

Need For Extensive Research in Educational Administration System in India

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ABSTRACT

India has a glorious past of its Education system. The present system has its root in the European Model, transplanted in India by the British rulers. After 68 years of freedom India has not yet been able to evolve a system of her own, based on traditions of Indian culture and history. Some casual innovations and experiments, done here and there, have failed to bring about the desired changes, despite the fact that we have a rich heritage to education, right from the ancient period. The formal educational administration in modern India is hardly about one hundred years old. The research in this field is naturally much younger. Moreover, it seems interesting that the earliest studies in Indian system of educational administration were conducted outside India and some of them by foreigners. There have been, as at present, two main sources of research in this field- Master's and Doctoral theses and research projects undertaken by individuals, groups and institutions. In this world of science and technology, educational administration is likely to get enriched with latest knowledge. Till date Research in this field is not up to the mark. So a genuine need has been felt to touch all those areas in educational administration which were neglected earlier. The present article is a small attempt to throw some light on the above concerned subject.

Introduction

Indian civilizations is one of the most ancient civilizations in the world. The most glorious aspect of the civilization has been that it focuses on instilling humanitarian values [Manav Nirman] among individuals by developing qualities like empathy, compassion and sensitivity which strengthen spirit of oneness and brotherhood and promote peace in society. There was a complete autonomy of organizations and administration of educational institutions in Vedic Periods when “Ashrams” flourished. The Universities of Nalanda, Vikram Shila, Odantpuri and Vallabhi were very prominent seats of learning having autonomous status, controlled democratically by the elected teachers. Even in the Muslim rule in India, “Mukhtabs” and “Madarsa” flourished under the generous patronage of the Muslim rulers but without any administrative control over them. The British as traders and as rulers were unable to provide any formal organization and administration to education during the first two hundred years of their rule in this country.

Perhaps the Woods Despatch of 1854 was the beginning of a systematic and regular governmental control over educational institutions and proved to be providing far reaching

consequence in providing education. With the passage of time the shape of the educational administration underwent several changes-from central control to provincial control; and further decentralization by instituting district, sub-division and block level control agencies.

Status of Research in Educational Administration after Independence

In Indian universities, up to the period 1955, a small number of doctoral thesis were completed in the field of Educational Administration. This number went up to 31 Ph. Ds and 20 non-Ph. Ds research projects by the year 1971-72. Since not many doctoral thesis were submitted to any Indian University by 1950, doctoral research in this field can be taken as a post-Independence Phenomenon. However, the number of Master's dissertations in this field rose from a meagre three in the pre-independence India to 185 up to 1966, recording a substantial increase. The percentage of these dissertations remained at about 4.7% in comparison to all the Masters' dissertations submitted in the field of Education.

Research is essentially a state of mind- a friendly, welcoming attitude towards change. The second survey of Research in Education reports 86 research studies in the field of educational administration during the period 1972-78. It is evident that the field of educational administration was ignored and failed to attract the attention of educational researchers during the pre-Independence era and even after independence the quantum of research in the field has rather been meagre.

The studies have shown a greater reliance on human relations approach. Administrators' role is now viewed in the light of effective personnel management, teachers' social needs, psychological needs, and skills in human engineering. The descriptive and compiling kind of researches are being replaced by analytical, interpretative, cross-sectional and intra-groups comparisons. An effort is being made to identify new factors and concepts in this field. Hence there is a noticeable change in the matter of approach and treatment of data. A feeble trend to use sophisticated statistical techniques such as factorial analysis and other multi-variate methods has also come up and visible.

The researchers have started taking interest in applying the models of administration already adopted in other fields to the field of educational administration. Therefore, the process of extra-polatory research has now started, which is likely to enrich the field of educational administration by collecting the fund of knowledge accumulated by other better industrial management.

Yet there are some areas in this field which have been neglected by the researchers in India. These include: administrative climate of various types of educational institutions; administrative behaviour of principals and other Heads of institutions; problems of human relations between

various sections of the human factors, parents and the like; evaluation and its role as a feedback device; institutional planning; decentralized educational planning; development of models for devising a machinery for educational planning in India; development and try outs of models of training of educational administrators in managerial skills and procedures of planning; models of University administrative bodies, like syndicates, senates, academic councils, executive councils; and the new role of educational administrators vis-à-vis the vast social, scientific, technological and materialistic changes in Indian society.

Third Survey of Research in Education

The third survey of Research in Education 1978-1983 gives the following year-wise back up of the studies and projects conducted in the field of educational management and administration. The progress of research in the field of educational management and administration in the initial stages was rather slow. However, the progress registered a marked upward trend during the second half of sixties and continued with the same trend during the later years. A look at the phenomenal increases of research studies during seventies and early eighties presents a very encouraging picture. According to the Third Survey, the following subjects attracted the attention of the researchers:

1. Universalization of elementary education
2. Effective introduction of innovations.
3. Social-psychological perspective covering variables like :
 - (i) Organizational climate, (ii) classroom climate, (iii) teacher morale, (iv) leadership behaviour, (v) Job motivation (vi) role conflict and, (vii) role performance.

