



Comparative Analysis of Educational Administration Practices in Senior Secondary Schools Across Fatehabad, Haryana

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Abstract

This study uses a mixed-method approach that combines qualitative and quantitative methodologies to analyze the educational administration procedures in senior secondary schools located in Fatehabad, Haryana. Observations and in-person conversations are added to primary data from structured interviews with 20 teachers and 100 students to provide complex insights into the educational environment. The comprehension of context is improved by secondary data. To ensure a thorough examination of educational dynamics, data analysis techniques such as thematic analysis, content analysis, descriptive statistics, and comparative analysis were used. All along, ethical principles were strictly adhered to. Results point to issues like teacher-to-student ratios and the sufficiency of career counseling, providing practical advice for bettering education. The results will help comprehend the dynamics of educational administration in the area and provide useful information for enhancing student outcomes and school administration.

Keywords: Educational, Administration, Senior Secondary, Fatehabad, Haryana

1. INTRODUCTION

Education is essential for forming societies and promoting personal growth, and educational administration is a key factor in determining the efficacy and quality of education. In order to shed light on the various methods and techniques used to run these establishments, this study compares the administrative procedures of senior secondary schools in Fatehabad, Haryana. The field of educational administration comprises a diverse range of duties, such as managing curriculum, allocating resources, implementing policies, and exercising leadership. These activities have a substantial influence on the general operations and achievements of educational institutions. Because it combines state-run and private senior secondary schools, Fatehabad, in the state of Haryana, offers a unique backdrop for this kind of study. This variability provides a fertile ground for investigating the ways in which various administrative strategies impact institutional performance and educational results. Compared to their state-run equivalents, private schools are frequently subject to various regulatory frameworks and financial models, which can result in differences in administrative practices and academic performance. Policymakers, educators, and other stakeholders who want to improve educational equity and quality across various school types must be aware of these differences.

Using a combination of quantitative surveys and qualitative interviews with educators, administrators, and stakeholders from state-run and private senior secondary schools in Fatehabad, the study uses a mixed-methods research methodology. With the use of this dual approach, administrative processes may be thoroughly explored, allowing for both in-depth research of qualitative insights and viewpoints and statistical analysis of quantitative data. The research attempts to offer a detailed knowledge of the elements impacting educational administration in this particular geographic and institutional setting by triangulating data from numerous sources. Principal leadership styles, curriculum implementation and standard adaptation strategies, resource allocation and utilization, including infrastructure and instructional materials, and the role of administrative structures in creating a positive learning environment are some of the main areas of focus. In order to determine the best practices and obstacles that support efficient school administration and the creation of policies, these elements are investigated via the prism of educational theory and empirical research.

2. REVIEW OF LITREATURE



Bal-Taştan et al. (2018) examined the effects of motivation and efficacy in teachers on students' academic performance in science classes in secondary and high schools. The study examines the relationship between instructors' motivation levels and their perceptions of their capacity to positively impact students' learning, as well as the academic outcomes of their students. It was published in the EURASIA Journal of Mathematics, Science, and Technology Education. The researchers' goal in looking at these variables was to draw attention to how important teacher motivation and attitudes are in determining student results in scientific education settings.

Bush (2020) offers a thorough summary of the several theoretical frameworks in educational leadership and management in his book *Theories of Educational Leadership and Management*. Bush provides insights into how many leadership theories might influence administrative procedures in schools by synthesizing the major ideas and theories that support leadership practices in educational settings. Understanding the theoretical underpinnings that influence educational leadership tactics and decisions is made easier with the help of this resource.

Changwong et al. (2018) examined the development of critical thinking abilities through an examination of a novel learning management system used in high schools in Thailand. The study, which was published in the *Journal of International Studies*, looks at how improving the learning management system might help students become more adept critical thinkers. The researchers' goal in assessing this model's efficacy was to offer empirical proof in favor of cutting-edge teaching strategies that encourage critical thinking in high school pupils.

Greckhamer et al. (2018) presented the methodological technique of qualitative comparative analysis (QCA) for analyzing configurations in strategy and organization research. The essay, which was published in *Strategic Organization*, describes how to use QCA to evaluate intricate variable configurations in organizational contexts and provides best practices for doing so. The authors stress that QCA is especially useful for investigating complex phenomena in organizational and strategic research contexts because it can capture subtle correlations between variables that traditional approaches can miss. Greckhamer et al. improve methodological rigor and analytical depth in organizational studies by offering guidelines and examples.

