

MANAGERIAL SKILL PERFORMANCE OF SECONDARY HEADMASTERS IN AHMEDNAGAR DISTRICT

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Abstract

The research aimed to find out the present status of the managerial skill performance of the secondary school headmasters in Ahmednagar district. The researcher developed a managerial skill performance scale for data collection. The data was collected by adopting survey method from 276 assistant teachers about their 136 headmasters from different tehsils of Ahmednagar district. The collected data was analyzed and interpreted by using statistical technique 'mean'. It was concluded that all eight managerial skills 'managing personal stress', 'problem solving', 'supportive communication', 'power and influence', 'motivation', 'managing conflict', 'teamwork' and 'leading for positive change' show average level of performance among headmasters.

Key words: Managerial, skills, headmasters, performance



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1. a) Introduction

The potential of headmaster who leads the school and achieves name and fame among society is simply referred to managerial skills. He acts some time as administrator, sometime as an organizer or a good leader. He is responsible to solve the complications. The headmaster of the school must think, see and do the best for his school. An efficient headmaster must be a good manager, administrator and good organizer. The best performance is essential for effective headmaster. Knowledge and awareness about managerial skills results into managerial performance. The managerial performance can be reflected in daily activities of the headmaster and it can be observed by his students, teacher and parents.

The present research attempted to find out the existing status of managerial performance according to indicator of secondary school headmasters in Ahmednagar districts.

b) Theoretical background for the programme:

The researcher used various theories as a base for framing indicators of managerial performance. 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.

To determine the indicators on managerial sub skill communicating supportively, the attributes of supportive communication stated by Rosen, Whetten, Cameron (2017) were referred by the researcher.

Managerial sub skill gaining power and influence consists of the activities and theories adopted from the research on powerful and derailed manager of Rosabeth Kanter (1979) & David McClelland (2003).

The researcher adopted the theories to determine the indicators of managerial sub skill motivating others from Michener, Fleishman & Vaske (1976) was diagnosing work performance.

To develop the indicators of managing conflict skill, the types of conflict explained by Adler 2002, Wilmot & Hocker (2001).

Managerial sub skill leading for positive change consist the leadership skills for educational leadership as mentioned by Aggarwal J. C. and the model for leading positive change by Cameron and Ulrich (1986) were referred by researcher.

2. Need and Importance of the Study:

Need:

- Headmaster has to handle the many stakeholders like student parents and teachers. His managerial performance reflected with his coordination with these stakeholders.
- Through a better performance headmaster prove himself as a good manager of school
- The head has to look at the whole school system, assess the strengths and weaknesses of his staff members and carefully create the ground work for various changes. For this he needs better managerial performance.

Importance:

- The research will help headmaster to improve their managerial performance.

- It will show the present status of the managerial performance of headmasters. It focuses on managerial skills those are weak in headmaster and tells that which managerial skills need to improve.
- Managerial skills are 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 the managerial performance 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. It causes weak performance in school management. The present research tried to focus on this need of the headmaster in the present situation by depicting the exact picture about managerial performance.

4. Title:

“Managerial Performance of Secondary School Headmasters in Ahmednagar Districts”

5. Statement of the problem:

To find out the present status of managerial performance 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 secondary school describes an institution that provides secondary education and also usually includes the building where this take place. (Wikipedia)

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 eight skills are considered. (Developing Management Skills by Whetten and Cameron). Those are ‘managing personal stress’, ‘problem solving’, ‘supportive communication’, ‘power and influence’, ‘motivation’, ‘managing conflict’, ‘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.

- Managerial skill Performance-

It is the action of headmasters performing a task effectively by using all managerial skills.

8. Objective of Research:

- 1) To find the existing status of the managerial skill performance according to indicators regarding managerial skills of head masters at secondary school.
- 2) To compare the managerial skills according to their level of performance.

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).

iv) There was a significant association between type of school management and performance of school. Ms. Rita Abbi (2013)

10. Research Questions:

1. What is the existing status of managerial skill performance regarding overall managerial skill and sub skill of headmasters?

2. Is there difference between levels of performance among managerial sub skills 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. It deals with review of related literature and review of previous researches carried out in the area of school management, various managerial skills, and supervisory style of school headmaster and administrative behavior of secondary school headmasters. The managerial performance 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. For MSPIS 276 secondary teachers (two teachers from each school) from the school of selected 136 headmasters. The data was collected from these 276 teachers about their headmasters' performance

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.
- Tools are developed by researcher only.

