

प्रकरण दुसरे

संशोधन समस्येशी निगडित साहित्याचे
व संशोधनाचे समालोचन

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२.३ संबंधित संशोधन व साहित्याच्या समालोचनातून प्रस्तुत संशोधनास मार्गदर्शन व दिशा

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२.० प्रास्ताविक

प्रस्तुत संशोधन समस्येशी संबंधित संशोधनाचे व साहित्याचे समालोचन करणे महत्वाचे असते. त्यामुळे संशोधकाला सद्यस्थितीपर्यंत प्रस्तुत संशोधनासंबंधी झालेल्या संशोधनाविषयी माहिती, उचित संशोधन पद्धती आणि संशोधन साधने यांची निश्चित कल्पना येते.

२.१ संबंधित संशोधनाच्या व साहित्याच्या समालोचनाची उद्दिष्टे

संबंधित संशोधनाच्या व साहित्याच्या समालोचनाची उद्दिष्टे पुढीलप्रमाणे-

१. निवडलेल्या विषयासंबंधी यापूर्वी झालेल्या संशोधनाची माहिती प्राप्त करून घेणे व पुनरावृत्ती टाळणे.
 २. संशोधनासंबंधी आवश्यक त्या पद्धती व वापरावयाची तंत्रे यांची माहिती मिळविणे.
 ३. संशोधन विषयासंबंधी सिद्धांत व गृहीतके यांच्या मांडणीबद्दल निश्चित कल्पना प्राप्त करून घेणे.
 ४. आधारसामग्री व निष्कर्ष याविषयी तुलनात्मक माहिती मिळविणे.
 ५. संशोधनासाठी योग्य सांख्यिकी तंत्र, त्याचा उपयोग यासंबंधी मार्गदर्शन प्राप्त करणे.
- अशा प्रकारे संशोधन कार्याला योग्य दिशा मिळण्याच्या दृष्टिने संशोधकाने संबंधित साहित्याचा व संशोधनाचा अभ्यास करून केलेले समालोचन महत्वाचे आहे.

२.२ संबंधित संशोधनाचा व साहित्याचा आढावा

संबंधित संशोधनाचा व साहित्याचा आढावा पुढील प्रमाणे -

२.२.१ संशोधना संबंधित संशोधनाचा आढावा

CHAUHA, C.S. (Ph.D.Edu.,SUP,1983) in his research entitled
' A Study of the characteristics on Innovative Educational
Administration of Gujrat state., Put the following objective -

1. To identify the characterstics in innovation educational administrators.

2. To study the various characteristics like administrative effectiveness, Communication ability, innovative proneness, political orientation, decision making ability and planning ability of innovative educational administrators, and
3. To identify the factors affecting their innovative ability.

For studying the innovative characteristics of educational administrators, the Q. sort technique was adopted for preparing the tool. The tool was prepared keeping in view the three main and eight sub-factors. The main factors were communication, administration and personality. The Sub-factors were ability, responsiveness, decision making, planning, and four aspects of personality, viz., democratic, creative, loyal and realistic established in the field. The data were collected from 40 educational administrators from Gujarat State.

The major findings were

1. The innovative educational administrator was willing to participate in community affairs, possessed risk-taking behaviour, had self-confidence, ability to recall and was willing to expose himself to interpersonal communication. He was self-reliant, honest, enthusiastic, self-disciplined, openminded, and initiator, emotional, accurate and judicious in approach. He could evaluate himself in comparisons to others, had - sense of equality and faith in voluntary co-operative action, had self understanding, appreciative attitude, ability to convince and ability to represent. He believed in expressing his views and could mobilize human resources.
2. The second factor array (positive and) represented characteristics descriptions of eight innovative administrators. The traits were ability to take intelligent decisions, to reason, to analyse and to solve problem. Impartiality, self Knowledge, sincerity in work, ability to

make a choice from among suggestions received from others, politeness, responsiveness to new suggestions, adjustment ability, awareness of innovations, willingness to expose himself to mass media, desire for self improvement and - positive attitude to experimentation were other traits.

3. The second factor - array (negative end) represented characteristic descriptions of six innovative administrators. The characteristics were open mindedness, ability to identify problems and solve them, ability to convince, self - expressive earnestness in approach honesty, pragmatic approach, high morality and flexibility.

