

# Study of Managerial Skills of Headmasters of Primary Schools and its Relationship with their Administrative Styles

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**Abstract:** The present study was conducted to find out the Managerial Skills of Headmasters of Primary School and its Relationship with their Administrative Styles. Self-made questionnaire was used for the study. Reliability and validity of the tool were calculated by the investigator. The findings of the study that autocratic style of administration was autocratic style of administration was positively and significantly related with managerial skills and those persons who were authoritarian in their style of administration possessed better managerial skills as well as the democratic style of administration is negatively and significantly related with managerial skills. This means that increased democratic style will decrease the style of administration.

**Keywords:** Managerial, skills, democratic, autocratic, styles.

## 1. Introduction

The headmaster is at the apex position of the school. As an administrator he prepares plan, coordinate, organizes and he is responsible to maintain discipline in the school. He is the kingpin of academic and administration affairs of the school and he is the center of all activities in school. The headmaster is dealing with both the living and the non-living i.e. person and paper works. So, his nature of work is both administrative and supervisory. Every democratic society has developed a number of specialized institutions to carry out the functions in respect of education. These institutions are known as agencies of education. In these agencies the school is more important than others. When there are institutions, the need for their management and administration also arises. There must be a person who should look after the various activities of the institution and direct the activities towards achieving the goals of education. This person is known as Education Manager.

## 2. Need of the Study

The headmaster is the key person of the school and all the development including quality improvement and center of all the activities in the school.

It is recognized that role of headmaster is increasingly diverse and complex. The headmaster in the present context has work tasks and responsibilities, their manner of dealing with such tasks, how he manages his work time, his relations with

colleagues, parents, pupils, officials and community.

In the past, educational managers or administrators were selected solely on the basis of personal and educational characteristics and no managerial or administrative skills were assessed, and even today the same practice is being followed. As in any other organization, manager is responsible for the efficient working of the organization, in educational institutions; headmaster is responsible for the efficient working of the institution, so that the goals of institution are achieved. The headmaster is the central figure on whom the success of educational institution depends. If the driver of the car is efficient then the journey of the passengers would be great and enjoyable or vice-versa. Similarly, the heads of the school is the supreme so that he/she should be more skillful. Therefore, the investigator conducted the study on managerial skills of headmasters of primary school and its relationship with their administrative styles.

## 3. Objectives of the Study

- To study the background of headmasters
- To study the managerial skills of headmasters
- To study the administrative styles of headmasters
- To find out the relationship between managerial skills and administrative styles of headmasters.

## 4. Research Methodology

### A. Sample

Forty headmasters who had attended in-service training in DIET, Rajinder Nagar constituted the sample of the present study.

### B. Tool

Administrative style was measured by using administrative style questionnaire developed by Bhatnagar and for managerial skills a questionnaire was developed by the investigator herself, covering various areas like planning, leadership, staff management, communication and motivation. This tool measures democratic and authoritarian administrative style.

### C. Procedure of data collection

Data were collected by administering both the tools one after another to the headmasters, who had attended in-service training in DIET, Rajinder Nagar.

## 5. Data Analysis Objectives Wise

### A. Back ground of the principals

Table 1  
Age (Years)

Below 50 Years 1	Between 50-55Years	Below Above 55 Years
7	12=33	19+2 21
17.5%	82.5%	12/33

The above table 1, clearly indicates that out of 40 respondents 33 (82.5%) were above 50 years and only 7 were below 50 years.

Table 2

Sex

Male	Female	Total
16	22 24	40
40%	60%	100%

The above table 2 clearly indicates that out of 40 respondents 24 (60%) were Females and 16 were Males.

Table 3  
Marital software

Married	Unmarried	Total
39	1	40
97.5%	3.5%	100%

The above table 3 clearly indicates that Out of 40 respondents 39 were Married and only 1 was Unmarried.

Table 4  
Highest degree

JBT	B.A	MA	Total
23+2 35	10	5	40
62.5%	25%	12.5%	100%

The above table 4 clearly indicates that Out of 40 headmasters' 25 passes Highest Degree of J.B.T. and 10 are B.A. and only 5 (12.5%) are with Masters Degree.

Table 5  
Teaching experience

Below 20 Years	20 Years	Above 20 Years
2	4	34
5%	10%	85

The above table 5 clearly indicates that Out of 40 respondents 34 (85%) had Teaching Experience above 20 years and 4 (10%) had experience of 10 years and only 2 had less than 20 years of experience.

Table 6  
Experience as Headmaster/ Headmistress

0-5 Years					5-10 Years	above 10 years
0-1 yr.	1-2 Yrs.	2-3 Yrs	3-4 Yrs.	4-5 Yrs.		
15	5	3	4	2+1	6	3
77.5 %					15%	7.5%

The above table 6 clearly indicates that Out of 40 Headmasters, 31 had experience between 0-5 years and only 6 (15%) had experience between 5-10 years and 3 (7.5%) had above 10 years of experience as Headmaster.

## 6. Findings and Conclusion

The analysis of background data revealed the following facts. Majority of the sample subjects of the present study: (i) Above 50 years of age (ii) Married (iii) Possessed J.B.T. as highest professional qualification (iv) Having approximately twenty years of teaching experience (v) Working as headmaster for more than five years (vi) Had 20 to 40 students as average class size (vii) Had more than 5 teachers in their schools (viii) Had sufficient office space (ix) Had pucca structure of their schools.

The relationship between managerial skills and administrative style.

The relationship between managerial skills and administrative style was studied by calculating coefficient of correlation. The administrative style is classified as democratic and authoritarian. The relationship was studied with reference to these types of correlation.

Table 7

Coefficient of correlation between authoritarian style and managerial skills

S. No.	Autocratic Style	Managerial Skills	Coefficient of Correction	Level of Significance
1	167.764	57.225	0.3695	0.05

The obtained value of  $r$  is 0.3695 which is significant at .05 level. It indicates that autocratic style of administration was autocratic style of administration was positively and significantly related with managerial skills. And Authoritarian style with Managerial skills was ( $r=0.3695$ ) positive and significant at .05 level. It indicates that persons who were authoritarian in their style of administration possessed better managerial skills.

Table 8

Coefficient of correlation between democratic style and managerial skills

S. No.	Democratic Style	Managerial Skills	Coefficient of Correction	Level of Significance
1	135.833	57225	-0.8024	0.01

The obtained value of  $r$  is  $-0.8024$  which is significant 01 level. It indicates that democratic style of administration is negatively and significantly related with managerial skills. This means that increased democratic style will decrease the style of administration.

The table 8 clearly indicates that none of the dimensions of democratic style are positively and significantly related with managerial skills. On the other hand, three dimensions of managerial skills viz. planning, staff management and communication were positively and significantly related with autocratic style of administration.

It may be noted that the relationship between the whole scale of administrative style with managerial skill will have no meaning because it gives a total score of authoritarian and democratic style and hence such a commutation of correlation coefficient was not attempted.

Table 9  
The relationship between managerial skills and administrative styles of headmasters

Managerial Skills / Administrative Styles	Planning	Leadership	Staff Management	Communication	Motivation
Democratic Style	0.6693	0.6159	0.4414	0.7493	0.130
Autocratic Style	0.2847	0.1951 -	0.2725	0.3480	0.0601
	0.276		.05	.05	
	.05				

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