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OCCUPATIONAL ASPIRATION AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

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ABSTRACT

In the competitive world, Occupational Aspiration and Academic Achievement of the students are very essential. Higher Secondary stage is an important stage of a student's life. The present study was undertaken to see the Occupational Aspiration and Academic Achievement of Higher Secondary students in Kamrup Metropolitan District of Assam. The present study mainly emphasized on the difference of the Occupational Aspiration of Higher secondary students in the context of gender. This paper also study the relationship between occupational aspiration and academic achievement of the students. For this purpose, 100 students from 10 educational institutions were taken as sample of the study. For this study Descriptive Survey method was applied. The study revealed that there is significant difference of Occupational Aspiration of male and female students and there is a significant relation between occupational aspiration and academic achievement. This paper also explores the various levels of occupational aspiration of the students.

Keywords: Occupation, Aspiration, Academic Achievement, Occupational Aspiration, Higher Secondary, Students, Gender.

INTRODUCTION

Today, the world is very competitive. Good performance has played an important role in the student's life. In the present situation, occupational aspiration and academic achievement of students are the most important part of whole academic life.

The word "aspiration" implies expectation to achieve something. "Occupational aspiration" refers to a goal that one has set up regarding his/her profession. Occupational aspiration is a term which includes individual hopes, expectations which are related to present job market.

Academic achievement is the sum of the knowledge and experience that a person has acquired in a subject. Academic achievement can be determined to extent to which a student can master in a particular subject. Normally, Academic achievement can be measured through examination. It is a way through which we measured the performance of the students, knowledge and understanding.

Today, the world became a one village, every information can be shared within one second. Each parents wants good academic achievement of their children. So, students' community should have occupational aspiration and strong academic achievement particularly in the Higher secondary stage students. The present study mainly deals with the occupational aspiration and academic achievement of Higher secondary students of Kamrup Metropolitan district of Assam.

For the development of a country, productivity, vocational aspect, strong academic achievement of students are essential. Students are the future of a nation. Occupational aspiration and academic achievement are the key factor of successful career. Positive career attitude, occupational information, goal – selection, problem solving capacity are essential for higher secondary students.

On the other hand, Higher secondary stage of education is the stage after which the students decide the

way of their career. High level of career opportunity demands strong academic achievement. Thus, the investigator selected the occupational aspiration and academic achievement of higher secondary students.

Kumar Sanjive(2000) studied on "vocational maturity of 10 +2 Students of the academic and vocational stress in relation to personality , achievement motivation and socio- economic status" The study revealed that vocational maturity of girls students are higher.

Kainthola,R(2016) studied on " Academic achievement and occupational aspiration of secondary level students in relation to their self -esteem and socio-economic status. The study revealed that there is no significant relationship between academic achievement and occupational aspiration.

Gupta. S. and Kumari S. (2017) conducted a study on "occupational aspiration of secondary school students in relation to their self-confidence". The study mainly emphasized on studying the relationship between occupational aspiration and self-confidence.

Various studies are conducted related to vocational aspiration / occupational aspiration and academic achievement. But it is clear from the review that no study has been done in the relation between occupational aspiration and academic achievement of higher secondary students particularly in Kamrup Metropolitan District of Assam.

OBJECTIVES OF THE STUDY

- To study the occupational aspiration of students.
- To study the occupational aspiration of male and female students.
- To examine the relationship between occupational aspiration and academic achievement of students.

HYPOTHESES

Ho2 There is no significant difference in male and female students regarding occupational aspiration.

Ho3 There is no significant relation between occupational aspiration and academic achievement of students.

METHODOLOGY

The researcher applied Descriptive Survey method for the investigation.

POPULATION AND SAMPLE OF THE STUDY

The population of the present study includes all students from Educational Institution of Kamrup Metropolitan District in class XII Arts stream in session of 2021- 2022. The investigator has taken 100 students from 10 Educational Institution of Kamrup Metropolitan District as a sample of the study.

SAMPLING TECHNIQUE

For selection of the sample for the study the investigator used random sampling technique. Out of 100 sample the investigator selected 60 female and 40 male students from 10 educational institutions.

Tool plays an important role in the research process. For collecting the data, investigator used standardized tool from National psychological corporation, Agra. The investigator has selected the following tool for the study.

Occupational Aspiration Scale by Dr. J.S. Grewal (Bhopal)

This scale was developed by Dr. J. S. Grewal, Retd. Professor of Education, Regional College of Education. In the scale, there are many questions related to job.

To find out the academic achievement of the sample students, score obtained by students in last HSLC

examination will be considered as their academic achievement.

For collecting secondary data, the investigator visited different Libraries of the state and consulted various books, journals, and websites related to the topic.

STATISTICAL TECHNIQUE USED

The investigator used various statistical techniques to analyze the data. These are-

- Percentage
- t-test
- correlation

RESULT AND DISCUSSION

Objectives wise analysis of the data are given below:

Objective 1: To study the occupational aspiration of students.

Table: 1

Percentage of Occupational Aspiration

Occupational Aspiration	Percentage
High Aspiration	20%
Average Aspiration	65%
Low Aspiration	15%

From the above table, it has been revealed that 20% students have high occupational aspiration. It means they have some knowledge, idea, information about occupational aspiration. 65% students have average Aspiration. And 15% students have low occupational aspiration. They have no aims about their career.

Objective 2: To study the occupational aspiration of male and female students.

Ho2 There is no significant difference in male and female students regarding occupational aspiration.

Table: 2

Mean Value and SD Score of Occupational Aspiration of Male and Female Students

Gender	N	Mean	SD	df	t value	Level of significance
Male	40	15.2	20.5	98	3.85	*s
Female	60	20.3	25.4			

*s significant at both level of significance

From the above table, it has been found that mean and SD of male are 15.2 and 20.3 respectively and mean and SD of female are 20.3 and 25.4. The calculative t value of male and female is 3.85 which is greater than table value. So, t value is significant at both levels of significance. Here, null hypothesis is rejected. Therefore, it can be interpreted that there is a significant difference in male and female students regarding occupational aspiration.

Objective no.3

To examine the relationship between occupational aspiration and academic achievement of students.

Ho3 There is no significant relation between occupational aspiration and academic achievement of students.

In order to study the relationship between occupational aspiration and academic achievement of the students the investigator applied Pearson's Co-efficient of Correlation technique. The results are shown in the following table.

Table: 3

Co-relation between occupational aspiration and academic achievement of the students

Variable	N	Mean	SD	Pearson's Correlation	Level of Significance
Occupational Aspiration	100	130.5	22.5	.203	*S
Academic Achievement		122.4	25.3		

*S means significant at .05 level

The result presented in the table 3 reveals that there is a positive low correlation between occupational aspiration and academic achievement of students. The result depicted in the table 3 shows that the null hypothesis is rejected at .05 level of confidence interval. It means that there is a significant relationship between occupational aspiration and academic achievement of the students.

FINDINGS OF THE STUDY

- It is revealed that 20% students have high occupational aspiration. They have many information about occupation, strong determination etc.
- 65% students have average occupational aspiration.
- 15% students have low occupational aspiration. They have no information about occupation, no aims about the carrier.
- The study revealed that there is significant difference of male and female students regarding their occupational aspiration.
- The study also revealed that there is a relationship between Occupational Aspiration and academic Achievement of student. It means the students who have high occupational aspiration they also have good academic achievement.

The present study reflected the occupational aspiration and academic achievement of higher secondary students. It shows various level of occupational aspiration of the students. The study will help students, teachers, parents and other community people to aware about students' career at the higher secondary stage. The idea of the study will help to utilize as a counselling service in school for the benefit of the career maturity of the students. The study also helps to know the relationship between occupational aspiration and academic achievement of students.

CONCLUSION

Students are the future of the country. The basic condition to choose a right career for higher secondary stage is occupational aspiration. There is a link between occupational aspiration and academic achievement. Both are important for students' future. So, the present study emphasized on the occupational aspiration and academic achievement of the higher secondary students. Proper goal selection, planning, positive attitude, occupational information helps student to select a right career in their life. Thus, the researcher hoped that the present study will help every stockholder like parents, teachers, administrators, and policy makers to make students as the useful member of the society.

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Changing Scenerio in North East India

Education, Society, Language & Literature

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NEP 2020 And Mainstreaming of IKS : Challenges and Opportunities for Indian Knowledge System

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ABSTRACT

The present paper mainly deals with the challenges and opportunities for Indian knowledge system. This paper aims to explore the problems related with the Indian knowledge system. This paper explores the obstacles hindering the recognition, preservation, and application of indigenous knowledge. The study also discusses the various opportunities related to IKS. By embracing Indigenous knowledge and addressing the challenges it faces, it can foster more equitable, sustainable, and culturally diverse world.

Key Words : NEP 2020, Indian Knowledge System

INTRODUCTION

Higher Education plays an extremely important role in promoting human as well as social wellbeing. Education develops a deep sense of respect towards the fundamental rights, duties and constitutional values, bonding with one's country, and conscious

awareness of one's role and responsibilities in a changing world. The National Education Policy 2020 aims to transform the Indian education system using holistic approach of learner. The Indian knowledge system is an important area of NEP 2020. Indian knowledge system includes Vedic Civilization and Indigenous civilization. It is a systematic transfer of knowledge from generation to generation.

The NEP 2020 recommended that knowledge from ancient India, the indigenous ways of learning, the knowledge traditions, would be covered in all disciplines at both school and higher education levels. The great Indian scholars like Brahmagupta, Charaka Panini. Gautama, Gargi, Lopamudraetc and various teaching place like Nalanda, Vikranshilaetc should be introduced to all student so that they may take this rich legacy of knowledge and apply it to current day system.

The NEP2020 aims to integrate the Indian knowledge system (IKS) into modern education to restore and promote traditional and knowledge alongside contemporary education. The IKS will be incorporated into school and higher educational curriculums, including tribal knowledge and indigenous and traditional ways of learning. The main objective of integrating IKS into modern education is to utilize ancient system of knowledge to address current and emerging challenges in India and the world.

CONCEPT OF INDIAN KNOWLEDGE SYSTEM:

Indian knowledge system comprises three words, namely Indian, knowledge and system.

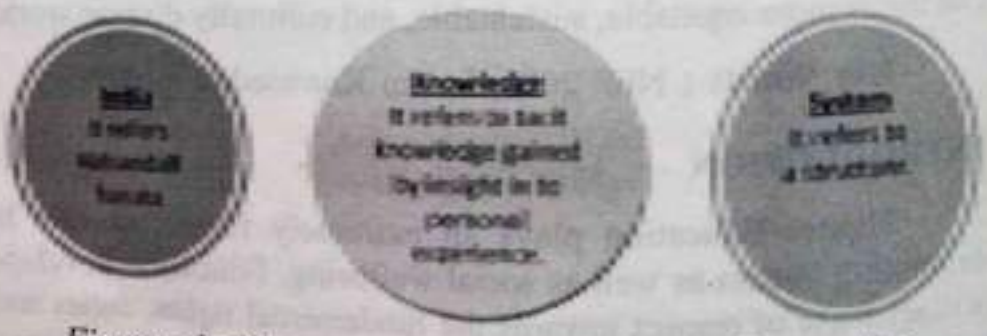

Figure -1: Components of Indian knowledge system

The Indian knowledge system is the systematic transfer of ancient and contemporary knowledge from one generation to another.

