

## ADMINISTRATORS IN ACTION: AN ANALYSIS OF OCCUPATIONAL EFFICACY, JOB ACTIVITY AND ATTITUDE

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**Abstract:** The quality and standard aspect of education requires effective educational administrators more than anything else. An administrators' efficacy lies in the fact how much he is cognizant, understands the process, exhibits favourable attitude and copes with the change. The study sought to investigate the Occupational Efficacy, Job Activity and attitude of Educational Administrators at Secondary Level of Education. The sample comprised of 250 Educational Administrators (119 Educational Administrators from High School Level and 120 Educational Administrators from Higher Secondary School Level). The data were collected by using Occupational Self-Efficacy Scale Job Activity Analysis Scale (Self-constructed Scale) Attitude Scale Towards Teaching Profession. Percentage statistics, t-test and Karl Pearson's Coefficient of Correlation was used to analyse the data. The overall results revealed that Effective Educational Administrators differ significantly from Ineffective Educational Administrators with respect to their cognizance of Job Activity and Attitude Towards Teaching Profession. A significant positive correlation exists between Occupational Efficacy and Effective Educational Administrators' cognizance of Job activity and Attitude Towards Teaching Profession and low correlation exists between Occupational Efficacy and Ineffective Educational Administrators' cognizance of Job Activity and Attitude Towards Teaching Profession.

[Basu Mudasir. ADMINISTRATORS IN ACTION: AN ANALYSIS OF OCCUPATIONAL EFFICACY, JOB ACTIVITY AND ATTITUDE. *Researcher* 2012;4(9):14-24]. (ISSN: 1553-9865).

<http://www.sciencepub.net/researcher>. 3

**Key Words:** Attitude, Effective Educational Administrators, Ineffective Educational Administrators, Job Activity Analysis, Occupational Efficacy.

### Background:

Administration in education is needed for the accomplishment of set educational objectives with the minimum resource utilization, putting in least human efforts and giving a psychological satisfaction to all the concerned persons. Similarly, administrators are of vital importance to the success of every dynamic organization. Other things such as capital, materials and technical know-how are no doubt important, but without administrator an organization is but a muddle of men and machines; and without effective administrators no organization can successfully compete and survive. A competent administrator has the ability to persuade others to accomplish the goals of the organization. He motivates his men and provides the dynamic force and directions that combine static resources into reality; without it management activities remain dormant. A dynamic administrator develops dynamic employees and the two together make a dynamic organization.

Today, educational administrators have multifaceted roles to play. They are expected to uphold the highest standards in professional commitment, communication skills, interpersonal skills, classroom personality, emotional maturity and academic integrity.

Administrator's occupational efficacy relates to the maximization of return to the organization by all means. An administrator's efficacy can be understood in terms of his capacity to adapt, maintain itself and grow regardless of the particular functions it fulfils. This means administrator's adaptability who shows ability to solve problems and to react with flexibility to change; his sense of identity which represents knowledge or insight on the part of the members about the goals of the organization and how they perceive them; administrator's capacity to test reality which implies ability to search out, accurately perceive, and correctly interpret properties of environment and administrator's state of integration among the group members such that they are not working at cross purposes. Thus, administrator's effectiveness lies in the fact how much he understands the process and copes with the changes. In reality, all educational administrators have highly rewarding and challenging jobs. They are not simply disciplinarians but are the leaders of entire communities of learners. An educational administrator needs to organize and manage the administration, provide support service and activities that facilitate the effective running of an organization. He has to provide direction and day-to-day management in their institution. Furthermore, he has to exhibit strong interpersonal and communication

skills because much of his job involves working corporately with others. Job activities that an administrator is called upon to perform are important for effective functioning of an institution. It means the activities which are executed by an administrator by involving many persons for successful administration of the institution; the time he spent on these activities, resources consumed by him and the operational data that best reflect the performance of activities. In short, it means what the administrators do and need to be able to do.

In educational settings, attitudes are important because they affect job behaviour of an administrator who can have thousands of attitudes, but here focus of attention is on a very particular work related attitude i.e. attitude of an administrator towards teaching profession. It is an admitted fact that effective and fruitful teaching depends on the personality of the teacher, which influences the development of the taught. It cannot be denied that certain typically divergent characteristics make a person an ideal teacher. "Teacher has the task of stimulating and guiding his (child's) learning so as to assume his attainment of socially approved goals in most efficient way possible"-Mouly-(1964). Investigations carried out by Usmani Shaheen-(1988) found that attitude towards teaching contribute significantly to administrator effectiveness. Similarly Taj Haseen-(1992) found that attitude towards teaching profession is significantly related to the administrative behaviour of the school heads. As attitudes determine level or performance and effectiveness of administrator in an educational setting so attitude of educational administrators should necessarily be favourable to facilitate the effective functioning of any educational institution and the success of its programmes. In an educational institution one who has a favourable or positive attitude toward teaching, will enjoy teaching.

