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A STUDY OF SECONDARY SCHOOL
HEADMASTER'S ADMINISTRATIVE BEHAVIOR
CO-RELATION WITH THEIR SCHOOL STUDENT'S
ACADEMIC ACHIEVEMENT

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ABSTRACT

The aim of the study is to find out secondary school HM'S administrative behavior co-relation with their school students' academic achievement. For this purpose the sample was selected from different secondary schools of in Karnataka state. The sample consisted of 50 HM'S and the study was carried on a sample of 50 secondary school HMs and their school S S L C students result (2013-14). A standardized test was administrated data collection. T - test, one way ANOVA and Product moment correlation were used to analyze the data.

KEY WORDS: HMS administrative behavior, Students academic achievement, Relationship between HMS and students.

INTRODUCTION

Today is the age of science and technology. The important of education has increased many fold them ever before. Our problems all increasing day by day so it has become necessary for man to be alert and enlighten. Education man to become all the more important. This was a time when education was the domain of the rich but now

education has attained importance even for the general public.

Education has been derived from the Latin ward "Educare" which means to "bring up" or to develop so the basic meaning of education is to develop ie. Development of children. It indicates a kind of development process. In the beginning education meant

gaining of knowledge Education is a natural process. It is an adaptation to environment a continuous process goes on from cradle to grave.

NEED AND IMPORTANCE

In order to hold key position efficiently a head master is required to be a man of good qualities the must process on outstanding personality and extraordinary traits. He should be able to set a personal example of good conduct, high scholarship, high ideas, social services, integrity and leadership he is responsible for administrative efficiency and integrity. As can educationalist he is responsible for this student's academic achievement.

REVIEWS

According to **Dr. Radhakrishnan** "possessions of knowledge and efficiently education shand include programs related to cultural values community and social responsibility in order that different scientists and persons getting technical training may be acquainted with their duties and responsibility.

According to **plato** "education is a system which guides the youth to proper logical dis courses supported by rules and regulations accepted on the basis of preceding genlations."

A head master may have developed good school policies and producer head master may have skillfully clarified his duties and responsibilities mature behaviour personal security, sensitivity flexibility, personal fulfillment and insight these are some of the fulfillment of good personal or headmaster's administrative behaviour effects.

According to Jashwanth singh.

"The head master of the school is hub of the education process."

According to S M J Mukharji.

"The head master is a key stone of the arch of school administration".

The head master administrative behavior is a matter of general agreement that even administrators who command within and in the community outside will on occasions results to external resource to help the school redirecting it's in desirable ways however, the administration is directly in valued as a central figure in making decision diagnosing and lunching making new process such effects are at the best doomed to be personal at least the administrats to such situation is an excitable position to furetion as a change agent.

Smith Krows (1961):

Has listed the following functions of school administrative behaviour which are related to general functions, staff, curriculum, finances, plans, public relations and miscellaneous.

The school administrator has to discharge a large number of responsibilities and perform several duties as follows teaching, planning, supervision, organisation and administration, guidance of motivation and maintenance of relations.

Parling hemend (2000):

"Headmaster effectiveness is a string determinant of difference in student learning for outweighing the effects of difference in class size and class heterogeneity".

OBJECTIVES OF THE STUDY

The study describe were has some objectives they are following

- ⇒ To study the secondary school Head master's administrative behavior.
- ⇒ To study the secondary school students academic achievement.
- ⇒ To identify, the correlation between secondary school Headmaster's administrative behavior and their students' academic achievement.

HYPOTHESIS OF THE STUDY

- ❖ There is no significant difference between secondary school male and female Head Master’s administrative behavior.
- ❖ There is no correlation between secondary school male Head Master’s administrative behavior and their students’ academic achievement.
- ❖ There is no correlation between secondary school Female Head Master administrative behavior and their students’ academic achievement.

VARIABLES OF THE STUDY

Head master’s administrative behavior.
Students’ academic achievement.

SAMPLE OF THE STUDY

The study was carried on a sample of 50 secondary school HMs and their school S S L C students result (2013-14). The sample was select using proportionate stratified sampling technique for ensuring the representation of the population.

TOOLS

Tools used for the study

1. Administrative behavior Descriptive questionnaire - Hassen Taj
2. Students achievement Test (2013-14)

METHODOLOGY OF THE STUDY

The researcher adopted descriptive survey research method. Research design signifies the questions to be investigated the process of sample selection, methods of procedure to be followed and measurements to be obtained and comparison and other analysis to be made.

STATISTICAL TECHNIQUES

The data was computerized and analyzed for three statistical techniques

1. T-test
2. Product moment correlation and ‘F’ value
3. One way ANOVA

DATA ANALYSIS

Table-1: There is no significant difference between secondary school male and female Head Master’s administrative behavior.

Gender	N	Mean	SD	t-value	Significant
Male	25	78.30	12.69	0.915	Not Significant
Female	25	74.56	21.29		

It is evident from table -1 that t-value for different among the mean of secondary school male and female H M’s administrative behavior is not significant. Hence the hypothesis is accepted and concluded that

“there is no significant different among secondary school male and female H M’s administrative behavior. In other words that secondary school male and female HM’s do not difference significantly in the administrative behavior.

Table-2: There is no correlation between secondary school male Head Master administrative behavior and their students’ academic achievement.

Gender	N	Mean	SD	f-value	Significant
Male	25	74.46	62.24	0.936	Not Significant



It is evident from table -2 that f-value for different among the mean of secondary school male and female H M's administrative behavior is not significant. Hence the hypothesis is accepted and concluded that

“there is no significant correction between secondary school male H M's administrative behavior and their students' academic achievement.

Table-3: There is no correlation between secondary school Female Head Master administrative behavior and their students' academic achievement.

Gender	N	Mean	SD	f-value	Significant
Female	25	86.59	77.73	0.926	Not Significant

It is evident from table -3 that f-value for different among the mean of secondary school female H M's administrative behavior is not significant. Hence the hypothesis is accepted and concluded that “these is no correction b/w the secondary school female H M's administrative behaviors. And this students academic achievement.

CONCLUSION

From the present study it is concluded that students achievement is high achievement behalf HM's administrative behavior we can say that H M's administrative behavior is mostly effects on their students' academic achievement.

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