



## IMPACT OF SECONDARY SCHOOL HEADMASTERS ROLE PERFORMANCE ON THEIR STUDENTS ACADEMIC ACHIEVEMENT

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### ABSTRACT

**T**his research study titled “*Impact of Secondary school headmasters Role performance on their Students academic achievements*” made an attempt to identify the influence and relationship between different types of institutional heads role performance on students academic achievements and also teachers attitude towards them. The instrument used to measure the Role performance was “Role Performance Description Questionnaire” developed by Bhagia (1986). The data collected and analyzed by using both descriptive and correlative statistical techniques such as mean, median, mode, standard deviation and inferential statistical techniques such as t-test, one-way analysis of variance. The study reveals that there is no significant difference between secondary school students academic achievement in respect of locality, gender or institutional type and also there is no correlation between government, aided, and unaided secondary school teachers attitude towards their headmaster’s role performance. The previous studies also revealed the same in more number. While the correlational analysis depicts the positive relationship lies between school heads role performance and students academic achievements related to their school improvement. The outcome of the study is headmasters role performance and students academic achievements oriented strategies are the basic element of school heads to meet the quality improvement.

**KEYWORDS:** Secondary school headmasters, Role performance, Teachers attitude, academic achievement, quality improvement.

### INTRODUCTION

Role performance in any sphere of activity – whether it is political, social, commercial, or industrial – is always crucial. When we talk of educational administrators role performance becomes more significant, may be because a leader has to deal with diverse groups within the institution. This statement can be explained further – equally or at times highly qualified (than leader himself/

herself) faculty, colleagues performing creative and innovative work on one hand, young, ambitious, talented and at times multi category students on the other hand, large groups of supporting staff with their own expectations and interests and highly demanding community around are the major groups to be handled by leader of any educational institution. The role of the Head



of the Institution is to provide leadership, direction and co-ordination within the school. The Head of the Institution main focus should be to develop and maintain effective educational programs within his/her school and to promote the improvement of teaching and quality learning with his/her school.

## RELATED REVIEWS

**Dowar** and **Paul, N.** (2009) have studied the relationship between principal leadership style and student achievement. The purpose of this study was to determine if there was correlation between the leadership style of the school principal and student academic achievement. This study was set up with a descriptive research design using a descriptive survey technique with two survey tools. Educational administration is not an end in itself but it is a means to facilitate effective teaching and learning in order to have an effective and excellent school (Campbell et al., 1983; Esp, 1993; Onyango, 2001). Although there is no universally accepted blue print on what constitutes effective schools, all the individuals with vested interests demand that schools must be effective. By demanding for school effectiveness, some of the stakeholders have academic achievement in mind.

Scholars and educational practitioners seized upon the early effective schools research as a basis for developing programme for improving performance of schools. **Owens** (1991) however notes that while school improvement is a very complex process, it was made rather simplistic by suggesting that a five or six-factor formula could be a panacea for school management. According to **Stedman** (1987) one of the early proponents of effective schools movement, such schools had a number of characteristics. Such characteristics include:

- (a) Strong leadership by the principal
- (b) High expectations for student achievement on the part of the teachers and other members of staff
- (c) An emphasis on basic skills
- (d) An orderly environment
- (e) Frequent and systematic evaluation of students
- (f) Increased time on teaching and learning tasks.

Although the above six factors do not constitute all that there is in designing effective schools, recent examination of literature on effective schools suggest that there are characteristics, which are essential and can be identified with effective schools. From the reviewed literature on effective schools.

## NEED AND IMPORTANCE OF THE STUDY

The investigator has sought to examine the relationship between the Head of the Institutions role performance and academic achievement of secondary school students. Investigator also wanted to compare the academic achievement of different types of school students performance. It is also to be noted that a foundation for a good achievements must be laid at an early stage of secondary school level itself, etc. The investigator, on the basis of his finding also aimed at providing few tips and suggestions in order to excel the academic performance of the Head of the Institutions.

## OBJECTIVES OF THE STUDY

1. To study the different types of Secondary School Headmasters Role performance .
2. To study the impact of Secondary School Headmasters Role performance on Students Academic Achievement.
3. To study the Rural and Urban Government, Aided, and Unaided Secondary School Teachers Attitude towards their Headmaster's Role Performance.
4. To examine the correlative relationship between Secondary Headmaster's Role Performance and their school improvement.

## VARIABLES OF THE STUDY

In the study the Main variables are Role performance and Academic achievements ,Sub variables are Teachers attitude, Gender and Location .

## HYPOTHESES OF THE STUDY

In pursuance of the variables following directional hypotheses were set up.

1. There is no correlation between government, aided, and unaided secondary school Students Academic Achievement.
2. There is no significant difference between rural and urban secondary school Students Academic Achievement.
3. There is no correlation between government, aided, and unaided secondary school teachers attitude towards their headmaster's Role Performance.
4. There is significant relationship between headmaster's Role Performance and their school improvement.

## RESEARCH DESIGN

A total number of 150 secondary school headmasters and 300 teachers and 150 selected secondary schools 2010-11,2011-12,2012-13 annual academic results

of class Xth students were selected in Dakshina Kannada district using random sampling technique.