It is a collective range of knowledge that has exhibited in systematized ways of knowledge. Bharatiya knowledge systems comprises of Jnan, Vignan and JeevanDarshan that have evolved out of experience, observation, and rigorous analysis. According to the world Intellectual property organization (WIPO) and the United Nation (UN), traditional knowledge and traditional cultural expressions (TCE) both are indigenous knowledge.

Indian knowledge compasses the foundational Knowledge, Science, Engineering. Humanities and social science through a structured classification, IKS has evolved over millenniums. It has wide range of several beaches such as Ayurveda, yoga, mathematics, language, and many more.

CHALLENGES OF THE INDIAN KNOWLEDGE SYSTEM

Indian knowledge system is a traditional knowledge system. It is very difficult to make global standard by modernization. There is a vast change in curriculum, pedagogy and technique of education. In the modern age we have lost our culturally based knowledge and heritage. Indian knowledge system draws the attention to biopiracy and patenting them within the country. So, NEP 2020 emphasized that IKS will be part of the curriculum and will be incorporated scientifically. Indian knowledge system along with tribal knowledge will be included Yoga, Medicine, Engineering, Mathematics, Language, and another various domain. So, NEP gives emphasison IKS which will be taught as an elective course for secondary school students. Under NEP 2020 studentwill be delivered curriculum in their native language and Sanskrit the most ancient language will be tough to all.

In this regard various challenges of IKS are given below: -

1. There is a lack of awareness among the community and stakeholders about the importance of Indian knowledge system.

2. Inclusion of IKS in the Indian education system, is a critical task, because it is difficult for making IKS available in the right way.

3. Current models of development are unsustainable and are in direct conflict with nature.

4. Indian knowledge system is generally present in non-literary form and it has been passed orally from one generation to another. It is very difficult to develop and implement IKS based course and programs in the educational Institutions.

5. As IKS is available in different language it may create barriers to these who are not well versed with this language.

6. Lack of well-trained teachers is another challenge of IKS. There is also a shortage of well qualified teachers to teach IKS because it is not widely adopted yet.

OPPORTUNITIES FOR INDIAN KNOWLEDGE SYSTEM

Though, there are lots of challenges for implementing IKS in present education system, there are lots of opportunities.

1. The inclusion of IKS in India may help the stakeholders to know their cultural heritage and they may develop a deep understanding of the environment.

2. As IKS is based on tacit knowledge it can help student to face and tackle the challenges they are going to face in their reallife situation.

3. Indigenous knowledge is an important asset for society with its invaluable knowledge and skills that are rooted in the culture where humans with nature act as an innovative system. Thus, for sustainable future Indian knowledge is a great contribution to environmental and natural resources.

So, in the present day, Indigenous knowledge,is a central issue for environment development, social development, economic and national development.

CONCLUSION

The Indian Government has taken various steps under NEP to implement IKS in the curriculum. The materials which are available needs to be streamlined with the help of Information technology and make it available to the stakeholders. Before implementing in the schools and colleges, proper teaching training is essential among the teachers. So, Indigenous knowledge is seen as pivotal in fields such as biodiversity conservation, natural resource management, cultural development and sustainable development of the nation.

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Educational Administration plays an important role in the development of the institution. Principal is the soul of the entire institution. Principal is the motive force to give momentum. In the college, the staff, the curriculum, methods of teaching, co-curricular activities, human relationship etc. largely depends on the administrative behavior of the principal. The Principal of the college is the center of college administration. The way, the principal deals with the teachers, students, and other staff of the college plays a great role in creating the college climate. The findings of the book are mainly based on field survey. To develop the educational institutions, it is essential to study the administrative behavior of college Principals and its relation to college climate. Thus, book gives the direction through which some steps can be taken to improve the climate of the colleges and administrative behaviour of Principals. This book is the result of research work in connection with the Ph.D. degree.



Dr. Karabi Kakati, M.A., B.Ed.,Ph.D. is an Assistant Professor in the Department of Education, R.G.Baruah College, Guwahati, Assam, India. Dr. Kakati has contributed a number of research papers in some reputed National and International journals. Apart from this, she also presented papers in many National and International Seminars and Conferences.

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ADMINISTRATIVE BEHAVIOUR OF COLLEGE PRINCIPALS

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Edited by
Dr. Utpal Kalita
Dr. Karabi Kakati

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The present book tried to make an attempt to address various perspectives related to education. This edited book is useful as a reference book for both undergraduate and postgraduate students to get clarity about different concepts related to education.



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Gender Differences in Emotional Intelligence Among School Students of Assam

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Abstract:

Present Study aimed at studying the emotional intelligence of school students of Assam. A sample of 200 school students, 100 male and 100 female students from Schools of Assam was selected. Sample was selected by using stratified random sampling method. The Emotional Intelligence Scale (EIS) by Hyde, Pethe and Dhar was used to assess the emotional intelligence of the sample selected. Data were analysed by using statistical technique like mean, SD and t-test. Data revealed that School students differ significantly in terms of their level of emotional intelligence when compared based on gender.

Keywords: Emotional intelligence, School Students, Assam

Introduction

The twenty-first century has witnessed the rise of multiculturalism, driven by forces such as industrialization, urbanization, globalization, and the gradual disintegration of traditional family structures. In this evolving socio-cultural context, the contemporary education system largely emphasizes the development of children's cognitive abilities from the very beginning of their academic journey. However, insufficient attention is given to nurturing their emotional well-being and helping them manage the inner conflicts and emotional turbulence they often bring into the classroom.

In recent years, the concept of *Emotional Intelligence (EI)* has gained considerable recognition. Many educators now acknowledge that cognitive skills alone are no longer adequate for ensuring success in today's complex society. Emotional intelligence—defined as the capacity to perceive, control, and evaluate emotions in oneself and others—has emerged as a crucial determinant of personal and social effectiveness. It influences our interactions, decision-making, and self-awareness, playing a central role in the way we engage with the world around us.

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School life serves as a foundational phase in an individual's development, bridging the gap between childhood and professional life. Numerous studies have underscored the pivotal role of emotional intelligence in fostering psychological well-being and long-term success. Therefore, cultivating emotional intelligence among school-going youth is essential to ensure they grow into balanced and resilient adults. Over time, psychologists and researchers have emphasized that emotional and affective dimensions—such as moods, feelings, and other non-cognitive factors—are as significant as intellectual capabilities in human development.

As early as 1920, Thorndike introduced the concept of *social intelligence*, defining it as the ability to understand and manage people effectively, thereby acting wisely in human relations. Later, Wechsler (1940) described intelligence as the global capacity of an individual to act purposefully, think rationally, and deal effectively with the environment. The term *Emotional Intelligence* was formally introduced by Salovey and Mayer (1990), who conceptualized it as a form of social intelligence involving the ability to monitor one's own and others' emotions, discriminate among them, and use emotional information to guide thinking and behavior.

An emerging body of research also suggests that gender may influence emotional intelligence levels. Several studies—such as those by Thingujam and Ram (2000), Ciarrochi, Chan, and Bajgar (2001), Brackett, Mayer, and Warner (2003), and Nasar and Nasar (2008)—have reported significantly higher emotional intelligence levels among females compared to males. Conversely, findings from Uma Devi and Rayal (2004), Mishra and Ranjan (2008), and Carr (2009) indicate that males may, in some contexts, exhibit higher emotional intelligence than females.

Objective of the Study:

To compare the emotional intelligence of male and female School students

Hypothesis:

There is no significant difference between the emotional intelligence of male and female School students

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Method:

Descriptive Survey method of research was adopted for conducting the present study

Sample:

A total of 200 school students were selected for the study using the stratified random sampling technique, comprising 100 male and 100 female students. The sample was drawn from schools located in Kamrup Metropolitan and Kamrup districts of Assam.

Tool:

Emotional Intelligence Scale (EIS) developed by Anukool Hyde, Sanjyoti Petha and Upinder Dhar was used. It consists of 34 items spread across 10 constituent factors of emotional intelligence. While low scores on the EIS indicate low emotional intelligence, high scores on the EIS show high EQ of the subject. The minimum score on the EIS is 34 while maximum score is 170.

Procedure:

All the sample subjects were requested to fill the Emotional Intelligence Scale. The data so collected was analysed using mean, SD and t-test.

Results and Discussion:

The result reveals that there is a significant difference between the emotional intelligence of male and female School students. In the areas of self-awareness (t=3.13), Emotional stability (t=3.30), and self-development (2.87), gender differences are found to be statistically significant. On the other hand, in all seven other areas of emotional intelligence (i.e. Empathy, Self-motivation, managing relations, Integrity, Value orientation, Commitment, and Artistic behaviour) the differences are to be insignificant. Hence, there is a significant difference of the emotional intelligence of male and female School students of Assam. As

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such the null hypothesis stating "There is no significant difference between the emotional intelligence of male and female School students" is rejected.

From the above discussion it is evident that emotional intelligence of male and female School students is different.

Conclusion

In recent decades, the emergence of *Emotional Intelligence (EI)* as a key concept in educational psychology has offered new perspectives for enhancing the quality of education through more learner-centered approaches. Unlike traditional models that focus predominantly on cognitive development, the concept of emotional intelligence brings to the forefront the importance of understanding and managing emotions as an integral part of the learning process. Emotional intelligence encompasses the ability to recognize and regulate one's own emotions, to empathize with others, and to manage interpersonal relationships judiciously and empathetically. These competencies are essential not only for academic success but also for overall personal development and social adaptability.

The findings of the present study highlight a significant difference in the emotional intelligence levels of male and female school students in Assam. This gender-based variation underscores the influence of socio-cultural factors, upbringing, and educational experiences on the development of emotional competencies. The results suggest that emotional intelligence is not uniformly developed across all groups and therefore warrants specific educational interventions tailored to different needs.

Promoting emotional intelligence among students can contribute significantly to building emotionally resilient individuals who are better equipped to handle stress, resolve conflicts, communicate effectively, and maintain positive relationships. Integrating EI training into the school curriculum—through life skills education, socio-emotional learning modules, and teacher sensitization programs—can help bridge existing emotional gaps and foster a more holistic learning environment.

In conclusion, the study reaffirms the critical importance of emotional intelligence in the personal and academic growth of school students. Recognizing and addressing gender differences in emotional intelligence can guide educators and policymakers in designing

inclusive, emotionally supportive educational strategies that nurture well-rounded, empathetic, and socially responsible individuals.

