

## **Attitude towards Administration and Value Preferences of Heads of Primary, Secondary and Higher Secondary Schools in Theni District**

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### **Introduction**

Education is necessary for the survival of society. And it is the fundamental factor for the progress of the individual and society.

Education may be considered as a lifelong process. It begins and continues throughout life till death. A person is said to be educated when he acquires knowledge skills, attitudes etc. which are the product of group life at a great cost of time and suffering.

Education is internally complex in that we may intend to pass on a wide and varied range of theoretical and practical competences of attitudes and values.

Education to be complete must have five principal aspects relating to the five principal activities of the human being, the physical, the virtue, the mental, the psychic and the spiritual.

According to Tagore, Education is the all round development of the individual in harmony with universal, the supreme person, who has himself the various levels or planes of consciousness and experience corresponding to man's self, mind and soul.

Education is said to be an attempt at the development of a scale of values in children.

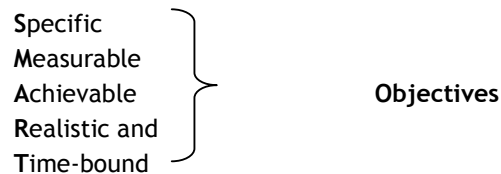
Though varied arguments are levelled against the concept of education, finally all of them conclude that education is to shape the behavioural of the students. The behavioural changes of the students take place generally in the formal institutions (schools). And the schools need effective administration to shape the students with positive and higher values, and make them a good citizen.

Administration is the most important concept, as far as effectiveness of an institution is concerned. Further, Administration is the systematic arrangement for the definite purpose to be fulfilled in an institution. So we need effective Administration for efficient functioning of the school. We know that 'Education' and 'Administration' are large and complex concepts. Many definitions may be found in the international literature available for the students in these fields of study. It is clear that no single definition in either field commands acceptance of all. Undoubtedly, they provide a basis for thinking about the management of a school as an organisation and the education of young people which schools are intended to provide.

The term 'Educational Administration' is very comprehensive. It is not just 'managing'. Managing is concerned with productivity alone by any means. It is what Peter Druker has called "Educational Administration" as, "Management by objectives" in contrast to "Management by control".

"Carter V. Good, in Dictionary of Education state, All those techniques and procedures employed in operating the educational organisation in accordance with established policies is defined as 'Educational Administration'."

Educational Administration helps, 'HEADS' to be smart in their Administration, by having



A value is well defined as an endeavour which satisfies need system, psychological as well as physiological. Almost all human beings have the same physiological needs, but they differ in their psychological needs, and hence there exists difference in their styles of life. 'Values' means things that have 'value'. Values are ideals, standards, principles, a moral code or a code of ethics. Values are the cultural norms of the society in which the individual is brought up. Values influence and guide our behaviour directly and indirectly. They are scripted in our consciousness. Value Education is the "Value-add" education for the complete man. Values have to be caught, they cannot be taught directly.

In India many investigators have studied about Educational Administration, Administrative behaviour of the Heads of the school. Here some of those studies presented.

PATIL studied the administrative behaviour of Headmasters of secondary schools in Karnataka. (2001)

Taj Haseen made a study on, a search for interaction of Dispositional and situational variables on the administrative behaviour of school Heads. (1989)

Chauha made study of the characteristics of Innovative Educational Administrative of Gujarat State. Maria Fleria, conducted a study on "Value Priorities of the Heads of Higher Primary Schools of Dakshina Kannada District and the association of these values with their Socio-Economic status, Sex, Location of the school and Type of School Management." (1993). Diwan, Rashmi made a study that explores leadership behaviour and value patterns among school principals of West District of Delhi (1993).

Foreign Investigator: Sati Anna made a study on the Development and Reform of school Administration in Greece (2009). Kowalski, Theodore presented a study about the need to address evidence-based practice in Educational Administration. Joses David,

Holdway Edward have made a research on Academic Leadership (1985). Frick, William C. made a study on “Principals Value - Informed Decision Making”, Intrapersonal Moral Discord and pathways to resolution (2009). John Nalbandian attempted a study on the Values of Public Administrators (1983).

#### **The Problem Restated**

The problem of the study is stated in the form of a question as follows.

“To what extent are Administrative behaviour and Value Preferences of Heads of Primary, Secondary and Higher Secondary Schools in THENI District related?”

#### **The Objectives of the Study**

The objectives of the study are

- To find out the differences between the ‘HEADS’ of Higher Secondary Schools, High Schools, and Primary Schools in the attitude towards Administrative Behaviour and Value Priorities.
- To find out the relationship between Administrative attitude and Value Priorities of the ‘HEADS’ of Higher Secondary Schools, High Schools and Primary Schools.
- To structure the profile showing the differences between the ‘HEADS’ of Higher Secondary Schools, High Schools and Primary Schools in Administrative Attitude and Value Priorities.

