

KNOWLEDGE OF SECONDARY SCHOOL HEADMASTERS TOWARDS MANAGERIAL SKILLS

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Abstract

The research aimed to find out the present status of the knowledge regarding managerial skill of the secondary school headmasters in Ahmednagar district. The researcher developed a managerial skill knowledge test for data collection. The data was collected by adopting survey method from 136 headmasters from different tehsils of Ahmednagar district. The collected data was analyzed and interpreted by using statistical technique 'mean'. It was concluded that knowledge regarding overall managerial skill of secondary headmasters is on average level and needs training to improve it. The knowledge regarding managerial sub skills self-awareness and empowering & delegation was on high level and it was satisfactory. Among the remaining eight skills knowledge of power and influence skill is on above average level. The knowledge of managerial sub skills problem solving, communication, motivation and leading for positive change is on average level. Knowledge regarding managerial sub skills stress management and power and influence is on below average level, while knowledge of teamwork skill is on low level and it is very poor. All these eight skills were found weak in secondary school headmasters and need to improve it.

Key words: Managerial, skills, headmasters, knowledge



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1. a) Introduction

The role of headmaster is rather more extensive. Headmaster is responsible for carrying out the orders and the policies of the educational authorities as well as managing committee. He also establishes the link between the society and school.

For better school management headmaster need a good knowledge regarding managerial skills. Headmasters, those having a good knowledge regarding managerial skills, succeed in their profession. But those who are lack of knowledge regarding managerial skills have lack of awareness about management skills which results as a lack of performance in school management. Hence the researcher decided to find out the present status of knowledge regarding managerial skills of headmaster.

b) Theoretical background for the programme:

The researcher used various theories as a base for knowledge. The survey was conducted with the help tool which was designed by using different theories developed by the educationalist, psychologist and the experts who made research on management and managerial skills.

For the managerial sub skill managing personal stress, Kurt Levin's theory (1951), Whetten and Cameron 'stressors' (2017) was used to describe major elements of stress. To develop the questions on managerial sub skill problem solving, the analytical problem solving model developed by Sternberg (1999), Juran (1988) & Riley (1998) was applied by researcher.

For framing the questions on managerial sub skills, the attributes of supportive communication stated by Rosen, Whetten, Cameron (2017) were referred by the researcher.

2. Need and Importance of the Study:

Need:

- Knowledge about managerial skills is the essential part of school management. Headmaster has to handle the many stake holders like student parents and teachers. For this, he must have knowledge about managerial skills.
- As a manager of school headmasters play different roles in school environment. To play his role effectively he should have knowledge about managerial skills.
- He will have to proceed in a planned manner. To be an effective leader, the head must have knowledge about basic managerial skills.

Importance:

- It will show the present status of the knowledge regarding managerial skills of headmasters. It focuses on managerial skills which are weak in headmasters.
- Knowledge about managerial skills is very important for better administration of educational system. It offers quality enhancement to whole educational system.

3. Relevance of the research:

The present study attempted to find an existing status of knowledge about the managerial skills of headmasters of secondary schools in Ahmednagar District in Maharashtra state. The headmaster of the school is generally a senior teacher who has a lot of experience of teaching his subject to students but has very little or no experience of school management and school

administration. The present research tried to focus on this need of the headmaster in the present situation by depicting the exact picture about knowledge regarding managerial skills.

4. Title:

“Present status of Knowledge Regarding Managerial skills of Secondary School Headmasters in Ahmednagar Districts”

5. Statement of the problem:

To find out the present status of knowledge regarding managerial skills of secondary school headmasters in Ahmednagar Districts.

6. Conceptual definitions-

- **Managerial skills-**
Managerial skills are the abilities, competencies and knowledge needed for educational manager (headmaster) to carry out management functions and tasks. It can be developed through learning. (C. P. Akpan)
- **Headmaster-**
The headmaster of secondary school. The headmaster is the leader, organizer and guide of the school. (J.C. Aggarwal, Elementary school organization and management.)
- **Secondary school-**
A school intermediate between elementary school and college and usually offering general, technical, vocational, or college preparatory courses. (Merriam-Webster.com)

7. Operational definitions of Important Terms-

- **Managerial skills –**
The skills required for headmasters of secondary school for managing daily academic work, administration, management and the problems related to students as well as teachers at school level. For the present survey following ten skills are considered. (Developing Management Skills by Whetten and Cameron) ‘self–awareness’, ‘managing personal stress’, ‘problem solving’, ‘supportive communication’, ‘power and influence’, ‘motivation’, ‘managing conflict’, ‘empowerment and delegation’, ‘teamwork’ and ‘leading for positive change’
- **Headmasters-**
The headmasters of the secondary schools from different tehsils under Ahmednagar District.

