CHAPTER - IV

THE PLAN AND PROCEDURE

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4.0 Introduction

The behaviour in the social system of a school is dependent on the Headmanster, or principal, the teachers, the students and other members. The quality and style

of a school organisation stems primarily from the philosophy, attitudes and behaviour of the administrator. The school headmaster, as a leader, strives to achieve the objectives of reciprocating and adaptability for the efficient functioning of the school system. An administrator's behaviour has an influence on the way a school functions and also factors like policy, planning, finances, trained staff, equipments of the school plant, community co-operation etc, are associated with success in the administration of the school. This can be stated on a basis of the role attributed to the administrator and the general observations of functioning of the schools. A factor tossing the list of administrator's behaviour is the willingness to delegate decision-making within the subordinates' competence. It was apparent from the research

studies reviewed in the earlier chapter. The leader is instrumental to the effectiveness and productiveness of an organisation. It is observed that type, range, frequency of administrative problems are related to the size, structure, leadership style of the organisation, so the administrator behaviour consists of perception of the organisational task and decision maker as a leader. The administrator's effectiveness is best judged by its organisational products. In fact, in the school, the headship is vested in a person, as headmaster, who is both a teacher and an administrator. The headmaster is the official leader of an school. He derives authority from his legal position as ex-officio in the school system. He can carryout the leadership function of goal achievement in any case, though superior leadership requires high competence in group maintenance activity also. He is selected by the school management activity also. He is selected by the school management or the higher authority to be the head of school on the basis of his qualifications, experiences, his previous reputation or standing in the fied, his past good records or because he was the only or the most easily available candidate satisfying the conditions prescribed by the Education Department for the appointment of head of the secondary school at the time of his recruitment.

Some other factors as relationship with the management,
caste, native of a certain place, strong recommendations
of some social and political pressure group also influence
the appointment of the school headmasters. Some become
headmasters only because they were the seniormost teachers
on the staff of their schools. Inspite of all, the head-
master of a secondary school is not merely its administra-
tor. He has to be a leader of the community of teachers.
Therefore, leadership is an important factor of administrator
behaviour and of administration, and administrator behav-
iour varies considerably from one administrator to other.

However, with the different socio-economic and educa-
tional backgrounds, experiences and situations of the
administrators and subordinates, administrator behaviour
is different.

In fact, the role of administrator behaviour in Educa-
tional Administration, its implications to institutional
and sociological objectives of school programmes is still
a new area.

To depict the real picture of the secondary school
system and to rearrange it in the scientific way, behaviour
of the school administrator or headmaster and evaluation
his identity are essential.

In fact, with the differences in educational back-
ground, industrial experience and situation of the leaders
and subordinates, leadership style will be different.
In the present study the investigation of the administra-
tor's behaviour of Head-Master of secondary schools in
Karnataka is undertaken to study its impact on the organisa-
tional climate of the schools, teacher morale, his dogma-
tism and self-concept which had not been attempted beafore.
Therefore, principle objective of the current research
is to identify the Headmasters' behaviour as well as to
offer an elementary idea of their contributions to the
field of administration. On this basis, it is hoped that
future researchers may be able to develop much deep into
the subject. As the chief policy maker of an institution,
the larger chuck of responsibility for achieving organisa-
tional success, does always rest with the Headmaster.
This research work, therefore, will also contain a sample
survey of how and to what extent the Heads are thinking
to detect their own flaws and competence from within
the significant capacities they themselves embellish,
because, it is not beyond truth that Governmental patronage
alone is not enough for an academy to bloom into a pros-
perity par excellence. Moreever, political ebb and flow
too, have hardly anything to do with damaging the heredity

an institution either. The headmaster's sincerity and

endeavour are the profound factors that matter most for the progress and ability of an Institution to impact education free from political contamination. An administrator may not be absolutely free from procedural drawbacks, but such drawbacks are certainly rectifiable. The yardstick of determining a standard for any object, is virtually derived from the impartial disposition and democratic outlook of the person in command. Obviously, if the administrator or the headmaster is able to realise his share of unsuccess as the Institutional Head, he can, in the interest of his institution, infuse and instill the philosophy and performance of duties to a newer dimension by rooting out the political, social and economical incongruities and irregularities; he can strengthen the role of an institution to pledge for implementing mass-oriented, scientific and fruitfying education system, he can slso voice the demand of reorganising the entire education structure from its decaying plight.

Statement of the Problem

The research problem selected for research is worded as under:

'A Study of Administrative Behaviour of Head-Masters of Secondary Schools in Karnataka.'