REBELLOW , D.M., RAO, R.R. AND HASAN,R .in his research entitled

“A Study of the management of Education in the Andhra Pradesh”., ASCI- 1986 (Ministry of HRD financed) Put the following objective -

1. Physical facilities
2. Staff patterns
3. Financial requirement
4. Pupil's perception of the system
5. Teacher's perception of the system
6. The perception of parent of school going children
7. The decision making system
8. Different kinds of school management
9. The quality of service rendered as indicated by the percentage of passes.

The study was restricted to two districts in Andhara Pradesh. From each districts head quarters three secondary schools and two primary schools were chosen.

Finding

1. In the municipal highschool , the physical facilities were in a bad shape there being no furniture, dilapidated school building ,etc.other schools were also bad in physical facilities except for the missionary school. Where the children were neatly dressed and the teachers also followed novel methods of teaching
2. Certain government schools and private schools were no facility of drinking water
3. Teacher in Zila parishad schools used to remain regularly absent. The students did not study. They spent their time in other activities.
4. The students in the schools showed their interests in sports,sketching,sewing,debating and other cultural activity.
5. Parents of the children wished to have a free education facility and further showed willingness to pay fees if good education was available at a nominal cost.
6. Most parent were satisfied with the load of homework of their children.
7. Parent showed agreement with the teachers on the issu of desirability of a change in curriculum and lessening of work load.
8. Most of the parents agreed that they were giving education to their children for developing their employment potential .
9. The end results of educational setup were measured by the rate of literacy, the growth in the number of schoolsresults I public examinations,which the teachers felt was a measure of quality of education.
10. Their was high degree of dissatisfaction, both among officials and the teachers,regarding the prevailing physical conditions.and academic standarts.

11. The administrative procedures were time – consuming with respect to disbursement of salaries of temporary teachers, officers who had been transferred, banking of provident fund etc.
12. Teachers felt insecure and under pressure for fear of transfer
13. There was - strong feeling among the teachers that disciplinary action was taken by the management arbitrarily and without following rules and regulations.

ANANTU, J. in his research entitled

‘A Study of private Management in Higher Education: Bombay and Marathwada’ (Ph.D.TISS Bombay), Put the following objective-

1. To study the pattern of established and growth of private management.
2. To study private managements with specific regard to their membership, government, goals and finance.
3. To study the government policy toward the encouragement/discouragement to private involvement in Higher education.
4. To compare the emergence, development and functioning to private management in urban and rural regions.
5. To analyse the growth, membership, government policy and functioning of private management.

For obtaining empirical data all possible sources oral, written and personal observations were tapped and - variety of techniques were used. Thus the document (Historical records and writing) and the data collected during the course of field study including personal observation and a service of personal interview with respondents in relevant position in the higher education system played equally important roles.

Finding

1. The growth and development of private initiative led to rapid expansion of higher education. In Bombay the expansion had - basis of real demand, In Marathwada it was the cerated demand.
2. The involvement of private management extended in to the academic and administrative areas. There was a great deal of variation in the patterns of involvement between Marathwada and Bombay.
3. The Principal had dual accountability to the management and the university. How he conducted himself at both the leveals- of the college and the university – was in fluencecl by whether he was - member, a promoter, an employee of an adviser in relationship to the management.
4. The Patterns of involvement of private agencies varied between Bombay and Marathwada, not only because of the intra – organizational characterstics but also because of the differe in the ethos and culture at the larger community and structure
5. The legal character and accountability of private management needed clarification.

RAO, GRS AND OTHERS, in his research entitled

“A Comprehensive study of Educational Administration and management of school system in the state of Kranatka, Administrative staff College of India, Hyderabad 1981”. (Govt. of Karnatka- Financed) Put the following objective

1. To identify the critical areas in the administration of the overall school educational system.
2. To find alternate solution to improve the management especially with regard to Organisation, decision making Processes, budgetary allocation and planning of resources and contral, etc. to achive

effectiveness in respect of utilization of manpower, financial and physical resources and decision making and control.

The study team visited Tumkur, Shimoga, Tirthahalli, Mangalore and Bangalore and discussed with various official issues. Apart from the opinion and experiences of various officials of different levels relevant statistical data collected from various places. Interviews conducted with the aid of a checklist covering both academic and administrative aspects.