- Secondary school
Private government aided high school having 8th to 10th standards of S.S.C. Board of Maharashtra state.
- Knowledge about managerial skills-
Theoretical understanding under cognitive domain of headmasters about managerial skills.

8. Objectives of Research:

1. To assess the existing status of the knowledge regarding managerial skill of headmasters at secondary school.
2. To compare the difference between levels of knowledge among managerial skill of headmasters.

9. Assumption of Research-

- i) The headmasters are good with regard to management but they are not very good or outstanding. The authorities should take to impart special training to all headmasters in managerial functions, tasks, skills and also personal qualities so that they can reach outstanding. Selva Rethinam (2008).
- v) Headmasters are true administrators, but there is no formal training for them. They are more interest in exercising power. -Swamy, K.Pandu Ranga (2007).

10. Research Questions:

1. What is the existing status of knowledge regarding overall managerial skill and sub skills of headmasters?
2. Is there difference between levels of knowledge among managerial subskills of headmasters?

11. Review of Related Literature:

The review of related studies was undertaken to provide an empirical support to the conceptual and theoretical basis of the study and to arrive at a decision on the choice of methodology of the present study. It deals with review of related literature and review of previous researches carried out in the area of school management, various managerial skills, supervisory style of school headmaster and administrative behavior of secondary school headmasters. The knowledge and attitude of headmasters towards school management, management strategy, managerial practice, learning environment, managerial effectiveness, etc. Researcher have come across

various reference books, articles, M. Phil. And Ph.D. thesis related to the present research.

12 Research Methodology:

For present research the Survey method was adopted by the researcher.

13. Population, sampling:

Population:

The population for this research work was all the 906 secondary headmasters of secondary schools in Ahmednagar district.

Sample for Survey:

From the population, sample was selected by random sampling method. 15% headmasters from each tehsil and Ahmednagar city were selected as a sample for data collection. Total 136 headmasters out of 906 were selected for survey.

14. Scope, Limitation, and delimitations:

Scope:

Conclusions of this research are applicable to managerial skills of all headmasters in Ahmednagar District.

Limitations:

- Conclusions are depended upon the responses given by selected sample.
- Tool is developed by researcher only.
- Limited data was collected by researcher due to availability of respondent and time.

Delimitations:

- The research is only related to secondary Marathi medium school headmasters of state board of Maharashtra only.
- Only ten managerial skills stated by Whetten and Cameron (2017) are considered for research.
- The research is related to headmasters of Ahmednagar District only.

15. Tools for data collections:

For the present research survey method was adopted. For this method one tool has designed and used by the researcher as follows:

a) Managerial Skills Knowledge Test (MSKT) for headmasters:

To identify the present situation and knowledge related to managerial skills, researcher was developed the test for headmaster having 50 multiple choice questions. The managerial skill knowledge test was of total 50 questions for 50 marks. It includes 10 managerial skills. Each skill was 5 questions for 5 marks.

Reliability of MSKT

The reliability was determined by Pearson Correlation test and re-test method. The overall reliability of the MSKT was found .710 and it was satisfactory.

Scoring Procedure: Scoring was done by calculating mean score of responses of all questions. Based on the analysis of the mean scores obtained from this questionnaire researcher have developed activities of the programme.

Reference scale for Interpretation of overall managerial skill and subskill knowledge of headmaster: Table No. 5

Mean Scores for overall managerial skill	Mean Scores for managerial sub skill	Levels
41 to 50	4 to 5	High
31 to 40	3 to 4	Above Average
21 to 30	2 to 3	Average
11 to 20	1 to 2	Below Average
0 to 10	0 to 1	Very Low

These levels were used for the interpretation of the knowledge regarding overall managerial skills and each subskill of headmaster.

16. Analysis and Interpretation of Data:

Objective wise data analysis was presented with statistical tables. Analysis was done with the help of statistical functions like mean.