#### **Hypothesis**

- There will be significant difference between ‘HEADS’ of Higher Secondary Schools, High Schools and Primary Schools in the Administrative Attitude and Value Priorities.
- There will be significant relationship between Administrative Attitude and Value Priorities of ‘HEADS’ of Higher Secondary Schools, High Schools and Primary Schools.
- ‘HEADS’ of Higher Secondary Schools, High Schools and Primary Schools differ significantly in terms of the Attitude towards Administration Behaviour and Value Priorities.

#### **Methodology**

##### **Sample Design**

For the analytical study the investigator had chose the ‘Theni District’ as the study area. The ‘HEADS’ of Higher Secondary Schools, High Schools and Primary Schools were selected as the population of the study. The investigator adopted the Random sampling method for deriving sample for the study. HEADS of schools were selected randomly. 50 Higher Secondary School Head Masters, 50 High School Head Masters and 50 Primary School Head Masters were selected. Totally 150 samples were selected for the study.

##### **Instrumentation**

To measure the Attitude towards Administration of HEADS, the investigator used a 15 item rating scale, originally developed by Dr. J.P. Srivastava (1980). It is a five point rating scale varying from the response strongly Agree to Strongly Disagree. In order to

measure the Value Priorities of the 'HEADS' of the school, the investigator used a value scale in the patten of Allport, Lindzey and Vernon scale constricted by R. Michael. The items in this scale are intended to measure the relative preference priority of the subjects on different values.

#### Data Analysis

The administered tools were scored and the individual scores were tabulated and processed for interpretation as the nature of existence of the variables pertaining to the problem on task. In interpretation for differential studies 't' test significance had been relied upon r-test as well as profile were also used. The sample had been analysed by splitting up into various small groups like HEADS of Higher Secondary, High Schools and Primary Schools to find out the features that were in contrast in Attitude towards Administration.

#### Analysis

#### Differential Studies among Administrative Attitude with Value Priorities Higher Secondary School Vs. High School

The following table 1 furnishes Attitude towards Administrative behaviour and Value Priorities of the 'HEADS' of Higher Secondary Schools and High Schools.

**Table 1 Heads of Higher Secondary Vs. High School**

| S. No. | Variables               | Group | Mean  | S.D  | 't' test Value | Level of Significance |
|--------|-------------------------|-------|-------|------|----------------|-----------------------|
| 1      | Human Value             | HHSS  | 72.48 | 7.02 | 0.75           | NS                    |
|        |                         | HHS   | 71.02 | 9.74 |                |                       |
| 2      | Social Value            | HHSS  | 64.92 | 7.45 | 0.16           | NS                    |
|        |                         | HHS   | 64.64 | 7.98 |                |                       |
| 3      | Aesthetic Value         | HHSS  | 60.16 | 6.97 | 1.22           | NS                    |
|        |                         | HHS   | 61.96 | 8.07 |                |                       |
| 4      | Political Value         | HHSS  | 58.14 | 6.76 | 0.17           | NS                    |
|        |                         | HHS   | 58.40 | 7.32 |                |                       |
| 5      | Religious Value         | HHSS  | 58.48 | 8.99 | 0.15           | NS                    |
|        |                         | HHS   | 58.26 | 8.66 |                |                       |
| 6      | Administrative Attitude | HHSS  | 40.82 | 5.85 | 0.39           | NS                    |
|        |                         | HHS   | 40.40 | 5.71 |                |                       |

HHSS - Higher Secondary Schools; HHS - High Schools

From the above table 1 it is inferred that there is no significant difference between the Heads of Higher Secondary Schools and High Schools in Attitude towards Administration and Value Priorities (viz.) Human Value, Social Value, Aesthetic Value, Political Value and Religious Value as whole.

#### Hypothesis tested

#### Research hypothesis (h<sub>r</sub>)

There is significant difference between Heads of Higher Secondary Schools and High Schools in their attitude towards Administrative behaviour and Value Priorities (viz.). (Human Value, Social Value, Aesthetic Value, Political Value and Religious Value).

**Null Hypothesis (H<sub>0</sub>)**

There is no significant difference between Heads of Higher Secondary Schools and High Schools in their attitude towards Administrative behaviour and Value Priorities (viz.). (Human Value, Social Value, Aesthetic Value, Political Value and Religious Value).