Research findings on educational administrators' occupational efficacy established the following facts: Runhaar (2010) found that occupational self efficacy and learning goal motivation are positively related to reflection and feedback asking. Furthermore, positive relationship was found between occupational self-efficacy and transformational leadership of school principals. Schofield (2008) has identified six recurring characteristics necessary for an effective principal to lead a school effectively. These include: relationships, culture and climate, leadership, curriculum, philosophy and commitment. Mweemba (2007) found that principal's perception of their effectiveness does not significantly differ from the staff's perception of their principal's effectiveness. Ravi (2003) has found a significant difference in the efficiency of a principal as an administrator based on

educational qualification and experience. No relationship was observed between efficiency of the principal as an administrator and as a teacher and Shaheen (1988) found that age, sex and professional attainment had no effect on principal effectiveness.

Research findings on educational administrators' Job Activity established the following facts: Sudsberry (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 principals in higher poverty level schools spending a significantly greater amount of time on tasks. Morris, Porter-Gehrie and Hurwitz (1984) described and analysed the activities of school principals and found principals usually spend less than half of their working days in their offices, they have a good deal of discretion in their decision-making and that the principal's behaviour affects four distinct constituents viz teachers and students, parents and others in the community, superiors and the principal himself or herself. Tyagi (2009) found 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.

Few researches have also been carried out on educational administrators' Attitude Towards Teaching Profession. Study conducted by Jonathan, Philip & Henry (2009) found the importance of principal work attitude for student learning. Lynn (2006) found some predictors of attitude, such as level of experience with gifted education and type of community among most district administrators. Can (2004) found that thoughts and attitudes of principals about change don't differ according to pre-school and secondary school. Further it was found that thoughts and attitudes of woman principals about change are more positive than male principals. Brown (2007) revealed a significant difference in the attitude of administrators towards inclusion of students based on gender, school level assignment, years of experience as administrators and regular experience, however, no difference was found in administrators' attitude towards the inclusion of students with disabilities relative to job categories, special education, teaching experience and current students.

Rationale of the study:

In this global world, educational institutions are increasingly being seen primarily as facilitators of national competitiveness, economic growth and wealth generator, key producers of human capital, major sources of scientific and business knowledge

and exemplars of technological innovations. In an increasingly global world, an educated work force is vital to maintain and enhance progress in rapidly changing environment. Therefore, educational administrators are required to deliver best educational standards. The quality and standard aspect of education requires effective administrators more than anything else. An administrator's efficacy lies in the fact how much he is cognizant; understand the process, delivers the best and copes with the change.

The studies reviewed however showed that a great deal of researches on Efficacy and its impact on learning goal motivation, student's enrolment, student's achievement and such other variables has been conducted. These studies have suggested that efficacy augments educational administrators in producing greater amount of performance and outcomes. Some of the studies have explained that activity and attitudes of principals/administrators influences school improvement and the community relations. However, there has been no study examining the occupational efficacy of educational administrators and its relation with their cognizance of Job Activity and attitude. Also a very critical area here has been left out focusing on the counselling and training of the educational administrators to help them to become effective, and to change their lifestyles if they are not conducive to the functioning of the institution. Thus, this study explores the gap by looking into the occupational efficacy, job activity and attitude of educational administrators with the object to find out their efficacy in transacting their multiple jobs at secondary level of education.

Statement of the Problem:

Administrators in Action: An Analysis of Occupational Efficacy, job Activity and Attitude

Operational Definition of Important Terms:

Occupational Efficacy: Occupational Efficacy for the present study refers to the scores obtained by the sample subjects on Occupational Self Efficacy Scale (OSES) prepared by Sanjyot Pethe, Sushama Chaudhari and Upinder Dhar.

Effective Educational Administrators: Effective Educational Administrators for the present study refers to those Educational Administrators who score high on Occupational Self Efficacy Scale (OSES) prepared by Sanjyot Pethe, Sushama Chaudhari and Upinder Dhar.

Ineffective Educational Administrators: Ineffective Educational Administrators for the present study refers to those Educational Administrators who score low on Occupational Self Efficacy Scale (OSES) prepared by Sanjyot Pethe, Sushama Chaudhari and Upinder Dhar.