Gumus et al. (2018) carried out a thorough analysis of leadership models used in educational research between 1980 and 2014. The study, which was published in *Educational Management Administration & Leadership*, identifies common leadership models and their effects on educational results by combining data from a variety of studies. The review examines numerous theoretical frameworks and empirical studies that have changed understandings of effective leadership in schools, highlighting emerging trends in leadership research within educational contexts. Gumus et al. provide a useful resource for educators, researchers, and policymakers interested in leadership effectiveness in educational contexts by combining decades of research to provide insights into the evolution of leadership theories and practices.

3. RESEARCH METHODOLOGY

3.1 Research Design:

This study utilizes a mixed-method approach combining qualitative and quantitative methods. Primary data was collected through structured interviews with 100 students and 20 teachers across four Senior Secondary Schools in Fatehabad, Haryana. Personal talks and direct observations complemented these interviews, providing richer insights into the educational environment. Secondary data from authoritative sources supported background information. Qualitative data was analyzed through thematic and content analysis, while quantitative data underwent descriptive statistics and comparative analysis to uncover patterns and contrasts. Ethical considerations were strictly observed, ensuring informed consent, confidentiality, and respectful data handling.

3.2 Research Setting:



Conducted in Fatehabad district, the study focused on Tohana and Bhattu Kalan blocks, selected for their representation of socio-economic and cultural diversity, allowing for a comprehensive examination of educational practices.

3.3 Sample Selection:

A total of 100 participants included 50 students and 20 teachers from the selected schools, ensuring a balanced representation across the district and diverse perspectives on educational dynamics.

3.4 Data Collection Methods:

Primary data collection utilized structured interview schedules and personal talks, complemented by direct observations. Secondary data included literature review of educational studies and reports.

3.5 Data Analysis:

Quantitative data was analyzed using descriptive statistics and comparative analysis to summarize findings and identify trends. Qualitative data underwent thematic and content analysis to uncover themes and provide contextual insights.

3.6 Ethical Considerations:

Ethical principles such as informed consent, confidentiality, and sensitivity to participant information were strictly maintained throughout the study.

3.7 Limitations:

Limitations include the study's geographical scope restricted to Fatehabad district and the sample size, which though adequate for the study's objectives, may limit generalizability and statistical power

4. DATA ANALYSIS AND INTERPERTATION

4.1 Perception of Student – Respondents

Primary and secondary sources, each with specific benefits and limitations, are the sources of data used in research. In addition to official viewpoints, direct interaction with important stakeholders including parents, teachers, and students is essential for a complete and objective knowledge. In the Fatehabad area, 100 students participated in a structured interview consisting of 4 questions to share their perspectives on senior secondary education. To guarantee transparency and clarity, the responses were objectively assessed and presented in tables, pie charts, and bar graphs. With the views of individuals who are directly involved in the system being represented, this approach seeks to offer an honest study of educational challenges.

1) Teacher-Student Ratio

The teacher-to-student ratio in secondary schools remains inadequate, despite government initiatives, despite the importance of optimal education.

Table 4.1:The ratio of teachers to students in senior secondary schools

| Response | No. of Respondents | Percentage (%) |
|--------------|--------------------|----------------|
| 1:30 | 25 | 25% |
| 1:35 | 20 | 20% |
| 1:40 | 30 | 30% |
| 1:50 or more | 25 | 25% |
| Total | 100 | 100.0 |

Table 4.1 presents an analysis of respondents' perceptions regarding the distribution of teacher-student ratios in senior secondary schools. A balanced representation of the various ratios is seen in the statistics, with 25% liking a ratio of 1:30, 20% favoring a ratio of 1:35, and 30% supporting a ratio of 1:40. Notably, 25% of respondents think the ratio is higher than 1:50. This diversity reflects a variety of viewpoints and experiences on the best class sizes and ways for teachers and students to interact in learning environments. The results highlight how crucial it is



to take into account a range of viewpoints when debating how best to optimize learning environments to facilitate efficient teaching and learning.

2) Career Counselling to students

The government is launching various counseling services to guide students in developing their careers. In today's technologically advanced world, it's crucial for students to receive appropriate career advice. The government and schools are also educating students about career options post-graduation.

