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A STUDY ON URBAN AND RURAL SECONDARY SCHOOL HEAD MASTERS' ADMINISTRATION

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ABSTRACT

Education is never ending process, which is intricately interwoven with life, enriching the individual with a variety of experience, kindling the flames of knowledge with constant probing into the mysteries of life, within and without. Each educational institution should produce educated, intelligent individual who can think independently not a mass which can be manipulated.

KEYWORDS: *never ending process , produce educated, intelligent individual.*



INTRODUCTION

For this, the emphasis in education should shift from cramming information to stimulating analytical thinking. **Charles E. Silverman** in his Crises in Class-room rightly mentioned "What tomorrow needs is not mass of intellectual, but mass of educated men to feel and to act as well as to think. Herbert Spencer said "Education is the training of completeness of life; it will bring out the perfection which is latent in every man".

ROLE OF HEADMASTER:

The role of the headmaster is very important and comprehensive because educational expansion is still in its infancy and various traditions and evil practices, such as casteism and provincialism, are still prevalent in our country and society. The position of the headmaster in a school is like that of a captain in a ship. On their policy depends the social prestige of the school as well as the future of the country.

School Headmaster or Principals are stewards of learning and managing supervisors of their schools. They provide vision and leadership to all stakeholders in the school and create a safe and peaceful environment to achieve the mission of learning and educating at the highest level. They guide the day to day school business and oversee all activities conducted by the school. They bear the responsibility of all decision making and are accountable for their efforts to elevate the school to the best level of learning achievements for the students, best teaching skills for the teachers and best work environment for support staff.

NEED OF THE STUDY:

Administration requires lot of skills to enhance the academic integrity of the institution hence the current investigation is to focus on the Secondary school head teacher job activities and

performance in connection with various components of the Administration pattern. There is dire need to look over the Administrative pattern styles of secondary school head teachers which signifies to undertake the study.

Rationale for the study – Empirical Evidences for the selected variables

A number of studies have been carried out on job activity of educational administrators. Thus, the critical appraisal of the related studies is presented below;

Morris, Porter-Gehrie and Hurwitz (1984) described and analyzed the activities of school principals and found principals usually spend less than half their work day in their offices, they have a good deal of discretion in their decision-making and that the principals' behavior affects four distinct constituents viz., teachers and students, parents and others in the community, superiors and the principal himself or within a different approach Neil

Argyris (1993) found that school supervision and support is indispensable for improving the quality of education.

Borowiec-Koczera (2001) found that significant impact of administration on overall aspect of school climate; school administrator's participation in professional development activities had a positive impact on school climate.

Grauwe (2004) found that "modern " approaches to fostering school quality such as school self-evaluation are not in accord with school and supervisory practices in India.

Gupta and Aggarwal (2007) found that there is an apparent gap in providing guidance, help and support for improving the teaching learning process and the professional development of teachers.

Sudberry (2008) found principals of high performing , high needs schools are active in the role of leading school improvement; work within an environment of shared leadership and are attuned to the wants and needs of the staff.

Richard (2008) found that principals in higher poverty level schools spending a significantly greater amount of time on tasks.

Szabocsik (2008) found that administrators who have a deep understanding of reading can better recognize and support excellent literacy teaching as well as identify and correct instructional practices. They made more informed administrative decisions and altered their administrative actions to reflect their new learning.

Tyagi (2009) studied that senior secondary school heads used reflective practices in different ways to develop teachers. They introduced innovations in their schools to provide professional support to develop teachers and coordinated with other schools to develop learning innovation for reflective practices.

Hamera (2010) studied – Principal Leadership and school effectiveness: Perceptive from Principals and teachers. The findings indicate high level of engagement of principals in leadership practices associated with order, discipline, resources and input whereas it shows low level of engagement in culture, focus and intellectual stimulation.

Conclusion (Gap analysis)

The findings and conclusions of various investigations and researches indicated that researches on job activity analysis of educational administration are quite limited and mostly related with their supervisory role only. Being a potential area, its multiple spheres need to be explored. So, attempts were made to partly make up the deficiencies and fill up the existing gap in research in the areas related to educational administrators.

The above studies revealed the traces of research studies took place in the field of elementary school head teachers job satisfaction which are in line with the research studies of **Bennell and akyeampong (2007), Mahmood (2004), Jaieoba (2008)**. Whereas the studies are not conducted in the field of secondary school head teachers job satisfaction so far which constitutes the base for the present study? Studies related to Organizational behavior were conducted in the field of Secondary school head teachers, this promotes to pick such titles as taken for the present study.

General Objectives of the Study

OBJECTIVES OF THE STUDY:

To Study the Urban and Rural secondary school head Masters Administration

Variables:

Independent Variables to be considered in the study:

i. Location of the School of the Head Masters

Dependent Variable to be considered in the study:

i. Administration

RESEARCH HYPOTHESES:

There is no statistical difference in the mean scores of urban and rural secondary school head masters with respect to their administrative scores

TOOL USED IN THE STUDY:

N.A. Nadeem and B.Mudasir job activity analysis scale. (JAAS-NNMB)

COLLECTION OF DATA:

The investigator will collect the essential data by visiting different Secondary Schools from Vijayapur Taluka

SELECTION OF THE SAMPLE :

Using random sampling technique 325 Secondary school head masters' from vijayapura taluka shall be selected

STATISTICAL TECHNIQUES USED :

The following statistical technique will be used for analyzing the data and will be computed by using standard formulas,

1. Descriptive statistics.

Discussion Educational Implications:

Mean, SD and t-value for the difference between urban and rural secondary school Head Masters Administration

Group	Mean	SD	t-value	df	P=value	sign
Urban	60.1029	3.65699	3.385	325	<.05	S
Rural	55.2623	3.55780				

Table shows that the mean scores of urban and rural secondary school head masters with respect to their administrative scores are 60.1029 and 55.2623 and their standard deviation are 3.65699 and 3.55780 respectively. The t - value is found to be 3.385 which is significant at both the levels i.e. .01 and .05. Therefore, it can be Interpreted that there is statistical difference in the mean scores of urban and rural secondary school head masters with respect to their administrative scores. Thus the null hypothesis stating "there is no statistical difference in the mean scores of urban and rural secondary school head masters with respect to their administrative scores is rejected and alternative hypothesis is accepted therefore it can be concluded that there is statistical difference in the mean scores of urban and rural secondary school head masters with respect to their administrative scores. **It can be inferred that administrative scores are higher in case of urban head master when compared to their rural counterpart.** It means that Urban secondary school head Masters' are active in administrative work due to Infrastructure facilities at all sources in city when compared to Rural counterpart

CONCLUSION:

Government shall take necessary steps to strengthen the administrative structure at secondary school level by providing essential infrastructure facilities to the Head masters

Limitations of the Study:

1. The study is limited to Secondary school head teachers
2. The study is covered Primary school head teachers which is the base for Indian educational growth and Academic performance of the students.
3. Variable like socioeconomic conditions, residential location of the teacher and students are not covered.
4. Aided secondary school categorized under the heading of Private secondary school head teacher.

Recommendations for future study:

1. The study shall be extended to Primary school, Post secondary school, Degree college, autonomous colleges, Teacher education colleges.
2. The other variables like Mental health, Socio-economic status, socio-emotional status of the school shall be taken for the study.
3. The study shall be extended to more samples size of the population.

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