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INSIGHTS

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A Study of Job Satisfaction and Occupational Stress of High School Teachers

Dr. Karabi Kakati

Abstract

The term job satisfaction is a complex phenomenon. Job satisfaction implies satisfaction of an individual in his/her work place. Job satisfaction refers to an individual emotional response to their jobs. It is a mental satisfaction inherent in human personalities. Occupational stress is the term related to occupational pressure over workload etc. Occupational stress is mostly determined by the nature of the job. Occupational stress is the pressure that one feels at his work environment. Through this paper the researcher wanted to see whether there is any correlation between job satisfaction and occupational stress among the high school teachers. The study revealed that there is a relation between Job Satisfaction and Occupational Stress of high school teachers. The teachers who have more occupational stress have less satisfaction with their job.

Introduction

Education is the backbone of society. School education may be called the heart of the education system because it is the foundation period of life of the students. School teachers, especially high school teachers, are responsible for the development of all tasks and the quality of the child. Sometimes teachers get exhausted because of hectic and stressful life which creates dissatisfaction towards the teaching profession. Teaching profession is not everybody's cup of tea. It is a mental activity. Sometimes teachers may get dissatisfied with the job due to various reasons.

Occupational stress is the term related to occupational pressure over workload etc. Occupational stress is mostly determined by the nature of the job. Occupational stress is the pressure that one feels at his work environment.

The term job satisfaction is a complex phenomenon. Job satisfaction implies satisfaction of an individual in his/her work place. Job satisfaction refers to an individual emotional response to their jobs. It is a mental satisfaction inherent in human personalities. Job satisfaction is the fulfillment of one's expectation from a job. So, job satisfaction is a set of favorable or unfavorable feelings and emotions with which employees view their work. Job satisfaction of the teacher is very essential for the development of any educational institution. There are different factors that affect teachers' job satisfaction such as institutional facilities and climate, relationship with educational administration, relationship with teachers, promotion process etc.

On the other hand, teachers must be satisfied with their occupation or job. Because they are the backbone of society. So, the present study aims to study the job satisfaction and occupational stress of high school teachers.

Rakhi (2014) investigated the occupational stress in secondary school teachers, working conditions, motivation and

adjustment where it was endeavored to find out the level of occupational stress among teachers. The findings of the study revealed that significant differences were found between male and female teachers regarding occupational stress.

Goel (2012) examined the teachers' effectiveness of school teachers in relation to their job satisfaction, personality and mental health about gender and locality. The findings of the study showed that teachers effectiveness among teachers having high job satisfaction was more as compared to teachers having low job satisfaction.

Objectives of the study

1. To study job satisfaction of the high school teachers
2. To find out the occupational stress of high school teachers
3. To find out the relationship job satisfaction and occupational stress among the high school teachers

Geographical area of the study

The study covers mainly Kamrup Metropolitan district of Assam.

Research Design

The researcher applied a Descriptive Survey method for the investigation.

Population and sample

All the teachers working in the government high school during the session 2018 – 2019 were defined as the target of population

for the present study. The investigator has taken 120 teachers from 15 schools as a sample of the study.

Sampling technique

For selection of the sample for the study the investigator used purposive sampling technique.

Tools used

The investigator used the following tools for collection of data in the present study.

1. Teachers job satisfaction scale developed by Y. Mudgil, I. S. muhar and P. Bhatia. 2. A self-constructed questionnaire for Teachers occupational stress

Statistical technique employed

- Simple percentage technique
- Correlation

Analysis, interpretation and discussion

Objective 1: To study job satisfaction of the high school teachers

In order to study the job satisfaction of high school teachers, the investigator collected the data with the help of teachers job satisfaction scale(TJSS). The investigator used a simple percentage technique to describe the job satisfaction of high school teachers. The description of job satisfaction is tabulated in the following table.

Table 1.1: Level of job satisfaction of High school teachers

Level of job satisfaction	Percentage Total number of teachers
High	30.60%
Average	54% 120
Low	15.40%

Pie Diagram showing the levels of Job Satisfaction of teachers in percentage:



Table 1.1 revealed that 30.6 teachers are highly satisfied with their Job. They are satisfied with their institutional relationship, authority etc. On the other hand, 54% of teachers have an average level of satisfaction. They have an average level of satisfaction related to promotion, salary, school climate, facilities etc.

15.4% teachers have very low satisfaction related to their job. They are highly dissatisfied with the working environment, salary, promotion, authority pressure etc.

Objective 2: To find out the occupational stress of high school teachers.

In order to study the occupational stress of high school teachers, the investigator collected the data with the help of a self-constructed Occupational Stress Questionnaire. The investigator used a simple percentage technique to describe the occupational stress of high school teachers. The description of occupational stress is tabulated in the following table:

Table 1.2: Level of Occupational Stress of High school teachers

Level of Occupational Stress Percentage	Total Number
High 15.3%	120
Average 74.7%	
Low 10%	

Table 1.2 revealed that 15.3% teachers have high occupational stress. It affects their workplace. On the other hand, 74.7% teachers have average occupational stress. They have overloaded their workplace with poor facilities. 10% of teachers have low occupational stress. They manage their stress and they are free from stress.

Objective 3: To find out the relationship between Job Satisfaction and Occupational Stress among the high school teachers.

In order to find out the relationship between Job Satisfaction and Occupational Stress of high school teachers, the investigator applied Pearson's Product Moment Correlation method. The result of the correlation is shown in the following table

Table 1.3: Coefficient of correlation score between Job Satisfaction and Occupational Stress.

Variable	N Mean	SD	Correlation
Occupational Stress	120 307.14 402	37.14	0.35
Job Satisfaction		32.04	

*S means significance at .05 level.

The above table 1.3 reveals that the mean value of Occupational Stress is 307.14 with 37.14 SD and mean value of Job Satisfaction is 402 with 32.04 SD. The study reveals that correlation value of Occupational Stress and Job Satisfaction is .350. There is a relationship between Occupational Stress and Job Satisfaction. The calculated r value .350 is significant at .05 level of confidence interval. Hence hypothesis stating, "There is no significant relationship between Occupational Stress and Job Satisfaction has been rejected. It means there is a statistically significant relationship between Job Satisfaction and Occupational Stress of high school teachers. So, there is a relationship between Job Satisfaction and Occupational Stress of high school teachers.

Findings of the Study

- The study revealed that 30.6% teachers are highly satisfied with their job. 54% teachers are average satisfaction with their job and 15.4% teachers are not satisfied with their job.
- The result of the study revealed that 15.3% teachers have high occupational stress in their workplace. On the other hand, 74.7% teachers have average occupational stress and 10% teachers have low occupational stress. They are free from their occupational stress.
- The study also found that there is a relation between Job Satisfaction and Occupational Stress of high school teachers. The teachers who have more occupational stress have less satisfaction with their job.

Conclusion

The teaching profession is a prestigious job in a society. Teachers should be provided a stress-free environment for development of the future generation. The administration should provide a conducive environment for their teachers to reduce their stress level. The present study has tried to discover the level of job satisfaction and occupational stress among the high school teachers. Thus, the study of job satisfaction is important to the administration and policy makers who make decisions, make policies and create a familiar environment for teachers. The institution can arrange different motivational programmes and strategies for the teachers. It encourages the whole teaching community and it helps to develop a healthy climate in their working place.

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গুৱাহাটী বিশ্ববিদ্যালয় আৰু বড়োলেণ্ড বিশ্ববিদ্যালয়ৰ FYUGP
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সূর্য প্রকাশ
পাণবজাৰ, গুৱাহাটী-১

Shikha Manobigyan : A Text Book of Educational Psychology for Gauhati University & Bodoland University NEP based FYUGP syllabus written by Dr. Anita Bhagawati, Chandan Deka, Dr. Karabi Kakati, Ayezuddin and Jyotishikha Kalita.

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- শিক্ষা আৰু মনোবিজ্ঞানৰ সম্বন্ধ
- শিক্ষা মনোবিজ্ঞান - অর্থ, লক্ষ্য, উদ্দেশ্য, প্রকৃতি আৰু পৰিসৰ
- শিক্ষা মনোবিজ্ঞানৰ পদ্ধতি
- মনোবিজ্ঞান আৰু শিক্ষা মনোবিজ্ঞানৰ মাজৰ পার্থক্য
- শিক্ষণ শিকণ প্রক্রিয়াত শিক্ষা মনোবিজ্ঞানৰ প্রয়োজনীয়তা
- প্রশ্নাৱলী

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- প্রশ্নাৱলী

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- ব্যতিক্রমী শিশুৰ বৈশিষ্ট্য,
  বৌদ্ধিকভাৱে প্রত্যাহ্বান আৰু শিক্ষণ অনগ্রসৰ শিশু
- প্রতিভাশালী শিশুৰ শিক্ষা
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- প্রশ্নাৱলী

সহায়ক গ্রন্থপঞ্জী ১৩২

শিক্ষা মনোবিজ্ঞান

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INFLUENCE OF PARENT- CHILD RELATIONSHIP ON PSYCHOLOGICAL WELL-BEING AMONG ADOLESCENCE WITH SPECIAL REFERENCE TO GREATER GUWAHATI

Dr. Karabi Kakati Assistant Professor, Department of Education, R.G.Baruah College, Guwahati, Assam.

Abstract
Present study was conducted to study the influence of parent child relationship on psychological well-being among adolescents. The sample comprises 200 students from 20 schools located greater Guwahati of Assam. Parent-child relationship Scale by Nalini Rao and psychological well -being scale by Ryff and Singer were used to collect the data. The result indicated the parent- child relationship among the adolescent is related to psychological well-being.
Keywords: Parent-Child, Psychological, influence, Relationship.

Introduction:
Adolescence is the period between later childhood and adulthood. It is very important period of one's life. It is period when the child moves from depending to autonomy. It is a period where physical, mental, social, moral and spiritual outlooks undergo revolutionary changes. Adolescence is a period of demanding significant adjustment to the physical and social changes which distinguish childhood behaviour from adulthood.
Psychological welling being comprises, good mental health, ability to manage daily stressors.
Ryffs (1989) mentioned six key for wellbeing a) self-acceptance b) personal growth c) Purpose in life d) Environmental mastery e) Autonomy f) positive relations with others
In our family life, parent children relationship is very important. Stanly Hall mentioned adolescents is an age of storm and stress. If adolescents have a warm and caring relationship with parents, they can control the stress and solve the emotional problem. Kumar (2014) examined family relationship and emotional maturity of adolescent students. Kiran and singh found in their study parent child relationship has a direct effect on self-esteem of children, especially that boys.

Need for the study:
In a family, strong parent – child relationship plays a significant role in the mental health of the adolescents. A child with a better psychological well-being will be able to better cope with various problem. The quality of relationship children enjoy with their parents is significant to psychological health and thus self-efficacy.

