



# **"A Comparative study of the administrative skills of the principals of Kendriya Vidyalayas and Government Secondary Schools of Agra region including Moradabad District and its impact on Academic achievement of students"**

---

**NARENDRA KUMAR**

(Research Scholar)

Department Of Education, Hindu College, Moradabad

**DR. SUSHIL KUMAR**

(Associate Professor)

Department Of Education, Hindu College, Moradabad

---

## **ABSTRACT-**

The Principal holds an important and respectable position in the school administration. His work is not merely mechanical or routine but dynamic in nature. He regularly strives to improve the educational activities of the school. Along with being the head of the institution, he also provides leadership to his teachers, non-teaching staff and students. The entire educational dynamism of the school rests on the efficient administrative leadership of the Principal. In such a situation, there should not be even the slightest stain of distrust or doubt on the Principal. The complexity and importance of the Principal's work is proved by the fact that he not only has to check his staff members and subordinates, but on some occasions he has to display sympathetic behavior towards his personnel.

The present research study focuses on the administrative skills of the Principals of Kendriya Vidyalayas and Government Secondary Schools and its effects on the school system and the educational achievement of the students. There is a need to investigate the factors related to the administrative environment and educational activities in educational institutions. This may help in identifying the factors responsible for the crisis in the education system as well as in suggesting whether, by strengthening the administrative system in schools, the education system can be made more productive, useful and satisfactory for students, teachers and members of the communities where the functioning of educational institutions is at stake.

## **KEYWORDS -**

**Kendriya Vidyalaya, Government Secondary School, Principal,  
Administrative Skills, Academic Mobility, Efficient Administrative Leadership.**

## **INTRODUCTION –**

The importance of schools in modern society is universally accepted. School enriches the life of an individual socially and culturally and plays an important role in the development of his personality. Through education, school helps in the preservation and transmission of culture from one generation to the other and fulfills the contemporary needs of the society, the most important need among these is the development of a personality full of independent and democratic understanding, who is adept in collective life, common interests and objectives, free interaction, cordial cooperation and the use of socialized intelligence and believes in the preservation of all these sentiments. In this era of democracy, preparing good citizens is the most important task of our education system. The present society is making difficult and challenging demands for employment-oriented education. This has increased the responsibilities of the school towards the society and the challenges and educational work have become relatively complex for the principals, who are the actual administrators of the school. The post of the principal in the school is the most important and prestigious. In fact, the principal is the person on whom the success and failure of the educational environment of the school depends. He uses his administrative powers for the efficient implementation of the policies and programmes of the education department and coordinates with the school management to guide the teachers, staff and students of the school in their assigned roles. He also acts as a liaison officer between the school management and the staff. He is not only a scholar of his subject knowledge but as an administrative officer of the school, good character, deep sympathy, understanding and tactfulness are included in his personality.

We are aware of the fact that the concept of administration and administrator has undergone a great change. It can be said that the Principal has evolved from being a "top man" who was responsible for relatively achieving the educational objectives of the school, to a "partner man" who worked closely with his management, fellow teachers, staff and many others. Works closely with other people and shares aspects of decision making, authority and responsibility with them. Generally, most of the principals of schools become principals after working as teachers or vice-principals for many years without doing any course in "school management/administration". They lack theoretical knowledge about various managerial skills and administrative skills which discourages efforts to improve the educational environment of the school and educational upliftment. In the present research study, the administrative skills of the principals of Kendriya Vidyalayas and government secondary schools of Agra region including Moradabad district and its impact on school system and educational achievement of students have been studied so that the level of administrative

skills in the principals of Kendriya Vidyalayas and government secondary schools can be ascertained and the administrative activities involved in the schools can be improved.

## **STATEMENT OF PROBLEM -**

**"A study of the administrative skills of the principals of Kendriya Vidyalayas and Government Secondary Schools of Agra region including Moradabad district and its impact on school system and educational achievement of students"**

## **OBJECTIVES -**

1. To Study the conceptual skills of Kendriya Vidyalayas and Government Secondary Schools principals.
2. To Study the human skills of Kendriya Vidyalayas and Government Secondary Schools principals.
3. To Study the technical skills of Kendriya Vidyalayas and Government Secondary Schools principals.
4. To Study the overall Administrative skills of Kendriya Vidyalayas and Government Secondary Schools principals.

## **HYPOTHESIS -**

1. There is no significant difference between conceptual skills of Kendriya Vidyalayas and Government Secondary Schools principals.
2. There is no significant difference between the human skills of Kendriya Vidyalayas and Government Secondary Schools principals.
3. There is no significant difference between the technical skills of Kendriya Vidyalayas and Government Secondary Schools principals.
4. There is no significant difference between the overall Administrative skills of Kendriya Vidyalayas and Government Secondary Schools principals.

## **DELIMITATION -**

1. The present research has been done on Kendriya Vidyalayas and Government Secondary Schools of Agra region including Moradabad district.
2. In the present research study, 25 Kendriya Vidyalayas and 25 Government Secondary Schools have been taken as sample.
3. The present study has been limited to secondary schools only.

