

Impact of Managerial Skills of Educational Administrators in Running the Educational Institutions in Haryana

Rajiv Kaushik

Associate Professor, Department of Management, Vaish College of Engg.,
Rohtak, Haryana, India.
rajivkaushikprince@gmail.com

Abstract

Managerial skills of education administrators play a vital role in creating a good and congenial institutional environment. Education administrators have to perform entire managerial work like planning, organizing, coordinating, implementing and controlling of activities. They set objectives and implement the strategies, monitor the progress and evaluate the results. Managerial skills of educational administrators can be judged by measuring skills like goal setting skills, intuitive abilities, problem solving styles, locus of control and Conflict handling style.

Key Words: Goal setting skills, Intuitive abilities, Problem solving styles, Locus of control and Conflict handling style.

Introduction

Change is normal, natural and inevitable in every organization and educational institutions as such cannot be exception to it. A basic question always keeps on bothering the educational administrators i.e. how I can become a better administrator and how my institution can be superior to others. The solution of this question lies in the managerial skills of the administrators. Further, mere possession of the skills is not enough rather these are to be used in a proper way. The role as a principal is glorious and challenging assignment due to the quantum of authority exercised by him/her. But the proven ability as a teacher does not guarantee an effective administrator; the two is being distinct aspects. The success herein in fact depends upon whether or not one has managerial skills and how does the person use these skills. To decide about the future course of action one is required to set the goals or objectives. How these objectives are set, and to see them in reality, the administrator requires at a level, the thinking of major changes and that affects their locus of control. In spite of best effort of the principal some problems remain unsolved or partially unsolved and take the form of conflict putting a further challenge for the administrator. Sometimes conflicts do take place because of the decisions taken by the administrators though for the betterment of the organization but breaking the routine of the individual working in the college. Resistance to change is basic

human nature, which further leads to organizational conflicts that needs to be handled by the administrators by safe guarding the well being of all the interest groups.

Thus the people in the administrative posts in educational institutions have to be all rounder, may it be technical aspect i.e. teaching assignment, human aspect, i.e. dealing with the people or it is conceptual skill part i.e. dealing with the future and converting the organizational goal into reality. Administration of well educated and enlightened elites of the society make the job more challenging when compared with other administrators, and requiring multi-skilling personalities in educational administrators. To what extent these various managerial skills are available in the educational administrators of the state are as follows:

1. Goal setting skills of educational Administrators
2. Intuitive Abilities of Administrator
3. Problem Solving styles of Administrators
4. Locus of control of the administrators
5. Conflict Handling Styles of Administrators

Goal setting skills of educational Administrators

Goal setting is the heart of entire planning process, while setting the goals an administrator will have to plan along with taking the decisions. Goals are the end points towards which organizational efforts are directed. Technically speaking the success or failure of any organization as well as that of the administrator largely depends upon the attainment of organizational goals. Goals are expressed in very specific quantitative and qualitative terms.

The goals are of particular significance in educational institutions because of the social significance of educational organizational system. Traditional philosophy of goal setting still dwells on top-down approach of goal setting where goals are set at the top level and disseminated to lower levels. . Some progressive organizations do endeavor for resorting to bottom up approach of goal setting where in the ego problems of the senior staff mars the performance of the goals. Hence the participative goals setting philosophy is the only remedy to make the goals attainable and realistic. But the educational institutions look for something extra apart from the

participation of the employees from different levels. Being the organizational of dynamic environment these organizations also look for pro activeness, comprehensiveness, appropriateness and support from other organizational factors in the goal setting process, and it is here the goal setting skills of the administrator have a great role to play. It can be visualized from Table I that the goal setting skills of the administrators are performing

when judged on the above four parameters. The administrators have been found visionary and don't wait for the things to happen rather plan in advance i.e. they are pro-active. They set very appropriate and comprehensive organizational goals with sound organizational support system. As a whole the goal setting skills of the administrator are very sound and performing.