Job Activity Analysis: Job Activity Analysis for the present study refers to the scores obtained by the sample subjects on Job Activity Analysis Scale (JAAS) constructed by the investigator.

Attitude Towards Teaching Profession: Attitude Towards Teaching Profession for the present study refers to the scores obtained by the sample subjects on Attitude Scale Towards teaching Profession by Umme Kulsum.

Objectives of the Study:

The following objectives were formulated for the present investigation:

To describe the sample of Educational Administrators with regard to Occupational Efficacy, Job Activity and Attitude of Educational Administrators towards teaching profession

To undertake correlational analysis between Occupational Efficacy, Job Activity and Attitude of Educational Administrators towards teaching profession.

To identify Effective and Ineffective Educational Administrators.

To study and compare the Job Activity and Attitude of Educational Administrators towards teaching profession.

To undertake correlational analysis between Occupational Efficacy, Job Activity and Attitude of Educational Administrators towards teaching profession within the groups of Effective and Ineffective Educational Administrators.

The study empirically tested the following hypotheses:

Occupational Efficacy is significantly related with Job Activity and Attitude of Educational Administrators towards teaching profession.

Effective and Ineffective Educational Administrators differ significantly on cognizance of Job Activity and Attitude of Educational Administrators towards teaching profession.

Methodology and Procedure

The ten districts of Kashmir Province were involved in the collection of data. From the total population of 841 educational administrators, 250 educational administrators served as the sample for the present study which were identified on the basis of random sampling technique from the list obtained from Directorate of School Education, Kashmir (DESK).

Among 250 educational administrators, 119 educational administrators (Headmasters and ZEOs) were taken from High School Level, 120 educational administrators (Principals) were taken from Higher Secondary School Level and 11 educational administrators (CEOs and Director) were taken from both High and Higher Secondary School Level.

The breakup of the sample of Educational Administrators is as under:

High School Level					Hr. Sec. School Level			From Both Levels					
Headmaster		ZEO			Principal			CEO			Director		
Male	Female	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
30	30	30	29	119	60	60	120	10	×	10	×	01	11
Grand Total = 250													

**Instruments Employed**

The research instruments consisted of:

- a) Adopted Questionnaires which includes: Occupational Self Efficacy Scale- prepared by Sanjyot Pethe, Sushama Chaudhari and Upinder Dhar (1999) and Attitude Scale Towards Teaching Profession prepared by Umme Kulsum (2008)
- b) A Self constructed questionnaire-Job Activity Analysis Scale (2010).

**Statistical Treatment**

The data collected was subjected to the following statistical treatment:

Percentage statistics, t-test, Karl Pearson’s coefficient of correlation

**Analysis and Discussion**

The analysis and discussion of the results has been carried out along the following lines:

Descriptive Analysis of Educational Administrators.  
Correlational Analysis between Occupational Efficacy, Job Activity and Attitude towards teaching profession.

Comparison of Effective and Ineffective Educational Administrators on Job Activity and Attitude towards teaching profession.

Correlational Analysis between Occupational Efficacy, Job Activity and Attitude towards teaching profession within the groups of Effective and Ineffective Educational Administrators.

**A. Descriptive Analysis of Educational Administrators.**

This part of analysis gives an account of the classification and description of the overall sample of educational administrators (250) at Secondary Level of Education on the dimensions of Occupational Efficacy, Job Activity and Attitude towards teaching profession.

(i) Occupational Efficacy:

**Table 1.1** Showing Overall Percentage of Educational Administrators on Occupational Self Efficacy Scale at Secondary Level of Education (N=250)

Range of scores obtained on OSES	Classification	N	Percentage
83 & Above	Above Average	37	14.8%
65-82	Average	171	68.4%
64 & Below	Below Average	42	16.8%

Table 1.1 revealed that out of 250 educational administrators, 14.8% of the educational administrators fall in above average category. This implies that these educational administrators always set targets higher than those set by their organizations. They possess greater ability for doing their work independently and show immense capability to work effectively even under the pressure of deadline. It has also been found that a predominant majority of educational administrators i.e. 68.4% fall in the average category. This indicates that these educational administrators exhibit moderate level of confidence in their institutional tasks and show reasonable adjustability to different challenges that come in their work. When they fail in a task, they often re-evaluate their strategies. The data further revealed that 16.8% of educational administrators fall in below average category. This indicates that these educational administrators lack confidence to work independently and so can’t make an impact on others. They are easily moved over unforeseen consequences and display their worries when facing a challenging situation.

