

# A Study on Administrative Knowledge of B.Ed., Students

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**Abstract:** This is an attempt to find out the Administrative Knowledge of B.Ed., Students. Normative Survey method is adopted. Random sampling technique is used in the selection of the sample for 200 B.Ed., Students. Administrative Knowledge Test developed by Manisharma .S (2010) was used for the present study. It is evident collected data that the calculated mean score of entire sample indicates that the B.Ed., Students have high level of Administrative Knowledge., further there is significant difference between Male and Female B.Ed., Students with respect to their Administrative Knowledge.

**Keywords:** Administrative Knowledge, B.Ed., Students



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## Introduction

Simon (1972) equates 'administration' with decision-making. He lays emphasis on how decisions are made, and how they can be made more effectively. Simon calls the traditional concepts of administration as proverbs and myths. The reason for such an ambiguity, according to him, is the 'inadequate' diagnosis of situations and definitions of terms and lack of detailed research into real situations. The missing factor, according to him, is correct decision- making.

Any school improvement efforts should consider the Administrative Knowledge of the organization. The importance of considering this facet of the organization cannot be overemphasized if substantive changes are to occur. Since both the largest and the smallest unit for school improvement is the individual school, the main Administrative Knowledge responsibilities fall upon the shoulders of the building principal. Barth (1986) clearly identified the building principal as the person who really causes schools to be the way they are. He goes even further in stating that it is not the central office personnel, university people or anyone else who is responsible for the ways a school functions; it is the building principal.

Since it is critically important that the individual school improvement efforts stem from the building principal's Administrative Knowledge, what part does the principal play in improving instruction, the answer may be found in the examination of B.Ed., Students' beliefs that are essential to the improvement process coupled with the part Administrative Knowledge plays in forming these beliefs. While academic emphasis, morale, teacher experience, and educational level contribute to personal teaching efficacy, Hoy and Woolfolk (1993) found, "Administrative Knowledge variables contributed an additional significant increase in the explanation of personal teacher efficacy variance; principal influence was the most important variable".

## Administrative Knowledge

The behaviour associated with the exercise of authority. Effective Administrative Knowledge is characterized by the ability of the leader to influence the activities of a group, by initiating structures (such as goal setting), which enable the group to successfully overcome mutual problems and to achieve their group goals. The Administrative Knowledge exhibited by leaders may or may not reflect their personalities.

Self-confidence encompasses the traits of high self-esteem, assertiveness, emotional stability, and self-assurance. Individuals that are self-confident do not doubt themselves or their abilities and decisions; they also have the ability to project this self-confidence onto others, building their trust and commitment. Integrity is demonstrated in individuals who are truthful, trustworthy, principled, consistent, dependent, loyal, and not deceptive. Leaders with integrity often share these values with their followers, as this trait is mainly an ethics issue. It is often said that these leaders keep their word and are honest and open with their cohorts. Sociability describes individuals who are friendly, extroverted, tactful, flexible, and interpersonally competent. Such a trait enables leaders to be accepted well by the public, use diplomatic measures to solve issues, as well as hold the ability to adapt their social persona to the situation at hand. According to Howell, Mother Teresa is an exceptional example that embodies integrity, assertiveness, and social abilities in her diplomatic dealings with the leaders of the world.

Few great leaders encompass all of the traits listed above, but many have the ability to apply a number of them to succeed as front-runners of their organization or situation.

### **Administrative Knowledge and Students**

According to the Council for the Advancement of Standards (CAS) in higher standards and guidelines, the development of Administrative Knowledge “empowers students to mature and develop toward greater levels of Administrative Knowledge complexity integration and proficiency over a period of time”. A recent study highlights the contrasts between School Students in the 1990s and School students today. "Administrative Knowledge is ultimately about change, and ... effective leaders are those who are able to effect positive change on behalf of others and society.

“Attending School can have a profound effect on one’s life”. Drum defined student development as “a process in which an individual undergoes a number of changes toward more complex behaviour that result from mastering the increasingly demanding challenges of life”. It is evident that students who spend much time on campus and develop and change during their school life.

