

AN EVALUATIVE STUDY OF ADMINISTRATIVE BEHAVIOUR OF EDUCATIONAL ADMINISTRATION IN THE HIGHER EDUCATION SECTOR IN INDIA

Gulshan Ara*

ABSTRACT

An appropriate administrative behaviour is the basic step towards the successful achievement of goals of any organization, institute and educational deeds. Globalization, technological advancement and cultural diversity made the administration more challenging. Education is social function which plays very vital role in one's life, so enhancement and efficiency of an individual or whole organization depends upon excellent educational administration. For the preservation of the social, religious and cultural values of nation the absence of accurate administrative behaviour in education from any society cannot be afforded at any cost. The objectives of the study were; (a) to study the administrative behaviour of educational administrators in higher education, and (b) to find and compare Male and Female Educational Administrators in Higher Education on Administrative Behaviour. The sample for the study comprised of 70 male and 70 female administrators who were selected through stratified random sampling technique. The data was collected by using administrative behaviour scale developed by Haseen Taj. The data collected was analyzed by applying formulas of mean, S.D and 't' test. At the basis of data analysis findings, recommendations and conclusions were made. From the results of the study, it was found that male educational administrators differ significantly on all dimensions of administrative behaviour scale. The mean difference favours male educational administrators which implies that male educational administrators ensure that fair administrative procedures are to be followed, exercise fair and reasonable judgment in allocating resources, manage changes constructively, delegate work effectively, handle administrative tasks in a timely manner, demonstrate knowledge of departments and programs within the unit, maintain an effective and efficient staff than the ineffective educational administrators.

Key words: Educational Administration, Administrative Behaviour, leadership, Management.

Introduction

At the bases of age, ideology and interest the educational services are divided and made to enhance the overall abilities of an individual from individuals, through making them skilled, healthy, progressive, technocratic, timely, accurate, and smart in the direction of time, to arise or to buff the extraordinary skills in one's life, or in society and to develop the whole nation an appropriate educational administrative behavior is required for the sustainability in that competitive global village. (Dhameja, A. 2003). Russell (1992) defines, "Educational administration is the process of utilizing appropriate materials in such a way as to promote effectively the development of human qualities. It is concerned not only with development of children and youth but also with the growth of adults and particularly with the growth of institute personnel".

Good (1973) in the dictionary of education defines educational administration as, "all those techniques and procurers employed in operating the educational organization in accordance with establish policies". Educational administrators set standards, goals, policies and procedures to achieve them. They develop academic programs, monitor students' educational progress, train, motivate teachers, staff, manage

*Assistant Professor, Department of Education, university of Kashmir, Srinagar.

career counseling other student services, administer record keeping, preparing budgets and developing curriculum. They also communicate in a very excellent way to all the units of organization. George,(2000) says that “taking difference seriously means not only allowing the Other to speak but also being open to the possibility that the Other’s perspective may come to influence or even supplant your own” (p. 140).

It is matter of general agreement that even administrators who common within and in the community outside, will on occasions resorts to external resources to help the school redirecting its functioning in the desirable ways. However, unless the administrator is directly involved as a central figure in making decisions, diagnosing problems and launching new processes, such efforts are at the best doomed to be peripheral, potentially at least, the administrator in such situations is an evitable position to function as a change agent. The central figure in planned change is the administrator. Few efforts to change significantly the course of organizational events will succeed over his oppositions or in the fact of his indifference, certainly it is difficult to picture achieving the goals and value of organizational development in any deep sense without the administrator active involvement in clarifying issues. Sorting out the options making decisions, committing resources and coordinating the activities. If the organizational effort is to be more than superficial and temporary, if it is to affect the central policies and practices of the school organization then the intervention must become an important part of the administrators job responsibilities.

Objectives of the Study

The precise objectives of the study were:

1. To study the administrative behaviour of educational administrators in higher education.
2. To find compare Male and Female Educational Administrators in Higher Education on Administrative Behaviour.