Finding

1. The office at the commissioner for public instruction (CPI) planning, implementation and monitoring and control of educational administration in Karnataka.
2. The CPI might be redesignated as commissioner and Director of public instruction (CDPI). The CDPI should integrate various stream of education, under one umbrella. All matter of governing should be channelized through the CDPI. The budgetary sanction should be secured well before the commencement of the academic year.
3. Planning function should be strengthened by the creation of central planning cell at the headquarters and a joint Director.

SINHA, D.P. AND OTHERS, in his research entitled

“MANAGEMENT OF SCHOOL EDUCATION IN GOA”. Put the following objective

1. Describe the existing system of education administration in the union Territory of Goa, Daman and Diu.
2. Formulate guideline for evolving effective working relationship with the teacher, private management school and the education department.

3. Make recommendation for streamlining the functional efficiency of the education department in terms of organization, structure and managerial processes in providing quality education and administration in the Territory.
4. Frame guidelines for opening and recognizing new school.

The study undertook field investigation through extensive interview with teachers, Headmasters, their association representatives and officers of the Directorate of education at the head quarters and Zonal and Taluka level in Goa.

Finding

1. In 1967-77 there were 979 government primary school as against 137 private primary school, and their enrolment were 94,664 and 23,063, respectively, primary education was mainly offered by government institution, while the majority of the sent at middle and secondary levels were non-government private institution. There were 136 government middle school with an enrolment of 9316 students, averaging 69 per school. However, there were 47,077 students in 219 private middle school, averaging 215 students per school.
2. The educational administration in the Territory was centred around the Directorate of education, which was responsible for school (Classes 1-10) and Higher secondary education (Classes 11 to 12). The Directorate was responsible to the secretariat for its functioning. The State administration for education was controlled through the secretariat and the Directorate of education. At the secretarial level, the secretary for education was also the Development Commissioner of the Territory. He was assisted by the under secretary.

3. There appeared to be an urgent need to avoid duplicate roles between administration and academic administration, particularly at the zonal level.
4. The upgraded pattern at the primary school level also.
5. There were about Thirty five ADEIS in the Three zones besides one each at Daman and Diu.

SAMPURANSINGH, in his research entitled

“A STUDY OF SCHOOL CLIMATE, LEADERSHIP BEHAVIOUR AND MORAL DEVELOPMENT OF THE HEAD OF ELEMENTARY AND SECONDARY SCHOOL”.(Ph. D.Edu. Pan . U. , 1985.) Put the following objective-

1. To determine the pattern of organizational climate leadership behaviour and moral development in the elementary and secondary school.
2. To examine school to school differences on various dimensions of organizational climate, leadership behaviour and moral development of head of these school.
3. To examine the nature of differences between the elementary and secondary school in respect of organizational climate of school, leadership behaviour and moral development of head at these school.
4. To examine the relative variability of organizational climate, leadership behaviour, and moral development of head of elementary and secondary school.
5. To determine the relationship between different dimension of organizational climate, leadership behaviour and moral development.

The sample for the study included staff and heads of one hundred Institution comprising 50 primary school and 50 secondary school in all 421 teachers and 100 heads formed the sampe of study.

Finding

1. Elementary and secondary school were found be similar in Teacher behaviour in a task oriented situation, teacher thinking with regard to their principals and the principals efforts to more the organization.
2. Elementary school teacher were higher in esprit and intimacy them secondary school teachers.
3. On almost all dimension of school climate, elementary school were found to be more variable than secondary school.
4. The leadership behaviour of the two types of school did not difer.
5. The heads of the two types of schools equally varied in leadership behaviours.
6. On moral development also, heads of the two types of schools were alike.
7. 22 % of the elementary and 14 percent of secondary school were high an disengagement.
8. On 22 percent of the elementary and 16 secondary school were high.
9. On esprit the percentage of elementary and secondary schools placed in the high category was 16.
10. 16 percent of the elementary and 18 percent of the secondary schools were high on intimacy.

MISRA,B.M. (D. Lit . Edu . Utkal U.1984.) in his research entitled

“EDUCATIONAL ADMINISTRATION IN ORISSA”. Put the following objective

1. To examine the structure and function of education and their relationship with the goal of education .

2. To examine the educational system and administration of education.
3. To examine the extent which the administration succeeded in realizing the desired goal, the effectiveness of the structure, the machinery, role – relation personnel operating upon the system
4. To find out the relationship between the education system, the structure and the functional role of administrators with the undevelopment condition of education in the state.

