



## ADMINISTRATIVE BEHAVIOUR AND ALIENATION AMONG SCHOOL HEADMASTERS IN COIMBATORE DISTRICT

Dr. A. Sivakumar



### ABSTRACT :

*The main objective of this study was to find out the relationship between administrative behaviour and alienation among school headmasters in Coimbatore district. Survey method was employed for this study. 378 school headmasters were selected as sample. Data was analyzed by t-test and co-efficient of correlation. Result indicated that the level of administrative behavior and alienation among school headmasters is average. Major finding showed that there is very high negative relationship between administrative behaviour and alienation among school headmasters.*

**KEYWORDS :** *administrative behaviour and alienation.*

### INTRODUCTION

The administration of an educational institute should act according to the favor of students and also the teachers. The administrator should plan, implement and improve the academics. It is the main part of the institution which should guide and make others grow along with it. There are a few cases in which the administrative control is given to a person who does not deserve it. It is not just the administrative position. It holds many responsibilities for which a person should have management skills, academic skills etc. Decision-making caliber is required to be a good administrator. An effective headmaster is optimistic, full of confidence and keeps good relation with others. The headmaster has satisfactory attention towards teachers. The effective administrator maintains direct contact with the pupils of the school and helpful to the pupils. This may solve the problem of discipline because the pupil may come to know their headmasters. Effective headmaster is high in social ability.

The Headmaster associates successfully with others in the solution of problems. Helping teachers with problems of institution shall be his greatest job satisfaction. The Headmaster's relationship with community is also contributing to make him effective. The Headmaster's good relationship with parents and other members of society reduce so many problems and also carry good support inside and outside the school. Some thinkers are of the opinion that sound educational philosophy, high scholarship and professional training are needed for a successful headmaster. The Headmaster's primary interest for growing educational standard will affect his way of working. The Headmaster must have knowledge in social science, psychology, philosophy, sociology, economics and political science. The Headmaster must also keep scientific attitude and possess knowledge latest scientific development.

The word 'Alienation' may seem to be a prohibited and unliked word by all of us. The feeling of alienation may change a person's mind but at times it can lead to a dangerous situation which varies from one place to another. There are some people who voluntarily accept it and they enjoy it at times spending time with oneself but it is not applicable for all of us. Most of the people like to be surrounded by people and never allow themselves to be alone. Few of them look at alienation as the pain of isolation especially in a work place. The Headmaster's think that they are alienated when their presence does not contribute to the

department or the institution. The Headmasters cannot say that there is no need for a company in a working place but there is always a need for a companion in spite of any place. In case if a headmaster is appointed in a school which is far from his own place he would feel the alienation. In such cases the surrounding would be totally an unfamiliar one. The person feels alienated not only by the people around him but also by the place.

### NEED AND SIGNIFICANCE OF THE STUDY

The behaviour of the administration also has the influence over the academy of the students. In case if the headmaster does not work well the result of the academy may go down which affects the reputation of the institution. When the headmaster is disconnected with the institution his mistake would cause for creating alienation in the institution. It is not just the institution but also the society which gets affected. The pressurization of works leads me and other teachers to feel that they are alienated from the headmaster, own family and society. Groupism among the colleagues also makes them feel which may make them lack interest in the work and then it directly affects the students who is learning in that particular institution. The headmaster work under a great deal of stress while performing the duties. It is observed that headmasters transfer the stress they experience at school to their external lives. Lack of motivation, low performance and work alienation are observed in headmasters who experience stress in the institutions. Work alienation can be defined as finding the tasks at work meaningless, not receiving satisfaction from the relationships formed at work place, feelings of loneliness, incompetence, incapacity and losing hope for the future. Hence the researcher has made an attempt to the study of administrative behaviour and alienation among school teachers in Coimbatore district.

### OBJECTIVES OF THE STUDY

- To study the level of administrative behaviour and alienation among school headmasters.
- To find out whether there is any significant difference in administrative behaviour of school headmasters in terms of gender, locality of school, educational qualification, major subject, type of school, and year of experience.
- To find out whether there is any significant difference in alienation of school headmasters in terms of gender, locality of school, educational qualification, major subject, type of school, and year of experience.
- To find out the significant relationship between administrative behavior and alienation among school headmasters.

### HYPOTHESES

1. There is no significant difference in administrative behavior among school headmasters based on gender, locality of school, educational qualification, major subject, type of school, and year of experience.
2. There is no significant difference in alienation among school headmasters based on gender, locality of school, educational qualification, major subject, type of school, and year of experience.
3. There is no significant relationship between administrative behavior and alienation among school headmasters.

### RESEARCH METHOD & SAMPLE

Survey method was employed. A sample of 378 school head masters in Coimbatore district was selected by using simple random sampling technique.

### TOOLS

- Administrative Behaviour Sale by Prof. S. Sathiyagirirajan.

- Alienation Sale by Prof. S. Sathiyagirirajan.

## DATA ANALYSIS

**Table 1: Level of Administrative Behaviour and Alienation of School Headmasters**

|                |    |    | Administrative Behaviour | Alienation |
|----------------|----|----|--------------------------|------------|
| <b>N</b>       |    |    | 378                      | 378        |
| Mean           |    |    | 106.67                   | 42.05      |
| Std. Deviation |    |    | 31.18                    | 17.69      |
| Percentiles    | Q1 | 25 | 82.00                    | 40.00      |
|                | Q2 | 50 | 90.00                    | 43.00      |
|                | Q3 | 75 | 142.00                   | 47.00      |

Table-1 shows that the low, high and moderate groups were categorized in administrative behaviour and alienation. The value of Q1 and below was considered as low group, the value Q3 and above was considered as high group and the value in between Q1 and Q3 was considered as average group. The mean scores of the Administrative Behaviour and Alienation on headmasters are 106.67 and 42.05. The mean score fall between Q1 and Q3. Hence, the headmasters have an average level of administrative behaviour and alienation.