Statement of the problem:
The problem undertaken for the present study is stated as "Influence of parents-child relationship on psychological well -being among adolescents with special reference to Greater Guwahati"

Objectives of the Study:
a) To measure the parent-child relationship among adolescents
b) To examine the relationship between parent- child relationship and adolescents psychological well being

Hypotheses:
H01 There is no significant relationship between the parent-child relationship among adolescents and

their psychological well-being

Geographical area of the study
The study covers greater Guwahati of Kamrul (metro) districts of Assam

Research Design:
The researcher applied Descriptive survey method for the investigation.

Sample:
The sample of the present study covers two hundred (2oo) students from twenty (20) secondary schools of greater Guwahati of Assam

Table 1.1:

No. of School	No. of Student
20	200

Sampling technique:
For selection of sample for the study, the investigator used purposive sampling technique

Tools:
The investigator used following tools
1) Parent -child Relationship scale by Nalini Rao (2011)
2) Psychological well-being scale by Ryff and singer (1998)

Statistical technique used
1) Simple percentage technique
2) Karl pearson's product moment co-efficient correlation

Analysis and Interpretation and Discussion:
Objective 1:
• To measure the parent- child relationship among adolescents
In order to measure the parent-child relationship among adolescents of greater Guwahati table 1.2 revealed that 35% adolescents have extremely cordial relationship with their parents. Its means they co-operate, adjust with parents and try to follow parents advised.
On the other hand, 30% adolescents have moderate relationship with their parents.
27% adolescents have below average relationship with their parents because they doesn't follow the parents.

Objective: 2:
• To examine the relationship between parent-child relationship and adolescents psychological well-being.
Ho1: There is no significant relationship between the parent-child relationship among adolescents and their psychological well-being.
The investigator collected the data with the help of parent-child relationship scale by Nalini Rao. The investigator used simple percentage technique to measure parent-child relationship among adolescents. These are given below:

Table 1.2: Parent-Child Relationship

Level of Parent-Child Relationship	Percentage
Extremely Cordial Relationship	35%
Moderate Relationship	38%
Below Average Relationship	27%

Karl Pearson's Product Moment Co-Efficient Correlation was used to analyse the data

Table 2.1: Correlation between Patent Child relationship and adolescents psychological well being

Dimension	Value	Level of Significance
Parent-Child relationship and Adolescent Psychological well being	.354	.01

- In order to study the relationship between Parent-Child relationship and adolescents psychological well-being, the investigator used co-relation technique. The correlation of parent-child relationship and adolescent psychological well-being is .354 which is significant at .01 level of significant. Hence, the null hypothesis "There is no significant relationship between the parent-child relationship among adolescents and their psychological well-being" is rejected.

So, the parent-child relationship among adolescents is related to psychological well-being. The child who are more friendly with parents, they are more psychologically strong. They can solve various adolescent problem.

Findings of the Study:

1. The study revealed that 35% adolescents have cordial relationship with mother and father.
2. 38% adolescent have average relationship with parents.
3. 27% adolescent have low relationship with parents.
4. The parent-child relationship among adolescents is significantly related to their psychological well-being.

Discussion:

Adolescence is the most important stage of human life. The present study focused on influence of parent child relationship among adolescents. The study revealed that parent-child relationship helps to understand relationship from adolescence perspective.

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সূচীপত্র

গোট ঃ ১ মনোবিজ্ঞান আৰু শিক্ষা ১১-৩২

- মনোবিজ্ঞান অর্থ, সংজ্ঞা আৰু প্রকৃতি
- শিক্ষা আৰু মনোবিজ্ঞানৰ সম্বন্ধ
- শিক্ষা মনোবিজ্ঞান - অর্থ, লক্ষ্য, উদ্দেশ্য, প্রকৃতি আৰু পৰিসৰ
- শিক্ষা মনোবিজ্ঞানৰ পদ্ধতি
- মনোবিজ্ঞান আৰু শিক্ষা মনোবিজ্ঞানৰ মাজৰ পার্থক্য
- শিক্ষণ শিকণ প্রক্রিয়াত শিক্ষা মনোবিজ্ঞানৰ প্রয়োজনীয়তা
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- বিস্মৃতি- অর্থ আৰু কাৰণ
- মনোযোগৰ ধাৰণা, বৈশিষ্ট্য, প্রকাৰ
- আগ্রহৰ অর্থ, মনোযোগ আৰু আগ্রহৰ সম্পর্ক
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- প্রশ্নাৱলী

সহায়ক গ্রন্থপঞ্জী ১৩২

শিক্ষা মনোবিজ্ঞান

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INFLUENCE OF PARENT- CHILD RELATIONSHIP ON PSYCHOLOGICAL WELL-BEING AMONG ADOLESCENCE WITH SPECIAL REFERENCE TO GREATER GUWAHATI

Dr. Karabi Kakati Assistant Professor, Department of Education, R.G.Baruah College, Guwahati, Assam.

Abstract
Present study was conducted to study the influence of parent child relationship on psychological well-being among adolescents. The sample comprises 200 students from 20 schools located greater Guwahati of Assam. Parent-child relationship Scale by Nalini Rao and psychological well -being scale by Ryff and Singer were used to collect the data. The result indicated the parent- child relationship among the adolescent is related to psychological well-being.
Keywords: Parent-Child, Psychological, influence, Relationship.

Introduction:
Adolescence is the period between later childhood and adulthood. It is very important period of one's life. It is period when the child moves from depending to autonomy. It is a period where physical, mental, social, moral and spiritual outlooks undergo revolutionary changes. Adolescence is a period of demanding significant adjustment to the physical and social changes which distinguish childhood behaviour from adulthood.
Psychological welling being comprises, good mental health, ability to manage daily stressors.
Ryffs (1989) mentioned six key for wellbeing a) self-acceptance b) personal growth c) Purpose in life d) Environmental mastery e) Autonomy f) positive relations with others
In our family life, parent children relationship is very important. Stanly Hall mentioned adolescents is an age of storm and stress. If adolescents have a warm and caring relationship with parents, they can control the stress and solve the emotional problem. Kumar (2014) examined family relationship and emotional maturity of adolescent students. Kiran and singh found in their study parent child relationship has a direct effect on self-esteem of children, especially that boys.

Need for the study:
In a family, strong parent – child relationship plays a significant role in the mental health of the adolescents. A child with a better psychological well-being will be able to better cope with various problem. The quality of relationship children enjoy with their parents is significant to psychological health and thus self-efficacy.

Statement of the problem:
The problem undertaken for the present study is stated as "Influence of parents-child relationship on psychological well -being among adolescents with special reference to Greater Guwahati"

Objectives of the Study:
a) To measure the parent-child relationship among adolescents
b) To examine the relationship between parent- child relationship and adolescents psychological well being

Hypotheses:
H01 There is no significant relationship between the parent-child relationship among adolescents and

their psychological well-being

Geographical area of the study
The study covers greater Guwahati of Kamrul (metro) districts of Assam

Research Design:
The researcher applied Descriptive survey method for the investigation.

Sample:
The sample of the present study covers two hundred (2oo) students from twenty (20) secondary schools of greater Guwahati of Assam

Table 1.1:

No. of School	No. of Student
20	200

Sampling technique:
For selection of sample for the study, the investigator used purposive sampling technique

Tools:
The investigator used following tools
1) Parent -child Relationship scale by Nalini Rao (2011)
2) Psychological well-being scale by Ryff and singer (1998)

Statistical technique used
1) Simple percentage technique
2) Karl pearson's product moment co-efficient correlation

Analysis and Interpretation and Discussion:
Objective 1:
• To measure the parent- child relationship among adolescents
In order to measure the parent-child relationship among adolescents of greater Guwahati table 1.2 revealed that 35% adolescents have extremely cordial relationship with their parents. Its means they co-operate, adjust with parents and try to follow parents advised.
On the other hand, 30% adolescents have moderate relationship with their parents.
27% adolescents have below average relationship with their parents because they doesn't follow the parents.

Objective: 2:
• To examine the relationship between parent-child relationship and adolescents psychological well-being.
Ho1: There is no significant relationship between the parent-child relationship among adolescents and their psychological well-being.
The investigator collected the data with the help of parent-child relationship scale by Nalini Rao. The investigator used simple percentage technique to measure parent-child relationship among adolescents. These are given below:

Table 1.2: Parent-Child Relationship

Level of Parent-Child Relationship	Percentage
Extremely Cordial Relationship	35%
Moderate Relationship	38%
Below Average Relationship	27%

Karl Pearson's Product Moment Co-Efficient Correlation was used to analyse the data

Table 2.1: Correlation between Patent Child relationship and adolescents psychological well being

Dimension	Value	Level of Significance
Parent-Child relationship and Adolescent Psychological well being	.354	.01

- In order to study the relationship between Parent-Child relationship and adolescents psychological well-being, the investigator used co-relation technique. The correlation of parent-child relationship and adolescent psychological well-being is .354 which is significant at .01 level of significant. Hence, the null hypothesis "There is no significant relationship between the parent-child relationship among adolescents and their psychological well-being" is rejected.

So, the parent-child relationship among adolescents is related to psychological well-being. The child who are more friendly with parents, they are more psychologically strong. They can solve various adolescent problem.

Findings of the Study:

1. The study revealed that 35% adolescents have cordial relationship with mother and father.
2. 38% adolescent have average relationship with parents.
3. 27% adolescent have low relationship with parents.
4. The parent-child relationship among adolescents is significantly related to their psychological well-being.

Discussion:

Adolescence is the most important stage of human life. The present study focused on influence of parent child relationship among adolescents. The study revealed that parent-child relationship helps to understand relationship from adolescence perspective.

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"Bridging Gaps: Human Rights and Gender Empowerment in North East India"

27th & 28th March, 2025
R. G. Baruah College
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Certificate

This is to certify that **Dr. Karabi Kakati**, Assistant Professor of **R. G. Baruah College** presented a paper entitled **Empowering Voices: A Study on Awareness of Women's Rights Among Non-Working Women in the Rani Area of Kamrup District, Assam** in the two-day National Seminar on Bridging Gaps: Human Rights and Gender Empowerment in North East India held on 27th & 28th March, 2025 at R. G. Baruah College, Guwahati, Assam.

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Research Article

Administrative Behaviour Of School Principals In Assam

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ABSTRACT

Educational Administration is related to the management of the institution. In the academic institution, human beings and physical resources are brought together for attaining educational objectives. The present study is an attempt to study the administrative behaviour of school principals. The study also tries to compare the administrative behaviour of male and female principals. Descriptive survey method will be applied. 30 school principals will be taken as a sample of the study.

Introduction

Education plays a crucial role in the overall development of a nation. The progress of any country depends on its ability to nurture dynamic, resourceful, enterprising, and responsible citizens. A well-structured education system fosters intellectual growth, social responsibility, and economic prosperity. Within this system, secondary education serves as a bridge between primary and higher education, equipping students with the necessary knowledge and skills to pursue higher studies and contribute effectively to society.

Schools are the cornerstone of quality education, and their success is largely determined by the efficiency of their administration. Among all the stakeholders in school administration, the principal holds the most pivotal role. As the head of the institution, the principal is responsible for maintaining discipline, fostering a conducive learning environment, managing resources, coordinating staff efforts, and implementing educational policies. The principal serves as the guiding force that shapes the school's overall functioning, influencing both academic and extracurricular activities.