## **METHODS AND PROCEDURE OF THE STUDY –**

The method selected was **descriptive survey method** which meets the requirements of the study of the problem.

### 1. TOOLS USED IN THE STUDY.

The tool used for this investigation was **Administrative skills questionnaire** for principals Prepared by Researcher itself.

### 2. SELECTION OF THE SAMPLE.

Random Sampling techniques are used for this study. Sample size for this study is only 50 principals.

## ANALYSIS AND INTERPRETATION OF DATA.

The Analysis of data is carefully organized, tabulated and classified. the investigator used certain Statistical Techniques to analyse the data, than was interpreted parroted on the basis of analysed facts. The data collected through the use of various tools are raw. It should be Systematized and organised, I. e. Edited, classified and tabulated before it serves any purpose.

### 1. Conceptual skills among Principals of Kendriya Vidyalayas And Government Secondary Schools

This subsection deals with comparative analysis of data pertaining to conceptual skills of the Principals of Kendriya Vidyalayas and Government Secondary Schools as given by the sample.

**Table 1.**

Conceptual skills of Principals of Kendriya Vidyalayas And Government Secondary Schools.

Variable	Academic Achievement	N	Mean	S.D.	T Value	Remark
	Kendriya Vidyalayas	25	60.79	5.86		The T Value is significant at 0.05 level of significance

Conceptual Skill	Government Secondary Schools	25	56.84	5.64	2.4283	
------------------	------------------------------	----	-------	------	--------	--

Table 1.1 reveals that for the conceptual skills mean score and S. D. of Principals of Kendriya Vidyalayas is 60.79 and 5.86 respectively and mean score and S. D. of Principals of Government Secondary Schools is 56.84 and 5.64 respectively.

As per the table 1.1 the mean score of principals of Government Secondary Schools is somewhere in range of above average in Conceptual skills and that of Principals of Kendriya Vidyalayas is very near to the highly skilled in Conceptual skills.

The calculated T-value is 2.4283. As this value is significant at 0.05 significance level, the null hypothesis that " There is no significant difference between conceptual skills of Kendriya Vidyalayas and Government Secondary Schools principals." is rejected. Thus, it may be inferred that the conceptual skills of Principals of Kendriya Vidyalayas are better than the Principals of Government Secondary Schools. So there is a significant difference in the conceptual skills of Administration among the Principals of Kendriya Vidyalayas And Government Secondary Schools.

## 2. Human skills among Principals of Kendriya Vidyalayas And Government Secondary Schools.

This subsection deals with the analysis of data pertaining to human skills of the Principals of Kendriya Vidyalayas and Government Secondary Schools as given by the sample.

**Table 2.**

Human skills of Principals of Kendriya Vidyalayas And Government Secondary Schools.

Variable	Academic Achievement	N	Mean	S.D.	T Value	Remark
----------	----------------------	---	------	------	---------	--------

Human Skill	Kendriya Vidyalayas	25	120.63	11.59	3.6515	The T Value is significant at 0.05 level & 0.01 level of significance
	Government Secondary Schools	25	106.85	14.89		

Table 2.1 reveals that for the Human skills mean score and S. D. of Principals of Kendriya Vidyalayas is 120.63 and 11.59 respectively and mean score and S. D. of Principals of Government Secondary Schools is 106.85 and 14.89 respectively.

As per the table 2.1 the mean score of principals of Government Secondary Schools is somewhere in range of above average in Human skills and that of Principals of Kendriya Vidyalayas is very near to the highly skilled in Human skills.

The calculated T-value is 3.6515. As this value is significant at 0.05 & 0.01 significance level, the null hypothesis that "There is no significant difference between the human skills of Kendriya Vidyalayas and Government Secondary Schools principals." is rejected. Thus, it may be inferred that the Human skills of Principals of Kendriya Vidyalayas are better than the Principals of Government Secondary Schools. So there is a significant difference in the Human skills of Administration among the Principals of Kendriya Vidyalayas And Government Secondary Schools.

### **3. Technical skills among Principals of Kendriya Vidyalayas And Government Secondary Schools.**

This subsection deals with the analysis of data pertaining to human skills of the Principals of Kendriya Vidyalayas and Government Secondary Schools as given by the sample.

#### **Table 3.**

Technical skills of Principals of Kendriya Vidyalayas And Government Secondary Schools.

Variable	Academic Achievement	N	Mean	S.D.	T Value	Remark
Technical Skill	Kendriya Vidyalayas	25	120.86	8.29	3.8826	The T Value is significant at 0.05 level & 0.01 level of significance
	Government Secondary Schools	25	107.64	14.87		

Table 3.1 reveals that for the Human skills mean score and S. D. of Principals of Kendriya Vidyalayas is 120.86 and 8.29 respectively and mean score and S. D. of Principals of Government Secondary Schools is 107.64 and 14.87 respectively.