Hypothesis

Male and Female Educational Administrators in Higher Education differ significantly on Administrative Behaviour.

Research Design

The researcher has used descriptive survey method for the investigation.

Sample

The sample for the study consisted of 140 educational administrators selected from different universities in the state of Jammu and Kashmir State.

Tools Used

In the present study, the use of primary data has been given due consideration. The data has been collected on different aspects of administrative behaviour of educational administrators by using Administrative Behaviour Scale (ABS) developed by Haseen Taj.

Procedure of Data Collection

For the purpose of collecting data, the administrative behaviour tool was personally administered by the researcher to the respondents.

Statistical Techniques Used

The data collected was put to statistical analyses by using Mean, S.D and ‘t’ test.

Data Analyses

The analysis of data has been made under the following tables:

Table 1.0 Showing the Significance of Difference between the Mean Scores of Male and Female Educational Administrators on 'Planning' Dimension of Administrative Behaviour Scale (N=70 Each)

Group	N	Mean	S.D	t-value	Remarks
Male Educational Administrators (MEA)	70	74.89	7.94	6.52	0.01 Level
Female Educational Administrators (FEA)	70	66.74	6.88		

A perusal of Table 4.16 shows the mean difference between the Male and Female Educational Administrators in higher education. A quick look of the table reveals that there is a significant mean difference between the two groups on 'Planning' Dimension of Administrative Behaviour. The obtained 't' value came out to be 6.52 which is significant at 0.01 level of significance. The results reveal that the mean scores of male educational administrators are higher than ineffective ones. Thus, the mean difference favours the male educational administrators which highlights that male educational administrators displayed better 'planning' ability than female educational administrators.

Table 1.1 Showing the Significance of Difference between the Mean Scores of Male and Female Educational Administrators on 'Organization' Dimension of Administrative Behaviour Scale (N=70 Each)

Group	N	Mean	S.D	t-value	Remarks
Male Educational Administrators (MEA)	70	91.32	11.76	5.55	0.01 Level
Female Educational Administrators (FEA)	70	81.15	9.88		

A quick glance at table 4.17 shows the mean difference between the Male and Female Educational Administrators in higher education. A quick look of the table reveals that there is a significant mean difference between the mean scores of Male and Female Educational Administrators on 'Organization' Dimension of Administrative Behaviour. The obtained t-value came out to be 5.55 which is significant at 0.01 level of significance. The results reveal that the mean score of male educational administrators is higher (M=91.32) than the female educational administrators (M=81.15). Thus, the mean difference favours effective educational administrators which highlights that male educational administrators displayed better 'organization' potential than female educational administrators.

Table 1.2 Showing the Significance of Difference between the Mean Scores of Male and Female Educational Administrators on ‘Communication’ Dimension of Administrative Behaviour Scale (N=70 Each)

Group	N	Mean	S.D	t-value	Remarks
Male Educational Administrators (MEA)	70	99.76	10.93	6.40	0.01 Level
Female Educational Administrators (FEA)	70	88.62	9.76		

A quick look at table 4.18 shows that there is a significant mean difference between Male and Female Educational Administrators on ‘Communication’ dimension of Administrative Behaviour. The obtained t-value came out to be 6.40 which is significant at 0.01 level of significance. The mean difference favours the male educational administrator which implies that male educational administrators exhibit higher communication skills than their counterparts.

Table 1.3 Showing the Significance of Difference between the Mean Scores of Male and Female Educational Administrators on ‘Decision-Making’ Dimension of Administrative Behaviour Scale (N=70 Each)

Group	N	Mean	S.D	t-value	Remarks
Male Educational Administrators (MEA)	70	45.12	6.89	5.91	0.01 Level
Female Educational Administrators (FEA)	70	38.79	5.96		

A perusal of above table shows the significance of difference between the mean scores of Male and Female Educational Administrators on ‘Decision-Making’ dimension of Administrative Behaviour. The calculated t-value came out to be 5.91 which is significant at 0.01 level of significance. The results reveal that the mean score of male educational administrators is higher (M= 45.12) than their counterparts (M=38.79). Thus, the mean difference favours male educational administrators in comparison to ineffective ones which exhibits that male educational administrators are better in decision making styles as compared to female educational administrators. From these results, it can be inferred that male educational administrators tend to have speedier decision making potential than the female educational administrators.

