

Administrative Behaviour of the Head Master's at Secondary School Level

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ABSTRACT

This study sought to explore the administrative behavior of school heads. For this purpose, 80 school heads were chosen from Government and Zillaparishad high schools in vizianagaram of Andhra Pradesh State. The Construction of Tool was conceptualized as divisible into eight different functional areas. Item Analysis and Final test items used Likert's summated rating technique was the method used. Head Master's Administrative Behaviors mean scores towards Administrative, Planning, Supervisory, Disciplinary, Records Maintenance, Resource Related, Method Related, Staff Related, Student Related, falls in the category "High effective".

Keywords: Head Master, Administrative behavior, Secondary Level

I. INTRODUCTION:

The School's Head is very much a member of the staff team and should be in daily contact with fellow colleagues. He/ She should also be able to influence the team members throughout the day and draw the attention of the staff to work. It is this opportunity to work as a team which may make the school more effective and efficient. The headmaster of a school acting as a leader and also a manager in the school system with his/her leadership and managerial role the functioning of the schools will become effective and progressive.

An administrator in education is leader of a group. He /She is a leader only in terms of his /her functional relationship to the group. Therefore, the part he/ she plays in influencing the total behavior of the group defines him/her as a leader. He/ She is a leader not merely because he/ she is intelligent, skillful or original, but because his/her intelligence, skill or originality are the means of influencing the group members.

In many ways the Head Master is the most important and influential individual in any institution. Headship is a position of top leadership. Head of an institution is an educational administrator in the field, responsible for administration of the institution, staff, job satisfaction and constant evaluation of their work procedures and techniques.

At the individual school level, the responsibility for demonstrating school effectiveness lies on the shoulders of the building administrator. In fact, "it is widely accepted that good principals are the cornerstones of good schools and that, without a principal's leadership efforts to raise student achievement, schools cannot succeed" (Tschannen-Moran & Gareis, 2004, p.573).

The effectiveness of any educational system is gauged to the extent the students involved in the system achieve, whatever it be in cognitive, conative or psycho motor domain. In general terms: achievement refers to the scholastic or academic achievement of the student at the end of an educational programme. It is for this concept that the term achievement is referred here to maximize the achievement within a given set up is therefore the goal of every teacher or an educational administrator.

Research has come to our aid, by looking into what variables personnel, home, school, teacher etc., promote achievement and what are deterrents to it. It has been thus indicated that a good number of variables such as personality development of the learners, the socio-economic status of the learners from which he/ she hails the institutional climate of the institute, curricular planning etc., to maintain a few influence achievement in different degrees. These variables are generally referred as correlates of achievement. Head of the Institute, curriculum planners, teachers and officers who are involved in this task, in helping the students in achieving better results

would like to have better knowledge of the extent of influence how these correlates exists on achievement.

The growing significance of the heads role in the school system and its effectiveness and demand for accountability acquire on examination of the relation between heads on the job performance and other variables in the context of the school system.

STATEMENT OF THE PROBLEM

“A STUDY ON THE ADMINISTRATIVE BEHAVIOUR OF THE HEADMASTER’S AT SECONDARY SCHOOL LEVEL”

NEED AND SIGNIFICANCE OF THE STUDY

The effectiveness of any school system is largely dependent on its Head, who is responsible for managing the staff, morale and satisfaction and constant evaluation of their work and qualitative student outcomes.

The perusal of studies reveals that secondary school Head Master’s academic and administrative functions has received very little attention in India, only limited studies have been attempted to study the administrative behavior or secondary school Head Masters. So far very limited attempt has been made to study the administrative performance of school headmasters in Andhra Pradesh in terms of academic and administrative responsibilities and operations. Job performance of headmasters creates significant effect on the teacher working aspects and on the ability of student achievement. The present study has been under taken with a view to know the perceptions of teachers and headmasters on the administrative behavior of headmasters at high school level.

Extensive research on various aspects of education has been conducted. Thus, secondary stage acquires the highest importance in the educational ladder of a student. Such an important stage must have an effective headmaster and effective teachers to promote the academic achievement of the students. Hence, the problem on hand for research acquires special importance in the field of education.

OBJECTIVES OF THE STUDY:

1. To find out the perceptions of Head Masters towards the Administrative Behaviour at Secondary School Level.
2. To find out significant difference between Administrative Behaviour of Head Masters working in Secondary Schools based on their Gender.