Table I: Goal setting skills of Administrators

Goal setting Parameters	Calculated Value					Total Value	Mean Value
	SA	A	NAD	D	SD		
Proactiveness of goal setting							
(a) Are you proactive rather than reactive in setting goal.	150	172	18	18	12	370	3.70
(b) Goal setting processes take place at institutional and individual level.	120	124	54	42	12	352	3.52
(c) Goals and objectives are reviewed and modified on a regular cycle.	90	72	72	30	15	279	2.79/ 3.34
Support by other institutional factors.							
(a) Policies, programs, and procedures are developed in an integrated fashion.	135	172	27	24	09	367	3.67
(b) Time and resources are committed to set goals and objectives.	165	56	27	30	09	287	2.87
(c) Accomplishment of goals and objectives is tied to a reward system.	90	60	27	86	15	278	2.78/ 3.11
Comprehensiveness of goal setting							
(a) We work on forecasting future opportunities and threats	105	84	75	42	12	318	3.18
(b) The overall mission is clear to all.	75	112	72	42	12	313	3.13
(c) There are written goals and objectives	45	148	36	48	18	295	2.95
(d) There are long term goals and objectives setting.	60	148	72	30	09	319	3.19
(e) There are short term objectives setting.	30	136	63	36	21	286	2.86/ 3.06
Appropriateness of goal setting							
(a) Goals and objectives are realistic	75	124	72	36	12	319	3.19
(b) Goals and objectives are challenging	75	172	63	18	12	328	3.28
(c) Pursing goals and objectives is a productive activity.	135	148	18	36	12	349	3.49
Kruskal walli's H-test at $\alpha=0.05$ $x+A_2 R=393.3$ Group Mean = 318.5 Observed value = 18.95 $X- A_2 R = 243.6$ Range= 123.3 Table Value = 23.685							

Note. SA denotes strongly agree, A denotes Agree, NAD denotes Neither Agree or disagree, SD denotes strongly disagree.

Intuitive Abilities of Administrator

Intuitive Abilities of the administrators are well aware of the need to define problems and setting the objectives before reaching at the solutions through their effective implementation. Here in the entire process of goal setting the intuitive abilities of the administrators has a great role to play. In fact intuition is not only a skill rather it is a trait

where nature and not the nurture plays the predominant role in the ability to exhibit the phenomenon. That is why intuition is an inherent trait more available to certain types, or available under certain conditions, rather than a technique available to all who practice a certain form of mental training.

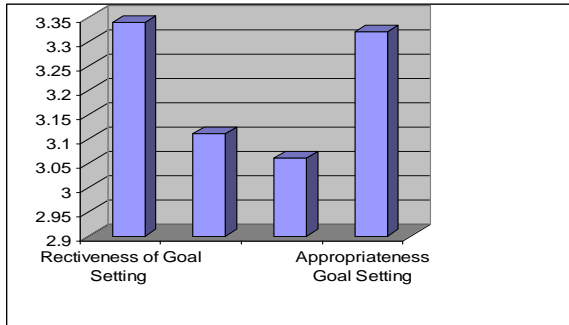


Fig I Dimensions of Goal Setting

Infect in a situation when everything seems to be going out of control, intuitive abilities come alive in the reactions and decisions of those capable of crisis management. The ability to diagnose problems created by rapid, complexity and conflict may require an intuitive frame of mind to achieve the best result. It is found that intuitive abilities of the educational administrators in Haryana are not very high. As institution is largely based upon farsightedness of the administrator, advance planning and boundary rules for the same may not work properly.

Table II
 Intuitive Abilities of Administrator

No.	Intuitive Parameters	Response		Score		Total Score A+B
		a	b	A	B	
1.	When working on a project, do you prefer to	64	36	64	00	64
2.	When working on a project, do you prefer to work with colleagues who are	82	18	00	18	18
3.	Do you admire people most who are	79	21	79	00	79
4.	Do the friends you choose tend to be	100	00	00	00	00
5.	When you start your day, do you usually	76	24	76	00	76
6.	When you start your day do you usually.	09	91	09	00	09
7.	When working with numbers do you find that you	88	12	00	12	12
8.	Do you find that you	52	48	00	48	48
9.	When working on a problem do you	88	12	00	12	12
10.	When you are trying to put something together, do you prefer to have	52	48	00	48	48
11.	Do you find that the person who irritates you the most is one who appears to be	85	1	85	00	85
12	When an unexpected crisis come up that you have to deal with, do you	42	58	00	58	58

