



"Secondary school headmasters Administrative Behavior and Occupational Efficacy effects on their school improvement"

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ABSTRACT

In the present experimental study titled "Secondary school headmasters Administrative Behavior and Occupational Efficacy effects on their school improvement" an attempt has been made to examine the administrative behavior and occupational efficacy of school heads effects on their school improvement. The study also focuses on the rural and urban secondary school headmasters and headmistresses role of responsibility and their capability of handling the issues regarding overall school development. A total population sample of 150 Secondary School headmasters in Dakshina Kannada district of Karnataka state selected randomly for the study. Administrative Behavior Scale and Occupational Self-Efficacy Scale used to collect the data and analyzed by Percentage statistics, t-test and Pearson's Coefficient of Correlation. The study revealed that there is no significant difference between administrative behavioral changes in both gender and locality wise of school heads. The previous studies also revealed the same in more number. While the correlational analysis depicts the positive relationship lies between administrative behavior and occupational efficacy of school heads for their school improvement. The outcome of the study is administrative behavior and occupational efficacy oriented strategies are the basic element of school heads to meet the quality improvement of their school.

KEYWORDS : Secondary school headmasters, administrative behavior, occupational efficacy, School improvement, academic achievement.

Introduction:

An efficient system of secondary school administration to a great extent depends upon the efficiency of the school heads and various level administrators. According to C.V Good Dictionary, "Attitude truly represents our behavior and basic cognition." Education creates the awareness of putting one's capabilities to maximum use in practical life as well as society where he lives. The Heads of the schools are the kingpin of the educational system. They occupy the central position and all the activities of the school revolve around them. Their multifaceted role entrusts them not only with managing the school but leading it with a vision as a crusader to achieve certain goals of the school with a missionary zeal. Administrative behavior and Occupational efficacy oriented strategies are the basic element of school heads. The position of these headmasters are above the teachers in the school is not just to dictate what one should or shouldn't do but to effectively lead, manage and participate in all the activities to make the teaching learning process in the schools most effective which leads towards quality improvement. For the successful implementation of the educational programme the school headmasters, should assume occupational efficacy and administrative behavioral attitude which effects on their students' academic achievements.

Related reviews:

Every piece of ongoing research needs to be connected with the work already done, to attain an overall relevance and purpose. Many studies have been done in the field of secondary education with different perspectives. Thus, in order to provide a framework for the present study the following researches are reviewed.

A number of studies have been carried out on Occupational Efficacy of educational administrators. **Haseen** (1992) found that attitude towards teaching profession, job satisfaction and personal inter personal and social adequacy were found to be significant predictors of the administrative behavior of secondary school heads. The studies reviewed, however, showed that great deals of researches on Efficacy and its impact on learning goal motivation, student's enrolment, student's achievement and such other variables have been conducted. **Run haar** (2010) found that occupational self efficacy and learning goal motivation are positively related to reflection and feedback asking. Furthermore, positive relationship was found between occupational self efficacy and transformational leadership of school principals. **Ravi** (2003) has found a significant difference in the efficiency of a principal as an administrator based on educational qualification and experience. No relationship was observed between efficiency of

the principal as an administrator and as a teacher. Some researchers have also been carried out on Administrative Behavior of educational administrators. **Schofield** (2008) has identified six recurring characteristics necessary for an effective principal to lead a school effectively. These include: relationships, culture and climate, leadership, curriculum, philosophy and commitment. The conducted present study, focus towards the Administrative Behavior and Occupational Efficacy of educational administrators with regarding to find out their efficacy in transacting their administrative strategy at secondary level of education.

Objectives of the Study:

1. To study the secondary school headmaster's administrative behavior and its dimensions (Planning, organization, communication and decision making).
2. To identify the rural and urban secondary school headmaster's Occupational Efficacy effects on school improvement.
3. To undertake correlational analysis between secondary school headmaster's and headmistress's administrative behavior and Occupational Efficacy.

Variables:

These are the following variables found in the study.

- 1) Administrative behavior
- 2) Occupational efficacy

Hypotheses of the study:

1. There is no significant difference between rural secondary school headmaster's and headmistresses administrative behavior.
2. There is no significant difference between urban secondary school headmaster's and headmistress's administrative behavior.
3. There is significant correlation relationship between secondary school headmaster's and headmistress's administrative behavior and Occupational Efficacy towards school d

Delimitation of the study:

The present study was confined to Dakshina Kannada district of Karnataka state and delimited to a total of 150 secondary school headmasters and headmistresses who were working in various rural and urban Secondary schools.