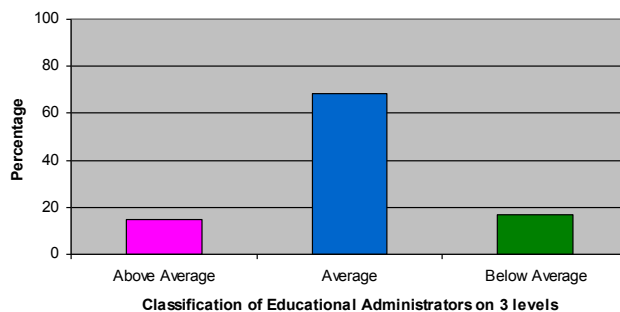


Fig 1.1 Bar Diagram showing overall percentage of Educational Administrators on Occupational Self Efficacy Scale- OSES (N=250)

(ii) Job Activity Analysis:

Table 1.2 Showing overall Percentage of Educational Administrators on Job Activity Analysis Scale at Secondary Level of Education (N=250)

Range of scores obtained on JAAS	Classification	N	Percentage
56-68	Above Average	60	24%
43-55	Average	138	55.2%
30-42	Below Average	52	20.8%

Table 1.2 depicts that out of 250 educational administrators, 55.2 % fall in Average category. This indicates that these educational administrators provide modest opportunities to their group members to express their views and are occasionally available to those who need their assistance. They show less strict attitude in monitoring the punctuality of students and staff .They supervise the institutional task either by themselves or by delegating it to some responsible group members. The data again revealed that 24% of the educational administrators possess above average job cognizance. This indicates that for the effective functioning of the institution, these educational administrators provide minimum essential facilities in their institution for its smooth functioning. Each division of work is allotted a fixed time in the time table. Funds generated by school activities and services are utilized on the tasks meant for it. They gave adequate attention to quick

frequency of meets in their institution. For the professional growth and development, these educational administrators attend various training programmes and allow their staff to attend the same. They discuss the inputs recorded with their group members and its follow up is taken as an academic reformatory exercise which is continued till results are not achieved. This highlights that a maximum number of educational administrators generally take up job activities which they are supposed to do. It has also been found that 20.8% of educational administrators fall in below average category. This indicates that these educational administrators fail to provide minimum facilities for the smooth functioning of their institution. They show least interest in changing the old and out mooted material with the latest equipment and technology. They show more interest towards curricular activities than the co-curricular activities and don't allow the students to participate in the same. They fail to provide any sort of assistance to their staff and students for carrying out the process of teaching and learning. Little time is spent by them on attending training programmes and conferences and also they didn't allow their staff to attend the same claiming it creates unnecessary disturbances in the institution. They always complain of fatigue and hand over all their responsibilities of monitoring the quality of institutional work to their subordinates.

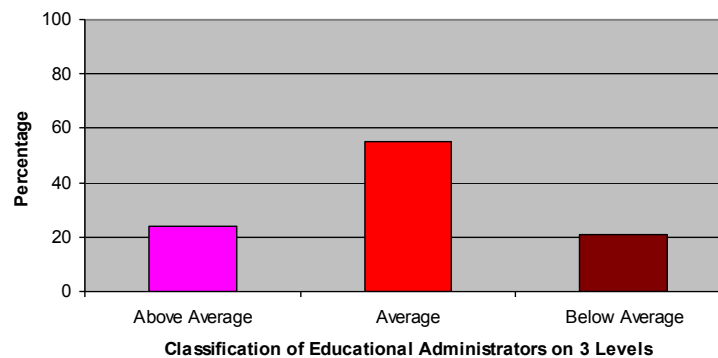


Fig 1.2 Bar Diagram showing overall percentage of Educational Administrators on Job Activity Analysis Scale- JAAS (N=250)

(iii) Attitude Towards Teaching Profession:

Table 1.3 Showing overall Percentage of Educational Administrators on Attitude Scale Towards Teaching Profession at Secondary level of Education (N=250)

Range of scores obtained on ASTTP	Classification	N	Percentage
192-207	Extremely Favourable	19	7.6%
176-191	Highly Favourable	26	10.4%
160-175	Average	162	64.8%
144-159	Highly Unfavourable	02	0.8%
128-143	Extremely Unfavourable	41	16.4%