The administrative behaviour of school principals directly affects the efficiency and effectiveness of the institution. It encompasses their leadership style, decision-making ability, communication skills, problem-solving strategies, and interpersonal relationships with teachers, students, and parents. A principal's administrative behaviour determines the quality of teaching-learning processes, the motivation and professional growth of teachers, and the overall development of students. When a principal exhibits strong leadership and sound management skills, it positively impacts the school's performance, fostering a culture of excellence and innovation.

Effective school administration requires principals to possess a combination of managerial and leadership skills. They must not only handle routine administrative tasks such as planning, organizing, and evaluating but also inspire and support teachers to enhance instructional practices. A principal's ability to create a collaborative and inclusive school environment encourages teachers to engage in continuous professional development, ultimately benefiting student learning outcomes.

The administrative behaviour of a principal is shaped by several factors, including personal attributes, professional training, leadership qualities, and the socio-cultural context in which the school operates. In the context of Assam, school principals face unique challenges such as infrastructural limitations, diverse student populations, resource constraints, and policy implementation issues. Understanding how principals navigate these challenges through their administrative behaviour is crucial for improving the overall education system in the region.

Scholars have attempted to analyze administrative behaviour through various theoretical frameworks. The Administrative Behaviour Scale (ABS) provides a structured approach to assessing the leadership and management practices of school principals. According to the ABS, the administrative behaviour of school principals can be categorized into four key dimensions:

1. Planning: The first and most important duty of the principal of a school is planning. It is very important to plan everything about the school before the beginning of the session. During planning, he should seek the cooperation of his staff.

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2. Organization: Organization of the school and making it functional is the duty of the principal of the school. All the requirements of the organization are to be looked after by the principal. Thus, the principal is responsible for the setting up of things, providing the school building, classrooms, furniture for staff and students, making arrangements of the library and laboratories, equipment needed for them, etc.
3 Communication: In a school, communication means the direction, information, ideas, explanation, and questions which are transmitted from the Principal to Staff, Staff to Principal or Staff to Staff. Effective communication is a very important part of the good academic ambiance of the school.
4. Decision making: Progress of an institution always depends upon the right decision of the head of the institution. Decision making is the primary activity of the principal of a school. Perfect decision-making capacity of the authority helps to improve the institution.

This study aims to explore these dimensions in the context of school principals in Assam, analyzing their impact on school administration and educational outcomes. By examining the leadership and management styles of principals, this research seeks to provide insights into best practices that can enhance the efficiency of school administration and improve the quality of education in Assam.

Dimensions of Administrative Behaviour



Need and Justification of the Study

In the globalized world, educational administration of an institution plays an important role in determining the educational output of a nation.
Educational administration is the dynamic side of education. School education system plays an important role in the educational system. Effective leadership is the key factor of the success of any educational institution. The effective administrative leader (here refers to the principal) of the school maintains the relationship between himself and his staff members and establishes a defined pattern of the school environment. Development of an educational institution depends on the nature and quality of the leadership, management, and administrative behaviour shown by the head of the institution. Principal needs to execute all the policies and planning to achieve the pre-determined goal. It is the principal whose behaviour influences the school environment. The principal of a school has a determining role in planning, organization, communication, and the decision-making process of the school administration.
From the above discussion, it revealed that the administrative behaviour of the school principal is very important for the development of the institution.

Objectives of the Study

1. To study the administrative behaviour of school principals
2. To find out the difference in administrative behaviour of principals about gender

Hypotheses of the Study

H_{01}: There is no significant difference in administrative behaviour of principals about gender.

Methodology

Descriptive survey method has been applied in the present study.

Population

The population of the present study consisted of all the secondary schools of Assam. The investigator selected 30 school principals as a sample of the study from the greater Guwahati.
Sampling technique:

For selection of the sample for the study, the investigator used a random sampling technique. Out of 30 school principals, 10 are female principals and 20 are male principals.
Tool plays an important role in the research process. For collecting the data, the investigator used a standardized tool from the National Psychological Corporation, Agra. The investigator has selected the following tool for the study.

* Administrative Behaviour Scale Developed by Dr.Haseen Taj

Source of Secondary Data:
For collecting secondary data, the investigator visited different libraries within the state and various books, journals, and websites.
Statistical Technique used:

- Percentage
- t-test

Result and discussion
Objectives-wise analysis of the data is given below:
Objective no.1. To find out the difference in administrative behaviour of school principals

Table 1.1: To study the administrative behaviour of school principals, the investigator collected the data with the help of the administrative behaviour scale. Dimension-wise administrative behaviour of school principals is given below

Percentage of Dimensions of Administrative Behaviour of school principals

Sl.No	Dimensions	Level	Number	Percentage
1.	Planning	High	11	36
		Average	09	30
		Low	10	33.3
2.	Organization	High	12	40
		Average	10	33.3
		Low	08	26.6
3.	Communication	High	15	50
		Average	08	26.6
		Low	07	23.3
4.	Decision-making	High	15	50
		Average	09	30
		Low	06	20

From the above table, it is found that administrative behaviour of school principals is different. 36% of school principals have high planning ability. 50% of the principals have high communication and decision-making skills. They can take the decision properly and they communicate with the people properly.
On the other hand, 20% of the principals have low decision-making power. They cannot take the decision properly. So, administrative behaviour of school principals is different.
Objective no 2: To find out the difference in administrative behaviour of principals about gender
H_{o1}: There is no significant difference in administrative behaviour of principals about gender.
In the present study, out of the total sample, 30 school principals, 20 principals included the male category and 10 principals were female. Here, the Mean score and SD scores of male and female principals are calculated. These are given in Table 2.1

Table:2.1 Mean and SD scores and t value of male and female school principals

Gender	N	Mean	SD	df	t value	Status
Male	20	514.28	37.04	28	2.78	*s
Female	10	279.58	23.33			

*s means significant at both levels of significance
From the above table 2.1, it is found that the mean value of male principal is 514.28 with 37.04 SD. And the mean value of female principal is 279.58 with 23.33 SD. The investigator found that the critical value of t with 28 degrees of freedom at the .05 and .01 level of significance is 2.05 and 2.76 respectively. The computed value is greater than the critical value. Hence, the calculated value is significant at both levels. So, the null hypothesis

is rejected. It means there is a significant difference in administrative behaviour of principals about gender. So, it can be concluded that administrative behaviour of male and female principals is different.

Findings of the Study

The study examined the administrative behaviour of school principals in Assam, focusing on key areas such as planning ability, communication skills, decision-making capacity, and gender-based differences in leadership styles. The results revealed significant variations in the administrative behaviour of principals, highlighting both strengths and areas that need improvement.

1. Variation in Administrative Behaviour Among School Principals

The study found that administrative behaviour varies among school principals, indicating that not all principals exhibit the same level of efficiency in their roles. While some principals demonstrated strong leadership and management skills, others faced challenges in executing their administrative duties effectively. These variations can be attributed to factors such as professional training, experience, institutional support, and personal leadership traits.

2. Strength in Planning, Communication, and Decision-Making Skills

The study revealed that 36% of school principals have a high level of planning ability, enabling them to set clear institutional goals, develop strategic action plans, and efficiently allocate resources. These principles demonstrate strong foresight and structured administrative approaches, ensuring smooth institutional operations.

Additionally, 50% of the principals exhibit high levels of communication and decision-making skills. Effective communication is essential for building strong relationships with teachers, students, parents, and other stakeholders. Principals with high communication skills are better at articulating their vision, resolving conflicts, and fostering a positive school environment. Moreover, sound decision-making abilities allow them to address challenges promptly, implement policies effectively, and guide the institution towards continuous improvement.

3. Challenges in Planning and Strategic Execution

On the other hand, the study found that 33.3% of principals have low planning skills, indicating a lack of proper understanding of institutional planning and program execution. These principals struggle with setting clear objectives, organizing school activities, and efficiently utilizing resources. Poor planning often leads to disorganized school administration, affecting the quality of education and overall institutional performance.

The lack of proper planning skills suggests that these principals may require additional professional training and capacity-building programs to enhance their administrative effectiveness. Schools with principals who lack strategic planning may face issues such as mismanagement of resources, ineffective curriculum implementation, and poor coordination among staff members.

4. Gender-Based Differences in Administrative Behaviour

A significant finding of the study is the difference in administrative behaviour between male and female school principals. The results indicate that gender plays a role in shaping leadership styles, decision-making approaches, and overall administrative behaviour.

- **Male Principals:** Generally, male principals tend to exhibit a more authoritative and directive leadership style, focusing on task-oriented administration. They may prioritize efficiency, discipline, and structured decision-making.
- **Female Principals:** Female principals, on the other hand, often demonstrate a more collaborative and inclusive leadership approach. They emphasize relationship-building, teacher motivation, and student engagement. They may be more empathetic and communicative, fostering a nurturing school environment.

These differences highlight the need for a balanced leadership approach, where both male and female principals can learn from each other's strengths. Schools may benefit from leadership training programs that incorporate both task-oriented and relationship-oriented management strategies.

Implications of the Findings

The findings of the study suggest several important implications for improving school administration in Assam:

- **Capacity Building and Professional Training:** Principals, especially those with low planning skills, should undergo training programs focusing on strategic planning, institutional management, and leadership development.
- **Enhancing Communication and Decision-Making Skills:** Given that 50% of principals exhibit high communication and decision-making skills, efforts should be made to extend these skills to a larger number of school leaders through workshops and mentoring programs.
- **Gender-Sensitive Leadership Training:** Since administrative behaviour differs based on gender, leadership development programs should recognize these differences and promote a holistic leadership style that combines efficiency with inclusivity.
- **Policy Recommendations:** Education policymakers should consider these findings to develop targeted interventions for improving the administrative effectiveness of school principals.

Conclusion

- In today's competitive and rapidly evolving educational landscape, the role of school principals has become more critical than ever. Effective school administration requires a combination of strategic planning, strong communication, and sound decision-making skills to create a thriving learning environment. This study highlights the significance of administrative behaviour in shaping a school's culture, governance, and overall academic outcomes.
- A school principal is not just an administrator but a visionary leader who influences teachers, students, and the broader school community. Their ability to plan effectively, communicate clearly, and make informed decisions determines the success of the institution. Well-structured and competent leadership fosters a positive educational environment, improves teacher motivation, and enhances student learning outcomes. Schools with principals who exhibit strong administrative behaviour tend to perform better academically and function more efficiently.
- The study's findings reinforce that effective administrative behaviour leads to improved student performance and an enriched school community. A principal's ability to build strong relationships with teachers, students, and parents creates an atmosphere of collaboration, trust, and innovation. When a principal communicates effectively and makes well-informed decisions, it not only enhances the school's organizational structure but also ensures that students receive a well-rounded, high-quality education.
- Furthermore, the research emphasizes the need for continuous professional development and leadership training for school principals, particularly in areas where gaps in planning and management skills exist. Educational policymakers should focus on capacity-building programs that enhance the leadership skills of school principals, ensuring that they are equipped to meet the demands of modern education.
- In conclusion, the success of a school is largely dependent on the administrative behaviour of its principal. Strong leadership and management skills can transform schools into centers of academic excellence, positively impact student outcomes, and create an engaged and dynamic school community. By recognizing the pivotal role of school principals and investing in their professional growth, the education system in Assam can be strengthened, ultimately contributing to the overall progress of society.