Kruskal Walli's H-test at α -0.05 95% confidence limit under U-statistics
 Observed value = 15.2 $\mu\mu+1.44 \sigma\mu(UCL)=97$
 Table value= 21.02 $\mu\mu-1.44 \sigma\mu(UCL)=47$
 Mean Value = 42.4
 Standard Deviation = 42.5

Problem Solving styles of Administrators

The educational administrators of today are confronted by diverse type of problems and they have to gather and evaluate the information for solution of the problem. Generally the information is gathered through processing

the facts and details in the environment systematically by administrators depends on a lot of information to assess the situation, are pragmatic and down to earth, and concentrate on the present time. The intuitive type relies on hunches and non verbal cues, simultaneously considers several

alternatives and quickly discards the non viable ones, is very imaginative and is more futuristically oriented. The administrators in the first category create effective organizational structure and are dependable leaders, where as administrators as intuitive thinkers are proactive change masters and see relationships among the various goals and activities and build new systems given thought to the

effects of their ideas on operating effectiveness. Administrators evaluate and make judgments either impersonal and objective thinking types or in more personal and subjective manner feeling types. The thinking type administrator make systematic enquiries are unemotional and highly analytical and rational in making decisions.

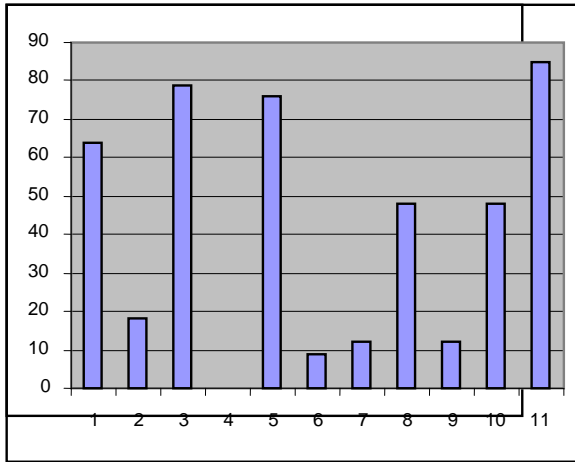


Fig II Intuitive Parameters

The feeling type administrators place much reliance on human feelings and emotions, are very emphatic, sentimental, and try to read between the lines while evaluating the situations. The thinking type administrators feel comfortable when logic and good analysis are the bases of decision making, and are generally unemotional and not very sensitive to the feeling of others, dislike telling people unpleasant things and heavily emphasize the human aspects of dealing with organizational matters. Result reveals that the administrators of the day gather information on sensational basis and not by intuition, which infuse objectivity I the information by cognition i.e. by thinking not by hear i.e. by feeling. This shows very logical and sound problem solving styles of the administrators.

Table III Problem Solving styles of Administrators

S.No.	Statement	Response		Dominant Problem Solving Style Point Value			
		a	b	Sensation	Intuition	Thinking	Feeling
1	I am more care full about (a) People’s Feeling (b) Their rights	64	36			36	00
2.	I usually get on better with (a)Imaginative people (b) realistic people	12	88	88	24		
3.	It is a higher compliment to be called (a) A person of real feeling (b) A consistently reasonable person	21	79			158	21
4.	In doing something with many people, it appeals more to me (a) my heart rule my head (b) my head rule my sense	45	55	45	55		
5.	I get annoyed at (a) My heart of vision (b) My person of common sense	52	48	52	48		
6.	It is higher praise to call someone (a) A person of vision. (b) A person of common sense	64		36	00		

			36				
7.	I more often let (a) My heart rules my head. (b) my head rule my heart	27	73			00	60
8.	I think it is a worse fault (a) to show too much fault (b) to be unsympathetic	40	60			00	60
9.	If I were a teacher, I would rather (a) Course involving theory (b) Fact course	42	58	116	84		
10.	Which word in the following pair appeals to your more? (a) Compassion (b) Foresight	24	76			152	24
11	(a) Justice (b) Mercy	82	18			164	18
12	(a) Production (b) Design	67	33	67	00		
13	(a) Gentle (b) Firm	36	64			61	36
14	(a) Uncritical (b) Critical	39	61				39
15	(a) Literal (b) Figurative	67	33	67	33		
16	(a) Imaginative (b) Matter of fact	24	76	152	00		
Total Print Value				623	244	644	225