3. To find out significant difference between Administrative Behaviour of Head Masters working in Secondary Schools based on their Locality.

4. To find out significant difference between Administrative Behaviour of Head Masters working in Secondary Schools based on their Type of School.

HYPOTHESIS OF THE STUDY:

1. The level of Administrative Behaviour of Head masters working in Secondary schools is High in nature.

2. There is no significant difference between Administrative Behaviour of Head masters working in secondary schools based on their Gender.

3. There is no significant difference between Administrative Behaviour of Head masters working in secondary schools based on their Locality.

4. There is no significant difference between Administrative Behaviour of Head masters working in secondary schools based on their Type of School.

SAMPLING AND SAMPLE DESIGN:

The questionnaire was administered among the teachers of secondary schools working in Vizianagaram district with a view to getting the whole sample base and better results. Subjects were selected from 80 schools covering rural and urban mandalas. The investigator personally approached and distributed the questionnaires to respondents. The investigator selected High Schools covering Government and ZillahParishad localities in selecting the respondents. The purpose and procedures for filling out the questionnaires were personally explained to the school teachers who acted as respondents.

TOOL DESCRIPTION

The scale was operationalized as a complex scale of several dimensions. It was conceptualized as divisible into eight different functional areas such as 1. Administrative Aspects, 2. Planning Aspects, 3. Supervisory Aspects, 4. Disciplinary Aspects, 5. Records Maintenance Related Aspects, 6. Method Related Aspects, 7. Staff Related Aspects, 8. Student Related Aspects and the instrument consists of 49 statements in the Administrative Behaviour of Head Masters deemed appropriate for assessment by Teachers and Head Masters. These statements are grouped be Eight functional areas.

STATISTICAL COMPUTATIONS

After the quantification of data, various statistical measures such as Means, Standard Deviations, ‘t’-

Value and Analysis of Variance (ANOVA) have been calculated and presented in this chapter.

Table-1: showing the overall perceptions of Head Masters towards the Administrative Behaviour at secondary level in Vizianagaram District.

Areas	N	Min.	Max.	Mean	Mean Percent	Std.Dev.
Administrative Aspects	80	7	35	27.23	77.79	7.58
Planning Aspects	80	12	60	45.08	75.13	7.48
Supervisory Aspects	80	7	35	25.90	74.00	5.87
Disciplinary Aspects	80	3	15	11.09	73.92	3.41
Records Maintenance Related Aspects	80	4	20	14.31	71.56	4.64
Method Related Aspects	80	7	35	25.31	72.32	6.15
Staff Related Aspects	80	6	30	21.90	73.00	4.63
Student Related Aspects	80	3	15	11.60	77.33	3.39
Overall Response	80	49	245	182.41	74.45	25.52

Table-1 reveals that, the Head Master’s Administrative Behaviour mean score is “High”. The table further reveals that the mean scores towards Administrative, Planning, Supervisory, Disciplinary, Records Maintenance, Method Related, Staff Related, Student Related, and overall response dimensions falls in the category “High

effective”. The mean scores for the areas were 27.33, 45.08, 25.90, 11.09, 14.31, 25.31, 21.90, 11.60, 15.78 and 182.41 respectively.

Table-2: Significant difference between the male and female Head Masters perceptions towards the Administrative Behaviour at Secondary School Level in Vizianagaram District

Area	Sex	N	Mean	Std. Dev.	t-value	p-value
Administrative Aspects	Male	60	26.73	7.26	1.01 NS	0.32
	Female	20	28.70	8.50		
Planning Aspects	Male	60	45.23	7.71	0.33 NS	0.75
	Female	20	44.60	6.92		
Supervisory Aspects	Male	60	25.67	6.14	0.61 NS	0.54
	Female	20	26.60	5.04		
Disciplinary Aspects	Male	60	11.13	3.27	0.21 NS	0.84
	Female	20	10.95	3.89		
Records Maintenance Related Aspects	Male	60	14.53	4.62	0.74 NS	0.46
	Female	20	13.65	4.76		
Method Related Aspects	Male	60	25.25	6.11	0.16 NS	0.88
	Female	20	25.50	6.39		
Staff Related Aspects	Male	60	22.00	4.53	0.33 NS	0.74
	Female	20	21.60	5.03		
Student Related Aspects	Male	60	11.30	3.56	1.38 NS	0.17
	Female	20	12.50	2.70		
Overall Response	Male	60	181.85	25.47	0.34 NS	0.74
	Female	20	184.10	26.24		