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JOB SATISFACTION OF HIGH SCHOOL TEACHERS OF ASSAM

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ABSTRACT

The present study was conducted to study the job satisfaction of High School teachers of Assam. The sample consisted of 500 High School teachers, which included male-female and urban-rural categories. Yudhvirendra Mudgil, Prof. I.S. Mhar, and Prabha Bhatia's Teachers' Job Satisfaction Scale (TJSS) was used to collect the data. The results indicated that there is a significant difference in job satisfaction of male and female High School teachers.

Keywords: Job Satisfaction, High School Teachers, Assam, Male-Female

1. INTRODUCTION

Job satisfaction is a complex variable and is influenced by situational factors of the job as well as the dispositional characteristics of the individual. It is defined as the positive emotional response to the job situation resulting from attaining what the employee wants from the job. This implies that job satisfaction can be captured by either a one-dimensional concept of global job satisfaction or a multidimensional, faceted construct of job satisfaction, capturing different aspects of job satisfaction. Job satisfaction is a pleasurable emotional state of the appraisal of one's job; an effective reaction, an attitude towards one's job. No doubt job satisfaction is an attitude, but one should clearly distinguish the objects of cognitive evaluation, which are affective, beliefs and behaviors. Hence, job satisfaction is an attitude towards a job, considering feelings, beliefs, and behaviors. According to the Dictionary of Education, job satisfaction is the quality, state, and level of satisfaction as a result of various interests and attitudes of a person towards their job. It is the desire with which employees view their work. It expresses the extent of match between the employer's expectations of the job and the rewards that the job provides.

Job satisfaction is a set of favorable or unfavorable feelings and emotions with which employees view their work. Job satisfaction is an affective attitude that consists of feelings, thoughts and intention to act. It may be defined as overall

attitudes towards the profession, which result from a balancing and summation of many specific likes and dislikes experienced in connection with the job.

Job satisfaction typically refers to attitudes of a particular employee, but assessments of individual employees' satisfaction can be averaged over all members of an organization.

In this regard, the investigator feels that a study of job satisfaction can provide information to educational administrators to help them understand the teachers in a better way and explore the best possible ways to maximize the career adjustment of the school teachers.

1.2. OBJECTIVES OF THE STUDY

- To study the job satisfaction of urban and rural high Schools teachers
- To assess the level of job satisfaction of high School teachers in relation to gender

Hypothesis:

Ho2 There is no significant difference in job satisfaction of male and female high School teachers.

2. GEOGRAPHICAL AREA OF THE STUDY:

The geographical area of the study comprises three important districts of Assam — Kamrup, Kamrup (Metropolitan), and Nalbari. The researcher collected data from these districts for the purpose of the study.

3. RESEARCH DESIGN

3.1. METHODOLOGY

The Descriptive Survey Method was adopted for conducting the present study.

Sample:

The investigator selected 20 schools from Kamrup, 15 schools from Kamrup(R) 15 schools from Nalbari districts.

Table 1

Distribution of Sample for the Study

Districts	No. of school	Total sample (Teachers)
Kamrup(M)	20	500
Kamrup	15	
Nalbari	15	

Out of 500 high School teachers, the investigator selected 155 male and 95 female from the rural category, and 150 male and 100 female from the urban category.

Table 2

Distribution of Sample for the Study in relation to Gender

Sl. No.	Category (Rural)	Number	Percentage	Category (Urban)	Number	Percentage
1	Male	155	62%	Male	150	60%
2	Female	95	38%	Female	100	40%
	Total	**250**	**100%**		**250**	**100%**

Sampling Technique:

For selecting of adequate sample for the investigation, the investigator used random sampling technique.

Tool:

To collect the data, the investigator used 'Teachers' Job Satisfaction Scale' (TJSS) by Yudhvirendra Mudgil, Prof. I.S. Mhar, and Prabha Bhatia was used.

Statistical Technique employed:

Following statistical techniques are used to conduct the study

- Simple percentage technique
- T- test

4. RESULTS AND DISCUSSION

Objective 1. To study the job satisfaction of urban and rural High Schools teachers

Table 3

Percentage of Job Satisfaction Level

Category	High	Average	Low	Total
Urban	27.39%	60.87%	11.74%	100%
Rural	22.94%	57.65%	19.41%	100%

From the above table, it has been observed that urban high school teachers have high job satisfaction than rural school teachers.

Objective 2

To assess the level of job satisfaction of high School teachers in relation to gender

Ho2 There is no significant difference in job satisfaction between male and female High School teachers.

Table 4

Percentage of job satisfaction levels in relation to gender

Category	High	Average	Low	Total
Male	17.14%	71.43%	11.43%	100%
Female	38.71%	40.66%	20.65%	100%

It is observed from the table that among the male teachers, 17.14% have high job satisfaction, 71.43% have average job satisfaction, and 11.43% have low job satisfaction. On the other hand, among female teachers, 38.71% have high job satisfaction, 40.66% have average job satisfaction, and 20.65% have low job satisfaction.

To compare the job satisfaction of male and female teachers, the investigator used t test. They are given below

Table 5

t value of male and female teachers

Categories	N	Mean	SD	t value	df	Remarks
Male	305	113	5.79	2.87	498	significant
Female	195	105.5				

From the above table, it is found that the computed value 2.87 is greater than the table value at both levels of significance. Hence, it is significant. Therefore, the null hypothesis can be rejected. Therefore, it may be concluded that there is a significant difference in job satisfaction between male and female teachers.

5. FINDINGS OF THE STUDY

The study was conducted to find out the level of job satisfaction. The study considered various factors related to job satisfaction through a sample survey. The careful analysis of the data has brought to light several findings, which are summarized below-

1) It is found that among the teachers of urban areas, 27.39% have high job satisfaction, 60.87% have average job satisfaction, and 11.74% have low job satisfaction.

2) It is also found that in rural areas, 22.94% have high job satisfaction, 57.65% have average job satisfaction, and 19.41% have low job satisfaction.
3) It was found that the percentage of teachers with low job satisfaction is higher in rural areas (19.41%) compared to urban areas (11.74%). In terms of average job satisfaction, teachers in rural areas accounted for 57.65%, which is slightly lower than their urban counterparts (60.87%). Similarly, the percentage of teachers with high job satisfaction in rural areas (22.94%) is also lower than that in urban areas (27.39%). It is found that among the male teachers, 17.14% have high, 71.43% have average, and 11.43% have low job satisfaction.
4) While analyzing the data among the female respondents, 38.71% have high job satisfaction, 40.66% have average job satisfaction, and 20.65% have low job satisfaction.
5) It is found that the percentage of female respondents having high job satisfaction (38.71%) is higher than the percentage of male respondents (17.14%) on the other hand the percentage of female teachers having average job satisfaction (40.66%) is lesser than the percentage of male teachers (71.43%).
6) The study revealed that there is significant difference of job satisfaction of male and female teachers. Female teachers are more satisfied than male teachers.

6. CONCLUSION

Job satisfaction is the fulfilment of one's expectations from the job. It is a pleasurable or positive emotional state resulting from the appraisal of one's job experience. But the expectations of people may not be homogeneous. It may differ from person to person, place to place, job to job, context to context, and organization to organization. So, job satisfaction cannot be generalized. From the academic perspective, workplace conditions, compensation, infrastructure, and professional development affect the job satisfaction of the teaching faculty.

The present study has tried to discover the level of job satisfaction among the teaching faculty of High Schools of Assam. The study made an important contribution to the High School of Assam to understand the job satisfaction level among the teaching faculty and help to increase the satisfaction level High School to retain good employees and ensure an increase in the performance of the teaching faculty.

CONFLICT OF INTERESTS

None.

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Teacher Education in North East India



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Teacher Education in the Context of National Education Policy 2020

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INTRODUCTION

The teacher occupies a very important place in the society. They transfer knowledge from one generation to next generation. It is the teachers who are primarily responsible for the implementation of education process at any stage of education . Teacher Education includes teaching skills, pedagogical theory, and professional skills. Teacher education is the process of providing skills and knowledge to the student teacher which are necessary to teach effectively in a classroom environment.

In the 21 century the role of teacher has directly changed to facilitator from educator. Though teaching profession is considered as the noblest profession among others. It is a service rather than a profession. Kothari Commission remarked "The destiny of India is being shaped in its classroom."

Education is the main entity for achieving full human potential. Education also helpful in developing a society, and promoting national development. National Education Policy 2020 proposes the revision and revamping of all aspect of the education structure. The National Education Policy particularly emphasized on the development of the creative potential of everyone. The teacher is at the heart of fundamental reforms in the educational system. The new education policy must assist in re-establishing teachers at all levels as the most valued and important members of our society.

SIGNIFICANCE OF THE STUDY

The National Council for Teacher Education defines teacher education as a plan of education, research, and training for people to teach at all levels of education, from pre-primary to higher education. Teachers are a section of community sharply segregated from rest preparing themselves for their life's work in institution for developing human attributes. Aim of teacher education is to prepare right human being for the society. The teacher should get opportunity to associate with the best minds.

National Education Policy 2020 also emphasized on Teacher Education that will shape the next generation. So, quality teacher education are widely accepted for improving the quality of education. According to the National Education Policy 2020, teacher preparation is an activity that necessitates a multidisciplinary viewpoint and knowledge, the construction of dispositions and values, and the development of practise under the supervision of the best mentors. The teacher must gain sufficient information, abilities, interests, and attitudes towards the teaching profession. Teachers' jobs have become increasingly sophisticated and technical as a result of new psychological, philosophical, and sociological ideas, as well as modern media and materials. A well-planned, inventive pre-service and in-service training curriculum can make the teacher proficient.

This is a new area that has immense scope in the present scenario of education. So, the researcher feels that study of teacher education in the context of New Education Policy is extremely significant.

TEACHER EDUCATION IN THE CONTEXT OF NEP 2020

National Education Policy 2020 is known to be the first education policy of the twenty-first century, and it intends to address many of our country's developmental educational concerns. The goal of education is to create good human beings capable of reasonable thought and action.