Finding

1. There was lack of a suitable efficient educational bureaucracy in Orissa.
2. Lack of proper and suitable advisers to the Orissa Government in educational matters come in the way of formulation of administrative policy in the matter of education, perspective planning and programme planning .
3. There was neither any long term educational policy nor any standing administrative policy in education in Orissa.
4. This resulted in non availability of sound education planning .
5. Even though the volume of the education budget had increased in view at large scale expansion and initiation, the real percapita expenditure on education had steadily declined
6. This had adversely affected the salary structure, infrastructure of education, quality of building, equipment and teaching aids etc.
7. Educational expansion had taken place mainly on political consideration.
8. Most of them did not have the minimum requisite qualification for the posts they held.
9. Also they were untrained for the job.
10. Their selection was made on subjective consideration.

२.२.२ संशोधना संबंधित साहित्याचा आढावा

विजयकुमार पाईकराव, (ऑक्टो.-नोव्हेंबर २००३) यांनी शिक्षणसमीक्षा या नियतकालिकात

‘प्रभावशाली मुख्याध्यापक बनण्यासाठी शालेय व्यवस्थापन शिक्षणकर्म’ या लेखात म्हटले आहे की,

शाळा ही मुख्याध्यापकाच्या नावाने ओळखण्यासाठी शालेय मार्गदर्शनाबरोबरच आर्थिक आणि प्रशासकीय व्यवस्थापनात देखील सुसूत्रता असायला हवी . त्याच बरोबर मानवी संबंधाचे ज्ञान असणेही तेवढेच आवश्यक असते . याबाबत केवळ दिर्घ अध्यापनाचा अनुभवच मुख्याध्यापक, पर्यवेक्षक यांना उपयोगाचा नसून त्यासोबत मानवी व्यवस्थापन, आर्थिक व्यवस्थापन, विद्यार्थीकल्याण आणि विद्यार्थी गुणवत्ता विकास यांचे ज्ञान असणेही अत्यंत आवश्यक आहे . शिक्षकाप्रमाणेच कर्मचारी वर्गालाही मार्गदर्शन करता येणे गरजेचे आहे . ह्या सर्व दृष्टिकोनातून यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठाने तज्ज्ञांच्या मदतीने शालेय व्यवस्थापन पदविका शिक्षणकर्म्याचे विकसन केले आहे .

या शिक्षणकर्मामध्ये मुख्याध्यापक, पर्यवेक्षक आणि ज्येष्ठ शिक्षक यांना आवश्यक अशा मानवी , आर्थिक आणि प्रशासकीय व्यवस्थापनासाठी आवश्यक असणारी कौशल्ये, ज्ञान आणि काही क्लृप्त्यांच्या खास प्रशिक्षणाची व्यवस्था केली आहे . ह्या शिक्षणकर्म्याची महत्वपूर्ण वैशिष्ट्ये म्हणजे मुख्याध्यापक, उपमुख्याध्यापक आणि पर्यवेक्षक ह्यांना आधुनिक व्यवस्थापनाची कौशल्ये आणि आवश्यक त्या ज्ञान, अभिवृत्तीची ओळख करून देणे, शैक्षणिक, सांस्कृतिक, सामाजिक नवोपक्रम आणि प्रयोग करण्यासाठी मुख्याध्यापकांना त्यांच्या शालेय व्यवस्थापनात, आर्थिक व्यवस्थापनात नवनवीन कौशल्ये वापरण्यास प्रवृत्त करणे . त्यात सुसूत्रता आणि सातत्य निर्माण करण्यासाठी अभिवृत्ती व प्रेरणा करणे ही हेत .

प्रा. डॉ. सौ. इंदुमती भारबे, (ऑगस्ट - सप्टे. २००६) यांनी शिक्षणसमीक्षा, नियतकालिकात

‘शैक्षणिक व्यवस्थापन : नवा दृष्टिकोन’ या लेखात म्हटले आहे की,

२१ वे शतक अनेक आव्हाने घेवून आलेले आहे त्यात शालेय व्यवस्थापन एक जटील आव्हान बनले आहे . शैक्षणिक क्षेत्रात शिक्षक, पर्यवेक्षक, उपमुख्याध्यापक, मुख्याध्यापक इतकेच नव्हे तर विद्यार्थ्यांच्या दृष्टीने सुद्धा शैक्षणिक व्यवस्थापनाच्या अभ्यासाची निकड वाढली आहे . ज्या क्षेत्रात आपण काम करतो त्या क्षेत्रातील व्यवस्थापनाची माहिती प्रत्येकास असणे आवश्यक आहे .