NS : Not Significant

Table- 2, we observed that, there is no significant difference between male and female head masters perceptions with respect to Administrative, Planning, Supervisory,

Disciplinary, Records Maintenance, Method Related, Staff Related, Students Related, and overall response towards the Administrative behaviours Of Headmasters at secondary school

level in Vizianagaram district. The ‘t’ values are found to be 1.01, 0.33, 0.61, 0.21, 0.74, 0.16, 0.33, 1.38 and 0.34 and the p-values are 0.32, 0.75, 0.54,

0.84, 0.46, 0.88, 0.74, 0.17 and 0.74 respectively. Hence, the null hypothesis is accepted.

Table-3: Significant difference between the Rural and Urban area Head Masters perceptions towards the Administrative Behaviour at Secondary School Level in Vizianagaram District

Area	Locality	N	Mean	Std. Dev.	t-value	p-value
Administrative Aspects	Rural	67	26.24	7.54	2.75 *	0.01
	Urban	13	32.31	5.63		
Planning Aspects	Rural	67	44.67	7.75	1.10 NS	0.28
	Urban	13	47.15	5.68		
Supervisory Aspects	Rural	67	25.61	5.80	1.00 NS	0.32
	Urban	13	27.38	6.20		
Disciplinary Aspects	Rural	67	10.88	3.48	1.24 NS	0.22
	Urban	13	12.15	2.94		
Records Maintenance Related Aspects	Rural	67	14.27	4.71	0.19 NS	0.85
	Urban	13	14.54	4.46		
Method Related Aspects	Rural	67	24.81	6.44	1.69 NS	0.09
	Urban	13	27.92	3.40		
Staff Related Aspects	Rural	67	21.78	4.59	0.54 NS	0.59
	Urban	13	22.54	4.98		
Student Related Aspects	Rural	67	11.51	3.63	0.55 NS	0.58
	Urban	13	12.08	1.75		
Overall Response	Rural	67	179.76	25.51	2.16 *	0.03
	Urban	13	196.08	21.59		

Significant at 0.05, NS : Not Significant

Table-3 we observed that, the mean perception scores of urban area Head Masters with respect to Administrative aspects (32.31) higher than that of rural area Head Masters (26.24). The ‘t’ value is found to be 2.75 and p-value is 0.01, which is significant at 0.05 level. This shows that there is a significant difference between rural and urban area headmasters perceptions with respect to Administrative aspect towards the Administrative Behaviours of Headmasters at secondary level in Vizianagaram district. Hence, the null hypothesis is rejected.

There is no significant difference between rural and urban area headmasters perceptions with respect to Planning, Supervisory, Disciplinary, Records Maintenance, Method Related, Staff Related and student Related towards the administrative Behaviours Headmasters at

secondary level in Vizianagaram district. The ‘t’ values are found to be 1.10, 1.00, 1.24, 0.19, 1.69, 0.54 and 0.55 and the p-values are 0.28, 0.32, 0.22, 0.85, 0.59 and 0.58 respectively. Hence, the null hypothesis is accepted.

With regard to overall response towards Administrative Behaviours at secondary level in Vizianagaram District, the mean perception scores of urban are Headmasters with respect to Administrative aspects (196.08) higher than that of rural area Headmasters (179.76). The ‘t’ value is found to be 2.16 and the p-value is 0.03, which is significant at 0.05 level. This shows that there is a significant difference between rural and urban area headmasters perceptions with respect to Overall response towards the Administrative Behaviours of Headmasters at secondary level in Vizianagaram district. Hence, the null hypothesis is rejected.

