



ADMINISTRATIVE BEHAVIOUR OF SECONDARY SCHOOL HEADS IN RELATION TO  
GENDER AND TYPES OF MANAGEMENT: A COMPARATIVE STUDY

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**Abstract**

The present investigation is aimed to assess the administrative behaviour of secondary school heads in relation to gender and types of management. Administrative Behaviour Scale (constructed and standardised by Dr. Hasen Taj) was administered on 24 secondary school heads. This study explored that (i) Male and female secondary school heads are differing in case of administrative behaviour; (ii) Administrative behaviour of male secondary school heads is more effective than the female secondary school heads; (iii) There is significant difference in administrative behaviour of secondary school heads belonging to Government/ Provincialised and Private schools and (iv) Administrative behaviour of secondary school heads belonging to Government/Provincialised is more effective than that of Private counterparts.

**Key Terms:** Administrative Behaviour, Secondary School Heads, Gender, Types of Management

**Introduction**

Since inception of human civilisation, management found its unique place in the social life. Though the concept of management is very popular in the fields like business and industry, still this concept is vitally used in the field of education also. It is due to the introduction of an effective management in educational system, that a number of activities can be planned, organised, controlled and co-ordinated properly, so that pre-fixed objectives of the concerned areas are achieved successfully. Administration involves management of an organisation. It is clear from this that administration is concerned with the human beings. Different human resources play a pivotal role for smooth functioning of school. The school human resources are going to cover individuals such as the teachers, students, head masters and the employees of the institution. All these individuals are treated as the potential power, centering round which the school is going to evolve and develop.

The role played by all the human resources especially the heads of the school is always significant. It is popularly said that as is the head, so is the school. Regarding the role of head-master, P. C. Wren opined "What the main spring is to watch, the flywheel to the machine or the engine to the steam ship, the headmaster is to the school. He is the seal and the school is the wax." The headmaster organises, administers, controls, co-ordinates, guides and directs every affair of the school. The administrative behaviour of the school heads placed a key position in this regard.



The term 'administrative behaviour' was first used by Halpin in the year 1966 in his paradigm for research on administrative behaviour. In his words, administrative behaviour is one that includes leadership act of any particular person who is administrator. In case of school, the senior teachers, assistant headmasters and supervisors are also administrators apart from head master. But in the practical sense, apart from head master, the leadership acts performed by other members in the school do not come under this purview.

### Review of Previous Literature

Different studies are already conducted on administrative behaviour. Some of them are mentioned below:

Kant, Ravi & Ranganavar, Bhimappa (2013) studied the administrative behaviour of school heads. Data revealed that there is a significant difference in organizational commitment and administrative behaviour of school heads.

Barpujari, Priyanki & Swargiyary, Jagat (2017) investigated secondary school Principals' administrative behaviour in the field of planning. It is found from the research that no significant difference is found in administrative behaviour of secondary school principals belonging to Provincialised and private schools in terms of planning. Again, the private secondary school principals have very high administrative behaviour in terms of planning in comparison to provincialised secondary schools.

Sivakumar, A. (2017) studied administrative behaviour of school head masters. Findings indicate that the administrative behaviour of school heads is significantly influenced by the nature of school, qualification and gender. Result also shows that there was no significant gender difference regarding administrative behaviour except for nature of the school.

Parkash, Jai & Hooda, Sushma Rani (2018) studied private and government high school head teachers' administrative behaviour. The study results shows that Male Head teachers working in Govt. and Private high Schools differed significantly in administrative behaviour related to organization area only. In planning, communication, decision-making and overall administrative behaviour, no significant difference between behaviour of male Head teachers working in Govt. and private high schools were found.

The previous researches indicate that lots of researches have conducted on administrative behaviour but findings were inconsistent. That is why there is a scope of research on administrative behaviour of secondary school teachers especially from Assam.

### Justification of the Study



The foundations of any good system of education rest upon good school management. After independence of our country, the goals and educational objectives to be followed have been redefined by the various commissions and committees. But the successful achievement of these objectives and realisation of goals depend upon the practical and effective management of schools. The success of effective management depends upon the efficiency, alertness, imagination, initiative and capability of its headmaster or principal. Regarding the role of headmaster, The Central Advisory Board of Education has expressed the opinion, "No scheme of educational reconstruction will produce the desired result unless it is administered with vision and efficiency. Person who plans with vision and executes with responsibility is virtually the headmaster. The school is aptly called the lengthened shadow of the headmaster because the character of the school reflects or proclaims the character of the headmaster." Headmaster is the guiding spirit of whatever is going on in the school and in this regard, administrative behaviour of the head of the schools play a pivotal role. School heads should function effectively in the areas like planning, organisation, communication and decision making which are the keys of administrative behaviour.

