



THE ROLE OF THE PRINCIPAL IN ADMINISTRATION

D. M. Arun Kumar

Assistant Professor, TMAEs College Gangacathi.

ABSTRACT :

One essential and binding feature of human relationship is to be a man of culture. If education produces such a man it has done its job nicely. A man of culture is an invaluable asset to society. Education develops social efficiency in people which implies social awareness, economic productivity, cultural and moral refinement. Education makes people fit for life. Fitting of the individual for a life with other fellows means that a man should be a good thinker, a good worker, a good leader and a good companion. Education tells the person how to play the game of life wisely and well on three play grounds—senses, skills and the soul.

KEYWORDS : Education develops, senses, skills and the soul.

INTRODUCTION

The principal holds the key position in the administrative network of the college. He is the hub of the college activity. He is the centre of the whole organization of the college. By virtue of his position, he is the challenged ruler of his estate and undisputed master of the show. Dr. Jaswant Singh says-- "On his ability and skills as a sound and effective educational leader depends the success of a college or college system. This success further depends on his experience, ability, efficiency, alertness, tact fullness, sociability, imagination and originality.

Today's principal is confronted with a good deal of responsibility of serving as an executive and as an educational leader. His overall responsibility for the administration of the college may be defined as an art and science of creativity integrating ideas, materials and persons into an organic, harmonious working unit for the achievement of a desired goal. In educational administration the maintenance of high standard of efficiency is very much needed.

The principal has to discharge a large number of responsibilities and perform multifarious duties. The duties of the principal indicate more specifically the range of educational activities.

These duties are;

- 1.Improving professionally himself and also the staff.
- 2.Improving the classroom instruction.
- 3.Improving the programme of studies.
- 4.Maintaining order and discipline.
- 5.Growing on the job.
- 6.Maintaining strong community relations.
- 7.Providing adequate facilities.
- 8.Developing professional ethics.
- 9.Suggesting fruitful ways in which problems might be approached or studied.
10. Allocating necessary organizational resources (time, consultants, source materials, equipments,



finances) to further work of staff members on problems of educational significance (Time and Resource management).

11. Assisting staff personnel towards maximum growth in terms of skills, information, values and processes that they be derived from in-service opportunities.
12. Interpreting and evaluating in-service experience of staff members.
13. Supporting the efforts of staff personnel motivated towards enquiry and the improvement of professional performances.

Leadership in administration is considered as essential because without which the work in the group and of the group cannot proceed.

Hypothesis-1: There is no significant difference between types of management (government, aided and unaided) with respect to infrastructure facilities of B.Ed. Colleges.

To achieve this hypothesis, the one-way ANOVA test was applied and the results are presented in the following table:

Table-1: Results of ANOVA tests between types of management (government, aided and unaided) with respect to infrastructure facilities of B.Ed. Colleges.

SV	DF	SS	MSS	F-value	P-value	Signi.
Between managements	2	304.3055	162.1528	251.3005	<0.01	S
Within managements	67	40.5659	0.6055			
Total	69	344.8714	162.7583			

From the above table, it is clearly that;

The types of management (government, aided and unaided) differ significantly with respect to infrastructure facilities of B.Ed. Colleges ($F=251.3005$, <0.01) at 0.01 level of significance. Hence, the null hypothesis is rejected and alternative is accepted. Which means that, the government, aided and unaided B.Ed. Colleges have different infrastructure facilities.

Hence, to know the significant difference among the pairs of types of management (government, aided and unaided) by applying the unpaired t-test and the results are presented in the following table:

Table- 1A: Results of t-test between pairs of types of management (government, aided and unaided) with respect infrastructure facilities.

Types of managements	Mean	Std.Dev.	t-value	p-value	Signi.
Government	13.6250	0.7440	7.2999	<0.01	S
Aided	10.6364				
Government	13.6250	0.9535	22.7679	<0.01	S
Unaided	7.600				
Aided	10.6364	0.6718	14.6284	<0.01	S
Unaided	7.600				

From the above table, it is clear that,

- The government and aided B.Ed. Colleges differ significantly with respect to infrastructure facilities ($t=7.2999$, <0.01) at 0.01 level of significance. Hence, the null hypothesis is rejected and alternative is accepted. Which means that, the government colleges have better infrastructure facilities than the aided B.Ed. Colleges.
- The government and unaided B.Ed. Colleges differ significantly with respect to infrastructure facilities ($t=22.7679$, <0.01) at 0.01 level of significance. Hence, the null hypothesis is rejected and alternative is

accepted. Which means that, the government B.Ed. Colleges have better infrastructure facilities than the un-aided B.Ed. Colleges.

- The aided and unaided B.Ed. Colleges differ significantly with respect to infrastructure facilities ($t=14.6284, <0.01$) at 0.01 level of significance. Hence, the null hypothesis is rejected and alternative is accepted. Which means that, the aided B.Ed. Colleges have better infrastructure facilities than the unaided B.Ed. Colleges.

OBJECTIVES OF THE STUDY.

1. To find out the relationship between administrative behavior of principals and location (urban and rural) of the B.Ed., Colleges.
2. To find out the relationship between administrative behavior and socio-economic status of principals of B.Ed., Colleges.
3. To find out the relationship between self rating of the principal and type of the management.
4. To find out the relationship between self rating and sex of the principals of B.Ed., Colleges.
5. To find out the relationship between self rating and age of the principals of B.Ed., Colleges.
6. To find out the relationship between self rating and educational qualifications of the principals of B.Ed., Colleges.

CONCLUSION:

Education tells the person how to play the game of life wisely and well on three play grounds senses, skills and the soul. Dr. Jaswant Singh says- On his ability and skills as a sound and effective educational leader depends the success of a college or college system. Today's principal is confronted with a good deal of responsibility of serving as an executive and as an educational leader. His overall responsibility for the administration of the college may be defined as an art and science of creativity integrating ideas, materials and persons into an organic, harmonious working unit for the achievement of a desired goal. Allocating necessary organizational resources to further work of staff members on problems of educational significance.

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