CHAPTER-V

SUMMARY, FINDINGS AND CONCLUSIONS

5.1 Introduction

The knowledge, skill and norms acquired through extensive professional training ideally permit the hierarchical structure. Self-determination and self responsibility are norms with each practitioner, exercising a great deal of autonomy in the performance of his professional speciality.

Any group generally exercises more control over an individual than all formal administrative directives in the world. Most group norms are self determined and group members are more likely to accept them. Secondary school administrators come to know and understand what motivates the groups in their organization for team work and co-operation. Whether at the classroom or the organizational level will prove to be quite effective. Energy and the talent, which might have been more productive for the total organization.

The role which a leader plays should be flexible and adaptable to the problem and devoted to maintenance of complete stability. The
leader should adapt both to the roles and should be skilled in judging the role suited to any given set of circumstances.

**Educational Administration**

The terms administration and management are often used interchangeably which is erroneous. Drucker, a management guru and an eminent writer puts it this way: "The management's function is mainly a policy making function, management does not do things. It decides what should be done". The management's job is, thus, largely a job of projecting the future, on to the present." The management's job, therefore, is to frame policies and planning functions while the administration implements the policies and plan of the programme. Again according to Drucker, "The job of management is radically different from the work and responsibility of the operating executives that is the administrators. 'Management' has come to be thought of as a synonym for manipulation or some evil conspiracy conceived by the establishment or designed to irritate or demean the teachers of an educational institution or the employees of a company. Management is rather for the development of its employees and not for their exploitation. The word 'Administration' has been derived from Latin word "minister" which means service that is work dedicated to the good of others. Administration, therefore
may be concerning a factory, business, an array or an institution exists to provide an individual or society or the nation, and environment which may lead to their further growth and development.

5.2 Statement of the Study

The present study is entitled as "A Study on Role Efficacy and Role Performance of Secondary School Head Masters in Relation to their Administrative Behaviour".

5.3 Objectives of the Study

1. To study the significant difference between male and female Head masters of secondary schools with respect to their Administrative Behaviour and its dimensions.

2. To study the significant difference between age groups (25-34 years, 35-44 years, and 45+ years) of Head masters of secondary schools with respect to their Administrative Behaviour and its dimensions.

3. To study the significant difference between graduate and post graduate Head masters of secondary schools with respect to their Administrative Behaviour and its dimensions.
4. To study the significant difference between Head masters of Government, aided and unaided secondary schools with respect to their Administrative Behaviour and its dimensions.

5. To study the significant difference between experience (1-10 years, 11-20 years, and 21+ years) of Head masters of secondary schools as teacher with respect to their Administrative Behaviour and its dimensions.

6. To study the significant difference between experience of secondary school Head masters as a Head (1-10 years and 11+ years) with respect to their Administrative Behaviour and its dimensions.

7. To study the significant relationship between Head masters of secondary schools with low and high role efficacy with respect to their Administrative Behaviour and its dimensions.

8. To study the significant relationship between Head masters of secondary schools with low and high role performance with respect to their Administrative Behaviour and its dimensions.

9. To study the significant relationship between role efficacy, role performance and Administrative Behaviour of Head masters of secondary schools.
10. To study the significant relationship between role efficacy, role performance and Administrative Behaviour of male and female Head masters of secondary schools.

11. To study the significant relationship between role efficacy, role performance and Administrative Behaviour of graduate and post graduate Head masters of secondary schools.

12. To study the significant relationship between role efficacy, role performance and Administrative Behaviour of Head masters of Government, aided and unaided secondary schools.

13. To study the significant relationship between role efficacy, role performance and Administrative Behaviour of Head masters of secondary schools with 1-10 years, 11-20 years and 21+ years of experience as a teacher.

14. To study the significant relationship between role efficacy, role performance and Administrative Behaviour of Head masters of secondary schools with 1-10 years, 11+years of experience as Head.

15. To study the significant relationship between Administrative Behaviour and its dimensions with role efficacy and role performance and its dimensions of Head masters of secondary schools.
5.4 Variables of the Study

i. Administrative Behaviour of Head masters
ii. Role Efficacy
iii. Teacher Performance
iv. Gender
v. Age
vi. Educational Qualifications
vii. Type of Management
viii. Experience

5.5 Research Design

In the present study the descriptive survey research method was used.

5.6 Hypotheses of the Study

1. There is no significant difference between male and female Head masters of Secondary schools with respect to their Administrative Behaviour and its dimensions that is (1.Planning 2.Organization, 3. Communication and 4. Decision making).
2. There is no significant difference between age groups (25-34 years, 35-44 years, and 45+ years) of Head masters of Secondary schools with respect to their Administrative Behaviour and its dimensions.

3. There is no significant difference between Head masters of Secondary schools with graduation and post-graduation with respect to their Administrative Behaviour and its dimensions.

4. There is no significant difference between Head masters of Government, aided and unaided Secondary schools with respect to their Administrative Behaviour and its dimensions.

5. There is no significant difference between experience (1-10 years, 11-20 years, and 21+ years) of Head masters of Secondary schools as teacher with respect to their Administrative Behaviour and its dimensions.

6. There is no significant difference between experience of secondary school Head masters as a Head (1-10 years and 11+ years) with respect to their Administrative Behaviour and its dimensions.

7. There is no significant difference between Head masters of Secondary schools with low and high role efficacy with respect to their Administrative Behaviour and its dimensions.
8. There is no significant difference between Head masters of Secondary schools with low and high role performance with respect to their Administrative Behaviour and its dimensions.

9. There is no significant relationship between Administrative Behaviour and its dimensions with role efficacy and its dimensions of Head masters of Secondary schools as a whole.

10. There is no significant relationship between Administrative Behaviour and its dimensions with role efficacy and its dimensions of male Head masters of Secondary schools.

11. There is no significant relationship between Administrative Behaviour and its dimensions with role efficacy and its dimensions that is centrality, integration, pro-activity, creativity, inter-role linkage, helping relationship, superordination, influence, growth and confrontation of female Head masters of Secondary schools.

12. There is no significant relationship between Administrative Behaviour and its dimensions with role efficacy and its dimensions of Head masters with graduation of Secondary schools.

13. There is no significant relationship between Administrative Behaviour and its dimensions with role efficacy and its
dimensions of Head masters with post-graduation of Secondary schools.

14. there is no significant relationship between Administrative Behaviour and its dimensions with role efficacy and its dimensions of Head masters of Government Secondary schools.

15. There is no significant relationship between Administrative Behaviour and its dimensions with role efficacy and its dimensions of Head masters of aided Secondary schools.

16. There is no significant relationship between Administrative Behaviour and its dimensions with role efficacy and its dimensions of Head masters of unaided Secondary schools.

17. There is no significant relationship between Administrative Behaviour and its dimensions with role efficacy and its dimensions of Head masters of Secondary schools with 1-10 years of experience as a teacher.

18. There is no significant relationship between Administrative Behaviour and its dimensions with role efficacy and its dimensions of Head masters of Secondary schools with 11-20 years of experience as a teacher.

19. There is no significant relationship between Administrative Behaviour and its dimensions with role efficacy and its
dimensions of Head masters of Secondary schools with 21+ years of experience as a teacher.