Areas Ignored

The following subjects have been ignored or very less has been researched by the researchers:

1. No research has been conducted with regard to the use of innovative models of management and administration.
2. Scant attention has been paid to primary stage and collegiate stage.
3. Crucial factors influencing the universalization of education.
4. Development and trying out leadership training programmes.
5. Role conflict in an education institution.
6. Critical analysis of Education Acts.
7. Institutional viability in terms of size and curriculum offering.
8. Evaluation of management practices adopted by different educational agencies and effective functioning and management of colleges.

Researches studies on the topics mentioned above can be undertaken to further strengthen the field of educational administration. Some of the recent developments in the science of educational administration which need the attention of researchers are given below:

Educational Administration in Science

Whenever men engage in activity-plays, games or work, there arises a need for organization with the purpose to lighten the efforts involved or to improve or increase whatever is produced. The evidence of organization is available even in simple work situation where a man is working by himself. The importance of organization increases as two or more people are associated in the accomplishment of a particular job. In the modern world two important factors account for greater emphasis or proper organization and administration of institutional or group efforts.

The high level of technological development coupled with need for a division of labour, is a big contributor to the significance or value of proper organizational, administrative and administrative machinery. The complexity of human endeavours, the concern for keeping the cost low and at the same time achieving the goals to their maximal extent, rule out the use of a trial and error approach to the management of institutions including those concerned with the imparting of education to the young and the old.

The nature of management in an educational institutional is likely to differ from that meant for business, industrial concern or defence personals. This is due to the fact that the relationship between the managers and the managed in educational institutions is entirely of a different kind than what generally prevails in factory, in a business shop or in a defence organization. The distinction is further heightened when we realize that education is a service agency without any profit motive. The raw material-- the young children, teachers, parents with which an educational administrator work is quite different from that used by other types of administrators. The common notion that administration is an act which can be learnt only by practice, is no more accepted and it has been increasingly agreed upon that training, education and practice, as well as natural ability are all factors in the development of a high level of managerial ability. Among these factors, the modern emphasis is on training and education. The basis of this emphasis is the fact of growing awareness on our part that administration is a rational field of human activity which lends itself to both analysis and synthesis and about which cause-and-effect relationships can be clearly established.

Guilck's efforts in preparing a list of underlying principles and practices and pointing out certain cause-and-effect relationships common with other types of administration places emphasis on building a theory of educational administration and putting it to empirical tests. Fortunately a vast amount of research evidence has been produced and brought about and to add to our knowledge of the administrative process. Our counting efforts and growing concern about the theory building marks, has led to emerge a true science of educational administration.

Operations Research

Operations research brings to management a new technique for administrative decision-making. The terms "Operations" and "Technique" stress the fact the operations research deals with processes rather than equipment. It is a method for solving problems or making decisions. "Operation research is a scientific method of providing executive departments with a quantitative basis for decisions regarding the operations under their control." (MORSE) The success of the wide spread use of the same operations research in industrial organizations paves the way for its use in educational administration. The need for the introduction of this innovation will increase as the complexity of school systems grow. In more advanced countries, large school system and several educational administration departments have already started showing interest in this field. The educational administrator everywhere in the world is faced with the cruel dilemma having to choose from among a variety of tempting alternatives regarding the utilization of these limited sources, raw materials, man power, time and energy.

In India, there are vast potentials of the application of operations research to educational system. Some of the features of our system are very conducive to the utilization of this technique. The operations research presumes that the "total system" be taken into consideration. In India most of the schools and within the largest system government schools as well operate as a total system and are not autonomous. Major budgetary functions are co-ordinated and curriculum plans are framed by some central authority. The heavy burden of education on central and state budgets makes it highly desirable to use operational researches for optimal allocation of resources, within the constraints of limited provisions. This implies the use of sophisticated research techniques including operations research and system analysis. Hence one of the priorities of research in educational administration is the preparation of models for more effective management of Indian schools.

Constraints on Management

The process of management must start with the question "where we stand" before we think of "where to go". There are two important types of constraints on the management---Societal based constraints and Institution-based constraints. Societal constraints include location, finance, parental attitudes, social backgrounds, language policies, given curriculum and the like. Institutional constraints may be indicated by the student-strength, teacher-strength, examination results, inspections and their reports, quantum and quality of extracurricular activities, awards and prizes won by the institution, behavior of the students and the like. It is only when a true and realistic picture of these constraints is available to the manager that a decision can be taken. No serious efforts have been made by the Indian researchers to identify these constraints vis-à-vis a particular school system in the absence of a lack of research attitude on the part of the administrator, action research has also not been undertaken.