As per the table 3.1 the mean score of principals of Government Secondary Schools is somewhere in range of above average in Technical skills and that of Principals of Kendriya Vidyalayas is very near to the highly skilled in Technical skills.

The calculated T-value is 3.8826. As this value is significant at 0.05 & 0.01 significance level, the null hypothesis that "There is no significant difference between the technical skills of Kendriya Vidyalayas and Government Secondary Schools principals." is rejected. Thus, it may be inferred that the Technical skills of Principals of Kendriya Vidyalayas are better than the Principals of Government Secondary Schools. So there is a significant difference in the Technical skills of Administration among the Principals of Kendriya Vidyalayas And Government Secondary Schools.

#### **4. Overall Administrative skills among Principals of Kendriya Vidyalayas And Government Secondary Schools.**

This subsection deals with the analysis of data pertaining to Overall Administrative skills of the Principals of Kendriya Vidyalayas and Government Secondary Schools as given by the sample.

**Table 4.**



Overall Administrative skills of Principals of Kendriya Vidyalayas And Government Secondary Schools.

Variable	Academic Achievement	N	Mean	S.D.	T Value	Remark
Overall Skill	Kendriya Vidyalayas	25	222.91	18.65	6.8439	The T Value is significant at 0.05 level & 0.01 level of significance
	Government Secondary Schools	25	180.05	25.87		

Table 4.1 reveals that for the Overall Administrative skills mean score and S. D. of Principals of Kendriya Vidyalayas is 222.91 and 18.65 respectively and mean score and S. D. of Principals of Government Secondary Schools is 180.05 and 25.87 respectively.

As per the table 4.1 the mean score of principals of Government Secondary Schools is somewhere in range of above average in Overall Administrative skills and that of Principals of Kendriya Vidyalayas is very near to the highly skilled in Overall Administrative skills.

The calculated T-value is 6.8439. As this value is significant at 0.05 & 0.01 significance level, the null hypothesis that " There is no significant difference " between the overall Administrative skills of Kendriya Vidyalayas and Government Secondary Schools principals." is rejected. Thus, it may be inferred that the Overall Administrative skills of Principals of Kendriya Vidyalayas are better than the Principals of Government Secondary Schools. So there is a significant difference in the Overall Administrative skills of Administration among the Principals of Kendriya Vidyalayas And Government Secondary Schools.

## **EDUCATIONAL IMPLICATIONS -**

In fact, the success of an educational institution depends on its proper management and administration. The management and administration of educational institutions are directly related to its educational quality. If the management of an institution is not good or its administrative style is not appropriate, then its educational quality will also be



poor. Getting the teachers to teach to their full potential depends on the administrative capabilities of the principals. If he does not know or has very little knowledge about human behavior, then he will not be able to do proper administration. Educational administration is actually a new element, which is directly related to planning education, arranging or managing education, etc. The main objective of educational administration is to achieve the pre-established/determined goals of education in a timely manner. This includes ensuring the availability of useful equipment in schools and division of work among subordinate staff, etc., which is directly related to educational quality.

In other words, educational administrators of any educational institution work as architects working behind the scenes, who implement proper classroom strategies to promote a favorable learning environment with qualities like foresight. They ensure that all the organs of an educational institution work in harmony, proactively address challenges as they arise with a sense of collective responsibility and create a conducive environment for achieving educational excellence. In short, educational administration is seen as educational management. It ensures the availability of resources in educational institutions, their proper operation and management, etc. so that educational quality can be promoted.

## REFERENCES

1. **Aggarwal, J.C(1988)**. *Educational Administration, School Organisation and Supervision*. New Delhi: Arya Book Depot.
2. **Bhatnagar, R.P. & Aggarwal, V. (1997)**. *Educational Administration, Supervision, Planning and financing*. Meerut : Surya Publications.
3. **Blumberg, A. & Greenfield; W. (1986)**. *The Effective Principal: Perspectives on School Leadership*. Boston: Allyn and Bacon.
4. **Jacobson, Reavis and Logsdon (1956)**. *The Effective School Principal*. Englewood Cliffs, N.J: Prentice-Hall.
5. **Morphet, Reller and John (1981)**. *Educational Administration: Concepts, Practices, Issues*. Englewood Cliffs, NJ: Prentice-Hall.
6. **Mukerji, S.N. (1963)**. *Secondary School Administration; Its Principles and foundation in India*. Baroda: Acharya Book depot.
7. **Panda, B.K., (2001)**. *Nothing But The School: What The Head Can Do, A Proposition For The Developing Countries*. New Delhi: Anamika Publishers and Distributor (P) Ltd.

8. **Johnson, J.D. (1994).** *School Organization Climate and The Principals Leadership Characteristics (A Report)*. Emerging Challenges. New Delhi: CBSE.
9. <https://shodhganga.inflibnet.ac.in/>
10. <https://scholar.google.com/>
11. <https://www.academia.edu/>
12. <http://www.nuepa.org/org/libdoc/olibrary.htm>
13. <https://ncert.nic.in/ncertltd/about/glance.html>