Table 1.4 Showing the Significance of Difference between the Mean Scores of Male and Female Educational Administrators on 'Overall Dimensions' of Administrative Behaviour Scale (N=70 Each)

Group	N	Mean	S.D	t-value	Remarks
Male Educational Administrators (MEA)	70	311.09	21.76	10.78	0.01 Level
Female Educational Administrators (FEA)	70	275.30	17.30		

A perusal of the above table shows the significance of difference between the mean scores of Male and Female Educational Administrators on overall dimensions of administrative behaviour. The results reveal that there is a significant mean difference between Male and Female groups of educational administrators on overall dimensions of administrative behaviour. The obtained t-value came out to be 10.78 which is significant at 0.01 level of significance. The mean difference favours male educational administrators (M=311.09) which reveals that male educational administrators possess better administrative behaviour than their counterparts.

The comparison of male and female educational administrators has been made on all dimensions of administrative behaviour, it is interesting to note that male and female educational administrators differ significantly on planning, organization, communication, decision making and overall dimensions of administrative behaviour. The male educational administrators were found to be more competent in planning and effective in organization. They were found to possess effective communication skills and seem to be well versed in decision making processes than their counterparts.

Conclusion

- i. It was found that there is a significant difference between male and female educational administrators on 'planning' dimension of administrative behaviour. The mean difference favours male educational administrators which highlights that effective educational administrators displayed better administrative behaviour on 'planning ability' than female educational administrators.
- ii. It has been found that there is a significant difference between male and female educational administrators on 'organisation' dimension of administrative behaviour scale. The mean difference favour male educational administrators which confirms that male educational administrators possess outstanding organisational potential than the female educational administrators.
- iii. It was found that male and female educational administrators differ significantly on 'communication' dimension of administrative behaviour. The mean difference favours male educational administrators which indicate that male administrators exhibit higher communication skills than the female educational administrators.
- iv. It was also found that male and female educational administrators differ significantly on 'decision-making' dimension of administrative behaviour scale. Thus, the male educational administrators possess effective decision making Behaviour than the female educational administrators.
- v. It has been found that male educational administrators differ significantly on overall dimension of administrative behaviour scale. The mean difference favours male educational administrators which implies that male educational administrators ensure that fair administrative procedures are

to be followed, exercise fair and reasonable judgment in allocating resources, manage changes constructively, delegate work effectively, handle administrative tasks in a timely manner, demonstrate knowledge of departments and programs within the unit, maintain an effective and efficient staff than the ineffective educational administrators.

As mentioned earlier, male and female educational administrators differ significantly on all the dimensions of administrative behaviour. Male educational administrators exhibited better administrative behaviour than female educational administrators. They are not authoritative but are flexible enough to arrive at correct decisions. Their decision making process is tied down to the goals of their institution. They never hurry in taking any decision but they analyze thoroughly the situation before taking a decision which indicates that effective educational administrators never take blind decisions. Male educational administrators explore all the alternative choices of decision-making before taking a decision. They also consult their colleagues before taking any decision in the department.