20. There is no significant relationship between Administrative Behaviour and its dimensions with role efficacy and its dimensions of Head masters of Secondary schools with 1-10 years of experience as a Head.

21. There is no significant relationship between Administrative Behaviour and its dimensions with role efficacy and its dimensions of Head masters of Secondary schools with 11+ years of experience as a Head.

22. There is no significant relationship between Administrative Behaviour and its dimensions with role performance and its dimensions of Head masters of Secondary schools as a whole.

23. There is no significant relationship between Administrative Behaviour and its dimensions with role performance and its dimensions of male Head masters of Secondary schools.

24. There is no significant relationship between Administrative Behaviour and its dimensions with role performance and its dimensions of female Head masters of Secondary schools.

25. There is no significant relationship between Administrative Behaviour and its dimensions with role performance and its
dimensions of Head masters with graduation of Secondary schools.

26. There is no significant relationship between Administrative Behaviour and its dimensions with role performance and its dimensions of Head masters with post-graduation of Secondary schools.

27. There is no significant relationship between Administrative Behaviour and its dimensions with role performance and its dimensions of Head masters of Government Secondary schools.

28. There is no significant relationship between Administrative Behaviour and its dimensions with role performance and its dimensions of Head masters of aided Secondary schools.

29. There is no significant relationship between Administrative Behaviour and its dimensions with role performance and its dimensions of Head masters of unaided Secondary schools.

30. There is no significant relationship between Administrative Behaviour and its dimensions with role performance and its dimensions of Head masters of Secondary schools with 1-10 years of experience as a teacher.

31. There is no significant relationship between Administrative Behaviour and its dimensions with role performance and its
dimensions of Head masters of Secondary schools with 11-20 years of experience as a teacher.

32. There is no significant relationship between Administrative Behaviour and its dimensions with role performance and its dimensions of Head masters of Secondary schools with 21+ years of experience as a teacher.

33. There is no significant relationship between Administrative Behaviour and its dimensions with role performance and its dimensions of Head masters of Secondary schools with 1-10 years of experience as a Head.

34. There is no significant relationship between Administrative Behaviour and its dimensions with role performance and its dimensions of Head masters of Secondary schools with 11+ years of experience as a Head.

35. Role efficacy and role performance would not be significant predictors of Administrative Behaviour of Head masters of Secondary schools as a whole.

36. Role efficacy and role performance would not be significant predictors of Administrative Behaviour of male Head masters of Secondary schools.
37. Role efficacy and role performance would not be significant predictors of Administrative Behaviour of female Head masters of Secondary schools.

38. Role efficacy and role performance would not be significant predictors of Administrative Behaviour of Head masters with graduation of Secondary schools.

39. Role efficacy and role performance would not be significant predictors of Administrative Behaviour of postHead masters with graduation of Secondary schools.

40. Role efficacy and role performance would not be significant predictors of Administrative Behaviour of Head masters of Government Secondary schools.

41. Role efficacy and role performance would not be significant predictors of Administrative Behaviour of Head masters of aided Secondary schools.

42. Role efficacy and role performance would not be significant predictors of Administrative Behaviour of Head masters of unaided Secondary schools.

43. Role efficacy and role performance would not be significant predictors of Administrative Behaviour of Head masters of Secondary schools with 1-10 years of experience as a teacher.
44. Role efficacy and role performance would not be significant predictors of Administrative Behaviour of Head masters of Secondary schools with 11-20 years of experience as a teacher.

45. Role efficacy and role performance would not be significant predictors of Administrative Behaviour of Head masters of Secondary schools with 21+ years of experience as a teacher.

46. Role efficacy and role performance would not be significant predictors of Administrative Behaviour of Head masters of Secondary schools with 1-10 years of experience as a Head.

47. Role efficacy and role performance would not be significant predictors of Administrative Behaviour of Head masters of Secondary schools with 11+ years of experience as a Head.

5.7 Sample and Sampling Technique

**Sample:** Sample is said to be true representative of the population.

The present study is widely distributed in seven districts of Belgaum division (Belgaum, Dharwad, Karwar, Bijapur, Bagalkot, Gadag and Haveri).

There are three types of secondary schools working in these seven Districts. They are Government schools, Aided schools and Un-aided schools. The investigator intended to choose the required
sample with the help of purposive random sampling. The total sample of the present study was 210 Heads and 420 numbers of teachers working in seven district of Belgaum division.

5.8 Tools Used

The following tools were used to measure the variables of the study.

1) Administrative Behaviour Scale (ABS) by Hassen Taj. (1998)
2) Role Efficacy Scale – by Udaï Pareek (2002)
3) Role Performance Questionnaire by Bhagia (1986)

5.9 Data Collection

The investigator personally collected the data form 210 Head masters of secondary schools of seven districts. Head masters of schools were personally administered the tools. Clear-cut instructions were given to fill up the responses to the items in the tools. The filled in proformas and tools were collected. The collected data was systematically pooled for analyses.
5.10 Statistical Techniques Used for Analyses of the Data

The following statistical techniques were used for analyzing the data as per the objectives of the study stated earlier.

(i) Descriptive analysis
(ii) Differential analysis
(iii) Correlation analysis
(iv) Regression analysis

5.11 Findings of the Study

5.11.1 Findings of Differential Analysis

❖ The male Head masters of secondary schools are high on Administrative Behaviour as compared to female Head masters.
❖ The male Head masters of secondary schools are high on planning as compared to female Head masters.
❖ The male Head masters of secondary schools are high on organization as compared to female Head masters.
❖ The male Head masters of secondary schools are high on communication as compared to female Head masters.
❖ The male Head masters of secondary schools are high on decision making as compared to female Head masters.
❖ The post graduate Head masters of secondary schools are high on Administrative Behaviour as compared to graduate Head masters.
❖ The post graduate Head masters of secondary schools are high on planning as compared to graduate Head masters.
❖ The post graduate Head masters of secondary schools are high on organization as compared to graduate Head masters.
❖ The post graduate Head masters of secondary schools are high on communication as compared to graduate Head masters.
❖ The post graduate Head masters of secondary schools are high on decision making as compared to graduate Head masters.
❖ The Head masters of secondary schools belonging to aided management are high on Administrative Behaviour as compared to Government school Head masters.
❖ The Head masters of secondary schools belonging to unaided management are high on Administrative Behaviour as compared to Government school Head masters.
❖ The Head masters of Secondary schools belonging to aided management are high on dimension of Administrative Behaviour - planning as compared to Government school Head masters.
❖ The Head masters of secondary schools belonging to unaided management are high on dimension of Administrative Behaviour - planning as compared to Government school Head masters.
❖ The Head masters of secondary schools belonging to aided management are high on dimension of Administrative Behaviour - organization as compared to Government school Head masters.

❖ The Head masters of secondary schools belonging to unaided management are high on dimension of Administrative Behaviour - organization as compared to Government school Head masters.

❖ The Head masters of secondary schools belonging to aided management are high on dimension of Administrative Behaviour - communication as compared to Government school Head masters.

❖ The Head masters of secondary schools belonging to unaided management are high on dimension of Administrative Behaviour - communication as compared to Government school Head masters.