Based on the analysis of relevant data (table 1) the following inferences drawn.

| S. No. | Variable                | Heads of Hr. Secondary School and High School |                |   |
|--------|-------------------------|---|----------------|---|
|        |                         | H <sub>0</sub>                                | H <sub>R</sub> | S |
| 1      | Human Value             | A   | R              | - |
| 2      | Social Value            | A   | R              | - |
| 3      | Aesthetic Value         | A   | R              | - |
| 4      | Political Value         | A   | R              | - |
| 5      | Religious Value         | A   | R              | - |
| 6      | Administrative Attitude | A   | R              | - |

H<sub>0</sub> - Null Hypothesis;

H<sub>R</sub> - Research Hypothesis;

A - Accepted;

R - Rejected;

S - Significance;

**High School Vs. Primary School**

The following table 2 furnishes Attitude towards Administrative behaviour and Value Priorities of the 'HEADS' of High Schools and Primary Schools.

**Table 2 Heads of High School Vs. Primary School**

| S. No. | Variables               | Group | Mean  | S.D  | 't' test Value | Level of Significance |
|--------|-------------------------|-------|-------|------|----------------|-----------------------|
| 1      | Human Value             | HHS   | 71.02 | 9.74 | 1.27           | NS                    |
|        |                         | PS    | 68.36 | 8.42 |                |                       |
| 2      | Social Value            | HHS   | 64.64 | 7.98 | 0.57           | NS                    |
|        |                         | PS    | 63.58 | 7.27 |                |                       |
| 3      | Aesthetic Value         | HHS   | 61.96 | 8.07 | 0.84           | NS                    |
|        |                         | PS    | 60.62 | 7.99 |                |                       |
| 4      | Political Value         | HHS   | 58.40 | 7.32 | 1.46           | NS                    |
|        |                         | PS    | 60.72 | 7.53 |                |                       |
| 5      | Religious Value         | HHS   | 58.26 | 8.66 | 0.40           | NS                    |
|        |                         | PS    | 58.94 | 9.40 |                |                       |
| 6      | Administrative Attitude | HHS   | 40.40 | 5.71 | 2.21           | 0.05                  |
|        |                         | PS    | 38.12 | 5.17 |                |                       |

HSS - High Schools; PS - Primary School;

From the above table 2 it is inferred that there is no significant difference between the Heads of High Schools and Primary Schools in Value Priorities (viz.) Human Value, Social Value, Aesthetic Value, Political Value and Religious Value as whole.

There is significant difference between 'HEADS' of High Schools and Primary Schools in the attitude towards Administration at 0.05 level of significance in favour of Heads of High Schools.

**Hypothesis tested****Research hypothesis (h<sub>r</sub>)**

There is significant difference between Heads of High School and Primary School in their attitude towards Administrative behaviour and Value Priorities (viz.). (Human Value, Social Value, Aesthetic Value, Political Value and Religious Value).

**Null Hypothesis (H<sub>0</sub>)**

There is no significant difference between Heads of High School and Primary School in their attitude towards Administrative behaviour and Value Priorities (viz.). (Human Value, Social Value, Aesthetic Value, Political Value and Religious Value).

Based on the analysis of relevant data (table 2) the following inferences drawn.

| Sl. No. | Variable                | HEADS of High School and Primary School |                |             |
|---------|-------------------------|---|----------------|-------------|
|         |                         | H <sub>0</sub>                          | H <sub>R</sub> | S           |
| 1       | Human Value             | A                                       | R              | -           |
| 2       | Social Value            | A                                       | R              | -           |
| 3       | Aesthetic Value         | A                                       | R              | -           |
| 4       | Political Value         | A                                       | R              | -           |
| 5       | Religious Value         | A                                       | R              | -           |
| 6       | Administrative Attitude | R                                       | A              | High School |

H<sub>0</sub> - Null Hypothesis; H<sub>R</sub> - Research Hypothesis;

A - Accepted; R - Rejected; S - Significance;

**Higher Secondary School Vs. Primary School**

The following table 3 furnishes Attitude towards Administrative behaviour and Value Priorities of the 'HEADS' of Higher Secondary Schools and Primary Schools.