कारण समाजाच्या अपेक्षांना, ध्येयांना पूर्तता आणण्याचे काम शिक्षक, मुख्याध्यापक, प्राचार्य करीत असतात. त्यामूळे शैक्षणिक व्यवस्थापनशास्त्र अवगत झाल्याशिवाय याप्रक्रियेत आपली नेमकी भूमिका कोणती याचे आकलन होणार नाही. व्यवस्थापनशास्त्राच्या ज्ञानामूळे आपआपसातील संघर्ष टाळून विकासाची प्रक्रिया सुलभ करता येईल म्हणून आपण व्यवस्थापनशास्त्राची ओळख करून घेणे ही काळाची गरज आहे.

व्यवस्थापनशास्त्र फक्त औद्योगिक क्षेत्रापुरते मर्यादित नाही तर औद्योगिक व्यवस्थापन हा व्यवस्थापनाचा एक भाग आहे. शिक्षण क्षेत्रातही त्याचा शिरकाव झाला आहे.

शिक्षणक्षेत्रातील कर्मचा-यांच्या व्यावसायिक विकासाठी आयोजित केलेल्या प्रशिक्षणाच्या उपक्रमात व्यवस्थापनशास्त्रातील अनेक संकल्पनांना महत्वाचे स्थान दिले जात आहे. या संकल्पनांमध्ये प्रणाली उपागम आदानाऐवजी फलितांवर भर, सेवाज्येष्ठतेपेक्षा कार्यावर भर, कार्याचे मूल्यमापन, स्वायत्तता, नेतृत्व इ. चा समावेश आहे. शिक्षणक्षेत्रात परिसंवाद, चर्चासत्रे, प्रशिक्षण, प्रकाशन, नवनवीन संशोधन अशा आव्हानांचा शिरकाव होवून शैक्षणिक व्यवस्थापनाला मान्यता मिळत आहे.

प्रा. मोरे, पळसे, कांबळे, (जुलै २००८) यांनी शिक्षणसमीक्षा, या नियतकालिकात

‘शिक्षक व्यवसायामध्ये जीवनावश्यक कौशल्याचे महत्त्व - एक अभ्यास’ या संशोधनात त्यांनी

सध्याचे युग हे माहिती तंत्रज्ञानाचे युग आहे. प्रत्येक व्यक्ती भौतिक सुखाच्या मागे धावत आहे. या युगात आपल्याला जगायचे असेल, टिकून राहायचे असेल तर गुणवत्तेला पर्याय नाही. शिक्षण हे समाजपरिवर्नाचे महत्वाचे साधन मानले जाते, आजकालच्या बहुतेक शिक्षक संस्था या गुणवत्तापूर्ण शिक्षणाच्या प्रसारासाठी बांधील आहेत. माहिती प्रस्फोटाच्या या युगामध्ये शिक्षक क्षेत्रामध्येही स्पर्धा वाढत आहे. जर जगायचे असेल तर शिक्षणक्षेत्रातील येणा-या आव्हानांना आपणास तोंड द्यावे लागेल व त्यानुसार ध्येये, धोरणे आखून आपल्या विद्यार्थ्याला तयार करावे लागते, त्यासाठी उदार मनाने शिक्षणक्षेत्रात येणा-या नवविचार प्रवाहांकडे पाहिले पाहिजे. त्यापैकीच एक नवीन विचारप्रवाह म्हणून जीवनावश्यक कौशल्यांकडे पाहिले जाते.

पुढील उद्दिष्टे ठेवली होती.

उद्दिष्टे

१. शिक्षकांमधील जीवनावश्यक कौशल्यांचा अभ्यास करणे.

२. शिक्षकांमध्ये असलेल्या जीवनावश्यक कौशल्यांचे प्रमाण शोधणे .

३. शिक्षकांमध्ये आवश्यक जीवनावश्यक कौशल्यांच्या विकासासाठी व रूजविण्यासाठी उपाय सुचविणे .