❖ The Head masters of secondary schools belonging to aided management are high on dimension of Administrative Behaviour - decision making as compared to Government school Head masters.

❖ The Head masters of secondary schools belonging to unaided management are high on dimension of Administrative Behaviour - decision making as compared to Government school Head masters.
• The Head masters of secondary schools belonging to 11-20 years of experience as a teacher are high at Administrative Behaviour as compared to 1-10 years of experience as a teacher.

• The Head masters of secondary schools belonging to 21+ years of experience as a teacher are high on Administrative Behaviour as compared to 1-10 years of experience as a teacher.

• The Head masters of secondary schools belonging to 11-20 years of experience as a teacher are high on dimension of Administrative Behaviour - planning as compared to 1-10 years of experience as a teacher.

• The Head masters of secondary schools belonging to 21+ years of experience as a teacher are high on dimension of Administrative Behaviour - planning as compared to 1-10 years of experience as a teacher.

• The Head masters of secondary schools belonging to 11-20 years of experience as a teacher are high on dimension of Administrative Behaviour - organization as compared to 1-10 years of experience as a teacher.

• The Head masters of secondary schools belonging to 21+ years of experience as a teacher are high on dimension of Administrative Behaviour - organization as compared to 1-10 years of experience as a teacher.
❖ The Head masters of secondary schools belonging to 11-20 years of experience as a teacher are high on dimension of Administrative Behaviour - communication as compared to 1-10 years of experience as a teacher.

❖ The Head masters of secondary schools belonging to 21+ years of experience as a teacher are high on dimension of Administrative Behaviour - decision making as compared to 1-10 years of experience as a teacher.

❖ The Head masters of secondary schools belonging to 21+ years of experience as a teacher are high on dimension of Administrative Behaviour - decision making as compared to 1-10 years of experience as a teacher.

❖ The Head masters of secondary schools belonging to 11+ years experience as a Head are high on administrative behaviour.

❖ The Head masters of secondary schools belonging to 11+ years experience as a Head are high on dimension of Administrative Behaviour - planning.

❖ The Head masters of secondary schools belonging to 11+ years experience as a Head are high on dimension of Administrative Behaviour - organization.
❖ The Head masters of secondary schools belonging to 11+ years experience as a Head are high on dimension of Administrative Behaviour -communication.

❖ The Head masters of secondary schools belonging to 11+ years experience as a Head are high on dimension of Administrative Behaviour -decision making.

❖ The Head masters of secondary schools with high role efficacy are high at Administrative Behaviour as compared to Head masters with low role efficacy.

❖ The Head masters of secondary schools with high role efficacy are high on planning as compared to Head masters with low role efficacy.

❖ The Head masters of secondary schools with high role efficacy are high on organization as compared to Head masters with low role efficacy.

❖ The Head masters of secondary schools with high role efficacy are high on communication as compared to Head masters with low role efficacy.

❖ The Head masters of secondary schools with high role efficacy are high on decision making as compared to Head masters with low role efficacy.
The Head masters of secondary schools belonging to high role performance are high at Administrative Behaviour as compared to Head masters belonging to low role performance.

The Head masters of secondary schools belonging to high role performance are high on planning as compared to Head masters belonging to low role performance.

The Head masters of secondary schools belonging to high role performance are high on organization as compared to Head masters belonging to low role performance.

The Head masters of secondary schools belonging to high role performance are high on communication as compared to Head masters belonging to low role performance.

The Head masters of secondary schools belonging to high role performance are high on decision making as compared to Head masters belonging to low role performance.

5.11.2 Findings of Correlation Analysis

Increase in the role efficacy increases the Administrative Behaviour of Head masters of secondary schools.

Increase in the dimensions of role efficacy that is centrality, integration, proactivity, creativity, inter-role linkage, helping relationship, super ordination, growth and confrontation increases
the Administrative Behaviour of Head masters of secondary schools.

❖ Increase in the role efficacy increases the dimension of Administrative Behaviour - planning of Head masters of secondary schools.

❖ Increase in the dimensions of role efficacy that is centrality, integration, proactivity, creativity, inter-role linkage, helping relationship, super ordination, growth and confrontation increases the dimension of Administrative Behaviour - planning of Head masters of secondary schools.

❖ Increase in the role efficacy increases the dimension of Administrative Behaviour - organization of Head masters of secondary schools.

❖ Increase in the dimensions of role efficacy that is integration, proactivity, creativity, inter-role linkage, helping relationship, superordination and confrontation increases the dimension of Administrative Behaviour - organization of Head masters of secondary schools.

❖ Increases the role efficacy increases the dimension of Administrative Behaviour - communication of Head masters of secondary schools.
Increase in the dimensions of role efficacy that is integration, proactivity, creativity, inter-role linkage, helping relationship, super ordination, growth and confrontation increases the dimension of Administrative Behaviour - communication of Head masters of secondary schools.

Increase the role efficacy increases the dimension of Administrative Behaviour - decision making of Head masters of secondary schools.

Increase in the dimension of role efficacy that is centrality, integration, proactivity, creativity, inter-role linkage, helping relationship, super ordination, growth and confrontation increases the dimension of Administrative Behaviour - decision making of Head masters of secondary schools.

Increase in the role efficacy increases the Administrative Behaviour of male Head masters of secondary schools.

Increase in the dimensions of role efficacy that is integration, proactivity, creativity, inter-role linkage, super ordination, influence, growth and confrontation increases of Administrative Behaviour of male Head masters of secondary schools.

Increase in role efficacy increases the dimension of Administrative Behaviour - planning of male Head masters of secondary schools.
❖ Increase in the dimensions of role efficacy that is integration, creativity, super ordination, influence and confrontation increases the dimension of Administrative Behaviour - planning of male Head masters of secondary schools.

❖ Increase in the role efficacy increases the dimension of Administrative Behaviour - organization of male Head masters of secondary schools.

❖ Increase in the dimensions of role efficacy that is integration, inter-role linkage, superordination and confrontation increases the dimension of Administrative Behaviour - organization of male Head masters of secondary schools.

❖ Increase in the role efficacy increases the dimension of Administrative Behaviour - communication of male Head masters of secondary schools.

❖ Increase in the dimensions of role efficacy that is integration, proactivity, helping relationship, superordination, growth and confrontation increases the dimension of Administrative Behaviour - communication of male Head masters of secondary schools.

❖ Increase in the role efficacy increases the dimension of Administrative Behaviour - decision making of male Head masters of secondary schools.
❖ Increase in the dimensions of role efficacy that is integration, creativity, inter-role linkage, super ordination, influence and confrontation increases the dimension of Administrative Behaviour - decision making of male Head masters of secondary schools.

❖ Increase in the role efficacy increases the Administrative Behaviour of female Head masters of secondary schools.

❖ Increase in the dimensions of role efficacy that is integration, proactivity, creativity, helping relationship, superordination and confrontation increases the Administrative Behaviour of female Head masters of Secondary schools.

❖ Increase in the role efficacy increases the dimension of Administrative Behaviour - planning of female Head masters of secondary schools.

❖ Increase in the dimensions of role efficacy that is centrality, proactivity, creativity, helping relationship, superordination and confrontation increases the dimension of Administrative Behaviour - planning of female Head masters of Secondary schools.