Teachers are crucial to the learning process. Teacher education is a critical topic in our educational system. Various committees, commissions and policies were established to improve and change the status of teacher education. National Education Policy 2020 also point out the importance of teacher education. NEP 2020 emphasizes on the following points:

- The NEP 2020 emphasizes on **quality of teacher education**. To enhance and achieve the levels of integrity and credibility required to restore the status of the teaching profession, the sector and its regulatory structure must be revitalised by drastic action.
- All teacher education programmes must be delivered inside composite multidisciplinary institutions since teacher education necessitates a multidisciplinary perspective.
- The four-year integrated B.Ed. course given by such multidisciplinary Higher Educational Institutions has become the minimum degree qualification for school teachers. The 4-year integrated B.Ed. will be a dual-major Bachelor's degree in Education as well as a specialised subject such as language, history, music, mathematics, computer science, chemistry, economics, art, physical education, and so on.
- NEP 2020 also give importance on creation of opportunities and atmosphere to promote **autonomy and innovation** among teacher.
- Higher education institutions that offer teacher education programmes will make a variety of experts in education and related fields, as well as specialised areas, available. Each higher education institution will establish a network of public and private schools with whom potential teachers will collaborate while also participating in other activities like as community service, adult and vocational education, and so on.
- To maintain uniform standards for teacher education, admission to pre-service teacher preparation programmes shall be through appropriate subject and aptitude tests administered by the National Testing Agency and shall be standardised in light of the country's linguistic and cultural diversity. A National Mentoring Mission will be developed, with a huge pool of exceptional senior/retired faculty, including those who can teach in Indian languages, who are willing to provide short and long-term mentoring/professional support to university/college teachers.
- NEP 2020 give importance on Inservice continuous professional development for college and university teachers. It promotes the use of technology platforms such as SWAYAM/DIKSHA for online teacher training so that standard training programmes can be delivered to a large number of teachers in a short period of

time. According to NEP 2020, teachers need appropriate online education training so that it may be presumed that a competent teacher in a traditional classroom will immediately be a good teacher in an online classroom. NEP 2020 also advised that teachers have extensive training in learner-centered pedagogy. The role of teachers in encouraging active student involvement with the topic and with others should be emphasised.

CONCLUSION

Any policy effectiveness depends on its implementation. Such implementation will require multiple initiatives and actions, which will have to be taken by multiple bodies in a synchronized and systematic manner.

Thus, teacher education is undergoing rapid change in the context of NEP 2020 with the demands of learning and expectations of learner community. Teacher education must aim to build a national system of teacher education based on India's cultural ethos, its unity and diversity harmonizing with change and continuity.

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Dr. Tage Monju Burman is an academic professional who currently serves as an Assistant Professor in the Department of Education at Rajiv Gandhi University, Arunachal Pradesh. With seven years of dedicated teaching experience, she has made significant contributions to the field of education. She is a prolific researcher, having published numerous research papers in both national and international journals. Notably, three of her research papers have been published in UGC CARE listed journals. She has also actively participated in academic conferences at both the national and international levels. Her Ph.D. research is particularly noteworthy, as it delves into a novel area of study - the "Effect of Thematic cum Illustration Approach and Modular Approach on the Academic Achievement of 11th-grade students of Arunachal Pradesh." This research contributes to our understanding of innovative teaching approaches and their impact on student performance, especially in the context of Arunachal Pradesh. Additionally ,She is a gold medalist in M.ED and has co-edited a book on the educational status of Scheduled Tribes in Arunachal Pradesh.



Dr. Minu Sono is an Assistant Professor in the Department of Education at Binni Yanga Women's College located in Lekhi, Papumpare District, Arunachal Pradesh. She has accumulated a wealth of teaching experience, spanning over 15 years, indicating her dedication to the field of education. Dr. Sono has also made significant contributions to academic research with five paper publications to her name, demonstrating her commitment to scholarly work and sharing her expertise with the education community.

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Administrative Behaviour of School Headmasters

Dr. Karabi Kakati*

[*The present study was undertaken to see the administrative behaviour of school headmasters of Assam. The study aims to explore the administrative behaviour of male and female school headmasters. For these 20 high schools were taken as sample of the study. Descriptive Survey method was applied. The study revealed that there is significant difference in administrative behaviour of school headmasters.*]

The development of any country depends mostly on education. Progress of any country is possible only when its citizens are dynamic, resourceful, and enterprising. Secondary education is an important part of national development. Educational Administration is concerned with the management of institution, where human beings as well as physical resources are brought together for attaining educational objectives.

Among all the educational institutions, secondary school plays an important role in the development of the quality education. Headmaster is the soul of the entire institution. Headmaster is a teacher and a leader of the leaders. Headmaster is responsible for planning, organizing, staffing, supervising, directing, co-ordinating, reporting, budgeting etc. In brief, Headmaster must have well developed personality. His personal reputation and the success of his endeavour depend mostly upon the relations that he maintains with his staff, students their parents and community

Administrative behaviour means the administrative act of a particular person who happens to be the administrator at the time and the administrative act initiated by group members. Kumari. N. (1998-99) maintained in his thesis that administrative leader i.e. The headmaster is one who portrays clearly the relationship between himself and his staff members and establishes well defined pattern of organizational channels of communication and ways of getting jobs done but whose behaviour reflects friendship, trust, respect, warmth of relationship between himself and his staff.

Panda, S.N.(1975) examined administrative behaviour of headmaster. Headmaster in their administrative behaviour were more self -oriented, authoritarian and traditional academically apathetic on the hand and less effective in communication, less cooperative, less outcome oriented and less permissive on the other. The headmaster of boys' school were less authoritarian, less communicating, less outcome oriented and less permissive as compared to headmasters of girls' school.

Objectives of the study

1. To study the administrative behaviour of school Headmasters
2. To study the administrative behaviour of male and female school Headmasters

Hypotheses

Ho_1 There is no significant difference of administrative behaviour of school Headmaster.

Ho_2 There is no significant difference in administrative behaviour in relation to gender

Geographical area of the study

Nalbari district is one of the prominent districts of Assam where capital city Guwahati is located. There are 98 schools of Nalbari district.

Research Design

Methodology

The researcher applied Descriptive Survey method for the investigation.

Population and Sample

The population of the present study includes all the 98 schools of Nalbari District of Assam. The investigator has taken 20 schools as sample of the study.

Sampling Technique

For selection of adequate sample for the investigation, the investigator used purposive sampling technique.

Tool

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The following tool was used for collection of relevant data in the present study.

- Administrative Behaviour Scale (ABS) by Dr. Hassen Taj. The scale was constructed mainly for secondary school Headmasters. The investigator has slightly modified the scale and applied it for school Headmasters.

Statistical techniques employed

i. Chi -square

ii. t- test

iii. Simple percentage technique

Analysis and Interpretation

Objective no. 1

To study the administrative behaviour of school Headmasters

Ho1 There is no significant difference of administrative behaviour of school Headmaster.

In order to study the Administrative behaviour of school Headmasters, the investigator collected the data with the help of Administrative Behaviour Scale by Dr. Haseen Taj and categorized into three groups High, average, and low. The investigator used Simple percentage technique. The description of administrative behaviour of school Headmaster is tabulated in the following table

Table: 1

Percentage of Administrative behaviour of school Headmasters

Administrative behaviour of Headmaster	No. of Schools	Percentage
High	05	25%
Average	11	55%
Low	04	20%

From the above table, it has been found that 25% of the total sample collected from the group of school Headmasters has high administrative behaviour. The investigator found that 55% school Headmasters have average administrative behaviour. Above table shows that 20% Headmasters have low administrative behaviour.

Objective no.2

To study the administrative behaviour of male and female school Headmasters

H02 There is no significant difference in administrative behaviour of male and female school Headmasters

To study the administrative behaviour of male and female school Headmasters, mean and SD were calculated. For studying the significance of the mean difference of male and female Headmasters regarding Administrative behaviour 't' test was applied and 't' value of Administrative behaviour of male and female Headmasters are calculated.

Table: 2

Mean, SD and t value of administrative behaviour regarding male and female School Headmasters

Sex	Mean value	Pooled SD	N	SEd	df	t	Remarks
Male	0.75	0.77	13	0.34	18	0.5	Not significant at .01 and .05 level
Female	0.58		07				

As per analysis from the table no. 4 It is found that Mean score of male Headmasters regarding Administrative behaviour is 0.75 with .077 pooled SD and mean value of female Headmasters is 0.58 with 0.77 pooled SD. The investigator found that critical value of "t" with 18 degrees of freedom at .01 and .05 level of significance is 2.10 and 2.88 respectively. The computed value of "t" is 0.5 which is quite smaller than critical value 2.10 and 2.88. From the above data it can be conducted that calculated value is not significant at both levels Therefore the null hypothesis is accepted. It means there is no significant difference in administrative behaviour of male and female school Headmasters.

Findings of the study

1. The study reveals that administrative behaviour of school Headmasters are different. It means there is a significance difference in administrative behaviour of school Headmasters.
2. The result of the study revealed that there is no significant gender wise difference in administrative behaviour of Headmasters.
3. Gender has no effect on the administrative behaviour of Headmasters.

Conclusion

Administrative Behaviour of an administrator is a complex phenomenon which is largely situational and which affect the quality of education. Effective Administrative quality of Headmaster is also important for directing group behaviour and supervising members of the organization to achieve organizational goals and objectives. In the situation obtaining the affiliated

schools the headmaster acts as the leader. The school Headmaster is in a Administrative role where he can be instrumental on releasing the human potential of the institution. Through his decisions, planning, discussion with teachers, parents, peoples and others he plays a significant part in maintaining a desirable learning environment in a school system. The present study helps in understanding the importance of administrative quality and its relation to gender of the headmasters.

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Research Article

Administrative Behaviour Of School Principals In Assam

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ARTICLE INFO	ABSTRACT
	Educational Administration is related to the management of the institution. In the academic institution, human beings and physical resources are brought together for attaining educational objectives. The present study is an attempt to study the administrative behaviour of school principals. The study also tries to compare the administrative behaviour of male and female principals. Descriptive survey method will be applied. 30 school principals will be taken as a sample of the study.

Introduction

Education plays a crucial role in the overall development of a nation. The progress of any country depends on its ability to nurture dynamic, resourceful, enterprising, and responsible citizens. A well-structured education system fosters intellectual growth, social responsibility, and economic prosperity. Within this system, secondary education serves as a bridge between primary and higher education, equipping students with the necessary knowledge and skills to pursue higher studies and contribute effectively to society.

Schools are the cornerstone of quality education, and their success is largely determined by the efficiency of their administration. Among all the stakeholders in school administration, the principal holds the most pivotal role. As the head of the institution, the principal is responsible for maintaining discipline, fostering a conducive learning environment, managing resources, coordinating staff efforts, and implementing educational policies. The principal serves as the guiding force that shapes the school's overall functioning, influencing both academic and extracurricular activities.

The administrative behaviour of school principals directly affects the efficiency and effectiveness of the institution. It encompasses their leadership style, decision-making ability, communication skills, problem-solving strategies, and interpersonal relationships with teachers, students, and parents. A principal's administrative behaviour determines the quality of teaching-learning processes, the motivation and professional growth of teachers, and the overall development of students. When a principal exhibits strong leadership and sound management skills, it positively impacts the school's performance, fostering a culture of excellence and innovation.