Table-4: Significant difference between the Government and Zillaparishad Head Masters perceptions towards the Administrative Behaviour at Secondary School Level in Vizianagaram District

Area	Management	N	Mean	Std. Dev.	t-value	p-value
Administrative Aspects	Government	30	25.83	8.45	1.28 NS	0.21
	Zillaparishad	50	28.06	6.96		

Planning Aspects	Government	30	43.63	8.05	1.34 NS	0.18
	Zillaparishad	50	45.94	7.07		
Supervisory Aspects	Government	30	25.73	6.29	0.20 NS	0.85
	Zillaparishad	50	26.00	5.66		
Disciplinary Aspects	Government	30	11.13	3.44	0.09 NS	0.93
	Zillaparishad	50	11.06	3.43		
Records Maintenance Related Aspects	Government	30	13.27	4.95	1.58 NS	0.12
	Zillaparishad	50	14.94	4.37		
Method Related Aspects	Government	30	24.87	4.95	0.50 NS	0.62
	Zillaparishad	50	25.58	6.80		
Staff Related Aspects	Government	30	20.27	5.39	2.53 *	0.01
	Zillaparishad	50	22.88	3.84		
Student Related Aspects	Government	30	10.57	3.57	2.16 *	0.03
	Zillaparishad	50	12.22	3.16		
Overall Response	Government	30	175.30	28.80	1.97 *	0.05
	Zillaparishad	50	186.68	22.57		

Significant at 0.05, NS: Not Significant

Table-4, we observed that, there is no significant difference between Government and ZillaParishad headmasters perceptions with respect to Administrative, Planning, Supervisory, Disciplinary, Records Maintenance, and Method Related towards the Administrative Behaviours Headmasters at secondary level in Vizianagaram district. The 't'-values are found to be 1.28, 1.34, 0.20, 0.09, 1.58 and 0.50 and the p-values are 0.21, 0.18, 0.85, 0.93, 0.12 and 0.62 respectively. Hence, the null hypothesis is accepted.

With regard to Staff related aspects, the mean perception scores of ZillaParishad school Head Masters (22.88) higher than that of Government school Head Masters (20.27). The 't'-value is found to be 2.53 and the p-value is 0.01, which is significant at 0.05 level. This shows that there is a significant difference between ZillaParshad and Government school head masters perceptions with respect to Staff related aspect towards the Administrative Behaviours Headmasters at secondary level in Vizianagaram district. Hence, the null hypothesis is rejected.

With regard to Student related aspects, the mean perception scores of Zillaparishad school Head Masters (12.22) higher than that of Government school Head Masters (10.57). The 't' value is found to be 2.16 and the p-value is 0.03, which is significant at 0.05 level. This shows that there is a significant difference between Zillaparishad and Government school head masters perceptions with respect to Student Related aspect towards the Administrative Behaviours Headmasters at secondary level in Vizianagaram district. Hence, the null hypothesis is rejected.

With regard to Overall response, the mean perception scores of ZillaParishadSchool Head Masters (186.68) higher than that of Government school Head masters (175.30). The 't' value is found to be 1.97 and the p-value is 0.05, which is significant at 0.05 level. This shows that there is a significant difference between ZillaParishad and Government school headmasters perceptions with respect to overall response towards the Administrative Behaviour of Head masters at secondary level in Vizianagaram district. Hence, the null hypothesis is rejected.

II. FINDINGS AND CONCLUSIONS:

Head Master's Administrative Behaviour mean score is "High". The table further reveals that the mean scores towards Administrative, Planning, Supervisory, Disciplinary, Records Maintenance, Resorur4ce Related, Method Related, Staff Related, Student Related, falls in the category "High effective".

There is no significant difference between male and female headmaster's perceptions with respect to Administrative, Planning, Supervisory, Disciplinary, Records Maintenance, Resource Related, Method Related, Staff Related, and Student Related towards the Administrative Behaviours of Headmasters at secondary level in Vizianagaram District.

There is a significant difference between rural and urban area Headmasters perceptions with respect to Administrative Aspects and Overall response and there is no significant difference between with respect to Planning, Supervisory, Disciplinary, Records maintenance, Resource

Related, Method Related, Staff Related, Student's Related, towards the Administrative Behaviours Headmasters at secondary level in Vizianagaram District.

There is no significant difference between ZillaParishsad and Government school Headmasters perceptions with respect to Administrative, Planning, Supervisory, Disciplinary, Records Maintenance, Resource Related, Method Related and there is a significant difference with respect to Staff related, Student related and overall response towards the Administrative Behaviours Headmasters at secondary level in Vizianagaram District.

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