Research in administrative behaviour is not a new. Different studies are already undertaken in this field around the world. But after going through different reviews, it is seen that very few studies are undertaken in this field in Assam and especially in Kamrup district. This type of study will be helpful to realize the present status of administrative behaviour of secondary school heads and to improve the performance of school heads regarding different aspect of school administration like planning, organization, communication, decision making and leadership. It is also justified to investigate this problem as it helps to improve the quality of school education.

### Statement of the Problem

The problem of this study is stated as "Administrative Behaviour of Secondary School Heads in relation to Gender and Types of Management: A Comparative Study."

### Operational Definition of Key Terms

The following terms are defined to clarify their use in the context of this study:

- (i) **Administrative Behaviour:** By 'administrative behaviour' the investigator meant that behaviour of administrative personal performed regarding academic and administrative functions of school. It comprises planning, organization, communication and decision making.
- (ii) **Secondary School Heads:** The term used in this study for those administrator who (Regular or In-charge) are appointed in secondary schools of Kamrup district of Assam.



- (iii) **Gender:** A person's gender is a fact that they are male or female. In this study, the term represents the male and female secondary school heads.
- (iv) **Types of Management:** In this study, the term 'Types of Management' means the Government or Provincialised Secondary School directly managed by State Government and the Private Secondary School managed by private bodies.

### Objectives of the Study

The objectives of the study are as follows:

1. To compare the administrative behaviour of secondary school heads regarding gender.
2. To compare the administrative behaviour of secondary school heads on the basis of types of management.

### Hypotheses of the Study

Based on the objectives, the following hypotheses are formulated:

- H1: There is no significant different between male and female secondary school heads regarding administrative behaviour.
- H2: There is no significant different between Government/Provincialised and Private secondary school heads regarding administrative behaviour.

### Methods and Materials

- a) **Selection of Research Method:** Descriptive survey method is employed in this study to collect the necessary data. It is considered that this method is rendering the results of study more realistic and in tune with ground realities.
- b) **Population and Sample:** The population included for the purpose of the present study constitute all the secondary school heads of Kamrup district of Assam. Out of all these heads of secondary schools, 24 heads are selected as sample by applying Simple Random Sampling technique. The demographic profile of the selected sample are tabulated and stated below:

Sl. No.	Variables	Number
1	Gender	
	Male	15
		= 24



		Female	9	
2	Type of Management	Government/Provincialised	12	= 24
		Private	12	

- c) **Research Tool:** To verify the framed hypotheses, the **Administrative Behaviour Scale (ABS)** has been used in the present study. Administrative Behaviour Scale (1998) constructed and standardised by Dr. (Mrs.) Haseen Taj is used to measure the administrative behaviour of secondary school heads. The scale consists of 90 items with four areas such as Planning, Organization, Communication and Decision Making. The test-retest reliability of the scale is 0.85 (N=52) with a time gap of 4 weeks. The split-half reliability applying the Spearman-Brown formula has been found to be 0.83 (N=52). This scale has a high content, intrinsic, criterion related and item validity. The scores for the items of the scale are 4, 3, 2, 1 and 0 for Always, Frequently, Sometimes, Rarely and Never respectively.
- d) **Statistical Treatment:** In order to analyse and interpret the data, statistical techniques like Mean, Standard Deviation and t-test are used in this present study.

#### Analysis and Interpretation

Analysis and interpretation of the collected data are shown below:

**Table 1: Gender wise Mean, Standard Deviation (S.D.) and t-value for Administrative Behaviour of Secondary School Heads**

Sl. No.	Area	Male (15)		Female (9)		t-value	df	Remarks
		Mean	S.D.	Mean	S.D.			
1.	Planning	57.33	8.92	44.33	4.00	4.10	22	S**
2.	Organization	78.73	9.57	65.44	14.19	2.74	22	S*
3.	Communication	87.60	9.54	83.22	8.74	1.12	22	NS
4.	Decision Making	45.40	6.16	50.11	4.54	1.98	22	NS
Total		269.06	17.61	243.11	13.36	3.79	22	S**

S\*\*= Significant at 0.01 level; S\*= Significant at 0.05 level; NS= Not Significant

Table 1 reveals that the mean value of planning area of administrative behaviour for male and female secondary school heads are 57.33 and 44.33 respectively with standard deviations of 8.92 and 4.00. The calculated t-value



is 4.10 with df 22 which is significant at 0.01 level of significance. Regarding organisation area of administrative behaviour, the mean value for male and female secondary school heads are 78.73 and 65.44 respectively with standard deviations of 9.57 and 14.19. The calculated t-value is 2.74 with df 22 which is significant at 0.05 level of significance. Again, in the communication area, the mean value for male and female secondary school heads are 87.60 and 83.22 respectively with standard deviations of 9.54 and 8.74. The calculated t-value is 1.12 with df 22 which is not significant. In decision making area, the mean value for male and female secondary school heads are 45.40 and 50.11 respectively with standard deviations of 6.16 and 4.54. The calculated t-value is 1.98 with df 22 which is not significant.