Effective school administration requires principals to possess a combination of managerial and leadership skills. They must not only handle routine administrative tasks such as planning, organizing, and evaluating but also inspire and support teachers to enhance instructional practices. A principal's ability to create a collaborative and inclusive school environment encourages teachers to engage in continuous professional development, ultimately benefiting student learning outcomes.

The administrative behaviour of a principal is shaped by several factors, including personal attributes, professional training, leadership qualities, and the socio-cultural context in which the school operates. In the context of Assam, school principals face unique challenges such as infrastructural limitations, diverse student populations, resource constraints, and policy implementation issues. Understanding how principals navigate these challenges through their administrative behaviour is crucial for improving the overall education system in the region.

Scholars have attempted to analyze administrative behaviour through various theoretical frameworks. The Administrative Behaviour Scale (ABS) provides a structured approach to assessing the leadership and management practices of school principals. According to the ABS, the administrative behaviour of school principals can be categorized into four key dimensions:

1. Planning: The first and most important duty of the principal of a school is planning. It is very important to plan everything about the school before the beginning of the session. During planning, he should seek the cooperation of his staff.

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2. Organization: Organization of the school and making it functional is the duty of the principal of the school. All the requirements of the organization are to be looked after by the principal. Thus, the principal is responsible for the setting up of things, providing the school building, classrooms, furniture for staff and students, making arrangements of the library and laboratories, equipment needed for them, etc.
3 Communication: In a school, communication means the direction, information, ideas, explanation, and questions which are transmitted from the Principal to Staff, Staff to Principal or Staff to Staff. Effective communication is a very important part of the good academic ambiance of the school.
4. Decision making: Progress of an institution always depends upon the right decision of the head of the institution. Decision making is the primary activity of the principal of a school. Perfect decision-making capacity of the authority helps to improve the institution.

This study aims to explore these dimensions in the context of school principals in Assam, analyzing their impact on school administration and educational outcomes. By examining the leadership and management styles of principals, this research seeks to provide insights into best practices that can enhance the efficiency of school administration and improve the quality of education in Assam.

Dimensions of Administrative Behaviour



Need and Justification of the Study

In the globalized world, educational administration of an institution plays an important role in determining the educational output of a nation.
Educational administration is the dynamic side of education. School education system plays an important role in the educational system. Effective leadership is the key factor of the success of any educational institution. The effective administrative leader (here refers to the principal) of the school maintains the relationship between himself and his staff members and establishes a defined pattern of the school environment. Development of an educational institution depends on the nature and quality of the leadership, management, and administrative behaviour shown by the head of the institution. Principal needs to execute all the policies and planning to achieve the pre-determined goal. It is the principal whose behaviour influences the school environment. The principal of a school has a determining role in planning, organization, communication, and the decision-making process of the school administration.
From the above discussion, it revealed that the administrative behaviour of the school principal is very important for the development of the institution.

Objectives of the Study

1. To study the administrative behaviour of school principals
2. To find out the difference in administrative behaviour of principals about gender

Hypotheses of the Study

H_{01}: There is no significant difference in administrative behaviour of principals about gender.

Methodology

Descriptive survey method has been applied in the present study.

Population

The population of the present study consisted of all the secondary schools of Assam. The investigator selected 30 school principals as a sample of the study from the greater Guwahati.
Sampling technique:

For selection of the sample for the study, the investigator used a random sampling technique. Out of 30 school principals, 10 are female principals and 20 are male principals.
Tool plays an important role in the research process. For collecting the data, the investigator used a standardized tool from the National Psychological Corporation, Agra. The investigator has selected the following tool for the study.

* Administrative Behaviour Scale Developed by Dr.Haseen Taj

Source of Secondary Data:
For collecting secondary data, the investigator visited different libraries within the state and various books, journals, and websites.
Statistical Technique used:

- Percentage
- t-test

Result and discussion
Objectives-wise analysis of the data is given below:
Objective no.1. To find out the difference in administrative behaviour of school principals

Table 1.1: To study the administrative behaviour of school principals, the investigator collected the data with the help of the administrative behaviour scale. Dimension-wise administrative behaviour of school principals is given below

Percentage of Dimensions of Administrative Behaviour of school principals

Sl.No	Dimensions	Level	Number	Percentage
1.	Planning	High	11	36
		Average	09	30
		Low	10	33.3
2.	Organization	High	12	40
		Average	10	33.3
		Low	08	26.6
3.	Communication	High	15	50
		Average	08	26.6
		Low	07	23.3
4.	Decision-making	High	15	50
		Average	09	30
		Low	06	20

From the above table, it is found that administrative behaviour of school principals is different. 36% of school principals have high planning ability. 50% of the principals have high communication and decision-making skills. They can take the decision properly and they communicate with the people properly.
On the other hand, 20% of the principals have low decision-making power. They cannot take the decision properly. So, administrative behaviour of school principals is different.
Objective no 2: To find out the difference in administrative behaviour of principals about gender
H_{01}: There is no significant difference in administrative behaviour of principals about gender.
In the present study, out of the total sample, 30 school principals, 20 principals included the male category and 10 principals were female. Here, the Mean score and SD scores of male and female principals are calculated. These are given in Table 2.1

Table:2.1 Mean and SD scores and t value of male and female school principals

Gender	N	Mean	SD	df	t value	Status
Male	20	514.28	37.04	28	2.78	*s
Female	10	279.58	23.33			

*s means significant at both levels of significance
From the above table 2.1, it is found that the mean value of male principal is 514.28 with 37.04 SD. And the mean value of female principal is 279.58 with 23.33 SD. The investigator found that the critical value of t with 28 degrees of freedom at the .05 and .01 level of significance is 2.05 and 2.76 respectively. The computed value is greater than the critical value. Hence, the calculated value is significant at both levels. So, the null hypothesis

is rejected. It means there is a significant difference in administrative behaviour of principals about gender. So, it can be concluded that administrative behaviour of male and female principals is different.

Findings of the Study

The study examined the administrative behaviour of school principals in Assam, focusing on key areas such as planning ability, communication skills, decision-making capacity, and gender-based differences in leadership styles. The results revealed significant variations in the administrative behaviour of principals, highlighting both strengths and areas that need improvement.

1. Variation in Administrative Behaviour Among School Principals

The study found that administrative behaviour varies among school principals, indicating that not all principals exhibit the same level of efficiency in their roles. While some principals demonstrated strong leadership and management skills, others faced challenges in executing their administrative duties effectively. These variations can be attributed to factors such as professional training, experience, institutional support, and personal leadership traits.

2. Strength in Planning, Communication, and Decision-Making Skills

The study revealed that 36% of school principals have a high level of planning ability, enabling them to set clear institutional goals, develop strategic action plans, and efficiently allocate resources. These principles demonstrate strong foresight and structured administrative approaches, ensuring smooth institutional operations.

Additionally, 50% of the principals exhibit high levels of communication and decision-making skills. Effective communication is essential for building strong relationships with teachers, students, parents, and other stakeholders. Principals with high communication skills are better at articulating their vision, resolving conflicts, and fostering a positive school environment. Moreover, sound decision-making abilities allow them to address challenges promptly, implement policies effectively, and guide the institution towards continuous improvement.

3. Challenges in Planning and Strategic Execution

On the other hand, the study found that 33.3% of principals have low planning skills, indicating a lack of proper understanding of institutional planning and program execution. These principals struggle with setting clear objectives, organizing school activities, and efficiently utilizing resources. Poor planning often leads to disorganized school administration, affecting the quality of education and overall institutional performance.

The lack of proper planning skills suggests that these principals may require additional professional training and capacity-building programs to enhance their administrative effectiveness. Schools with principals who lack strategic planning may face issues such as mismanagement of resources, ineffective curriculum implementation, and poor coordination among staff members.

4. Gender-Based Differences in Administrative Behaviour

A significant finding of the study is the difference in administrative behaviour between male and female school principals. The results indicate that gender plays a role in shaping leadership styles, decision-making approaches, and overall administrative behaviour.

- **Male Principals:** Generally, male principals tend to exhibit a more authoritative and directive leadership style, focusing on task-oriented administration. They may prioritize efficiency, discipline, and structured decision-making.
- **Female Principals:** Female principals, on the other hand, often demonstrate a more collaborative and inclusive leadership approach. They emphasize relationship-building, teacher motivation, and student engagement. They may be more empathetic and communicative, fostering a nurturing school environment.

These differences highlight the need for a balanced leadership approach, where both male and female principals can learn from each other's strengths. Schools may benefit from leadership training programs that incorporate both task-oriented and relationship-oriented management strategies.

Implications of the Findings

The findings of the study suggest several important implications for improving school administration in Assam:

- **Capacity Building and Professional Training:** Principals, especially those with low planning skills, should undergo training programs focusing on strategic planning, institutional management, and leadership development.
- **Enhancing Communication and Decision-Making Skills:** Given that 50% of principals exhibit high communication and decision-making skills, efforts should be made to extend these skills to a larger number of school leaders through workshops and mentoring programs.
- **Gender-Sensitive Leadership Training:** Since administrative behaviour differs based on gender, leadership development programs should recognize these differences and promote a holistic leadership style that combines efficiency with inclusivity.
- **Policy Recommendations:** Education policymakers should consider these findings to develop targeted interventions for improving the administrative effectiveness of school principals.

Conclusion

- In today's competitive and rapidly evolving educational landscape, the role of school principals has become more critical than ever. Effective school administration requires a combination of strategic planning, strong communication, and sound decision-making skills to create a thriving learning environment. This study highlights the significance of administrative behaviour in shaping a school's culture, governance, and overall academic outcomes.
- A school principal is not just an administrator but a visionary leader who influences teachers, students, and the broader school community. Their ability to plan effectively, communicate clearly, and make informed decisions determines the success of the institution. Well-structured and competent leadership fosters a positive educational environment, improves teacher motivation, and enhances student learning outcomes. Schools with principals who exhibit strong administrative behaviour tend to perform better academically and function more efficiently.
- The study's findings reinforce that effective administrative behaviour leads to improved student performance and an enriched school community. A principal's ability to build strong relationships with teachers, students, and parents creates an atmosphere of collaboration, trust, and innovation. When a principal communicates effectively and makes well-informed decisions, it not only enhances the school's organizational structure but also ensures that students receive a well-rounded, high-quality education.
- Furthermore, the research emphasizes the need for continuous professional development and leadership training for school principals, particularly in areas where gaps in planning and management skills exist. Educational policymakers should focus on capacity-building programs that enhance the leadership skills of school principals, ensuring that they are equipped to meet the demands of modern education.
- In conclusion, the success of a school is largely dependent on the administrative behaviour of its principal. Strong leadership and management skills can transform schools into centers of academic excellence, positively impact student outcomes, and create an engaged and dynamic school community. By recognizing the pivotal role of school principals and investing in their professional growth, the education system in Assam can be strengthened, ultimately contributing to the overall progress of society.

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