**Table 3 Higher secondary school vs. Primary school**

| S. No. | Variables               | Group | Mean  | S.D  | 't' test Value | Level of Significance |
|--------|-------------------------|-------|-------|------|----------------|-----------------------|
| 1      | Human Value             | HHSS  | 72.48 | 7.02 | 3.01           | 0.01                  |
|        |                         | PS    | 68.36 | 8.42 |                |                       |
| 2      | Social Value            | HHSS  | 64.92 | 7.45 | 0.99           | NS                    |
|        |                         | PS    | 63.58 | 7.27 |                |                       |
| 3      | Aesthetic Value         | HHSS  | 60.16 | 6.97 | 0.34           | NS                    |
|        |                         | PS    | 60.62 | 7.99 |                |                       |
| 4      | Political Value         | HHSS  | 58.14 | 6.76 | 1.75           | NS                    |
|        |                         | PS    | 60.72 | 7.53 |                |                       |
| 5      | Religious Value         | HHSS  | 58.48 | 8.99 | 0.24           | NS                    |
|        |                         | PS    | 58.94 | 9.40 |                |                       |
| 6      | Administrative Attitude | HHSS  | 40.82 | 5.85 | 2.55           | 0.05                  |
|        |                         | PS    | 38.12 | 5.17 |                |                       |

HHSS - Higher Secondary Schools; PS - Primary Schools

From the above table 3 it is inferred that there is no significant difference between the Heads of Higher Secondary Schools and Primary Schools in the four factors of Value Priorities (viz.) Social Value, Aesthetic Value, Political Value and Religious Value as whole.

There is significant difference between 'HEADS' of Higher Secondary Schools and Primary Schools in the factor of Human Value at 0.01 level of significance in favour of Heads of Higher Secondary Schools; And in the Attitude towards Administration at 0.05 level of significance in favour of Higher Secondary Schools.

#### Hypothesis tested

##### Research hypothesis ( $H_r$ )

There is significant difference between Heads of Higher Secondary School and Primary School in their attitude towards Administrative behaviour and Value Priorities (viz.). (Human Value, Social Value, Aesthetic Value, Political Value and Religious Value).

##### Null Hypothesis ( $H_0$ )

There is no significant difference between Heads of Higher Secondary Schools and Primary Schools in their attitude towards Administrative behaviour and Value Priorities (viz.). (Human Value, Social Value, Aesthetic Value, Political Value and Religious Value).

Based on the analysis of relevant data (table 3) the following inferences drawn.

| S. No. | Variable                | HEADS of Higher Secondary School and Primary School |       |                  |
|--------|-------------------------|---|-------|------------------|
|        |                         | $H_0$   | $H_R$ | S                |
| 1      | Human Value             | R   | A     | Higher Secondary |
| 2      | Social Value            | A   | R     | -                |
| 3      | Aesthetic Value         | A   | R     | -                |
| 4      | Political Value         | A   | R     | -                |
| 5      | Religious Value         | A   | R     | -                |
| 6      | Administrative Attitude | R   | A     | Higher Secondary |

$H_0$  - Null Hypothesis;

$H_R$  - Research Hypothesis;

A - Accepted;

R - Rejected;

S - Significance;

#### Interpretation Phase I

This section furnishes the interpretation of Heads of Higher Secondary Schools, High Schools and Primary Schools in their Attitude towards Administration and Value Priorities.

There is no significant difference between 'Heads' of Higher Secondary Schools and High Schools in their Attitude towards Administrative behaviour and Value Priorities (viz.) Human Value, Social Value, Aesthetic Value, Political Value and Religious Value as whole.

There is no significant difference between 'Heads' of High Schools and Primary Schools in Value Priorities (viz.) Human Value, Social Value, Aesthetic Value, Political Value and Religious Value as whole.

There is significant difference between 'Heads' of High Schools and Primary Schools in their attitude towards Administration at 0.05 level of significance in favour of Heads of High Schools.

There is no significant difference between 'Heads' of Higher Secondary Schools and Primary Schools in the four factors of Value Priorities (viz.) Human Value, Social Value, Aesthetic Value, Political Value and Religious Value as whole.

There is significant difference between 'Heads' of Higher Secondary Schools and Primary Schools in their factor of Human Value at 0.01 level of significance in favour of Heads of Higher Secondary Schools; And in the Attitude towards Administration at 0.05 level of significance in favour of Heads of Higher Secondary Schools.

### **Findings**

#### **Differential studies**

This section furnishes the interpretation of Heads of Higher Secondary Schools, High Schools and Primary Schools in their attitude towards Administration and Value Priorities.

There is no significant difference between 'HEADS' of Higher Secondary Schools and High Schools in their attitude towards Administrative behaviour and Value Priorities (viz.) Human Value, Social Value, Aesthetic Value, Political Value and Religious Value as whole.

There is no significant difference between 'HEADS' of High School and Primary School in their attitude towards Administrative behaviour and Value Priorities (viz.) Human Value, Social Value, Aesthetic Value, Political Value and Religious Value as whole.

There is significant difference between 'HEADS' of High Schools and Primary Schools in their attitude towards Administration at 0.05 level of significance in favour of Heads of High Schools.