त्यांचे निष्कर्ष पुढील प्रमाणे आलेले आहेत-

निष्कर्ष

शिक्षक व्यवसायामध्ये स्पष्ट ध्येये (९०%), योग्य नियोजन (६०%), प्रशिक्षण (९५%), दृष्टिकोन (८५%),

व्यवसायाकडे पाहण्याची वृत्ती (८०%), श्रम प्रतिष्ठा (९५%), कामातील सातत्य (७०%), व दूरगामी नियोजन (९०%), ही जीवनावश्यक कौशल्ये महत्वाची भूमिका बजावतात तर आर्थिक परिस्थिती (४०%), अहम (२५%), यासारखी कौशल्ये शिक्षकांच्या विकासात अडसर निर्माण करतात .

जीवनावश्यक कौशल्यांकडे पाहण्याचा शिक्षकांचा सकारात्मक दृष्टिकोनामुळे विद्यार्थ्यांचा व स्वतः च्या व्यक्तिमत्त्वाचा संपूर्ण विकास होण्यास मदत होते .

डॉ. अश्विन बोंदार्डे, डॉ. भावे, बी. एस. (डिसे. ०७ - जाने. ०८) यांनी शिक्षणसमिक्षा या नियतकालीकात 'शालेय अभ्यासकामातील बदल आणि कृतिसंशोधन' या लेखात असे म्हटले आहे की

आजच्या स्पर्धेच्या युगात मानवी जीवनामध्ये प्रचंड प्रमाणात परिवर्तन घडून येताना दिसून येते . हे परिवर्तन सामाजिक, धार्मिक, आर्थिक, राजकीय व शैक्षणिक क्षेत्रात घडत आहे . शैक्षणिक क्षेत्रातील परिवर्तनाचा जर विचार केला तर आजच्या काळात प्रत्येक विषयाच्या बाबतीत ज्ञानाचा प्रस्फोट होत आहे . ज्ञानाचा प्रस्फोट होण्यामागे अस्पर्धा-या विविध कारणांपैकी शिक्षणात होणारे संशोधन हे एक महत्वाचे कारण आहे . प्रश्न हा उभा राहतो की पदवी व पदव्युत्तर स्तरावरील अधिव्याख्याता व विद्यार्थी यांनाच संशोधनाची गरज आहे का? शिक्षणक्षेत्रात सर्व स्तरावर कार्य करणा-या प्रत्येक व्यक्तिमध्ये संशोधन वृत्ती असावी, त्या व्यक्तीने संशोधन करावे ही अपेक्षा आहे कारण त्या व्यक्तीचा व्यावसायिक विकास करण्यासाठी संशोधन करणे महत्वाचे ठरते .

कृतिसंशोधन म्हणजे शिक्षकाला स्वतःच्या शालेय अनुभवात येणा-या अडचणी शास्त्रीय पद्धतीने सोडविणे होय . शास्त्रीय दृष्टिकोनातून प्रत्येक बाबीकडे पाहण्याचा दृष्टिकोन जर

शिक्षकामध्ये तयार करावयाचा असेल तर संशोधनाकडे त्या शिक्षकाला वळविले पाहिजे संशोधन करणे म्हणजे काहीतरी कठीण कार्य आहे ही संकल्पना दूर सारून कृतिसंशोधन करणे हे सहज शक्य कार्य आहे . त्यातून संशोधनवृत्तीला चालना मिळणार आहे . तसेच दैनंदिन शालेय व्यवहारात येणा-या समस्यांचे शास्त्रीय पद्धतीने निराकरण होणार आहे याची जाणीव करून देणे महत्वाचे आहे .

२.३ संबंधित संशोधन व साहित्याच्या समालोचनातून प्रस्तुत संशोधनास मार्गदर्शन व दिशा

वरील संशोधन व लेखन साहित्यावरून असे स्पष्ट होते की शिक्षकाला व्यवस्थापनाची गरज आहे व त्यासाठी प्रशिक्षण घेणे महत्वाचे आहे . शिक्षक प्रशासन करतांना कशा प्रकारचे नियोजन करतात किंवा ते नियोजन कशा प्रकारे करणे अपेक्षित असते ? याबाबत या लेखातून माहिती मिळाली या सर्व संदर्भावरून असे लक्षात येते की आजपर्यंत 'शालेय व्यवस्थापन पदविका शिक्षणक्रम' या विषयावर व विशेषता पुणे व कोल्हापूर ही केंद्रे सर्वेक्षणासाठी घेऊन संशोधन आलेले नाही . त्यामुळे सदर संशोधन हे वेगळे आहे .