Table 4.6
 Value of Confidence limit and F-test on Problem solving

Style	Percent	95% Confidence limit $X \pm L 1.96 \sigma/n$		F Value	
		UCL	LCL	Observed	Table
Sensation	36				
Intuition	14	30.06	19.04	3.51	2.95
Thinking	34				
Feeling	13				

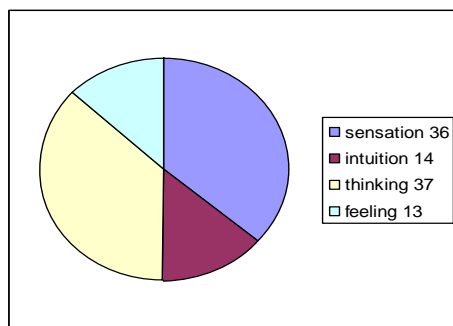


Fig III Problem solving styles of Administrators

Locus of control of the administrators

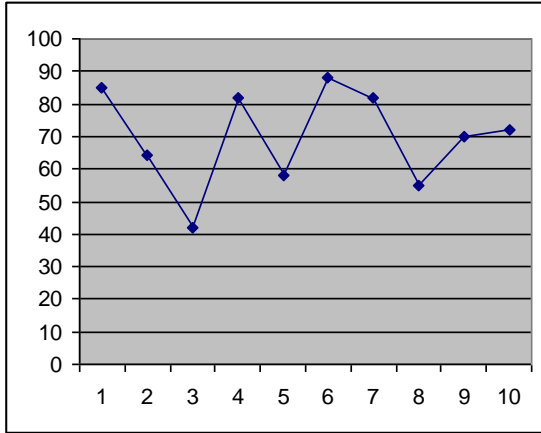
The concept of locus of control denotes whether the administrators believe that they are in control of events, or events control them. Those who have a high internal locus of control believe that they control and shape the course of events in their lives, while those who have a high external locus of control tend to believe that events occur purely by chance or because of factors beyond their own control. Internals, as compared to externals, seek more job related information try to influence others more at work, more actively seek opportunities for advancement, and rely more on their abilities and judgment at work.

Table IV
 Locus of Control of Administrators\

Sr. No.	Statements showing higher or lower Internal Locus of Control	Response	Score For locus of control	X±2σ
1.	(A) Making a lot of money is largely a matter of getting the right breaks.	15	85	10
	(B) Promotions are earned through Hard work and persistence	85		
2.	(A) I have noticed that there is usually a direct connection between how hard I study & grade I get	64	64	
	(B) Many times the reactions of teachers seem haphazard to me	36		
3.	(A) The number of divorces indicates that more and more people are not trying to make their marriages successful.	42	42	
	(B) Marriage is largely a gamble.	58		
4.	(A) It is silly to think that one can really change another person's basic attitude.	18	82	
	(B) When I am right, I can convince others.	82		
5.	(A) Getting promoted is really a matter of being a little luckier than the next person.	42	58	
	(B) In our society a person's future earning power depends on his or her ability.	58		
6.	(A) If one knows how to deal with people, they are really quite easily led.	82	88	
	(B) I have little influence over the way other people behave.	18		
7.	(A) The grades of make are the result of my own efforts; luck has little or nothing to do with it.	82	82	
	(B) Sometimes I feel that I have little to do with the grades I get.	18		
8.	(A) People like me can change the course of world affairs, if we make ourselves to be heard.	55	55	
	(B) It is only wishful to believe that one can really influence what happens in our society at large.	45		
9.	(A) A greater deal that happens to me is probably a matter of chance.	30	70	
	(B) I am the master of my fate.	70		
10.	(A) Getting along with people is a skill that must be practiced	72	72	
	(B) It is almost impossible to figure out how to please some people.	18		

Table 4.8
 Value of Test of significance and F-test on Locus of control.