❖ Increase in the role efficacy increases the dimension of Administrative Behaviour - organization of female Head masters of secondary schools.
❖ Increase in the dimensions of role efficacy that is integration, proactivity, helping relationship, superordination and confrontation increases the dimension of Administrative Behaviour - organization of female Head masters of secondary schools.

❖ Increase in the role efficacy increases the dimension of Administrative Behaviour - communication of female Head masters of secondary schools.

❖ Increase in the dimensions of role efficacy that is integration, proactivity, inter-role linkage, helping relationship, and superordination increases the dimension of Administrative Behaviour - communication of female Head masters of secondary schools.

❖ Increase in the role efficacy increases the dimension of Administrative Behaviour - decision making of female Head masters of secondary schools.

❖ Increase in the dimensions of role efficacy that is centrality, creativity, inter-role linkage, helping relationship, superordination and confrontation increases the dimension of Administrative Behaviour - decision making of female Head masters of secondary schools.

❖ Increase in the role efficacy increases the Administrative Behaviour of graduate Head masters of secondary schools.
❖ Increase in the dimensions of role efficacy that is integration, proactivity, creativity, inter-role linkage, helping relationship, superordination, influence and confrontation increases the Administrative Behaviour of graduate Head masters of secondary schools.

❖ Increase in the role efficacy increases the planning of graduate Head masters of Secondary schools.

❖ Increase in the dimensions of role efficacy that is centrality, integration, proactivity, creativity, inter-role linkage, helping relationship, superordination, influence, growth and confrontation increases the dimension of Administrative Behaviour - planning of graduate Head masters of secondary schools.

❖ Increase in the role efficacy increases the organization of graduate Head masters of secondary schools.

❖ Increase in the dimensions of role efficacy that is integration, proactivity, creativity, inter-role linkage, helping relationship, superordination and confrontation increases the dimension of Administrative Behaviour - organization of graduate Head masters of secondary schools.
❖ Increase in the role efficacy increases dimension of Administrative Behaviour -the communication of graduate Head masters of secondary schools.

❖ Increase in the dimensions of role efficacy that is integration, proactivity, creativity, inter-role linkage, helping relationship, superordination and confrontation increases the dimension of Administrative Behaviour -communication of graduate Head masters of secondary schools.

❖ Increase in the role efficacy increases the dimension of Administrative Behaviour -decision making of graduate Head masters of secondary schools.

❖ Increase in the dimensions of role efficacy that is centrality, integration, proactivity, creativity, inter-role linkage, helping relationship, superordination, influence and confrontation increases the dimension of Administrative Behaviour -decision making of graduate Head masters of secondary schools.

❖ Increase in the role efficacy increases the Administrative Behaviour of post graduate Head masters of secondary schools.

❖ Increase in the dimensions of role efficacy that is growth and confrontation increases the Administrative Behaviour of post graduate Head masters of secondary schools.
❖ Increase in the role efficacy increases the dimension of Administrative Behaviour -organization of post graduate Head masters of secondary schools.

❖ Increase in the dimension of role efficacy that is confrontation increases the dimension of Administrative Behaviour -organization of post graduate Head masters of secondary schools.

❖ Increase in the role efficacy increases the dimension of Administrative Behaviour -communication of post graduate Head masters of secondary schools.

❖ Increase in the dimension of role efficacy that is growth increases the communication of post graduate Head masters of secondary schools.

❖ Increase in the role efficacy increases the dimension of Administrative Behaviour -decision making of post graduate Head masters of secondary schools.

❖ Increase in the dimension of role efficacy that is inter-role linkage increases the dimension of Administrative Behaviour -decision making of post graduate Head masters of secondary schools.

❖ Increase in role efficacy increases the Administrative Behaviour of Head masters of Government secondary schools.

❖ Increase in the dimensions of role efficacy that is integration, creativity, inter-role linkage, helping relationship, superordination
and confrontation increases the Administrative Behaviour of Head masters of Government secondary schools.

❖ Increase in role efficacy increases the planning of Head masters of Government secondary schools.

❖ Increase in the dimensions of role efficacy that is integration, creativity, helping relationship, superordination and confrontation increases the planning of Head masters of Government secondary schools.

❖ Increase in role efficacy increases the dimension of Administrative Behaviour -organization of Head masters of Government secondary schools.

❖ Increase in the dimensions of role efficacy that is integration, helping relationship and superordination increases the dimension of Administrative Behaviour -organization of Head masters of Government secondary schools.

❖ Increase in role efficacy increases the dimension of Administrative Behaviour -communication of Head masters of Government secondary schools.

❖ Increase in the dimensions of role efficacy that is integration, inter-role linkage, helping relationship and superordination increases the dimension of Administrative Behaviour -
communication of Head masters of Government secondary schools.
❖ Increase in the role efficacy increases the dimension of Administrative Behaviour -decision making of Head masters of Government secondary schools.
❖ Increase in the dimension of role efficacy that is helping relationship and superordination increases the dimension of Administrative Behaviour -decision making of Head masters of Government secondary schools.
❖ Increase in role efficacy increases the Administrative Behaviour of Head masters of aided secondary schools.
❖ Increase in the dimensions of role efficacy that is integration, proactivity, creativity, superordination, growth and confrontation increases the Administrative Behaviour of Head masters of aided secondary schools.
❖ Increase in the role efficacy increases the dimension of Administrative Behaviour -planning of Head masters of aided secondary schools.
❖ Increase in the dimensions of role efficacy that is integration, proactivity, superordination, growth and confrontation increases the dimension of Administrative Behaviour -planning of Head masters of aided secondary schools.
Increase in the role efficacy increases the dimension of Administrative Behaviour -organization of Head masters of aided secondary schools.

Increase in the dimensions of role efficacy that is integration, proactivity, helping relationship, superordination and confrontation increases the dimension of Administrative Behaviour -organization of Head masters of aided secondary schools.

Increase in the role efficacy increases the dimension of Administrative Behaviour -communication of Head masters of aided secondary schools.

Increase in the dimensions of role efficacy that is integration, proactivity and confrontation increases the dimension of Administrative Behaviour -communication of Head masters of aided secondary schools.

Increase in the role efficacy increases the dimension of Administrative Behaviour -decision making of Head masters of aided secondary schools.

Increase in the dimensions of role efficacy that is centrality, creativity, inter-role linkage and confrontation increases the dimension of Administrative Behaviour -decision making of Head masters of aided secondary schools.
❖ Increase in the role efficacy increases the Administrative Behaviour of Head masters of unaided secondary schools.

❖ Increase in the dimensions of role efficacy that is proactivity, and superordination increases the Administrative Behaviour of Head masters of unaided secondary schools.

❖ Increase in the role efficacy increases the dimension of Administrative Behaviour - planning of Head masters of unaided Secondary schools.

❖ Increase in the role efficacy increases the dimension of Administrative Behaviour - organization of Head masters of unaided secondary schools.

❖ Increase in the dimension of role efficacy that is super ordination the dimension of Administrative Behaviour - organization of Head masters of unaided secondary schools.

❖ Increase in the role efficacy increases the dimension of Administrative Behaviour - communication of Head masters of unaided Secondary schools.