Definitions of Basic Terms :

Some key terms used in the present study are explained under:

(a) Administrator's Behaviour :

Here in this study, administrator behaviour refers to the behaviour of a secondary school headmaster. The concept of the administrator behaviour derived from Halpin's paradigm in worth considering. According to his the understanding of the administrator behaviour is helpful to sopt missing elements in research knowledge about administration and to achieve a closer integration between emperical findings and the theoretical analysis. To avoid confusion it is necessary to make a distinction between the term 'administrator behaviour' and administrative behaviour. The administrative behaviour includes in it leadership acts of any particular person who happens to be administrator at the time and also the leadership acts initiated by group members.

(b) Effective Administrator's Behaviour:

The administrator strives to get himself acquainted with all the matters and detail about the school plant and his management of the school plant is inspired by the

developmental needs of the institutions and the changing
and growing needs of the local community. He makes an
honest effort to involve teachers of the school in the
decision making in the school, he gives the school manage-
ment committee feedback from teachers and other adminis-
trative staff members of the school on decisions taken
at the meetings of the school management committee and
feeds to the staff objectively about the thinking, dif-
ficulties and voiced at the meetings of the school manage-
ment authority. He strives to become a liaison among the
management, the staff, the students and the guardians.
The Headmaster takes a care that all school personnel
find their personal satisfactions in the achievements of
the group in which they work school headmasters, as
administrators guide, direct and encourage school personnel
with whom they at every opportunity and endeavour honestly
to promote conditions favourable to individual achievement
to the limit of their ability. Headmaster works for him
and through with others.

(c) **Administration** :

It aims at the process of school machinary consisting
of the steps from planning to evaluation on macrolevel.
It takes into account the governmental policies, educational

status i.e. ordinance, resolution and manuals in education.

(d) Management:

It teaches the organisational part mentioning the
process and operationing of the school functionàng, the
process includes internally various steps from planning
to evaluation on microlevel. The management of a private
school is vast in a duly constituted managing committee.

(e) School System:

This includes the school as a social system consisting
of various subsystems i.e. (i) administrative subsystem
(ii) structural subsystem (iii) economic sub-system (iv) tech-
nological subsystem (v) social subsystem (vi) individual
subsystem (vii) information subsystem (viii) decision making sub-
system.

(f) Administrative Process:

The CPEA (Cooperative Programme in Educational Administra-
tion - U.S.A.) defined administrative process as the meth-
odology adopted by the school principals to stimulate people
to learning and purposeful activity, to provide the needed
materials and information necessary to accomplish educational

tasks. These functions should be guided by the problem
solving approach and by democratic decision-making process.

(g) Teacher Morale :

Here 'Morale' refers to th collective morale status
of the school staff. Morale may be high or low or average
on the behaviour of the school head-master. The present
study has accepted the definition of morale given by Geion
(1958) who defined morale as the extent to which individual's
needs are satisfied and the extent to which the individual
perceives that satisfaction generates from total satisfac-
tion. This definition implies four points. (1) Morale is
multidimensional and it consists ef many components.
(ii) Morale in addition to being an individual attribute,
is collective in nature and is determined by the set of
prevailing condi tions in an organisation. (iii) Morale
is not a generalised trait in individual but a function
of the job situation. (iv) Morale can be identified in
terms of human needs and environmental sources of the
satisfaction of these needs.

(h) Organisational Climate :

Here this refers to a general flow of behaviour and
feeling within a school community, which it is the outcome
of continuous interaction between the headmaster and his

teachers as well as of the interaction among different teachers of the school. According to Halpin 'Personality is to the individual what organisational climate is to the organisation.' (P.131)

(i) <u>Leadership Behaviour</u> :   In this investigation the term leader refers to the headmaster of the secondary school. On the other hand, leadership behaviour defined as an act that initiates a new structure in interaction with others. It takes into account both effectiveness and efficiency measures (Burnard, 1938) both situational and personalistic determinents (Halpin, 1956) both organisational and individual (Getzel, 1958). The emphasis of leadership behaviour is upon initiating changes in goals, objectives, configurations, procedures, inputs processes and outputs of social systems. The focal social system may range in size from gross culture to institutional culture. Leadership behaviour involved social systems in action or interaction. It is rationally dynamic and as such complex. (The Encyclopoedia of Education, Vol.1, 1971).

(j) <u>Secondary School</u> :   It means as institution which imparts instruction upto the Class X.