- Limited data was collected by researcher due to availability of respondent and time.
- Conclusions of this particular research are based on the quantification of the categorical scale of performance.

Delimitations:

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

15. Tool for data collection:

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

1. Managerial Skill Performance Indicator Scale (MSPIS) about secondary headmasters.(Filled by Asst.Teachers)

Details about the development of the data collection tool:

a) Managerial Skill Performance Indicators Scale (MSPIS) for Secondary School Headmasters:

Researcher wanted to identify the managerial skill performance according to indicators observed by assistant teachers of selected headmasters. So, researcher developed the Managerial Skill Performance Indicators Scale (MSPIS) for secondary school headmasters which were filled by their assistant teachers. It was of total 40 statements for 200 marks. It includes 08 managerial skills. Each skill has consisted 5 statements for 25 marks.

Reliability of the scale was examined with the Pearson correlation test by adopting test-retest method. The overall reliability of the scale was found .727 and it was satisfactory.

Scoring Procedure: Mean of the raw scores obtained with the help of Managerial Skills Performance Indicator Scale for headmasters were calculated and they categorized in to five levels for the interpretation for overall managerial skill and each sub skill.

Interpretation levels for performance according to indicator regarding overall managerial skills and each sub skill of headmaster: Table No. 1

Mean scores for overall managerial skills	Mean scores for each managerial sub skills	Level
161 to 200	21 to 25	High
121 to 160	16 to 20	Above Average
81 to 120	11 to 15	Average
41 to 80	6 to 10	Below Average
1 to 40	0 to 5	Very Low

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

16. Analysis and Interpretation of Data:

Data analysis was presented with statistical tables. Analysis was done with the help of statistical functions like mean.

Table No.2. Analysis of managerial performance according to indicators:

Serial No.	Skill Name	N	Mean	Level
1	Overall managerial skill	272	105.30	Average
2	Stress Management	272	12.5	Average
3	Problem solving	272	13.3	Average
4	Communication	272	14.7	Average
5	Power & Influence	272	13.1	Average
6	Motivation	272	12.7	Average
7	Managing Conflict and decision making	272	13.8	Average
8	Teamwork	272	12.1	Average
9	Lead for positive change	272	13.1	Average

Observation:

1. It has been clearly noticed from the above table no.2 that the mean score of performance according to indicators regarding overall managerial skill of secondary headmasters collected from 272 teachers is 105.30.
2. It clearly shows that the mean score of all managerial subskills of secondary headmasters is collected from 272 teachers between 11 to 15 (average level).

Interpretation:

1. It is interpreted from above analysis that performance according to indicators regarding overall managerial skill and all managerial subskills of secondary headmasters is on **average level**.
2. There is no difference between levels of performance among managerial skills of headmasters.

18. Findings:

Objective:1. Overall managerial skill and all eight managerial sub skills show **average level** of performance according to indicator among headmasters.

Objective:2. There is no difference between levels of performance among managerial skills of headmasters.

19. Conclusions:

From the survey the researcher tried to find out present status of performance according to indicators regarding managerial skills. The findings concluded as follows:

- i) Performance according to indicator regarding ‘overall managerial skill’ and all eight subskills on **average level** among headmasters.
- ii) There is no difference between levels of performance among managerial skills of headmasters.

20. Discussion:

- Victor, A. A, (2017) found that there was a significant relationship between principal supervisory techniques and teachers job performance. Similarly, present study found that there is significant correlation between managerial sub skills which affects not only headmasters’ performance but also helpful for teachers job satisfaction
- The present study found the need of managerial skills development and performance evaluation. Boncato, E.P. (2013) also insisted on professional development and performance evaluation. B.C Patil (1992) suggested that make the headmaster more conscious and responsible towards his job, time has come to develop a ‘Professional Code’ for all secondary school headmasters.

21. Contribution:

- This study will contribute to identify the managerial performance 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 performance as the manager of the school and will help them to prepare for effective administration and school management.

24. Conclusion:

The present study tried to focus on existing status of managerial performance of secondary school headmasters. The researcher conducted the survey to find out the existing status of headmasters regarding managerial performance with the help of data collection tool, MSPIS. From the analysis of data it was found that eight managerial skills out of ten were on average level.

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