❖ Increase in the dimension of role efficacy that is integration and superordination increases the dimension of Administrative Behaviour - communication of Head masters of unaided secondary schools.
Increase in the role efficacy increases the dimension of Administrative Behaviour - decision making of Head masters of unaided secondary schools.

Increase in the role efficacy increases the Administrative Behaviour of Head masters of secondary schools with 1-10 years of experience as a teacher.

Increase in the dimensions of role efficacy that is integration, proactivity, inter-role linkage, helping relationship and superordination increases the Administrative Behaviour of Head masters of secondary schools with 1-10 years of experience as a teacher.

Increase in the role efficacy increases the dimension of Administrative Behaviour - planning of Head masters of secondary schools with 1-10 years of experience as a teacher.

Increase in the dimensions of role efficacy that is helping relationship, superordination and growth increases the dimension of Administrative Behaviour - planning of Head masters of secondary schools with 1-10 years of experience as a teacher.

Increase in the role efficacy increases the dimension of Administrative Behaviour - organization of Head masters of secondary schools with 1-10 years of experience as a teacher.
❖ Increase in the dimensions of role efficacy that is integration, proactivity, helping relationship and superordination increases the dimension of Administrative Behaviour -organization of Head masters of secondary schools with 1-10 years of experience as a teacher.

❖ Increase in the role efficacy increases the dimension of Administrative Behaviour -communication of Head masters of secondary schools with 1-10 years of experience as a teacher.

❖ Increase in the dimensions of role efficacy that is integration, inter-role linkage, helping relationship, superordination and confrontation increases the dimension of Administrative Behaviour -communication of Head masters of secondary schools with 1-10 years of experience as a teacher.

❖ Increase in the role efficacy increases the dimension of Administrative Behaviour -decision making of Head masters of secondary schools with 1-10 years of experience as a teacher.

❖ Increase in the dimensions of role efficacy that is inter-role linkage and helping relationship increases the dimension of Administrative Behaviour - decision making of Head masters of secondary schools with 1-10 years of experience as a teacher.
✿ Increase in the role efficacy increases the Administrative Behaviour of Head masters of secondary schools with 11-20 years of experience as a teacher.

✿ Increase in the dimensions of role efficacy that is integration, proactivity, creativity, inter-role linkage, superordination and confrontation increases the Administrative Behaviour of Head masters of secondary schools with 11-20 years of experience as a teacher.

✿ Increase in the role efficacy increases the dimension of Administrative Behaviour -planning of Head masters of secondary schools with 11-20 years of experience as a teacher.

✿ Increase in the dimensions of role efficacy that is creativity and superordination increases the dimension of Administrative Behaviour -planning of Head masters of secondary schools with 11-20 years of experience as a teacher.

✿ Increase in the role efficacy increases the dimension of Administrative Behaviour -organization of Head masters of secondary schools with 11-20 years of experience as a teacher.

✿ Increase in the dimensions of role efficacy that is proactivity, creativity, superordination and confrontation increases the dimension of Administrative Behaviour -organization of Head masters of secondary schools with 11-20 years of experience as a teacher.
masters of secondary schools with 11-20 years of experience as a teacher.

❖ Increase in the role efficacy increases the dimension of Administrative Behaviour -communication of Head masters of secondary schools with 11-20 years of experience as a teacher.

❖ Increase in the dimensions of role efficacy that is centrality, integration, superordination and confrontation increases the dimension of Administrative Behaviour -communication of Head masters of secondary schools with 11-20 years of experience as a teacher.

❖ Increase in the role efficacy increases the dimension of Administrative Behaviour -decision making of Head masters of secondary schools with 11-20 years of experience as a teacher.

❖ Increase in the dimensions of role efficacy that is integration, proactivity, creativity, inter-role linkage, superordination and confrontation increases the dimension of Administrative Behaviour -decision making of Head masters of secondary schools with 11-20 years of experience as a teacher.

❖ Increase in the role efficacy increases the Administrative Behaviour of Head masters of secondary schools with 21+ years of experience as a teacher.
❖ Increase in the dimensions of role efficacy that is proactivity, superordination, growth and confrontation increases the Administrative Behaviour of Head masters of secondary schools with 21+ years of experience as a teacher.

❖ Increase in the role efficacy increases the dimension of Administrative Behaviour -planning of Head masters of secondary schools with 21+ years of experience as a teacher.

❖ Increase in the dimension of role efficacy that is confrontation increases the dimension of Administrative Behaviour -planning of Head masters of secondary schools with 21+ years of experience as a teacher.

❖ Increase in the role efficacy increases the dimension of Administrative Behaviour -organization of Head masters of secondary schools with 21+ years of experience as a teacher.

❖ Increase in the dimension of role efficacy that is confrontation increases the dimension of Administrative Behaviour -organization of Head masters of secondary schools with 21+ years of experience as a teacher.

❖ Increase in the role efficacy increases the dimension of Administrative Behaviour - communication of Head masters of secondary schools with 21+ years of experience as a teacher.
Increase in the dimension of role efficacy that is growth and confrontation increases the dimension of Administrative Behaviour -communication of Head masters of secondary schools with 21+ years of experience as a teacher.

Increase in the role efficacy increases the dimension of Administrative Behaviour -decision making of Head masters of secondary schools with 21+ years of experience as a teacher.

Increase in the dimension of role efficacy that is centrality increases the dimension of Administrative Behaviour -decision making of Head masters of secondary schools with 21+ years of experience as a teacher.

Increase in the role efficacy increases the Administrative Behaviour of Head masters of secondary schools with 1-10 years of experience as a head.

Increase in the dimensions of role efficacy that is integration, proactivity, creativity, inter-role linkage, helping relationship, superordination, growth and confrontation increases the Administrative Behaviour of Head masters of secondary schools with 1-10 years of experience as a Head.

Increase in the role efficacy increases the dimension of Administrative Behaviour -planning of Head masters of secondary schools with 1-10 years of experience as a Head.
❖ Increase in the dimensions of role efficacy that is integration, proactivity, creativity, inter-role linkage, helping relationship, superordination, growth and confrontation increases the dimension of Administrative Behaviour -planning of Head masters of secondary schools with 1-10 years of experience as a Head.

❖ Increase in the role efficacy increases the dimension of Administrative Behaviour -organization of Head masters of secondary schools with 1-10 years of experience as a Head.

❖ Increase in the dimensions of role efficacy that is integration, proactivity, creativity, inter-role linkage, helping relationship, superordination and confrontation increases the dimension of Administrative Behaviour -organization of Head masters of secondary schools with 1-10 years of experience as a Head.

❖ Increase in the role efficacy increases the dimension of Administrative Behaviour -communication of Head masters of secondary schools with 1-10 years of experience as a Head.

❖ Increase in the dimensions of role efficacy that is integration, proactivity, creativity, inter-role linkage, helping relationship, superordination and confrontation increases the dimension of Administrative Behaviour -communication of Head masters of secondary schools with 1-10 years of experience as a Head.
❖ Increase in the role efficacy increases the dimension of Administrative Behaviour - decision making of Head masters of secondary schools with 1-10 years of experience as a Head.

❖ Increase in the dimensions of role efficacy that is centrality, integration, proactivity, creativity, inter-role linkage, helping relationship, superordination, influence and confrontation increases the dimension of Administrative Behaviour - decision making of Head masters of secondary schools with 1-10 years of experience as a Head.

