poor country like India. Because whenever a cut is to be affected in expenditure the items on education are found readily available. This is so because the effects of education are never visible immediately though the effects produced are of lasting nature.

Staffing is yet another important aspect of educational administration. It means appointing suitable persons to various posts in different organisations. Under the practice in vogue, Indian Administrative Services personnel are directly recruited to the key posts in educational administration. Many times persons from other areas of general administration are transferred or sent on deputation to education departments. Since educational administration has much in contrast with general administration, such a situation tells heavily upon its efficiency and results in ineffectiveness of plans and programmes.

Similarly, research in educational management is probably not yet seen as a professional activity. Education management is still viewed as an off-shoot of pedagogical skills at the school levels and an overflow of content specialisations at the higher educational levels. The situation is not different when one moves from institutional management to the management of areas and large systems like districts, states and universities. The district education officers, the joint directors, the university vice-chancellors are selected on the basis of their specialisation either in the field of pedagogy or in the field of subject content. Education and training in management is not seen as a pre-requisite for managerial positions. Even when it comes to Directors of Education in the states, such posts are often offered to I.A.S. cadre.

Analysing the present state of affairs in India, Rao (1966) had remarked: "Educational Administration is generally tradition-
based and relies on rules, procedures and techniques which have not changed over the years. A static organisation cannot meet the needs of challenges of a dynamic situation".

In this context, it is important to understand the administrative problems as perceived by the educational administrators at different levels. There is an immediate need, therefore, to undertake research studies in the related areas.

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 neither any researcher has ever made an effort to study the existing structure of Management of Education nor the basic problems perceived by the educational administrators at different levels of management in the Union Territory of Chandigarh.

1.12 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”.

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1.13 OBJECTIVES

The main objectives of the study are:

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 principals of senior secondary schools in relation to difference 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.
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To compare the administrative problems as perceived by the principals of boys/girls/co-educational senior secondary schools.

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.

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

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

1.14 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 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 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.

1.15 DELIMITATION OF THE STUDY

1. The present study has been confined to the U.T. of Chandigarh.
2. Since the present study has been carried at the district and directorate levels, the data for the present study was collected from the principals of those government and privately managed senior secondary schools which were affiliated to the Central Board of Secondary Education and located in the Union Territory of Chandigarh. The data for the present research investigation has not been collected from the principals of Kendriya Vidyalayas and Navodaya Vidyalayas as these schools were under the management and control of autonomous bodies.