Table 2: Are Students Given Counselling on Career and Higher Studies?

| Response | No. of Respondents | Percentage (%) |
|--------------------|--------------------|----------------|
| Yes | 10 | 10% |
| Up to some extent | 20 | 20% |
| Up to large extent | 50 | 50% |
| No | 20 | 20% |
| Total | 100 | 100.0 |

The table shows respondents' differing degrees of satisfaction with the career and postsecondary education guidance they received as undergraduates. A sizable majority—50%—think that counseling is offered to a considerable degree, indicating strong assistance in getting students ready for their future academic and professional decisions. 20% of respondents, equally divided between those who receive minimum (10%) and moderate (20%) counseling, believe that efforts at counseling are insufficient. This identifies a possible area for development in order to guarantee that every student receives sufficient assistance toward their goals for their education and careers. Increasing the availability of counseling services and making them more accessible could help students feel more prepared overall and be more satisfied with their educational support services.

4.2 PERCEPTION OF STUDENT – RESPONDENTS

Primary and secondary sources are essential for gathering data on a problem. Primary stakeholders in education include parents, teachers, and students. This research project focuses on respondents' perceptions of senior secondary education in Fatehabad district. Three hundred respondents shared their opinions through an interview schedule with 2 questions. The data was analyzed using pie charts and bar charts, with a fraction of a percentage used for graphical presentations. The study aims to understand, interpret, and analyze the respondents' experiences in senior secondary education.

1) Frequency of school Inspection by Higher Officials

Higher officials conduct school inspections to verify that educational programmers are being carried out and to ascertain the current state of secondary education in a certain school. A number of other concerns are also raised when conducting inspections.

Table 3: Frequency of school Inspection by Higher Officials

| Response | No. of Respondents | Percentage |
|-----------------|--------------------|------------|
| Once in a year | 30 | 30% |
| Twice in a year | 10 | 10% |
| Once in 2 years | 20 | 20% |
| Don't know | 40 | 40% |
| Total | 100 | 100 |

Table 3 shows respondents' differing opinions about how often higher authorities inspect schools. 40% of respondents voiced doubt over the frequency of inspections, suggesting possible communication or awareness gaps surrounding administrative oversight. Of those expressing a view, 30% say inspections take place every year, while 20% think they happen every two years.



10% of respondents say they inspect twice a year. The wide range of answers emphasizes the necessity of more transparent and unambiguous communication in educational governance, making sure that all relevant parties are aware of the frequency and intent of official school inspections. By addressing these views, we can increase trust in educational quality assurance measures and accountability.

2) Reasons of Drop-out Students

School dropouts are primarily caused by financial difficulties, familial and domestic circumstances, illness or death of earning members, and social conventions. Parents may stop their daughters' education to find a good match, prompting students to be asked their reasons for dropping out.

Table 4: Why do Students drop out from school?

| Response | No. of Respondents | Percentage |
|-----------------------------|--------------------|------------|
| Financial Problems | 20 | 20% |
| Lack of interest in studies | 30 | 30% |
| Lack of guidance | 25 | 25% |
| Domestic reasons | 25 | 25% |
| Total | 100 | 100 |

The causes of student dropouts as reported by respondents are listed in Table 4. According to the research, dropout rates are caused by a balanced distribution of factors: 30% of dropouts mention lack of interest in their studies, while an equal amount blame home concerns. Twenty percent of the comments are related to financial difficulties or lack of assistance. These results highlight several factors that impact students' choices to drop out of school early, which are a reflection of intricate socioeconomic and educational dynamics. By addressing these problems with focused interventions, such family involvement plans, academic support programs, and financial aid schemes, dropout rates may be reduced and general educational results may be enhanced.

5. CONCLUSION

A comparison of educational administration procedures in Fatehabad, Haryana, senior secondary schools yielded several noteworthy findings. Senior secondary education in Fatehabad, Haryana, has illuminated stakeholder attitudes and educational methods. This mixed-method approach integrated qualitative interviews with quantitative data analysis to provide a complete picture of education. Poor teacher-student ratios, career counseling satisfaction, and school inspection frequency and efficacy are key results. Student dropout reasons demonstrate the intricate interaction of financial, intellectual, and familial variables on educational attainment. Improved teacher-student ratios, career assistance, and transparent educational governance are needed to address these issues. Despite geographical coverage and sample size constraints, the findings provide policymakers, educators, and stakeholders with useful insights to improve senior secondary education and student achievement. The study's regional focus and sample size limit generalizability, but the findings can inform future research and policy activities to improve school administration methods and outcomes in similar circumstances.

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