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## **A Comparative Study on Leadership and Administrative Behaviour of Head Masters in Terms of Educational Planning**

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### **Abstract**

*This survey research investigated the leadership, attitude and administrative behaviour of Head Masters in teams of educational planning of rural and urban areas and also govt. and govt. aided higher secondary schools under affiliated to west Bengal education dept. & WBCHE. For doing so, a questionnaire was applied on 40 Head Masters from govt. and govt. aided higher secondary schools (rural and urban areas) under affiliated to WBCHE. The study is conducted by applying descriptive and analytical survey method. The objectives of the study are to study the leadership, attitude and administrative behaviour of rural and urban areas and also govt. and govt. aided higher secondary schools Head Masters in terms of educational planning and to make a comparative study on the leadership, attitude and administrative behaviour of rural and urban areas govt. and govt. aided higher secondary schools Head Masters in the area of educational planning. The data is analysed through simple frequency percentage, Mean, and data table representation. The findings of the study suggest that there is no significant difference in leadership, attitude, behaviour and administrative behaviour of Head Masters belonging to rural and urban areas higher secondary schools in terms of educational planning. Again, the govt higher secondary schools Head Masters have more very high administrative behaviour in terms of educational planning in comparison to urban govt aided higher secondary schools and there is no Head Masters from both rural areas higher secondary schools and urban areas higher secondary schools who have very low leadership and administrative behaviour in terms of educational planning.*

**Keywords: Attitude, Administrative Behaviour, Planning, Educational Development, Head Masters, Leadership.**

**Introduction:** The Head Masters belong a key position and adorable position in the administration of higher secondary schools. He/she has to give necessary advice and guidance to all teaching staff, students and others staff of the higher secondary schools. As an important component of the higher secondary schools administration the head masters has important roles and lot of responsibilities to play. Everything in the higher secondary schools, core work, functions of the governing body or school managing committee, the staff, the curriculum, methods and techniques of teaching, co- curricular activities, are organised by him/her. The efficiency of the higher secondary schools head masters depends on the ability and skill, personality and Professional competence. He/she is responsible for smoothly running of the higher secondary schools. The head of the institution is directly or indirectly responsible for anything and everything happens in the higher secondary schools

The Head Masters has an influential role to play in the development and success of the higher secondary schools. The progress, development and health of the institution depend on the leadership, attitude and administrative behaviour of the Head Masters. Administrative behaviour can be defined as the influence on in order to change affecting the explanation of events for the organisation to motivate its members to achieve the objectives and the maintenance of cooperative relationships and team work. The Head Masters plays influential role in the higher secondary schools and all the activities taking place in the institution revolves round him/her. Therefore, it is expected that the Head Masters should possess an efficient or high degree of administrative quality. Effective administrative behaviour believes in making right and responsible decisions for the benefit of the organisation or institution.

Administrative behaviour is the commitment of the decision makers to act, thereby committing the personnel, material and financial resources of the organisation. A very strong administration is very essential for the strong foundation of the higher secondary schools. One of the important dimensions of educational administration is planning and educational planning. The success of the higher secondary schools depends upon the overall planning of the Head Masters. The Head Masters needs to look after all the areas and component of higher secondary schools for the smooth function of the administration and organization. The Head Masters is responsible for the planning of material and non-material resources of the organisation or institution. Educational Planning is the process of systematic thinking for the achievement of success. It helps the Head Masters to choose or decide the best alternative of future action in relation to the objectives to be archived and the resources available for the purpose.

Some important variables of administrative planning are students, teachers, time table, content/ syllabus, method of teaching, evaluation, physical plant, management and purchase and distribution of material and non material resources and necessary services. An efficient And advance leader and administrator must be a good planner. Head Masters should possess certain qualities for successful educational planning. She/he should be able to take decisions at the right moment in the right places as soon as quickly as possible, she/ he should be able

to provide necessary help whenever required etc. There are some of the essential qualities of a Head Masters as a good planner.

Therefore the success of the institution or organisation fully depends upon the planning policies and strategies taken by the Head Master of the higher secondary schools.

**Significance of the study:** Higher secondary schools or secondary schools are the educational institutions and organizations where the future of the country is build. Higher secondary schools are one of the prime concerns of the whole educational process. Effective leadership and good positive attitude is the key factor of the success of any educational institutions. The success and development of the higher secondary schools mostly depends upon the administrative behaviour of the head master who is the hub of the entire educational institution. The development of the higher secondary schools depends on the nature and quality of leadership, attitude of head masters, management and administrative behaviour exhibited by the head of the institution. Without head masters effort higher secondary schools cannot bring any changes.

The head masters play an important role in educational planning processes of the higher secondary schools. The systematic planning of material and non- material resources of the higher secondary schools by the head master beforehand will decide the success of the higher secondary schools. So it is very necessary to study head masters' leadership and administrative behaviour in the area of educational planning for the success of the higher secondary schools. In the light of the above, therefore there is an urgent need to study the leadership and administrative behaviour of rural and urban areas higher secondary Head Masters in terms of educational planning. Thus, in the light of the above situation the present study becomes highly significant.

### **Objectives of the study:**

- To study the leadership, attitude and administrative behaviour of Head Masters in the rural and urban areas higher secondary schools in terms of educational planning.
- To study the leadership and administrative behaviour of rural and urban higher secondary schools Head Masters in terms of educational planning.
- To compare the leadership and administrative behaviour of rural and urban areas higher secondary schools Head Masters in terms of educational planning.

**Hypotheses:** There is no significant difference in leadership, attitude and administrative behaviour of rural higher secondary schools and urban areas higher secondary schools Head Masters in terms of educational planning.