In terms of Occupational Efficacy of Educational Administrators (250) at Secondary Level of Education, 64.8% i.e. majority of the educational administrators fall in above average category, which implies that these educational administrators reported that they derive some pleasure in the company of children. They believe that teaching widens the social sphere of a person and there are many benefits in teaching profession other than money. It has also been found that 7.6% of the educational administrators fall in extremely favourable category. These educational administrators report that teaching is one of the greatest stimulants to mental activity and a best means of self-expression. They further reported that they never get bored by teaching students rather they make their teaching profession as a means for their continuous growth. Further, the data depicted that 10.4% of educational administrators possess

highly favourable attitude towards teaching profession that revealed that these educational administrators agree that teaching is a good means of self-expression and it helps in developing their character. It has also been found that 0.8% of educational administrators possess poorly favourable attitude towards teaching profession. This indicated that these educational administrators often get bored by teaching students. These educational administrators hold that it is difficult to lead a luxurious life in teaching profession. Lastly, it has been found that 16.4% of educational administrators fall in extremely unfavourable category. This implies that these educational administrators believe that there is a scope for idling away one's time in teaching profession. They further reported that the salaries paid to them are a national waste.

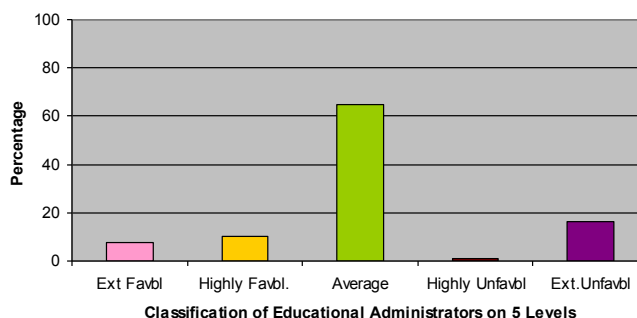


Fig 1.3 Bar Diagram showing overall percentage of Educational Administrators on Attitude Scale Towards Teaching Profession - ASTTP (N=250)

B. Correlational Analysis between Occupational Efficacy and Job Activity of Educational Administrators.

Table 1.4 Correlation between Occupational Efficacy and Job Activity of Educational Administrators (N=250)

Occupational Efficacy & Job Activity	r = 0.401	Sig. at 0.01 level
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Table 1.4 depicts a significant positive correlation between Occupational Efficacy and the Job Activity of Educational Administrators as being 0.401. This suggested that Occupational Efficacy of educational administrators is more or less influenced by their cognizance of Job Activity.

Table 1.5 Correlation between Occupational Efficacy and Attitude Towards Teaching Profession-(ATTP) of Educational Administrators (N=250)

Occupational Efficacy & ATTP	r = 0.420	Sig. at 0.01 level
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Table 1.5 depicts that there is a significant positive correlation between Occupational Efficacy

and the Attitude Towards Teaching Profession of Educational Administrators having coefficient of correlation as 0.420 which is significant at 0.01 level of significance. This suggested that Occupational Efficacy of Educational Administrators is more or less influenced by their Attitude Towards Teaching Profession.

In view of the above empirical evidences, the hypothesis number one which reads as, "Occupational Efficacy is significantly related with cognizance of Activity and Attitude of Educational Administrators Towards Teaching profession" stands accepted.

C) Comparison of Effective and Ineffective Educational Administrators on Job Activity.

In order to realize the third major objective of the study, as a first step effective and ineffective educational administrators were identified with the help of Occupational Self Efficacy Scale. The high and low groups were drawn by employing extreme group technique of 27% above and below. As such the above 27% i.e. 67 educational administrators

possessing high score were identified as Effective Educational Administrators and below 27% i.e. 67 educational administrators possessing low score were identified as Ineffective Educational Administrators.

This was followed by the comparison of Effective and Ineffective Educational Administrators on Job Activity and Attitude of Educational Administrators Towards Teaching profession.

Table 1.6 Showing Mean Comparison of Effective and Ineffective Educational Administrators on five areas and total score of Job Activity Analysis Scale (N=67 each)

AREAS	GROUP	MEAN	SD	t-VALUE	LEVEL OF SIGNIFICANCE
Managing Institutional Support Service	EEA	14.67	2.78	3.98	0.01 level
	IEA	12.64	3.20		
Managing the Instructional Programme	EEA	15.56	2.37	3.25	0.01 level
	IEA	14.00	3.20		
Managing the Community Relations	EEA	5.32	0.92	2.23	0.05 level
	IEA	4.94	1.09		
Professional and Personal Development	EEA	4.77	1.13	3.31	0.01 level
	IEA	4.04	1.42		
Supervision and Appraisal	EEA	11.86	2.00	2.80	0.01 level
	IEA	10.85	2.21		
Total Score	EEA	52.20	0.92	5.07	0.01 level
	IEA	46.42	9.21		