❖ Increase in the role efficacy increases the Administrative Behaviour of Head masters of secondary schools with 11+ years of experience as a Head.

❖ Increase in the dimension of role efficacy that is confrontation increases the organization of Head masters of secondary schools with 11+ years of experience as a Head.

❖ Increase in the role efficacy increases the dimension of Administrative Behaviour - communication of Head masters of secondary schools with 11+ years of experience as a Head.

❖ Increase in the role efficacy increases the dimension of Administrative Behaviour - decision making of Head masters of secondary schools with 11+ years of experience as a Head.
Increase in the role performance increases the Administrative Behaviour of Head masters of secondary schools.

Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the Administrative Behaviour of Head masters of secondary schools.

Increase in the role performance increases the planning of Head masters of secondary schools.

Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour -planning of Head masters of secondary schools.

Increase in the role performance increases the dimension of Administrative Behaviour -organization of Head masters of secondary schools.
❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour -organization of Head masters of secondary schools.

❖ Increase in the role performance increases the dimension of Administrative Behaviour -communication of Head masters of secondary schools.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour -communication of Head masters of secondary schools.

❖ Increase in the role performance increases the dimension of Administrative Behaviour -decision making of Head masters of secondary schools.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the
instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - decision making of Head masters of secondary schools.

❖ Increase in the role performance increases the Administrative Behaviour of male Head masters of secondary schools.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the Administrative Behaviour of male Head masters of secondary schools.

❖ Increase in the role performance increases the dimension of Administrative Behaviour - planning of male Head masters of secondary schools.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician
and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - planning of male Head masters of secondary schools.

❖ Increase in the role performance increases the dimension of Administrative Behaviour - organization of male Head masters of secondary schools.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - organization of male Head masters of secondary schools.

❖ Increase in the role performance increases the dimension of Administrative Behaviour - communication of male Head masters of secondary schools.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with
the community increases the dimension of Administrative Behaviour - communication of male Head masters of secondary schools.

❖ Increase in the role performance increases the dimension of Administrative Behaviour - decision making of male Head masters of secondary schools.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - decision making of male Head masters of secondary schools.

❖ Increase in the role performance increases the Administrative Behaviour of female Head masters of secondary schools.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with
the community increases the Administrative Behaviour of female Head masters of secondary schools

❖ Increase in the role performance increases the dimension of Administrative Behaviour - planning of female Head masters of secondary schools.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - planning of female Head masters of secondary schools.

❖ Increase in the role performance increases the dimension of Administrative Behaviour - organization of female Head masters of secondary schools.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative
Behaviour - organization of female Head masters of secondary schools.

❖ Increase in the role performance increases the dimension of Administrative Behaviour - communication of female Head masters of secondary schools.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - communication of female Head masters of secondary schools.

❖ Increase in the role performance increases the dimension of Administrative Behaviour - decision making of female Head masters of secondary schools.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative
 Behaviour - decision making of female Head masters of secondary schools.

❖ Increase in the role performance increases the Administrative Behaviour of graduate Head masters of secondary schools.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the Administrative Behaviour of graduate Head masters of secondary schools.

❖ Increase in the role performance increases the dimension of Administrative Behaviour - planning of graduate Head masters of secondary schools.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - planning of graduate Head masters of secondary schools.
Increase in the role performance increases the dimension of Administrative Behaviour - organization of graduate Head masters of secondary schools.

Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - organization of graduate Head masters of secondary schools.

Increase in the role performance increases the dimension of Administrative Behaviour - communication of graduate Head masters of secondary schools.

Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - communication of graduate Head masters of secondary schools.
❖ Increase in the role performance increases the dimension of Administrative Behaviour - decision making of graduate Head masters of secondary schools.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - decision making of graduate Head masters of secondary schools.

❖ Increase in the role performance increases the Administrative Behaviour of post graduate Head masters of secondary schools.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the Administrative Behaviour of post graduate Head masters of secondary schools.
Increase in the role performance increases the dimension of Administrative Behaviour - planning of post graduate Head masters of secondary schools.

Increase in the dimensions of role performance that is office manager, resource facilitator, promoter of co-curricular activities, staff evaluator and motivator, academician and teacher, and representative of the school increases the dimension of Administrative Behaviour - planning of post graduate Head masters of secondary schools.

Increase in the role performance increases the dimension of Administrative Behaviour - organization of post graduate Head masters of secondary schools.

Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - organization of post graduate Head masters of secondary schools.
Increase in the role performance increases the dimension of Administrative Behaviour - communication of post graduate Head masters of secondary schools.

Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - communication of post graduate Head masters of secondary schools.

Increase in the role performance increases the dimension of Administrative Behaviour - decision making of post graduate Head masters of secondary schools.

Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - decision making of post graduate Head masters of secondary schools.
Increase in the role performance increases the Administrative Behaviour of Head masters of Government secondary schools.

Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the Administrative Behaviour of Head masters of Government secondary schools.

Increase in the role performance increases the planning of Head masters of Government secondary schools.

Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - planning of Head masters of Government secondary schools.

Increase in the role performance increases the dimension of Administrative Behaviour - organization of Head masters of Government secondary schools.
Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - organization of Head masters of Government secondary schools.

Increase in the role performance increases the dimension of Administrative Behaviour - communication of Head masters of Government secondary schools.

Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - communication of Head masters of Government secondary schools.

Increase in the role performance increases the dimension of Administrative Behaviour - decision making of Head masters of Government secondary schools.
❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - decision making of Head masters of Government secondary schools.

❖ Increase in the role performance increases the Administrative Behaviour of Head masters of aided secondary schools.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the Administrative Behaviour of Head masters of aided secondary schools.

❖ Increase in the role performance increases the dimension of Administrative Behaviour - planning of Head masters of aided secondary schools.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the
instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - planning of Head masters of aided secondary schools.

❖ Increase in the role performance increases the dimension of Administrative Behaviour - organization of Head masters of aided secondary schools.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - organization of Head masters of aided secondary schools.

❖ Increase in the role performance increases the dimension of Administrative Behaviour - communication of Head masters of aided secondary schools.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff
evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - communication of Head masters of aided secondary schools.

❖ Increase in the role performance increases the dimension of Administrative Behaviour - decision making of Head masters of aided secondary schools.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - decision making of Head masters of aided secondary schools.

❖ Increase in the role performance increases the Administrative Behaviour of Head masters of unaided secondary schools.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician
and teacher, representative of the school and bridge builder with the community increases the Administrative Behaviour of Head masters of unaided secondary schools.

❖ Increase in the role performance increases the dimension of Administrative Behaviour - planning of Head masters of unaided secondary schools.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, academician and teacher, and representative of the school increases the dimension of Administrative Behaviour - planning of Head masters of unaided secondary schools.

❖ Increase in the role performance increases the dimension of Administrative Behaviour - organization of Head masters of unaided secondary schools.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative
Behaviour - organization of Head masters of unaided secondary schools.

❖ Increase in the role performance increases the dimension of Administrative Behaviour - communication of Head masters of unaided secondary schools.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - communication of Head masters of unaided secondary schools.