### **Delimitations:**

1. The study is delimited to North 24 Parganas, district only.
2. The present study is limited to the rural higher secondary and urban higher secondary schools affiliated to WBCHSE.

**Statement of the problem:** The present investigation aims at studying the administrative behaviour of rural higher secondary schools and urban higher secondary schools Head Masters in terms of educational planning.

This study has been formulated under the following title:

***A COMPARATIVE STUDY ON LEADERSHIP, ATTITUDE AND ADMINISTRATIVE BEHAVIOUR OF RURAL AND URBAN AREAS HEAD MASTERS IN TERMS OF EDUCATIONAL PLANNING.***

**Methodology:** The investigator has tried to follow scientific method .The present study is based on descriptive and analytical Survey method.

**Population:** The population of the study is constituted of all the Head Masters of rural. higher secondary schools and urban higher secondary schools in West Bengal’s rural and urban areas.

**Sample:** In this study, a sample of 40 Head Masters (from North 24 parganas) has been taken with the help of simple random technique. Out of these 22 Head Masters from rural areas higher secondary schools and 18 from urban areas higher secondary schools. The sample distribution of the study is thus as follows,

**Tool used:** The present study was carried out with the help of a questionnaire based on multiple choice items developed by the investigator. The tool consists of 40 items with five (5) alternative responses, namely, **Always (A), Frequently (F), Sometime (S), Rarely (R),** and **Never (N)** pertaining to the activities in the higher secondary schools which are decided in advance before the commencement of the academic year. The items are on planning time phase, work phase and other schedules for the academic year, in terms of curricular and co curricular activities. The investigator established the reliability and validity of the tool.

Statistical implications Statistical techniques used in the study are:

1. Mean
2. Percentage
- 3 Table representations

**Data analysis and interpretations:**

**Objective-1:** To study the leadership and administrative behaviour of rural areas higher secondary schools Head Masters in terms of educational planning.

**Table 1:** Percentage of leadership and administrative behaviour of rural areas higher secondary schools Head Masters in terms of educational planning.

Description of Administrative Behaviour	Rural areas higher secondary schools	
	No. of head masters	%
Very high	2	8.70
High	0	0

Above average	8	35.24
Average/Moderate	8	35.60
Below average	2	10.18
Low	2	10.28
Very low	0	0
Total	22	100

**Interpretation:** The above table 1 indicates that only 8.70% of the total samples collected from rural areas higher secondary schools and have very high administrative behaviour in terms of educational planning. 35.24% Head Masters have above average and 35.60 % average leadership and administrative behaviour, 10.18 % have below average and 10.28% low leadership and administrative behaviour in terms of educational planning. No Head Masters from rural higher secondary schools have very low leadership and administrative behaviour in terms of educational planning.

**Objective-2:** To study the administrative behaviour of govt. aided higher secondary schools Head Masters in terms of planning.

**Table 2:** Percentage of administrative behaviour of govt. aided higher secondary schools Head Masters in terms of planning.

Description of Administrative Behaviour	Urban areas higher secondary schools	
	No. of head masters	%
Very high	3	16.67
High	2	11.11
Above average	6	33.33
Average/Moderate	4	22.22
Below average	2	11.11
Low	1	5.56
Very low	0	0
Total	18	100

**Interpretation:** The above table 2 indicates that 16.67 % of the total samples collected from urban higher secondary schools have very high leadership and administrative behaviour in terms of educational planning. Only 11.11% Head Masters have high, 33.33 % Head Masters have above average and 22.22 % average leadership and administrative behaviour in terms of planning, 11.1% have below average and low administrative behaviour in terms of educational planning. No Head Masters from urban higher secondary schools have very low administrative behaviour in terms of educational planning.

**Objective-3:** To compare the administrative behaviour of rural higher secondary schools and urban higher secondary’s Head Masters in terms of educational planning. There is no significant difference in leadership and administrative behaviour of rural and urban higher secondary schools Head Masters in terms of educational planning.

Therefore, the null hypothesis is accepted. It means there is no significant difference in leadership and administrative behaviour of rural higher secondary schools belonging to urban areas higher secondary schools in terms of educational planning.

**Major findings:** The observation reveals that the under graduate and post graduate higher secondary schools Head Masters have more very high administrative behaviour in terms of educational planning in comparison to rural Higher secondary schools. 22.2% Head Masters from urban higher secondary schools have very high administrative behaviour in terms of educational planning whereas; only 9.1% Head Masters from rural areas higher secondary schools have very high administrative behaviour. • No Head Masters from rural areas higher secondary schools have high leadership and administrative behaviour in educational planning but 11.1% Head Masters from urban areas higher secondary schools have high leadership and administrative behaviour in educational planning.

No Head Masters from both rural and urban higher secondary have very low leadership and administrative behaviour in planning.

The study also found that there is no significant difference in administrative behaviour of higher secondary schools Head Masters belonging to rural and urban higher secondary schools in terms of educational planning.

**Conclusion:** The findings of the study show that there is no significant difference in administrative behaviour of higher secondary Head Masters belonging to rural higher secondary schools and urban higher secondary schools in terms of planning. But in comparison to rural higher secondary schools head masters, urban higher secondary Head Masters have more very high administrative behaviour in the area of educational planning. No head masters from both rural higher secondary schools and urban areas higher secondary have very low leadership, very poor attitude and negative attitude and administrative behaviour in terms of educational planning.

The study reveals that the percentage of average leadership ,attitude and administrative behaviour in educational planning is more in both rural higher secondary schools and urban higher secondary schools head masters.

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