



The Administrative Skills of Secondary School Headmasters in Visakhapatnam District Of Andhra Pradesh

¹Assoc.Prof.T.SHARON RAJU

Associate Professor
Department of Education
College of Arts and Commerce
Andhra University, Visakhapatnam

²K.V. SURESH BABU

Research Scholar
Department of Education
College of Arts and Commerce
Andhra University, Visakhapatnam

ABSTRACT:

Education is one of the most powerful instruments of social, economic and cultural transformation necessary for the realization of national goals. Education is seen as the backbone of development in any nation. It improves the quality of life of a society through refinement of its potentials. It cultivates social, moral and spiritual values among people. It becomes essential for the economic and cultural development of a country. The development of a nation is accomplished by educational advancement. Today, there is an increasing faith in the casual relationship between education and economic development especially in a developing country like India. The educational system of any country must produce young men and women of character and ability who are committed to national service and development. Then only education will be able to play its vital role in promoting national progress.

KEYWORDS: *Administrative Skills, Secondary School, Head Master, Education.*

INTRODUCTION:

In the entire educational pyramid, the secondary stage of education is said to be very crucial for various reasons. It facilitates occupational and social mobility. It is considered as the minimum level of attainment for people to survive in the modern technological world. It leads to several middle level jobs, pre-job training courses and self-employment. Further, it exposes students to the contribution of science, social sciences and humanities, to the development of a nation and provides them an opportunity to understand their constitutional duties and responsibilities. In fact, it is the secondary education on which the social, economic, technical and cultural efficiency of the nation depends. It plays an important role in training the youth of the country to take an effective part in understanding nature and its contribution to human living.

Secondary Education is more valuable and of immense importance in a country with a large number of villages and rural population, because of its terminal and transitional nature. The Government of India introduced recently 5+3+3+4 pattern in School Education in our country under National Education Policy, 2020. The policy suggests measures to improve quality in education restructuring the existing system by introducing five years of foundation stage (Nursery, Lower Kindergarten, Upper Kindergarten, class 1 and class 2) followed by three years of preparatory stage (classes 3, 4 and 5), three years of middle stage (classes 6, 7 and 8) and four years of secondary stage (Lower Secondary comprising classes 9 and 10; and Upper Secondary comprising classes 11 and 12). There will not be any Intermediate stage of Education, as classes 11 and 12 comprise of Junior Intermediate and Senior Intermediate classes respectively. After completion of school education, the students may directly go for graduation or join any professional course depending on their interest.

In the present scenario, secondary stage of education should not be viewed as a mere extension of primary or elementary education. Rather, it should be perceived as the preparation of children/adolescents as a better human resource capable of contributing to economic, social and national development. Being a terminal stage in the educational chain, it has to attempt full development of human personality by imparting knowledge, skills and attitudes relating to the understanding of various problems faced by the students in the society. This is the stage of education that should develop in the students the right attitude towards the goals of life.

The ultimate goal of secondary education is to develop in the individual the mental ability and character for higher education and provide them a comfortable life in the society. This can be achieved through a sound system of school education. At the secondary stage of education, the Teachers and the Headmasters play a very significant role in shaping and molding the career of their students and developing in them the right modes of conduct and character. The parents take interest to admit their children in those schools wherein the instructional and infrastructural facilities are adequate; and are properly managed. The school environment should be congenial to the learners in achieving their educational goals. This is possible only when the Heads of Institutions or the Headmasters of Secondary Schools discharge their duties properly in the profession.

There is no differential influence hi the perceptions of secondary school teachers working hi Government and Local Body schools towards the Administrative skills of Headmasters.

To test this hypothesis, the t-ratio (critical ratio) has been calculated using mean score values and standard deviations of teachers working in Government and Local Body schools; and is presented in Table-1 below.

Table-1
Table showing the differential influence hi the perceptions of teachers working in Government and Local Body Schools towards the Administrative skills of Headmasters

S.No.	Category	N	Mean	S.D.	S.E.D	C.R.
1.	Government	40	169.0	26.26	4.52	0.79*
2.	Local Body	240	172.58	27.76		

* Not significant at 0.05 and 0.01 levels

From Table-1 shown above, it is understood that the difference in the obtained mean values of teachers working in Government and Local Body schools is 3.58. The t-value obtained is 0.79, which is not significant at 0.05 and 0.01 levels. Hence, the null hypothesis is accepted.