In comparison, the female educational administrators show poor administrative behaviour. They are rigid and authoritative in taking any decision. They enjoy loneliness, are not social, do not share their thoughts and decisions with their colleagues, always try to find faults in the work of others. They seem to have prejudices, oppose any new move or idea proposed by their colleagues, find it difficult to ensure the proper organization of academic and administrative matters of the department, fail to define clear and practical objectives and do not deliver expected results due to incorrect estimates of time, resources, complexity of tasks or due to mismanagement or otherwise adequate resources. This finding is in line with the findings of **Mensik (2006)**, who found effective principals as visionary and optimistic. Building relationships and good work culture, strong moral and ethical foundations are also reported by the same investigators. **Kulsum (1999)**, concluded that the principals with high initiating structure are more effective. The finding is also in agreement with the findings of **Sudha (1997)**, who found that effective leaders are administratively successful and managerly flexible. **Brottman (1963)**, found that the administrative process consists of various components like appraising and analyzing situations, fostering interpersonal relations, facilitating staff relations, practicing administrative procedures and employing restrictions.

Recommendation

- There should be no gender prejudice at university level in any case. The satisfaction of teachers and students with the administrative behaviour of the university demands equally on the part of teachers, students and university authorities.
- The teachers must participate in training course and new trends in teaching and research must be highlighted through these courses.
- The leadership abilities of the students and teachers must be identified and polished. The leading roles could be given to all the students in their particular areas of interest. They should play these roles under the guidance and supervision of the teachers.

Suggestions for Further Research

1. This research study may be replicated at national level in order to increase the scope of generalization. Sample size may be increased with the inclusion of other administrators.
2. A comprehensive study should be undertaken to study the occupational role stress and coping strategies of educational administrators in higher education sector.
3. Emotional and intellectual problems of low performing administrators need to be worked on and the extent of influence of each factor needs to be determined.

4. A study may be conducted on leadership qualities of higher education administrators and its impact on higher institutional environment.
5. A study may be conducted using both the perceptions of staff regarding their administrators and the perception of the administrators about themselves in order to link the gap between administrator and their respective staff examining the joint impact of performance on institutions.

Bibliography

- Aggarwal, J. C. (1967). *Educational administration school organization and supervision*. Baroda: Arya Book Depot.
- Bassett, G. W et.al. (1967). *Head masters for Better Schools*. Queensland University of Queensland
- Best, J. W. (1970). *Research in Education*. New York: Prentice Hall of India Pvt. Ltd.
- Bond, S. (1996). *Academic Leadership*. (Unpublished trainers. module prepared for the Commonwealth Secretariat, London.)
- Boyer, M. (1988). *The relationship of administrative Behaviour of principals to the Implementation of Instructional management systems*. Dissertation Abstracts International May (1989, 49 (a).
- Chliwniak, L. (1997). Higher Education Leadership: Analyzing the Gender Gap. *ASHE-ERIC Higher Education Report*, Vol. 25, No. 4, Washington, D.C.
- Cooper, P.J. et al., (1998). *Public Administration for the Twenty First Century*. New York: Harcourt Brace College Publishers.
- Das, D. (2003). *Human Resource Development in Public Sector Undertakings*. New Delhi, India: Mohit Publications.
- Haseen T. (2002). *Psycho-socio correlates of administration*. Ambalacantt: India Publication.
- Kapur, J. N. (1975). *Current Issues in Higher Education in India*. New Delhi: S. Chand and Co. Pvt. Ltd. Ramnagar.
- Laxmikanth, M. et al., (2006). *Public Administration for the UPSC Civil Services Preliminary Examination*. New Delhi, India: Tata McGraw Hill Publishing Company Limited.
- Masrur, R. et al., (2005). *Educational Management and Supervision*. Islamabad, Pakistan: Allama Iqbal Open University.
- Mukerji, S. N. (1970). *Administration of Education, Planning and Finance*, Baroda: Acharya Book Depot.
- Simon, Herbert, A. (1947). *Administrative Behaviour*. New York: Mac Millan.
- Narayana, D. L. et al., (2005). *Economics of Human Resource Development a Perspective Analysis*. New Delhi, India: Serials Publications.
- Patel, M.K. (2005). *Case Studies on HRD Practices*. New Delhi, India: Anmol Publications Pvt. Ltd.