(k) <u>Dogmatism</u> :   Positive assertions of opinions in an authoritative or arrogant manner. (Weber).

(1) Correlates :   They mean the related components
of this study. The main correlates that are studied along
with the administrator behaviour of the secondary school
headmaster, are (i) teacher morale (ii) dogmatism (iii) self-
concept (iv) organisational climate.

(m) Self - Concept :   It is a factor, that influences
on administrator behaviour i.e. the individual's views of
himself. (Dr. Paul R. Miller).

(n) Goals :   These refer to general statements which
define the direction of educational development to help,
to select desirable learning activities and to define
scope of educational programme (Serᵕiovannia and Carver,
1973).

4.0.3 Objectives of the Study

(i)   To investigate the administrative behaviour
       of Head-masters of secondary schools in
       Karnataka with reference to the management
       pattern of the school.

(ii) This refers to measure (a) organisational climate
       of the school, (b) teachers' morale.

(iii) To find out relationship between (a) an administrator's
       behaviour and teacher morale, (b) an administrator's
       behaviour and his self-concept (c) an administrator's

behaviour and his dogmatism (d) an administrator's behaviour and his leadership style (e) an administrator's behaviour and organisational climate, (f) climate typology and teacher morale.

Thus, what actually the present study is trying to find out is to seek answer to a number of pertinent questions : (a) What is the desirable nature of Administrator Behaviour, pattern of leadership of the different management school headmasters ? How is school organisational climate build up ? What are its dimensions and contributory factors ? To what extent does school administrator behaviour and his leadership emerge from and shape the actual organisational climate of schools ? Can headmasters be influenced by their dogmatic attitude ? What is the effectiveness of administrator behaviour of secondary school headmasters ?

The following diagram also represents and clarifies once again the major objectives of the study.
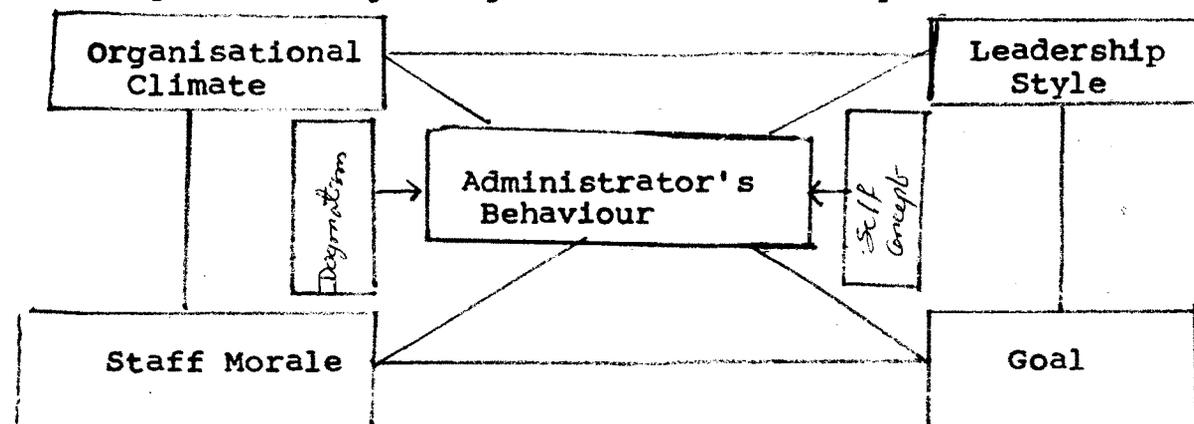
4.0.4 Hypotheses

On the basis of the previous researches done at abroad and in India, the following hypotheses are furmulated:

I. Majority of the Headmasters at secondary schools of Karnataka manifest the average effective behaviour.

II. The perceptions of teachers about their Headmasters (Real Staff) and the perceptions of Headmasters about themselves (Real self) in regard to Administrator's Behaviour differ significant.

III. The Headmasters at the secondary schools of Karnataka manifest a variety of leadership style.

IV. The Effectiveness of Administrator's Behaviour of the Headmasters at the secondary level shows marked differences depending upon some of their biographical characteristics such as (a) sex (b) age (c) length of experiences (d) training (e) qualifications and non-personal variable like as (f) social background (g) Economic background.

V. Effectiveness of Leadership Behaviour of the Head-Master is the function of some school variables (a) Period of Establishment (b) Pattern of Management (c) Size (d) Types,

VI. The Headmaster's Self description is significantly related to their self-evaluation of their Administrator's Behaviour.