#### IEA- Ineffective Educational Administrators

**Managing Institutional Support Service:** Table 1.6, row (i) makes it clear that the two groups of Educational Administrators differ significantly on the Managing Institutional Support Service dimension of Job Activity Analysis Scale. The calculated 't'-value came out to be 3.98 which is significant at 0.01 level of significance. The mean difference favours EEA than IEA which implies that for the effective functioning of the institution, EEA provide minimum essential facilities in their institution for its smooth functioning. Each division of work is allotted a fixed time in the time table. Funds generated by school activities and services are utilized on the tasks meant for it. On the other hand IEA show least interest in changing the old and out mooted material with the latest equipment. Even they fail to prepare a list for purchase requisitions when the need for any material arises.

**Managing the Instructional Programme:** From the above table, row (ii) it may be inferred that the two groups of Educational Administrators differ significantly on Managing the Instructional Programme dimension of Job Activity Analysis Scale. The calculated 't'-value came out to be 3.25 which is significant at 0.01 level of significance. The mean difference favours EEA than IEA which implies that these educational administrators maintain a perfect balance between their administrative work and teaching classes. Besides curricular activities various co-curricular activities are also organised by them for the growth of the students. They provide

enough opportunities to their staff and students to express their views. These finding are supported by the study of Richard-(2008) who found principals in higher poverty level schools spending greater amount of time on tasks. Similarly, Sudsberry-(2008) found principals of high performing schools, 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. On the other hand IEA believe that task of teaching and administration is very hectic and also they fail to provide any sort of assistance to their staff for carrying out the process of teaching.

**Managing the Community Relations:** It is evident from the above table, row (iii) that Effective and Ineffective Educational Administrators differ from each other on Managing the Community Relations dimension of Job Activity Analysis Scale. The calculated 't'-value came out to be 2.23 which is significant at 0.05 level of significance. The mean difference favours EEA IEA which implies that EEA gave adequate attention to quick frequency of meets in their institution. They prepare a formal agenda before conducting any meeting and provide a freedom of 'say' to every employee in the decisions relating to the institutional matters. On the other hand, IEA call a meeting any time without preparing an agenda or informing their staff in advance. In addition, every employee doesn't have a say in the decisions relating to the institutional matter. These educational administrators keep themselves busy in

needless tasks and remain unavailable to others who need their support.

**Professional & Personnel Development:** Table 1.6 row (iv) also reveals that Effective and Ineffective Educational Administrators differ on Professional and Personnel Development dimension of Job Activity Analysis Scale. The calculated 't'-value came out to be 3.31 which is significant at 0.01 level of significance. The mean difference favours EEA than IEA which implies that for the professional growth and development, EEA attend various training programmes and allow their staff to attend the same. The finding is in tune with that of Morris, Porter-Gehrie and Hurwitz-(1984) who found that principals usually spend less than half their working day in their offices, they have a good deal of discretion in their decision making and their behaviour affects four distinct constituents-teachers and students, parents and others in the community, superiors and the principal himself or herself. On the other hand, little time is spent by IEA on attending training programmes and conferences and also they didn't allow their staff to attend the same claiming it creates unnecessary disturbances in the institution and is mere a wastage of time. The finding is in tune with that of Usmani Shaheen-(1988) who found that professional attainment had no effect on principal effectiveness. Similarly Meyers-(2008) found principals that did not attend the workshops and small faculties had a greater measure of success in two of the dimensions of professional learning community.

**Supervision and Appraisal:** Row (v) of the same table indicates that Effective and Ineffective Educational Administrators differ significantly from each other on Supervision and Appraisal dimension of Job Activity Analysis Scale. The calculated 't'-value came out to be 2.80 which is significant at 0.01 level of significance. The mean difference favours EEA than IEA which depicts that these educational

administrators supervise the institutional task directly instead of delegating the responsibility to subordinates and then discuss the inputs recorded in the inspection dairy with their group members. Follow up of the records is taken by them as an academic reformatory exercise and are continued till results are not achieved. IEA always complain of fatigue and hand over all their responsibilities of monitoring the quality of institutional work to their subordinates. They show leniency towards the employees and students who remain absent from the institution.