From the above results, it is concluded that there is no significant difference in the perceptions of teachers working in Government and Local Body schools towards the Administrative Skills of Headmasters.

There is no differential influence in the perceptions of secondary school teachers working in Government and Private schools towards the Administrative skills of Headmasters.

To test this hypothesis, the t-ratio (critical ratio) has been calculated using mean score values and standard deviations of teachers working in Government and Private schools; and is presented in Table-2 below.

Table-2

Table showing the differential influence in the perceptions of teachers working in Government and Private Schools towards the Administrative skills of Headmasters

S.No.	Category	N	Mean	S.D.	S.E.D	C.R.
1.	Government	40	169.0	26.26	4.99	0.20*
2.	Private	120	170.0	30.49		

* Not significant at 0.05 and 0.01 levels

From Table-2 shown above, it is understood that the difference in the obtained mean values of teachers working in Government and Private schools is 1.0. The t-value obtained is 0.20, which is not significant at 0.05 and 0.01 levels. Hence, the null hypothesis is accepted.

From the above results, it is concluded that there is no significant difference in the perceptions of teachers working in Government and Private schools towards the Administrative Skills of Headmasters.

HYPOTHESIS-9:

There is no differential influence in the perceptions of secondary school teachers working in Local Body and Private schools towards the Administrative skills of Headmasters.

Table-3

S.No.	Category	N	Mean	S.D.	S.E.D	C.R.
1.	Local Body	240	172.58	27.76	3.31	0.78*
2.	Private	120	170.0	30.49		

To test this hypothesis, the t-ratio (critical ratio) has been calculated using mean score values and standard deviations of teachers working in Local Body and Private schools; and is presented in Table-3 below.

Table-4

Table showing the differential influence hi the perceptions of teachers working in Local Body and Private Schools towards the Administrative Skills of Headmasters

S.No.	Category	N	Mean	S.D.	S.E.D	C.R.
1.	Local Body	240	172.58	27.76	3.31	0.78*
2.	Private	120	170.0	30.49		

* Not significant at 0.05 and 0.01 levels

From Table-4.24 shown above, it is understood that the difference in the obtained mean values of teachers working in Local Body and Private schools is 2.58. The t-value obtained is 0.78, which is not significant at 0.05 and 0.01 levels. Hence, the null hypothesis is accepted.

From the above results, it is concluded that there is no significant difference in the perceptions of teachers working in Local Body and Private schools towards the Administrative skills of Headmasters.

There is no significant difference in the perceptions of teachers working hi English and Telugu medium secondary schools towards the Administrative skills of Headmasters.

To test this hypothesis, the t-ratio (critical ratio) has been calculated using mean score values and standard deviations of teachers working in English medium schools and those working in Telugu medium schools; and is presented in Table-5 below.

Table -5

Table showing the significance of difference in the perceptions of teachers working in English and Telugu medium schools towards the Administrative skills of Headmasters

S.No.	Category	N	Mean	S.D.	S.E.D	C.R.
1.	English medium	90	166.73	29.65	3.54	1.81*
2.	Telugu medium	310	173.15	29.35		

* Not significant at 0.05 and 0.01 levels

From Table-4.25 shown above, it is understood that the difference in the obtained mean values of teachers working in English medium schools and those working in Telugu medium schools is 6.42. The t-value obtained is 1.81, which is not significant at 0.05 and 0.01 levels. Hence, the null hypothesis is accepted.

From the above results, it is concluded that the medium of instruction of the school would not influence the perceptions of secondary school teachers towards the Administrative skills of Headmasters.

There is no differential influence in the perceptions of secondary school teachers on different dimensions of the Administrative skills of Headmasters.

The hypothesis stated above has been tested with a view to know the differential influence in the attitude of secondary school teachers on different dimensions of the Administrative skills of Headmasters viz., (i) Leadership skills, (ii) Supervisory skills, (iii) Skills in organizing academic activities, (iv) Skills in organizing Co-curricular activities; and (v) Skills in Resource Mobilization and Management, the investigator has used percentage analysis of scores obtained on various items under the five different dimensions selected for the present investigation.