VII. The perceptions of teachers about the behaviour of

the Headmasters as measured on the ABDS and the Headmasters scores on Dogmatism are significantly related.

VIII. The morale of the teachers in secondary schools of Karnataka differs from school to school.

IX . The type of leadership behaviour is also expected to vary as a degree of morale.

X . Administrator's Behaviour of the secondary school Headmasters as perceived by the teachers is related to the morale of the teachers in the school.

XI . The organisational climate in the secondary schools of Karnataka differs from school to school.

XII . Schools manifesting relatively open climate have Headmasters with relatively more effective administrator's behaviour than schools manifesting relatively more closed climate.

XIII . Leadership behaviour pattern of secondary school Headmasters is a function of the organisational climate of the schools.

XIV. Administrator's behaviour of the headmaster is significantly associated to the dimensions of organisational climate of the schools.

XV . Teacher's morale is significantly related to the climate typology.

4.0.5 Methodology

The data for the study were obtained from school headmasters and teachers to respond to six instruments: -

1. Administrator Behaviour Description Scale.
   (Baroda Version III)

2. Self-rating Scale developed by Strustat and
   Wetzler (1958).

3. Teacher Morale Inventory devised by Dr. P. Dekhtawala
   (1977).

4. Dogmatism Scale : built by Milton Rokeach (1960).

5. Organisational Climate Description Questionnaire
   (Baroda Form I).

6. Personal Data - devised by Investigator.

4.0.6 Sample

The instruments were administered to the headmasters
and teachers personally by the investigator of the respec-
tive schools. Out of 100 schools, 54 secondary schools
have co-operated with the investigator. At the same time,
many other aspects of the school were also discussed with
these headmasters. To collect all these data, the inves-
tigator took about 7 months.

The responses of 212 teachers and 54 headmasters were
consolidated into tabulated form. Their responses were
analysed and interpreted in the light of the questions
asked in the context of the purpose of the study.

4.0.7 Limitations

This investigation is restricted to the behavioural

aspects, organisational climates, teacher morale, head-
master's dogmatism and his self-concepts, as explained
in the definition of terms. It is limited to secondary
schools of Belgaum Division in Karnataka. Thus, the
findings of this study were limited to a division. The
results are also limited to the use of instruments.

4.0.8 The Scheme of Analysis of the Data
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Mean of the teacher's perceptions and that of
headmasters' perceptions of the ABDS are a calculated
on the basis of normal curve distribution. The level
of effectiveness is also calculated and distributed to
the respective headmasters in terms of the level of effect-
iveness. Distribution scores on the ABDS are also cal-
culated in relation to sex. The t - test is used for
headmasters and teachers perceptions.

The four components of ABDS are collapsed into two
dimensions of initiating structure and consideration,
which are similar to the dimensions in the LBDQ of Halpin
and Winter (1952). Then mean of initiating structure
and that of consideration of the ABDS have been calculated
and the four leadership behaviour patterns the HH, the LH
the HL and the LL have been obtained in this way.

The above four leadership behaviour patterns of the schools heads are calculated according to the various staate of schoolslike management size of the schools and distribution of scores on the leadership behaviour patterns are also calculated in relation to some factors such as the age, sex, experience, socio-economic background of the schools headmaster and of establishment. Distribution of scores on leadership behaviour patterns are also calculated according to the school organisational climate, level of teacher morale of the school and the dogmatism of the headmaster. The Stanine System is applied sfor typology of organisational climate.

The t test results are presented with reference to the two dimensions viz. the Indiaiating structure and consideration in the context of (a) Management pattern of the school (b) Size of the school (c) age of the headmaster (d) qualification (e) experience (f) leadership behaviour pattern (g) socio-economic background (h) sex of the administrator (i) status of teacher morale.

The five dimensions of the T.M.I. are calculated and the schools have been classified into high, average and low morale institutions. Mean, S.D., Percentage, done on the three catagories and chi-square, t - and - r ratio are used fof establishing associationship between two variables.

4.0.9 Organisations of the Study

The report of this investigation will be presented as per the following scheme of chapters :

Chapter I : Dimensions of leadership Behaviour of Head-Masters of Secondary Schools.

Chapter II : Conceptual and Theoretical Framework.

Chapter III : Review of Related Literature

Chapter IV : The plan and procedure.

Chapter V : Description of the Instruments.

Chapter VI : Tabulation, analysis and Interpretation.

Chapter VII : Research Finding, Conclusions, Summary and Scope for further Researches.

This is the research outline which is followed in the present study.