❖ Increase in the role performance increases the dimension of Administrative Behaviour - decision making of Head masters of unaided secondary schools.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative
Behaviour - decision making of Head masters of unaided secondary schools.

❖ Increase in the role performance increases the Administrative Behaviour of Head masters of secondary schools with 1-10 years of experience as a teacher.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the Administrative Behaviour of Head masters of secondary schools with 1-10 years of experience as a teacher.

❖ Increase in the role performance increases the planning of Head masters of secondary schools with 1-10 years of experience as a teacher.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative
Behaviour - planning of Head masters of secondary schools with 1-10 years of experience as a teacher.

❖ Increase in the role performance increases the dimension of Administrative Behaviour - organization of Head masters of secondary schools with 1-10 years of experience as a teacher.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - organization of Head masters of secondary schools with 1-10 years of experience as a teacher.

❖ Increase in the role performance increases the dimension of Administrative Behaviour - communication of Head masters of secondary schools with 1-10 years of experience as a teacher.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative
Behaviour - communication of Head masters of secondary schools with 1-10 years of experience as a teacher.

❖ Increase in the role performance increases the dimension of Administrative Behaviour - decision making of Head masters of secondary schools with 1-10 years of experience as a teacher.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - decision making of Head masters of secondary schools with 1-10 years of experience as a teacher.

❖ Increase in the role performance increases the Administrative Behaviour of Head masters of secondary schools with 11-20 years of experience as a teacher.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, academician and teacher, representative of the school and bridge builder with the community increases the
Administrative Behaviour of Head masters of secondary schools with 11-20 years of experience as a teacher.

❖ Increase in the role performance increases the dimension of Administrative Behaviour - planning of Head masters of secondary schools with 11-20 years of experience as a teacher.

❖ Increase in the dimensions of role performance that is office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - planning of Head masters of secondary schools with 11-20 years of experience as a teacher.

❖ Increase in the role performance increases the dimension of Administrative Behaviour - organization of Head masters of secondary schools with 11-20 years of experience as a teacher.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - organization of Head
masters of secondary schools with 11-20 years of experience as a teacher.

❖ Increase in the role performance increases the dimension of Administrative Behaviour - communication of Head masters of secondary schools with 11-20 years of experience as a teacher.

❖ Increase in the dimensions of role performance that is planner and innovator, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - communication of Head masters of secondary schools with 11-20 years of experience as a teacher.

❖ Increase in the role performance increases the dimension of Administrative Behaviour - decision making of Head masters of secondary schools with 11-20 years of experience as a teacher.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - decision making of Head
masters of secondary schools with 11-20 years of experience as a teacher.

- Increase in the role performance increases the Administrative Behaviour of Head masters of secondary schools with 21+ years of experience as a teacher.

- Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the Administrative Behaviour of Head masters of secondary schools with 21+ years of experience as a teacher.

- Increase in the role performance increases the dimension of Administrative Behaviour - planning of Head masters of secondary schools with 21+ years of experience as a teacher.

- Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative
Behaviour - planning of Head masters of secondary schools with 21+ years of experience as a teacher.

❖ Increase in the role performance increases the dimension of Administrative Behaviour - organization of Head masters of secondary schools with 21+ years of experience as a teacher.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - organization of Head masters of secondary schools with 21+ years of experience as a teacher.

❖ Increase in the role performance increases the dimension of Administrative Behaviour - communication of Head masters of secondary schools with 21+ years of experience as a teacher.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour.
Behaviour - communication of Head masters of secondary schools with 21+ years of experience as a teacher.

❖ Increase in the role performance increases the dimension of Administrative Behaviour - decision making of Head masters of secondary schools with 21+ years of experience as a teacher.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - decision making of Head masters of secondary schools with 21+ years of experience as a teacher.

❖ Increase in the role performance increases the Administrative Behaviour of Head masters of secondary schools with 1-10 years of experience as a Head.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the Administrative Behaviour of Head
masters of secondary schools with 1-10 years of experience as a Head.

❖ Increase in the role performance increases the planning of Head masters of secondary schools with 1-10 years of experience as a Head.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - planning of Head masters of secondary schools with 1-10 years of experience as a Head.

❖ Increase in the role performance increases the dimension of Administrative Behaviour - organization of Head masters of secondary schools with 1-10 years of experience as a Head.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative
Behaviour - organization of Head masters of secondary schools with 1-10 years of experience as a Head.

❖ Increase in the role performance increases the dimension of Administrative Behaviour - communication of Head masters of secondary schools with 1-10 years of experience as a Head.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - communication of Head masters of secondary schools with 1-10 years of experience as a Head.

❖ Increase in the role performance increases the dimension of Administrative Behaviour - decision making of Head masters of secondary schools with 1-10 years of experience as a Head.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - decision making of Head masters of secondary schools with 1-10 years of experience as a Head.
Behaviour - decision making of Head masters of secondary schools with 1-10 years of experience as a Head.

❖ Increase in the role performance increases the Administrative Behaviour of Head masters of secondary schools with 11+ years of experience as a Head.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the Administrative Behaviour of Head masters of secondary schools with 11+ years of experience as a Head.

❖ Increase in the role performance increases the dimension of Administrative Behaviour - planning of Head masters of secondary schools with 11+ years of experience as a Head.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative
Behaviour - planning of Head masters of secondary schools with 11+ years of experience as a Head.

❖ Increase in the role performance increases the dimension of Administrative Behaviour - organization of Head masters of secondary schools with 11+ years of experience as a Head.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - organization of Head masters of secondary schools with 11+ years of experience as a Head.

❖ Increase in the role performance increases the dimension of Administrative Behaviour - communication of Head masters of secondary schools with 11+ years of experience as a Head.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative
Behaviour - communication of Head masters of secondary schools with 11+ years of experience as a Head.

❖ Increase in the role performance increases the dimension of Administrative Behaviour - decision making of Head masters of secondary schools with 11+ years of experience as a Head.

❖ Increase in the dimensions of role performance that is planner and innovator, office manager, resource facilitator, supervisor of the instructional programme, promoter of co-curricular activities, staff evaluator and motivator, mentor and re-conciliator, academician and teacher, representative of the school and bridge builder with the community increases the dimension of Administrative Behaviour - decision making of Head masters of secondary schools with 11+ years of experience as a Head.

❖ Increase in the Administrative Behaviour evaluated by management or controlling authority are increases the Administrative Behaviour and its dimensions that is planning, organization, communication and decision making of Head masters of secondary schools.
5.11.3 Findings of Multiple Regression Analysis

❖ The regression equation shows that role efficacy and role performance can be used as predictors of Administrative Behaviour of Head masters of secondary schools.
❖ The regression equation shows that role efficacy and role performance can be used as predictors of Administrative Behaviour of male Head masters of secondary schools.
❖ The regression equation shows that role efficacy and role performance can be used as predictors of Administrative Behaviour of female Head masters of secondary schools.
❖ The regression equation shows that role efficacy and role performance can be used as predictors of Administrative Behaviour of graduate Head masters of secondary schools.
❖ The regression equation shows that role efficacy and role performance can be used as predictors of Administrative Behaviour of post graduate Head masters of secondary schools.
❖ The regression equation shows that role efficacy and role performance can be used as predictors of Administrative Behaviour of Head masters of Government secondary schools.
The regression equation shows that role efficacy and role performance can be used as predictors of Administrative Behaviour of Head masters of aided secondary schools.