Table No.2. Analysis of knowledge regarding managerial sub skills for Obj.-1 and 2

Serial No.	Skill Name	N	Mean	Level
1	Overall managerial skill	136	26.16	Average
2	Self- awareness	136	4.10	High
3	Stress Management	136	1.77	Below Average
4	Problem solving	136	2.56	Average
5	Communication	136	2.67	Average
6	Power & Influence	136	1.55	Below Average
7	Motivation	136	2.50	Average
8	Managing Conflict	136	3.22	Above Average
9	Empowering & delegation	136	4.25	High
10	Teamwork	136	0.96	Low
11	Lead for positive change	136	2.58	Average

Interpretation:

Table no.12 interprets that knowledge regarding overall managerial skill of secondary headmasters is on average level and needs training to improve it. The knowledge regarding managerial sub skills self-awareness and empowering & delegation was on high level and it was satisfactory. Among the remaining eight skills knowledge of power and influence skill is on above average level. The knowledge of managerial sub skills problem solving, communication, motivation and leading for positive change is on average level. Knowledge regarding managerial sub skills stress management and power and influence is on below average level, while knowledge of teamwork skill is on low level and it is very poor. All these eight skills were found weak in secondary school headmasters and need to improve it.

17. Findings:

Objective : 1

Following are the findings based on the responses collected from the secondary headmasters:

- i) Knowledge regarding 'overall managerial skill' is on **average level** among headmasters.
- ii) Knowledge regarding managerial sub skills 'self-awareness' and 'empowering & delegation' is on **high level** and among headmasters.
- iii) 'Managing conflict' skills knowledge is on **above average** level among headmasters.
- iv) Knowledge regarding managerial sub skills 'problem solving', 'communication', 'motivation' and 'leading for positive change' shows **average level** among headmasters.
- v) Knowledge regarding managerial sub skills 'managing personal stress' and 'power & influence' skill shows **below average level** among headmasters.
- viii) Knowledge regarding 'teamwork' skill is on **low level** among headmasters.

Objective:2

The subskills can be compared with each other with the help of the above findings. Compare to other managerial skills, knowledge level of 'self-awareness' and 'empowering and delegation skills are on high level. It means these skills are satisfactory among headmasters.

Managerial sub skills 'managing personal stress' and 'power & influence' skill shows **below average level of** knowledge among headmasters. Compared to other subskills knowledge about these skills is poor among headmasters. While teamwork' skill is on **low level** knowledge among headmasters. Compared to other subskills 'teamwork' skill of

headmasters is very poor. Knowledge regarding managerial sub skills 'problem solving', 'communication', 'motivation' and 'leading for positive change' shows **average level** among headmasters.

18. Conclusions:

Objective 1:

The findings concluded as follows:

1. The knowledge regarding 'overall managerial skill' found **average level** among headmasters.
2. The knowledge regarding managerial sub skills 'self-awareness' and 'empowering & delegation' found at **high level** and it was satisfactory among headmasters.
3. The knowledge regarding managerial sub skill 'managing conflict' found **above average level** among headmasters.
4. The knowledge regarding most of the sub skills show **average level**. Knowledge of 'stress management' and 'power & influence' skills are on **below average level** headmasters.
5. Managerial sub skill 'teamwork' found **low level** of knowledge and surely need to improve it among all headmasters.

Objective 2:

Compare to other skill knowledge regarding 'teamwork', 'stress management' and 'power & influence' skill are very poor and needs to improve it.

19. Discussion:

- B.Sridhar (2013) attempted to study locus of control, occupational stress and coping strategies of secondary school headmaster. The past study found that stress management is poor among headmasters. Similar to this present study found that the knowledge regarding stress management skill showed below average level in all types of school headmasters. It is because nowadays headmasters are burdened with a lot of responsibilities and duties. They have to play different roles in family, society and at the workplace.

20. Contribution:

- This study will contribute to identify the knowledge of managerial skills of the headmasters.
- The study may contribute for primary school headmasters at primary and senior college principals at higher level also.

- This research study will be the guideline to know the status of secondary school headmasters as the manager of the school and will help them to prepare for effective administration and school management.

21. Conclusion:

The present study tried to focus on existing status of knowledge regarding managerial skill of secondary school headmasters. The researcher conducted the survey to find out the existing status of headmasters regarding managerial skills with the help of data collection tools, MSKT. From the analysis of data it was found that eight managerial skills out of ten were need to improve.

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