**Table 2: Administrative Behaviour of School Head Masters**

| Variables                 | Category   | N   | Mean   | SD     | t-value | p-value |
|---------------------------|------------|-----|--------|--------|---------|---------|
| Gender                    | Male       | 252 | 102.11 | 30.133 | 4.04    | 0.00**  |
|                           | Female     | 126 | 115.79 | 31.378 |         |         |
| Locality of School        | Rural      | 117 | 108.62 | 33.662 | 0.77    | 0.43    |
|                           | Urban      | 261 | 105.79 | 30.038 |         |         |
| Educational Qualification | UG         | 207 | 106.43 | 30.694 | 0.15    | 0.87    |
|                           | PG         | 171 | 106.95 | 31.863 |         |         |
| Major Subject             | Arts       | 189 | 105.05 | 29.546 | 1.00    | 0.31    |
|                           | Science    | 189 | 108.29 | 32.745 |         |         |
| Type of School            | Middle     | 108 | 110.67 | 31.721 | 1.56    | 0.12    |
|                           | High       | 270 | 105.07 | 30.886 |         |         |
| Year of Experience        | Below 10yr | 252 | 99.43  | 27.111 | 6.27    | 0.00**  |
|                           | Above 10yr | 126 | 121.14 | 33.775 |         |         |

\*\*Significant at 0.01 level.

From Table-2, the calculated t-values 4.04 and 6.27 are significant at 0.01 level. Thus there is significant difference in administrative behavior of school headmasters based on gender and years of experience. The calculated t-values 0.77, 0.15, 1.00 and 1.56 are not significant at 0.05 level. Thus there is no significant difference in administrative behavior of school headmasters with reference to locality of school, educational qualification, major subject, and type of school.

**Table 3: Alienation of School Head Masters**

| Variables                 | Category | N   | Mean  | SD     | t-value | p-value |
|---------------------------|----------|-----|-------|--------|---------|---------|
| Gender                    | Male     | 252 | 37.75 | 15.048 | 6.53    | 0.00**  |
|                           | Female   | 126 | 50.64 | 19.426 |         |         |
| Locality of School        | Rural    | 117 | 39.62 | 21.006 | 1.61    | 0.107   |
|                           | Urban    | 261 | 43.14 | 15.907 |         |         |
| Educational Qualification | UG       | 207 | 44.91 | 18.234 | 3.55    | 0.00**  |

|                     |            |     |       |        |      |        |
|---------------------|------------|-----|-------|--------|------|--------|
|                     | PG         | 171 | 38.58 | 16.400 |      |        |
| Major Subject       | Arts       | 189 | 41.29 | 19.024 | 0.83 | 0.403  |
|                     | Science    | 189 | 42.81 | 16.261 |      |        |
| Type of School      | Middle     | 108 | 46.08 | 19.492 | 2.64 | 0.00** |
|                     | High       | 270 | 40.43 | 16.682 |      |        |
| Years of Experience | Below 10yr | 252 | 40.96 | 14.786 | 1.48 | 0.14   |
|                     | Above 10yr | 126 | 44.21 | 22.309 |      |        |

**\*\*Significant at 0.01 level.**

Table-3 depicts that the calculated t-values 6.53, 3.55 and 2.64 significant at 0.01 level. Thus there is significant difference in alienation of school headmasters in terms of gender, educational qualification and type of school. The calculated t-values 1.61, 0.83 and 1.48 are not significant at 0.05 level. Thus there is no significant difference in alienation of school headmasters with regard to gender and years of experience locality of school, major subject and years of experience.

**Table 4: Relationship between Administrative Behaviour and Alienation of School Headmasters**

|  | N   | 'r' value | Remark                  |
|--|-----|-----------|-------------------------|
| <b>Administrative Behaviour vs. Alienation</b> | 378 | -0.79**   | Significant @0.01 level |

**\*\*Significant at 0.01 level.**

From Table-4, the r-value 0.79 is significant at 0.01 level. Thus there is very high negative relationship between administrative behavior and alienation of school headmasters. Hence, the hypothesis-3 is rejected.

### FINDINGS

- The level of administrative behavior and alienation among school headmasters is average.
- There is no significant difference in administrative behaviour of school headmasters with respect to locality of school, educational qualification, major subject and type of school.
- There is significant difference in administrative behaviour of school headmasters in terms of gender and years of experience.
- There is no significant difference in alienation of school headmasters based on locality of school, major subject and years of experience.
- There is significant difference in alienation of school headmasters with reference to gender, educational qualification and type of school.
- There is very high negative relationship between administrative behaviour and alienation among school headmasters.

### SUGGESTIONS FOR FURTHER RESEARCH

- The same study can be conducted among higher secondary school headmasters.
- It is suggested that a nation or statewide study can be carried out.
- The ongoing Research programmes in the State and Central Universities may be studied.
- A Replica of the present study may be conducted among private school headmasters.
- The similar study can be conducted for faculty members of the University and Colleges.
- In the present study questionnaire survey was used. Consequently, for future studies another instrument such as interview, experimental and observation schedule can be used, in order to understand more clearly about the teacher competency.

- Research Bodies (e.g., NCERT, UGC, ICSSR, CSIR, DST, NUEPA and University) have a significant influence on individual to engage in research activity. Hence, the influence of research bodies could be isolated and tested in future research.

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