The regression equation shows that role efficacy and role performance can be used as predictors of Administrative Behaviour of Head masters of unaided secondary schools.

The regression equation shows that role efficacy and role performance can be used as predictors of Administrative Behaviour of Head masters of secondary schools with 1-10 years of experience as a teacher.

The regression equation shows that role efficacy and role performance can be used as predictors of Administrative Behaviour of Head masters of secondary schools with 11-20 years of experience as a teacher.

The regression equation shows that role efficacy and role performance can be used as predictors of Administrative Behaviour of Head masters of secondary schools with 21+ years of experience as a teacher.

The regression equation shows that role efficacy and role performance can be used as predictors of Administrative Behaviour of Head masters of secondary schools with 1-10 years of experience as a Head.
The regression equation shows that role efficacy and role performance can be used as predictors of Administrative Behaviour of Head masters of secondary schools with 11+ years of experience as a Head.

5.12 Educational Implications of the Study

The present study reveals the relationship between administrative behaviour of Head masters of secondary schools and some variables like teacher efficacy, teacher role performance of secondary schools.

The major findings of the present study proved that administrative behaviour of the Head masters of secondary schools is very much related to the teacher's role efficacy, role performance of Head masters of secondary schools.

Findings of the study lead to the following educational implications:

1. There should be provision for a systematic, planned, academic training for all types of Head masters at least once in two years. This training should be conducted by highly resourceful persons. Head masters with good administrative behaviour and well experienced have also to be invited to lead the group of Head
masters in this training to share the experiences of having produced good results.

2. This study shows a significant relationship between administrative behaviour and teacher efficacy and role performance. The secondary school Head masters are very important leaders who play a vital role in the educational field. Hence, all Head masters must set an exemplary model to the teachers, students with a sense of duty, organizational culture, hard working commitment and sense of responsibility.

3. Since age is not significantly related to leadership, it is not advisable to give extra weightage to age factor at the time of selection of Head masters as far as leadership is concerned. Even relatively young persons can be as effective leaders as the old ones are expected to be.

4. As sex and leadership are not related variables no discrimination may be made on sex basis in respect of expected administrative behaviour. Male and female Heads can be equally effective in administrative behaviour.

5. Since experience is a related to administrative behaviour, therefore it is futile to give extra weightage to the experienced persons at the time of selection of Head masters.
6. Since educational qualification is related to Administrative Behaviour. Hence, Government and management must give encouragement like increment to the Head masters who are completed post graduation.

7. This study shows that some dimensions of administrative behaviour that is planning, organization, decision making are significantly related to consideration administrative behaviour. Hence, an awareness programme of administrative behaviour should be organized very often to make an effective impact on the institution. The Head masters and the teachers have to be involved in this programme.

The Government of Karnataka may take steps to call upon the schools of all types to organize training to create awareness of administrative behaviour, inviting resource personnel from National Council for Educational Research and Training (NCERT) and National Institute of Educational Planning and Administration (NIEPA).

The qualitative and quantitative performance of the schools largely depends upon the administrative behaviour of Head masters, teacher efficacy, and role performance. The Head masters of schools should be higher both on role efficacy and role performance, in order to promote role efficacy of teachers and role performance. Hence,
Head masters of schools may keep themselves updated by learning all the modern techniques of teaching with good leadership style.

The study has revealed that type of management has a strong impact on the teachers' perception of the Headmaster's administrative behaviour. The teachers in unaided schools have a more positive perception than those working in aided schools. It is possible that as job security for both Head masters and teachers is not satisfactory in unaided schools, both the parties may tend to be a little more accommodative. That is Head masters might be more democratic as demanded by circumstances and hence are perceived to be so by teachers.

Further, teachers who are fatalistic have a positive opinion about Head masters Administrative Behaviour. Coupled with the fact that teachers in unaided schools have a more favourable opinion about Head masters Administrative Behaviour, one is led to believe that job security or lack of it has an effect on teacher perception. The fact that the number of women teachers working in unaided institutions may be more satisfied with the Head masters Administrative Behaviour irrespective of the poor service conditions. Hence, there is a need to orient teachers towards the styles of
administrative behaviour and its impact on themselves as well as on the students and the goals of the institution.

5.13 Discussion and Conclusions

In conclusion, the resent study shows that the role efficacy of Head masters and higher role performance is due to the influence of the administrative behaviour of Heads of the secondary schools. The effective administrative behaviour have been in conformance with not only the better performance of school teachers but also good quality in education. The findings from this study show that the schools that cannot give efficient and committed Heads, need to be given special care and necessary remedial measures such as giving leadership training for the Heads. The awareness of role performance should also be taken care in the minds of the management of the school administrators.

The study implies that Head masters of secondary schools must maintain good relationship evincing interest in the welfare of the teachers, students, sharing their joys, grievances and helping them in their job and study of the pupils as a source of fulfillment. Whatever be the Heads administrative behaviour, be it effective.
The study reveals that any administrative behaviour of a Head masters of secondary school will affect any member of school in one way or other; only the degree of influence differs. The Heads of all sorts either from rural or urban, or from government, aided or unaided, either from Kannada, Urdu or English medium, either from boys, girls or co-education type, should realize the significance and importance of the role in improving the school culture as well as role performance and role efficacy of Head masters.

Today people live in a competitive world. The competitive spirit is felt everywhere and anywhere. This type of situation compels the present Head masters to work more enthusiastically and also efficiently. To made this possible the institutional organization should have more committed Heads. It is said, the healthier the organizational dynamics of an institution, the greater the degrees of administrative behaviour of Head masters towards the profession, towards the institution and towards the students.

In the light of the present study, the researcher humbly desires that Heads of schools through their strategic administrative behaviour may boost the role efficacy and improve the role performance of the Head masters of secondary schools.
5.14 Suggestions for Further Study

1. The study may be repeated by taking a large sample of Head masters.
2. The study may be repeated at primary and higher education level.
3. A research may also be conducted on identification of relatively effective educational Heads and underlying factors that make them so.
4. A research study may also conduct on administrative behaviour of Head masters in relation to ethical value of teachers.
5. A research study may also be conducted on teachers self concept, and job satisfaction and some other institutional characteristics also.
6. A research study may also be conducted on interpersonal competence and organizational effectiveness.
7. The present study has been undertaken only in secondary schools. The study may be undertaken to investigate the administrative behaviour of the Heads of primary schools, pre-university colleges and other educational institutions.
8. A comparative study may also be undertaken for the institutions of higher education in the state.
9. The study may be extended by including some other variables such as teacher effectiveness, job satisfaction, professional development, performance appraisal, academic performance, organizational health, organizational climate etc.

10. This present study has stressed only the perception of the administrative behaviour of Heads of schools, teacher efficacy, role performance. A different set of tools may be prepared to investigate the similar study using the administrative behaviour, teacher efficacy, and role performance with field observation and field interview.

11. A research study may also be undertaken to identify the relative effectiveness of educational Heads and the underlying factors that make them so. However, the best man may be selected for the job to achieve best results.