Methodology:

The secondary secondary school headmasters and headmistresses of rural and urban secondary schools of Dakshina Kannada district of Karnataka state were involved in the collection of data. For the study purpose 150 secondary school heads have been randomly selected and collected data related to scales as follows.

Locality	Male	Female	Total
Rural	42	41	83
Urban	35	32	67
Total	77	73	150

Tools Employed:

1. Occupational Self Efficacy Scale-OSES

2. Administrative Behavior Scale-ABS Statistical Treatment

Data analysis and interpretation:

1. There is no significant difference between rural secondary school headmaster's and headmistress's administrative behavior.

TYPE	SEX	N	MEAN	SD	FVALUE	SIGN	RESULT
RURAL	MALE	42	77.33	9.11	0.011	0.916	NOT SIGNIFICANT
	FEMALE	41	73.21	9.69			

For the data analysis out of 150 samples ,83 rural secondary schools 42were male and 41female headmasters are considered .As per the opinion of rural secondary school headmasters and headmistresses,rural secondary school headmasters mean value is 77.33 , headmistresses mean value is 73.21.As per the mean value of rural secondary school headmasters and headmistresses they have not much difference. Rural secondary school headmasters SD value is 9.11 and headmistresses sd value is 9.69, and F value is 0.011 with significance 0.916 this is not significant at the level of 0.01 and 0.05.Hence as per the meanvalue,SD value of rural secondary school headmasters and headmistresses administrative behavior is also not significant. Therefore we accept the hypothesis there is no significant difference between rural secondary school headmaster's and headmistresses administrative behavior.

2. There is no significant difference between urban secondary school headmaster's and headmistresses administrative behavior.

TYPE	SEX	N	MEAN	SD	FVALUE	SIGN	RESULT
URBAN	MALE	35	78.54	9.65	0.012	0.918	NOT SIGNIFICANT
	FEMALE	32	74.78	12.23			

In total 67urban secondary schools there were 35 male and 32 female headmasters. Data status shows headmasters mean value is 78.54; headmistresses mean value is74.78 .There is no much difference between mean value of urban secondary school headmasters and headmistresses. Urban secondary school headmasters SD value is 9.65,headmistresses SD value is 12.23 and F value is 0.012 with significance 0.918 this is not significant at the level of 0.01 and 0.05.Hence as per the meanvalue,SD value of urban secondary school headmasters and headmistresses administrative behavior is also not significant. Therefore we accept the hypothesis there is no significant difference between urban secondary school headmaster's and headmistresses administrative behavior.

3. There is significant correlation relationship between secondary school headmaster's and headmistress's administrative behavior and Occupational Efficacy.

To find out the correlational analysis between Occupational Efficacy and Administrative Behavior of secondary school headmasters and headmistresses, Pearson's Product Moment Correlation (r) has been used.

Variables	Gender	R value	Level Of Significance
Administrative Behavior	Male	0.505	0.01
	Female	0.497	
Occupational Efficacy	Male	0.641	0.01
	Female	0.623	

Data depicts that there is significant positive correlation between Administrative Behavior and Occupational Efficacy of secondary school headmasters and headmistresses. It's about headmasters r value 0.505 and 0.641 and headmistresses r value is 0.497 and 0.623, both having coefficient of correlation which is significant at 0.01 level of significance. This suggested that Occupational Efficacy of secondary school headmasters and headmistresses is moderately influenced by their Administrative Behavior. For the improvement of their profession and professional growth of their staff, different training programmes are attended and organized by them from time to time. In view of the above empirical evidence, the hypothesis "**Occupational Efficacy is significantly related with Administrative Behavior of secondary school headmasters and headmistresses**" stands accepted.

Conclusion and educational implications:

There is no progress without proper management in secondary education the school heads are the primary part of their school success. The present study also revealed that secondary school headmasters, those who have good attitude towards administrative behavior and occupational efficacy will achieve in their school improvement. They ensure proper planning and organization of their institutional matters and quickly adjust to different challenges that came in their task. They follow the rules of their institution and make their ideas known to the group. There is no gender or locality bias for the success of school administration and improvement, it depends upon the school heads attitude and adjustment with professionalism. Compulsory administrative training needed to the majority of school heads at the initial stage of their appointment and promotion time to update the knowledge about institutional planning, finance and human resource management. This study has meaningful implications for school educational administrators, Ministries of Education etc, in the sense that, it will provide useful hints on the evaluation, promotion and appointment of educational administrators.

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