To know the high acceptance of subjects on different items included in the scale, the total score in respect of all the respondents for each item under the five areas of the research tool considered for the

investigation has been calculated for purpose of computing the percentage of acceptances of the respondents on these items in the scale.

Profile of high acceptances of respondents on items included in the tool

The higher score (80% and above) of acceptance of teachers on a particular item under a particular dimension of the administrative skills of Headmasters in the scale indicates the higher perceptions of them towards the skills of Headmasters in that particular component.

Table-6

Table showing the percentage of acceptances of teachers on different items included hi the scale

S. No.	Description of the item	Total Score	Percentage
Dimension-I: Leadership Skills			
1	The Head of the Institution is democratic in his/her administration	1784	89.2
2	The Headmaster takes decisions promptly	1636	81.8
3	The Headmaster follows norms strictly as per the directions of the authorities	1568	78.4
4	The Headmaster uses good methods of time management	1374	68.7
5	The Headmaster conducts staff meetings at regular intervals of time	1442	72.1
6	The Headmaster takes policy decisions and implements them effectively	1666	83.3
7	The Headmaster imposes his/her own ideas on other teachers	1084	54.2
8	The Headmaster conducts Parent-Teacher Association (PTA) meetings regularly	1730	86.5
9	The Headmaster maintains all the records and registers properly	1748	87.4
10	The Headmaster takes every care in the maintenance of laboratories in the school	1272	63.6
11	The Headmaster conducts School Management Committee (SMC) meetings	1456	72.8
12	The Headmaster knows how to establish credibility and influence among team members.	1518	75.9
Dimension-II: Supervisory Skills			
13	The Headmaster supervises the attendance of students, teachers and non-teaching staff	1636	81.8
14	The Headmaster allots class work to the teachers according to their specializations	1530	76.5
15	The Headmaster asks teachers to study reference material to improve their competencies	1288	64.4
16	The Headmaster does not allow teachers to participate in seminars and workshops	834	41.7
17	The Headmaster encourages teachers to contribute articles to educational journals	1178	58.9
18	The Headmaster observes the lessons of the teachers and provides them suggestions for the	1832	91.6
19	The Headmaster observes code of conduct for teachers and students to ensure discipline in the	1934	96.7
20	The Headmaster hesitates to take disciplinary action on those who are negligent in their duties	908	45.4
21	The Headmaster maintains school accounts systematically	1564	78.2

22	The Headmaster conducts examinations very strictly without allowing any kind of malpractice	1632	81.6
Dimension-III: Skills relating to Academic activities			
23	The Headmaster formulates minimum academic programme and institutional plan with the help of teachers	1678	83.9
24	The Headmaster conducts Formative and Summative Assessment tests as per the schedule given in the Academic Calendar	1850	92.5
25	The Headmaster encourages teachers to undertake action research on subject related problems in the school	1766	88.3
26	The Headmaster organizes Academic Seminars, Conferences and workshops in the school	1584	79.2
27	The Headmaster does not find time to take classes to the students	1056	52.8
28	The Headmaster conducts subject enrichment programmes for the benefit of the students	1392	69.6
29	The Headmaster takes initiative to focus on learners' achievement	1470	73.5
30	The learners are properly motivated in achieving their goals	1534	76.7
31	The Headmaster sends students' progress reports to their parents regularly	1568	78.4
32	The Headmaster takes feedback from the parents with regard to the student performance	1750	87.5
Dimension-IV: Skills relating to Co-curricular activities			
33	The Headmaster encourages co-curricular activities	1536	76.8
34	The Headmaster encourages students to participate in games and sports	1794	89.7
35	The Headmaster encourages students to participate in Science Fairs and Exhibitions	1650	82.5
36	The Headmaster organizes Elocution and Quiz programmes in the school	1582	79.1
37	National Festivals are celebrated in the school	1506	75.3
38	Cultural activities are organized in the school at regular intervals of time	1828	91.4
39	The Headmaster encourages Excursions and Educational tours for the students	1278	63.9
40	The Headmaster arranges extension lectures by eminent personalities	1164	58.2
Dimension-V: Skills relating to Resource Mobilization and Management			
41	The Headmaster takes interest in the mobilization of resources	1736	86.8
42	The Headmaster does not use the services of teachers in administrative matters	1286	64.3
43	The Headmaster arranges free medical camps in the school for the health check of his students.	1650	82.5
44	The Headmaster approaches charitable organizations seeking help from them for the development of the school	1758	87.9