**Table-1: Demographic profile of the sample**

	Headmasters							Teachers						
	Gov		Aided		Unaided		Total	Gov		Aided		Unaided		Total
	R	U	R	U	R	U		R	U	R	U			
<b>Male</b>	16	11	14	15	12	09	77	31	23	28	30	26	16	154
<b>Female</b>	19	12	11	09	11	11	73	38	24	23	17	20	24	146
<b>Total</b>	35	23	25	24	23	20	150	69	47	51	47	46	40	300

R=Rural,U=Urban.

**Table-2: Students Academic Achievements of selected 150 secondary schools(Class X result in%)**

Year	Gov	Aided	Unaided	Rural	Urban	Male	Female
<b>Schools</b>	58	49	43	83	67	77	73
<b>2010-11</b>	65.7	84.16	88.42	77.7	78.96	79.67	76.73
<b>2011-12</b>	74.63	87.35	92.94	83.93	84.16	84.64	83.4
<b>2012-13</b>	76.81	90.55	93.44	85.52	86.58	87.26	84.63

**STATISTICAL METHODS EMPLOYED**

The data obtained was subjected to various statistical techniques like descriptive statistics, correlations, independent samples t -test, and one way ANOVA to test the hypotheses formulated for the study.

**DELIMITATIONS OF THE STUDY**

1. The study is limited to different types of 150 secondary schools and their Headmasters with 300 assistant teachers. This study focussed on Headmasters Role Performance impact on class X students academic achievements in the year 2010-11, 2011-12, 2012-13 at Dakshina Kannada district in Karnataka state only.

**Hypothesis:- There is no correlation between government, aided, and unaided secondary school Students academic achievement.**

**Table-3 : One-way descriptives**

Year	Types	N	Mean	Std. Deviation	Minimum	Maximum	F-value	Sig.	Result
2010-11	Government	58	65.8014	8.32312	48.45	98.63	70.324	.000	S
	Aided	49	84.1657	11.25517	63.64	100.00			
	Unaided	43	88.0102	11.37810	63.64	100.00			
	Total	150	78.1669	14.25199	48.45	100.00			
2011-12	Government	58	74.6359	7.85881	51.25	96.23	63.489	.000	S
	Aided	49	87.3498	9.43353	65.24	100.00			
	Unaided	43	92.9456	8.04113	75.65	100.00			
	Total	150	84.0379	11.46461	51.25	100.00			
2012-13	Government	58	76.8105	8.56097	54.64	100.00	48.410	.000	S
	Aided	49	90.3154	10.76087	69.56	100.00			
	Unaided	43	93.4421	8.02047	69.56	100.00			
	Total	150	85.9898	11.76660	54.64	100.00			

The data reflects the government, aided, unaided secondary school headmasters administrative functions in related to their students academic achievements remained the same with slight difference..Most importantly the mean value and the average score of minimum and maximum considering the 3 years of all the types of institution students is 100% shows the academic achievement is same without much differences.

The SD value of government secondary school students academic achievement is significant at the level of 0.01 and 0.05. Hence as per the mean value and value of government, aided, unaided secondary school students academic achievement is significant.



**Hypothesis:- There is no correlation between rural and urban secondary school teachers attitude towards their headmaster's role performance.**

**Table-4: Group Statistics**

	Locale	N	Mean	Std. Deviation	t-value	Sig.	Result
A	Rural	166	34.0361	3.91871	.961	.337	NS
	Urban	134	33.5821	4.24494			
B	Rural	166	54.2410	2.89447	-.081	.935	NS
	Urban	134	54.2687	2.99163			
C	Rural	166	64.1325	4.33386	-1.470	.143	NS
	Urban	134	64.8358	3.83728			
D	Rural	166	47.9277	3.21279	-.956	.340	NS
	Urban	134	48.2687	2.88414			
E	Rural	166	53.7349	2.80728	-2.003	.046	NS
	Urban	134	54.3881	2.80684			
F	Rural	166	33.3494	4.33291	.512	.609	NS
	Urban	134	33.0896	4.42390			
G	Rural	166	33.2771	4.49191	.365	.715	NS
	Urban	134	33.0896	4.33809			
H	Rural	166	33.6506	4.32451	1.755	.080	NS
	Urban	134	32.7612	4.41491			
I	Rural	166	30.9036	3.56622	.307	.759	NS
	Urban	134	30.7761	3.57864			
J	Rural	166	31.9880	3.42714	-.101	.920	NS
	Urban	134	32.0299	3.74355			

According to the data analyse rural and urban secondary school headmasters role performance functions in related to it's dimensions,

These are 7 out of 10 dimensions not significant at the level of 0.01 and 0.05. Hence as per the mean value SD value of rural and urban secondary school headmasters role performance is not significant.

### MAJOR FINDINGS OF THE STUDY

1. The findings of the study have shown that there is no significant relationship between secondary school headmaster's role performance with gender, locale, and management.
2. The study reveals that the there is no sex influence on academic achievement of secondary school students.
3. The study found that the significant relationship between the administrative procedures and academic achievement. This indicates that secondary schools which have adopted good administrative practices have yielded extremely good results. This indicates that the difference in gender, locality or institutional setup do not influence on their students academic achievement.

### EDUCATIONAL IMPLICATIONS

The findings of the study are important because school heads role performance are often regarded as direct alternative strategies to reach the desired end of student academic achievement. Our data also suggest that these are complementary approaches, and

that both may be necessary. Therefore the state education department should set up a school administration complex in which innovative administrative procedures could be commonly shared by other schools and improve their working conditions excellent academic performance which creates a good profile for secondary schools.

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