**Total Score:** Lastly row (vi) of the above table indicates that Effective and Ineffective Educational Administrators differ significantly from each other on overall dimensions of Job Activity Analysis Scale. The calculated 't'-value came out to be 5.07 which is significant at 0.01 level of significance. The mean difference favours EEA which indicates that EEA exhibit better cognizance of activity on overall dimensions of Job Activity Analysis Scale than IEA. The findings are in tune with that of Bredeson and Johansson-(2000) who reported that school principals exercise significant influence on teacher professional development. The four areas where principals have the opportunity to have a substantial impact on teacher learning include: the principal as an instructional leader, the creation of a learning environment, direct involvement in the design delivery and content of professional development and the assessment of professional development outcomes. Further 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. Similarly, Borowiec-Koczera, Ann-(2001) found that school administrators participation in professional development activities hold a positive impact on school climate.

**Table 1.7** Showing Mean Comparison of Effective and Ineffective Educational Administrators on five areas and total score of Attitude Scale Towards Teaching Profession (N=67 each)

AREAS	GROUP	MEAN	SD	t-VALUE	LEVEL OF SIGNIFICANCE
Academic Aspect of Teaching Profession	EEA	33.61	2.05	9.75	0.01 level
	IEA	25.26	6.71		
Administrative Aspect of Teaching Profession	EEA	21.61	2.02	6.44	0.01 level
	IEA	18.20	3.84		
Social & Psychological Aspect of Teaching Profession	EEA	86.76	5.08	11.27	0.01 level
	IEA	73.46	8.25		
Co-curricular Aspect of Teaching Profession	EEA	16.07	3.69	7.01	0.01 level
	IEA	12.62	1.63		
Economic Aspect of Teaching Profession	EEA	19.08	2.31	8.24	0.01 level
	IEA	16.55	1.02		
Total Score	EEA	177.14	61.20	3.98	0.01 level
	IEA	146.11	17.74		



## IEA- Ineffective Educational Administrators

i) Academic Aspect of Teaching Profession: Table 1.7, row (i) indicates that there is a significant mean difference between EEA and IEA on Academic Aspect of Teaching Profession dimension of Attitude Scale Towards Teaching Profession. As reflected by 't'-value (9.75), the mean difference favours EEA. This implies that EEA have reported that teaching is one of the greatest stimulants to mental activity and a best means of self expression and serving humanity. They further reported that they never get bored by teaching students rather they make their teaching profession as a means for their continuous growth. On the other hand, IEA hold that teaching makes them tired and it is just a monotonous activity.

ii) Administrative Aspect of Teaching Profession: The above table, row (ii) reveals that there is a significant mean difference between EEA and IEA on Administrative Aspect of Teaching Profession dimension of Attitude Scale Towards Teaching Profession. As reflected by 't'-value (6.44) which is significant at 0.01 level of significance the mean difference favours EEA who reported that teaching is one of their duties and they are an integral part of an institution.

iii) Social & Psychological Aspect of Teaching Profession: A quick look at the same table, row (iii) makes it clear that there is a significant mean difference between EEA and IEA on Social and Psychological Aspect of Teaching Profession dimension of Attitude Scale Towards Teaching Profession. As reflected by 't'-value (11.27) which is significant at 0.01 level of significance the mean difference favours EEA which reveals that EEA feel proud of being a teacher firstly as teaching develops their personality and character. On the other IEA reported that it is difficult to lead a luxurious life in teaching profession and should not be recommended to any intelligent person, as it requires mediocre ability. They hold that men of high status never take up teaching but they join this profession only because their parents wished them to do so.

iv) Co-curricular Aspect of Teaching Profession: Row (iv) of the same table further reveals that there is a significant mean difference between EEA and IEA on Co-curricular Aspect of Teaching Profession dimension of Attitude Scale Towards Teaching Profession. The obtained 't'-value came out to be 7.01 which is significant at 0.01 level of significance. The mean difference favours EEA which reveals that EEA participates in various co-curricular activities,

which they believe, helps them in cultivating students' interest in these activities and knowing their abilities. On the other hand, IEA believe that they lose their grip in teaching by participating in different activities.

v) Economic Aspect of Teaching Profession: A look on the row (v) of the table also indicates that there is a significant mean difference between EEA and IEA on Economic Aspect of Teaching Profession dimension of Attitude Scale Towards Teaching Profession. The obtained 't'-value came out to be 8.24 which is significant at 0.01 level of significance. The mean difference favours EEA which reveals that EEA are more interested in their pupils than their pay as there are many benefits in teaching profession other than money. On the other hand, IEA reported that teaching profession offers meagre monetary benefits so they should not be expected to do more work than they are paid for. They also feel that the salaries paid to them are a national waste.

vi) Total Score: The last row (vi) of the same table also indicates that there is a significant mean difference between EEA and IEA on overall dimensions of Attitude Scale Towards Teaching Profession. The obtained 't'-value came out to be 3.98 which is significant at 0.01 level of significance. The mean difference favours EEA which reveals that EEA exhibit favourable attitude towards teaching profession on overall dimensions of Attitude Scale Towards Teaching Profession than Ineffective Educational Administrators. The findings are in line with that of Usmani Shaheen-(1988) who found that attitude towards teaching, professional attainment, socio-economic status, economic value, political value and social value contributed significantly to principal effectiveness. Similarly, Saxena-(1995) found that effective teachers had relatively favourable teaching attitude than ineffective teachers.