Group Mean	Standard Deviation	X2 Value		F Value	
		Observed	Table	Observed	Table
67	14.35	10.023	17.307	35.38	4.41 (.05 level) 8.28 (.01 level)



Locus of Control Dimensions
 Fig IV Locus of control of Administrators

Conflict Handling styles of the Administrator

The ability to handle conflicts is undoubtedly one of the most important interpersonal skills an administrator needs. The term conflict refers to perceived incompatible differences resulting in some form of interference or opposition. Whether the differences are real or not is irrelevant. Traditional view on conflict is that conflicts are bad and must be avoided, but human relations view on conflicts considers them a natural and inevitable outcome in any organization. The most recent the integrationist Table V

Conflict Handling Styles of Administrators

	Response			Computed Score			Mean Value	X±2σ
	O	ST	N	O	ST	N		
Collaboration Style								
1. I explore our differences, not backing down, but not imposing my view either	61	39	00	305	117	00	4.22	
2. I disagree openly, and then invite more discussion about our differences.	33	54	13	165	162	13	3.40	
3. I look for a mutual satisfactory solution.	73	15	12	365	45	12	4.22	
4. Rather than let the other person made a decision without my input, I make sure I am heard and also that I hear the other person out.	67	27	06	335	81	06	4.22	
Total							16.06	
Compromising style								
5. I agree to a middle ground rather than look for a completely	46	42	12	230	126	12	3.68	3(75)
Satisfying Solution								
6. I admit I am half wrong rather than explore our differences.	06	40	54	30	120	54	2.04	
7. I have a reputation for meeting a person halfway.	12	30	58	60	90	58	2.08	
8. I expect to get out about half of what I	21	43	36	105	129	36	2.70	

view on conflict proposes not only that conflicts can be positive force, but also that some conflicts are absolutely necessary for an organization to perform effectively. Hence an administrator should promote and encourage functional conflicts i.e. the conflicts that support an organization’s goals, should manage and handle dysfunctional conflicts, which may prevent an organization from achieving its goals. Generally an administrator has five conflict handling options i.e. avoidance, accommodation, forcing compromise, and collaboration. All conflict do not require assertive action rather sometimes when it is trivial, emotions in a situation when it is trivial, and emotions are running high and time is needed for conflicting parties to cool down. But large segment of conflict handling styles fall in the rest of the four categories. It is found that the majority of the educational administrators in Haryana have moderate internal locus of control.

It is found that none of the conflict handling styles of the educational administrators fall in high or low categories, rather all scores fall either in moderately high or moderately low category. The results of the table envisage that administrator largely go for collaboration style of conflict handling with very positive approach of ‘I win, you win’.

really want to say.								
Total							10.05	
Accommodating Style								
9. I give in totally rather than try to change another's opinion.	12	45	43	60	135	43	2.38	3(75)
10. I put aside any controversial aspects of an issue.	21	49	30	105	137	30	2.72	
11. I agree early on, rather than argue about a point.	12	20	58	60	90	58	2.08	
12. I give in as soon as the other party gets emotional about main issue.	12	46	39	75	138	39	5.52	
Total							9.7	
Dominating/Forcing Style								
13. I try to win the other person over.	70	24	06	350	72	06	4.28	
14. I work to come out victorious, no matter what.	55	21	24	275	63	64	4.02	
15. I never back away from a good argument.	64	18	18	320	54	18	3.92	
16. I would rather win than end up compromising.	36	43	21	380	129	21	3.30	
Total							15.52	

Conclusion:

Managerial skills encompasses encompass soft skills, technical skills, human skills, and conceptual skills. Educational administrator is expected to have a reasonable amount of all the skills. The educational administrators have been found visionary and wait for things to happen rather plan in advance. They set very appropriate and comprehensive organizational goals with sound organizational support system. The intuitive abilities of the administrators are not very high rather they are moderate. The conflict handling styles of the administrator fall in moderately high or moderately low category. Educational Administrator largely go for collaboration style of conflict handling with a very positive approach of 'I win, you win'.

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About Author: Dr. Rajiv Kaushik is presently working as Associate Professor in Department of Management Vaish College of Engineering, Rohtak. He is having more 15 years of experience both in industry and academia. He has published more than 10 research paper/articles in reputed national and international journals. He has conducted MDP programmes. His main area of interest is marketing management, retail management, consumer behaviour, integrated marketing communication, brand management and sales and distribution management, service marketing and CRM.