45	The Headmaster maintains cordial relations with the community with a view to mobilize material and human resources.	1852	92.6
46	The Headmaster encourages the use of multimedia in the class-room teaching.	1438	71.9
47	The Headmaster collects Text-books from the old students to maintain Book Bank in the school	1388	69.4
48	The Headmaster instructs the teachers to make use of the resources available in the school in their class-room teaching	1472	73.6

The investigator thought it relevant to convert the obtained scores into percentages with a view to know the percentage of acceptances of the respondents on a particular item in relation to the other items included in the scale. A percentage frequency distribution is a display of data that specifies the percentage of observations that exist for each data point or grouping of data points. It is a very useful method of expressing the relative frequency of survey responses and other data. This application of using percentages is particularly important in analyzing or comparing the attitudes of individuals on a particular criterion in comparison with other criteria (Thomas C. McCormick, 1945, pp. 390-395).

To know the high acceptances of all the subjects on different items included in the tool, the investigator has calculated the total score obtained from all the respondents in respect of each item under the five different dimensions, taking into consideration the score relating to 'Agree' and 'Strongly Agree' for favorable statements and 'Disagree' and 'Strongly Disagree' for unfavorable statements. The total score given by all respondents for each item in the tool has been calculated and then the total scores for all the 48 items have been converted into percentages. The higher score indicates a high degree of perceptions of teachers towards the Administrative skills of Headmasters. The total scores of all the subjects in respect of each item together with the percentages are provided in table- 6 above.

Conclusion:

Education is one of the most powerful instruments of social, economic and cultural transformation necessary for the realization of national goals. The difference in the obtained mean values of teachers working in Government and Private schools is 1.0. The t-value obtained is 0.20, which is not significant at 0.05 and 0.01 levels. Hence, the null hypothesis is accepted.

The difference in the obtained mean values of teachers working in Local Body and Private schools is 2.58. The t-value obtained is 0.78, which is not significant at 0.05 and 0.01 levels. Hence, the null hypothesis is accepted. The difference in the obtained mean values of teachers working in English medium schools and those working in Telugu medium schools is 6.42. The t-value obtained is 1.81, which is not significant at 0.05 and 0.01 levels. Hence, the null hypothesis is accepted.

The total score given by all respondents for each item in the tool has been calculated and then the total scores for all the 48 items have been converted into percentages. The higher score indicates a high degree of perceptions of teachers towards the Administrative skills of Headmasters. The total scores of all the subjects in respect of each item together with the percentages are provided.

Reference:

1. Wango, G. M., & Mungai, E. K. (2007): Counseling in the Schools: A Handbook for Teachers. Nairobi: Phoenix Publishers Ltd.
2. Thomas C. McCormick(1945): Simple Percentage Analysis of Attitude Questionnaires. American Journal of Sociology, Vol. 50, No. 5 (Mar., 1945), pp. 390-395. Published By: The University of Chicago Press
3. Samuel Yaw Ampofo, George Adino Onyango, Martin Ogola (2019): Influence of School Heads' Direct Supervision on Teacher Role Performance in Public Senior High Schools, Central Region, Ghana. IAFOR Journal of Education, Volume 7, Issue 2, Winter, 2019.
4. Ozgur Atas Akdemir and Ahmet Ayik (2017): The Impact of Distributed Leadership Behaviors of School Principals on Organizational Commitment of Teachers. Universal Journal of Educational Research 5(12 B): 18-26, 2017. <http://www.hrpub.org>

5. Mbugua Zachariah Kariuki, Miriti Justine Majau, Muthaa Goerge Mungiria and Reche George Nkonge (2012): Challenges Faced by Deputy Head Teachers' in Secondary School Administration and the Strategies they use to tackle them in Imenti South District, Kenya. International Journal of Educational Planning & Administration, Vol.2, No.1, 2012, pp.45-54