Student development is a term that is used extensively in student affairs practice. Professionals talk about “facilitating student development”, offices are titled “student Development”, and graduate students study “student development theories”. In 1967, san ford defined development as “the organization of increasing complexity”.

### **Need for the present Study**

Difficulties associated with student diversity are increasingly seen as a key challenge for educational leaders. Administrative Knowledge development has been pursued for centuries. Many have studied the concept and have tried to simply define it, while others have attempted to determine what makes a leader effective. Despite numerous studies, finding a universally accepted definition of “Administrative Knowledge” is a difficult endeavor. Trying to describe what makes a leader more effective seems even more elusive. Hence the investigator decided to take up this study.

### **Statement of the problem**

While academic emphasis, morale, teacher experience, and educational level contribute to personal teaching efficacy, Hoy and Woolfolk (1993) found, “Administrative Knowledge variables contributed an additional significant increase in the explanation of personal teacher efficacy variance; principal influence was the most important variable”. Having identified the various issues discussed earlier the Investigator has chosen the problem of investigation that is given as follows: “A Study on Administrative Knowledge of B.Ed., Students”

### **Objectives of this Study**

The present study has the following objectives:-

1. To find out the B.Ed., Students’ Administrative Knowledge.
2. To find out whether there is any significant difference between Male and Female B.Ed., Students with respect to their Administrative Knowledge.

### **Hypotheses of this Study**

Investigator of this study formulated the null hypotheses on the basis of the objectives.

## Method of Study

In the present study, Normative Survey method is adopted.

## Sample of this Study

Random sampling technique is used in the selection of the sample for 200 B.Ed., Students.

## Tool Used

Administrative Knowledge Test developed by Manisharma .S (2010) was used for the present study.

In order to find out the Administrative Knowledge of B.Ed., Students, the mean and S.D have been calculated.

**Table No.1**  
**The Mean and Standard Deviation of Administrative Knowledge scores of B.Ed., Students**

N	Mean	SD
200	132.51	21.94

It is evident from the above Table that the calculated mean score of entire sample indicates that the B.Ed., Students have high level of Administrative Knowledge.

## Null hypothesis

There is no significant difference between Male and Female B.Ed., Students with respect to their Administrative Knowledge.

In order to test the above Null hypothesis 't' value is calculated.

**Table No.2**  
**Significance of difference between Male and Female B.Ed., Students with respect to their Administrative Knowledge**

Gender	N	Mean	SD	t-value	Significance at 0.05 level
Male	66	125.36	25.18	3.03	Significant
Female	134	136.03	19.30		

From the above table, since the 't' value is significant at 0.05 level, the above Null hypothesis is rejected and it is concluded that there is significant difference between Male and Female B.Ed., Students with respect to their Administrative Knowledge.

## Findings

The following are the important findings of the study:

- The B.Ed., Students have high level of Administrative Knowledge.
- There is significant difference between Male and Female B.Ed., Students with respect to their Administrative Knowledge.

## Recommendations

The present study gives analysis about the B.Ed., students' Administrative Knowledge. Based on the important findings stated earlier the following recommendations are suggested for the betterment.

- ❖ To enhance B.Ed., students' Administrative Knowledge, Special programme has to be framed.
- ❖ Teacher Educators should involve the B.Ed., students in administrative works to make them learn about administration.
- ❖ Colleges should conduct various events by giving administrative role to the B.Ed., Students.
- ❖ Separate Administrative practices with Teachers' supervision should be allotted to enhance students' Administrative Knowledge.

## Conclusion

The present study made on B.Ed., students' Administrative Knowledge reveals that it is high. Hence activities are to be included in B.Ed., curriculum to sustain and rise this level. Only in this stage they can be inculcated about all kind of behavior modifications, after this course they will become Teachers, then they have to implement them. Administrative Knowledge is an essential one for the Teachers to get recognized and dominated positions in future, hence special attention should be given.

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