There is no significant difference between 'HEADS' of Higher Secondary Schools and Primary Schools in the four factors of Value Priorities (viz.) Human Value, Social Value, Aesthetic Value, Political Value and Religious Value as whole.

There is significant difference between 'HEADS' of Higher Secondary Schools and Primary Schools in their factor of Human Value at 0.01 level of significance in favour of Heads of Higher Secondary Schools; And in the Attitude towards Administration at 0.05 level of significance in favour of Heads of Higher Secondary Schools.

#### **Relationship Studies**

Administrative Attitude has substantial positive relationship with Political Value with Headmasters (in the sub-group of High School).

Administrative Attitude has low positive relationship with Religious Value (in the sub-group of Primary School Headmaster, and sample as whole).

Administrative Attitude has negligible positive relationship with Human Value and Religious Value (in the sub-group of Higher Secondary School Heads as whole); Social Value (in the sub-group of High School); Human Value (in the sub-group of Primary School); Political Value in the sample as whole.

Administrative Attitude has low negative relationship with Human Value (in the sub-group of High School Heads); Political Value (in the sub group of Primary School); Aesthetic Value in the Sample as whole.



Administrative Attitude has negligible negative relationship with Social Value (in the sub group of Higher Secondary, Primary and Sample as whole); Political Value (in the sub group of Higher Secondary School); Aesthetic Value (in the sub-group of Higher Secondary School, High School and Primary School Heads); Religious Value (in the sub group of High School); and in Human Value with the sample as whole.

#### **Profile of the Subject**

This section deals with the interpretation of profile down from the 'HEADS' of Higher Secondary School, High School and Primary School in Value Priorities such as Human Value, Social Value, Aesthetic Value, Political Value, Religious Value and Attitude towards Administration as whole.

The inferences drawn from the profiles of different levels are given below.

Both 'HEADS' have higher level of stanine value in Human Value. Heads of Higher Secondary have higher level in Religious Value and Administrative Attitude as whole 'HEADS' of High School have higher level in Social Value and Aesthetic Value as whole.

Both 'Heads' of Higher Secondary and High School are lower level in Political Value. 'Heads' of Higher Secondary have lower level in Social Value and Aesthetic Value as whole. 'Heads' of High School have lower level in Religious Value and in Administrative Attitude as whole.

Both 'Heads' of High School and Primary School have higher level of stanine value in Aesthetic Value. 'HEADS' of High School have higher level in Human Value, Religious Value and in Administrative Attitude. 'HEADS' of Primary School have higher level in the Political Value.

Both 'Heads' of High School and Primary School have lower level of Stanine Value in Social Value. Heads of High School have lower level in Political Value. 'Heads' of Primary School have lower level in Human Value, Religious Value and Administrative Attitude.

'HEADS' of Higher Secondary School have higher level in Human Value, Social Value and in Administrative Attitude as whole. 'Heads' of Primary School have higher level in Aesthetic Value, Political Value and Religious Value.

'HEADS' of Higher Secondary School have lower level in Aesthetic Value, Political Value and Religious Value. 'Heads' of Primary School have lower level in Human Value, Social Value and in Administrative Attitude as whole.

#### **Limitations of the Study**

An attempt was made to provide some meaningful solutions to read problems pertained to the Attitude towards Administration of 'HEADS' of schools from the grass root level in the present study. Like most of the studies it has also its own limitations.

The Area of research is confined to the Theni District. The researcher had included only 50 Higher Secondary School Head Masters, 50 High School Head Masters and 50 Primary

School Head Masters for his study. The study had been limited to measure the impact of Value Priorities on Attitude towards Administration with limited components for each of the measuring scale.

Like all other resources, no time and cost factors come across as reasonable hurdles in the path of research as a routine.

The investigator had to limit the study on select kinds of values because the further values are beyond the scope of this study.

Apart from these limitations the study was carried out systematically. The findings are relevant only for the Headmasters of Theni Revenue District.

#### **Scope of Further Research**

The solutions found out to the prevailing problems in the present context may not serve as enduring ones. But they can guide the further researches as a light house by enlightening their routes to the highly branched problems. Some of the vital problems which can be dealt in future by the researches are as follows.

1. The researcher has selected only 'HEADS' of schools as his target population. This can be extended to the Teachers and Principals of colleges.
2. This type of study can be done using different areas of Values.
3. This study can be extended to schools in other districts of Tamil Nadu.
4. In addition to this study, effect of other factors like, Mental Health, Physical Health, Stress, on Administrative Attitude can be studied.
5. All the above correlates and studies may extend to Assistant Educational officers also.