Mass Education v/s Individualized Education

One of the major concerns in our schools is that of establishing a balance between the concept of mass education and the recognition of individual talent and creativity. All efforts are being directed towards accomplishment of the goal of “education for all” and no attention is being given to education for an “individual”. If we let the individual talent bury itself under the debris of mass education, we shall be dubbed as men without vision and India will not be able to occupy a respectable place in the community of nations and we shall have to wait for decades for the emergence from the masses of scientists and engineers of world standards. Hence the educational administrator should be oriented to keep a balance between the two approaches while providing educational facilities. The educational researcher can help in identifying individualized education.

Input and Output Factors.

Another potent area which should attract the attention of the educational researchers is the study of factors of input and output in educational institutions. A multiplicity of systems exists on Indian educational scene. At the schools education level we have Public Schools, wholly or partly residential, run on western style with English as medium of instruction and commanding a high level prestige. These schools have attracted a lots of criticism, both in parliament and outside. Public Schools include schools run by private managements without any government aid. The schools run by the government are such as Sainik schools. Then, there is a network of government schools run on ordinary non-public lines. A third category, the counterpart of the latter is the system of privately managed and aided schools.

It would be worthwhile to study the factors responsible for better output in the public schools and in some good privately managed schools with a view to suggest improvement in the system of education for the man in the street. Similar studies need to be conducted to explain the difference in the output of good college and bad colleges, rural institutions and urban institutions, boys’ institutions and girls’ institutions.

Resource Allocation

The education budgets of all the countries in the world are increasing every year yet there is growing demand for a greater resources allocation for education. The developing countries need enormous funds for the expansions of education. The developed countries need for modernization of health, communication and other service agencies, and are competing for higher revenues from the national and state exchequer. It is an unending process and has proved to be a big drain on every country’s resources. Hence a section of economists and educationists have started giving a serious thought to the question how to control economy in educational spending? “Can education meet its own cost? How can new resources be generated? How can

the available resources be utilized to an optimum level.” The tax payer is demanding a probe into the benefit-cost ratio of various innovations and projects.

Thus, the task of the educational planner and the administrator has become more difficult. There is a need for research for devising principles and criteria for the allocation of an educational budget to various types of institutions. How can the limited resources conserved through economy and restructuring the system? It is generally alleged that the poor countries like India indulge in many luxurious ways of spending, like on schools and college buildings, laboratory equipment, playgrounds, furniture and other assets of permanent nature. These items are put to use for only 6 to 8 hours a day while remain idle for 16 to 18 hours every-day. Full-fledged laboratories and staff are provided for a few students without any effort to pool the resources and save the expenditure. Research in these aspects is needed to save this colossal loss of the scarce resources.

Research tools

There is a general dearth of tools of research in the field of educational administration. Perhaps this is the single most important factor which has affected the growth of research studies in this field. It has also kept the studies at the descriptive level, thus lowering down the quality of research in this field. There is a need for the development and adaptation of research tools like Kelvin R. Smith Morale Questionnaire the Ohio Rating scale; Gillman’s questionnaire; USA F Questionnaire: Walker’s Civil Service Questionnaire and Socio-metric Measures devised by Cattell and Stice.

Leadership Styles

An authoritarian principal expects both teachers and students to follow directions and requires complete obedience from them. The atmosphere is marked by abundance of rules and regulations and punishments and lack of purpose and initiative on the part of students and teachers. The permissive principle’s main concern is to keep the ‘boat afloat’ and keep the “rockers” at an arm’s length. He rarely initiates action and exerts influence. Consequently, teachers start becoming autonomous. Lack of administrative support or initiative may give rise to difficulties. A participative principal’s work, on the other hand, is bases on participation, consultation, and discussion. In many countries, studies have been conducted to show the effect of leadership styles on the performances of people. Since the head of the institution holds a key position, it would be worthwhile to identify the leadership of managerial styles of India headmasters, principals and education officers. Fundamental research for building a theory in this respect is the need of the day. The Theory so developed will also identify the types of teachers and students for whom various types of leadership styles are best suited. It may also imply a need to relate leadership style to bureaucratization, school size, type and level of school and finally attempt to predict the leadership style and failure of the administration under a particular leadership type.

Conclusion

Educational administration as human process, is very much influenced and controlled by various factors, such as ‘philosophical, psychological, sociological, historical and political’. A movement leading to enrich the arena of educational administration with latest innovations is greatly required to get fruitful results. Researchers need to find out various avenues for productive research activities in this field. Stakeholders of education can play an important role in developing and providing various research opportunities for educationists, so that objectives of education can be achieved successfully.

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