And administrative behaviour as a whole, the mean value for male and female secondary school heads are 269.06 and 243.11 respectively with standard deviations of 17.61 and 13.36. The calculated t-value is 3.79 with df 22 which is significant at 0.01 level of significance. As a result, with 0.01 level of significance, the null hypothesis "There is no significant different between male and female secondary school heads regarding administrative behaviour" is rejected.

**Table 2: School Management wise Mean, Standard Deviation (S.D.) and t-value for Administrative Behaviour of Secondary School Heads**

Sl. No.	Area	Type of Management				t-value	df	Remarks
		Govt./Prov (12)		Private (12)				
		Mean	S.D.	Mean	S.D.			
1.	Planning	57.08	9.64	53.0	8.76	1.08	22	NS
2.	Organization	81.83	7.66	67.33	12.80	3.36	22	S**
3.	Communication	88.23	10.12	88.08	7.60	0.04	22	NS
4.	Decision Making	45.91	5.77	46.75	5.65	0.35	22	NS
Total		273.08	16.78	255.16	20.81	2.32	22	S*

S\*\*= Significant at 0.01 level; S\*= Significant at 0.05 level; NS= Not Significant

Table 2 reveals that the mean value of planning area of administrative behaviour for head teachers of Government/Provincialised schools and Private schools are 57.08 and 53.0 respectively with standard deviations of 9.64 and 8.76. The calculated t-value is 1.08 with df 22 which is not significant. Regarding organisation area, the mean value for head teachers of Government/Provincialised schools and Private schools are 81.83 and 67.33 respectively with standard deviations of 7.66 and 12.80. The calculated t-value is 3.36 with df 22 which is significant at 0.01 level of significance. Again, in the communication area, the mean value for



head teachers of Government/Provincialised schools and Private schools are 88.23 and 88.08 respectively with standard deviations of 10.12 and 7.60. The calculated t-value is 0.04 with df 22 which is not significant. In decision making area, the mean value for head teachers of Government/Provincialised schools and Private schools are 45.91 and 46.75 respectively with standard deviations of 5.77 and 5.65. The calculated t-value is 0.35 with df 22 which is not significant.

And administrative behaviour as a whole, the mean value for head teachers of Government/Provincialised schools and Private schools are 273.08 and 255.16 respectively with standard deviations of 16.78 and 20.81. The calculated t-value is 2.32 with df 22 which is significant at 0.05 level of significance. As a result, with 0.05 level of significance, the null hypothesis "There is no significant different between Government and Private secondary school heads regarding administrative behaviour" is rejected.

### Findings and Discussion

Major findings of this study are:

- (i) Male and female secondary school heads are differing in case of administrative behaviour. In terms of planning and organisation areas of administrative behaviour, significant difference is found between male and female secondary school heads. Again in the areas of communication and decision making area, no significant difference is found between male and female secondary school heads.
- (ii) Administrative behaviour of male secondary school heads is more effective than the female secondary school heads.
- (iii) There is significant difference in administrative behaviour of secondary school heads belonging to Government/ Provincialised and private schools. In terms of planning, communication and decision making of administrative behaviour, no significant difference found between secondary school heads belonging to Government/ Provincialised and private schools. And in terms of organisation, significant difference found between secondary school heads belonging to Government/Provincialised and private schools.
- (iv) Administrative behaviour of secondary school heads belonging to Government/Provincialised is more effective than that of private counterparts.

The results of the study show that gender and types of school management are contributory factors regarding administrative behaviour of secondary school heads. This result is in agreement with the results conducted by Chakravathy Shannista (2015), Deodas (2016) and Prakash & Hooda (2018). Again this investigation shows that administrative behaviour of male secondary school heads and secondary school heads belonging to Government/ Provincialised schools are more effective than female secondary school heads and private secondary school heads respectively. To improve the administrative behaviour of all head teachers especially of the female heads, in-serving training should be provided to senior secondary school teachers regarding



educational administration and management. Different MOOCs are available on online platform through which apart from female secondary school heads, secondary school heads of privately managed schools will be benefitted about their administrative behaviour. Training colleges should conduct training of innovative practices for different aspects of administrative behaviour of school heads. Financial needs and other resources should be provided by Government department to school for enhancement of quality of school education.

### Conclusion

Administrative behaviour is an important aspect of quality school education. In a secondary school, head teacher holds the key place. His/her ability and skills are chief force for successful school education. Planning, organisation, communication and leadership are some important components of administrative behaviour. Successful administrative behaviour in these areas is like remedies of administrative problems faced by secondary school heads.

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