In view of the above empirical evidences, the hypothesis number two which reads as, "Effective and Ineffective Educational Administrators differ significantly on cognizance of Job Activity and Attitude Towards Teaching Profession" stands accepted.

D) Correlational Analysis between Occupational Efficacy and Job Activity within the groups of Effective and Ineffective Educational Administrators.

Table 1.8 Showing the correlation between Occupational Efficacy, Job Activity and Attitude Towards Teaching Profession within the groups of Effective and Ineffective Educational Administrators (N=67).

Variables	Groups	Value of 'r'	Level of Significance
Job Activity	EEA	0.652	0.01 Level

	IEA	0.102	Not Significant
Attitude Towards Teaching Profession	EEA	0.759	0.01 Level
	IEA	0.013	Not Significant

Table 1.8 row (vi) indicates that there is significant positive correlation between Occupational Efficacy and the Job Activity of Effective Educational Administrators having coefficient of correlation as 0.652 which is significant at 0.01 level of significance. This suggested that more the Occupational Efficacy; higher shall be the rating of Effective Educational Administrators' cognizance of Job Activity. The same row of the table again revealed that there is low correlation between Occupational Efficacy and the Job Activity of Ineffective Educational Administrators. The coefficient of correlation came out to be 0.102 which has failed to arrive at any level of significance. This implies that Occupational Efficacy negligibly fosters Ineffective Educational Administrators' cognizance of Job Activity.

Table 1.8 again indicates that there is significant positive correlation between Occupational Efficacy and the Attitude of Effective Educational Administrators Towards Teaching Profession, having coefficient of correlation as 0.759 which is significant at 0.01 level of significance. This suggested that more the Occupational Efficacy; higher shall be the rating of EEA Attitude Towards Teaching Profession. The findings are in line with that of Kumar-(1986) who found that attitude of the principals is significantly related with their administrative effectiveness, Similarly Taj Haseen-(1992) who found that attitude towards teaching is significantly related to the administrative behaviour of secondary school heads. The same row of the table again revealed that there is low correlation between Occupational Efficacy and the Ineffective Educational Administrators' Attitude Towards Teaching Profession. The coefficient of correlation came out to be 0.013 which has failed to arrive at any level of significance. This implies that Occupational Efficacy negligibly aids the Attitude of Ineffective Educational Administrators Towards teaching Profession.

#### Conclusion and Implications:

On the basis of the findings of the present study, effective educational administrators have emerged as those who possess greater ability for doing their work independently and show immense capability to work effectively even under the pressure of deadline. They ensure proper planning of their institutional matters and quickly adjust to different challenges that came in their task. They abide by the rules of their institution and make their ideas known to the group. On the other hand ineffective educational administrators lack confidence to work

independently and so can't make an impact on others. They maintain a visible communication gap with their group members and take all decisions themselves which are hardly directed towards the fulfilment of institutional goals. This study helps in understanding the occupational efficacy of educational administrators. Majority of educational administrators have been found to have average occupational efficacy. Therefore, special programmes should be organized to improve their professional efficiency. A significant difference has been found between effective and ineffective educational administrators on all dimensions and composite scores of Job Activity and Attitude towards teaching profession. So, various institutions entrusted with the training of administrators should organise special programmes for all administrators and not for selective ones only so that the behaviour of ineffective educational administrators can be brought up to effective level. A Hand Book may be prepared for administrators that may guide them in administering their institutions effectively and to become effective institutional leaders. Special in-service orientation programmes should be organised for ineffective educational administrators to orient them with different dimensions of Job Activity and thus improve their efficiency. The educational administrators should be given special incentives and promotional avenues in order to reward their better performance in their respective fields.

This study has meaningful implications for school educational administrators, Ministries of Education etc, in the sense that, it will provide useful hints on the evaluation, promotion and appointment of educational administrators. This study also helps in understanding the dynamics of superior subordinate relationship in their educational context that has been increasingly recognized as a means to enhance efficiency of educational administrators.

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