



ADMINISTRATIVE PERFORMANCE OF HEADS OF SCHOOLS IN NATIONAL MEANS CUM MERIT SCHOLARSHIP SCHEME AT SECONDARY LEVEL

P. Selvi, Research scholar, Department of Education, Periyar University, India. pselvijana@gmail.com, ORCID:0000-0002-0521-1451

Dr. M. Vakkil, Assistant Professor, Department of Education, Periyar University, India. mvakkil@gmail.com

Abstract: The current study aimed to examine on Administrative performance of heads of schools in the National Means cum Merit Scholarship scheme at the secondary level. The sample for the study comprises 65 school heads in Salem district Tamilnadu. A simple random sampling technique was used to select the heads of schools for a descriptive survey and for the present study. The investigator made a tool for the administrative performance of heads. The data were analyzed using both descriptive (Mean and Standard deviation) and differential ('t' test and 'F') test analyses in the study. The administrator of a school needs to look carefully and interested in all administrative matters and has to ensure its proper management. *The improvement of quality of secondary schools comprised the development of knowledge of contents, teacher knowledge, communication ability, classroom management skills, teacher motivation, teaching methods, school contexts, classroom practices, teachers teaching, school structures, skills, learning materials, textbooks, science equipment, instructional materials and other facilities are also necessary.* The head of school must be given to awareness, motivation, learning environment, resources, and coaching for talented students. NMMS examinations are economically helpful and increase their academic achievement for successful students.

Keywords: Administrative Performance; Heads of School; Secondary Level; NMMS; Examination; Scholarship.

I. INTRODUCTION

Education is that the influence of the atmosphere on the individual with a read to produce a permanent change in children's habits, behavior, thought, and attitude. Educational aims are related to ideals of life. The goal of education should be the high point of the individual in this world. The goal of education is just too to mold kids into human persons committed to working for the creation of human communities of heart, freedom, justice, and harmony. The manager and authorities of a school need to realize the importance of good administration. For the establishment of a good school and its proper administration, many factors have to be taken care of e.g., procuring of funds, selection of the site for the school and arranging for it constructed and equipped with furniture and purchase of books for the library and also teaching aids for various subjects (Rajkumar & Hema, 2018a). Thereafter selection and employment of staff, planning out school programs, provision of facilities for staff and students, ensuring a high standard of discipline and moral training, has to be thoughtfully undertaken. The administrator of a school needs to look carefully into all these matters and has to ensure proper management because proper management depends on efficient organization and direction. Teachers are motivation, learning environment, resources, and coaching for students. NMMS scholarship examinations are financially viable helpful for successful students and increase their academic achievement (Rajkumar & Hema, 2018b; Rajkumar & Hema, 2019).

NEED AND IMPORTANCE OF THE STUDY

The head of schools should be a master teacher and, serve as a model for excellence both in and out of the classroom. Heads should perform the administrative activities for the soft functioning of the school, for the faculty development of individual success and identity regard between the students and the faculty in our school. Additionally, the faculty and the heads should be dedicated to encouraging, supporting, and encouraging students in their search for excellence. Heads and the duty of the school have to produce resourceful citizens for the nation. So, there is a need for the study to know about the administration behavior of school.

STATEMENT OF THE PROBLEM

Competitive examinations in India help structure self-confidence and getting better skills. They also improve the ability to feel independent and reason logically. The different talent search exams are meant to test students' academic skills in various. Some of these exams also help students know which subject is strengthened and which skills are very useful to get the national scholarship. A good school is a place that is safe for all students both emotionally and socially. A good school promotes the values associated with peace and coexistence as a daily practice. A good school recognizes that to be won first and then their heads. These can be assured if the administrative behavior of the heads of school is good. The heads of school motivate their students' for the national scholarship examination and also encourage and develop the knowledge about the scholarship examination for economic help for students. Therefore, the title of the problem is, **"Administrative Performance of Heads of school in National Means cum Merit Scholarship Scheme at Secondary Level"**.

ROLE OF SCHOOL HEADS

Heads should be able to give teachers awards and gifts to develop their success in academic activities (Abdul Wahab et al.; Abdul Qayyum Chaudhry et al., 2020). Azikiwe Rume (2020) revealed that mentoring, training, and panel for key decision-makers and faculty managers in universities, thereby offering a means to improve this problem. Abdul Wahab et al. (2020) reported that the level of teaching leadership of the headmasters and the level of teachers' performance were high and there was a significant connection between the teaching leadership practice of the headmaster and the performance of the teaching.

The role of educational leadership is very important and the desired education can be a determinant of excellence and achievement (Abdul Wahab et al.; Abdul Qayyum Chaudhry et al., 2020). Nine responsibilities – visioning, attracting bright students, social inclusion, social responsibility, fundraising, managing intellectuals, safeguarding, engaging into academics, and administration – were explored under four latent categories of academic leadership roles that included nurturing human talent, boundary spanning, social contribution, and operations using a 'six-step thematic analysis approach'. Few guidelines for developing and strengthening Indian academic leadership as well (Darshna Banker and Kanika Bhal, 2020; Rajkumar, et.al 2019).

REVIEW OF RELATED STUDIES

Afareez Abdul Razak and Mohamad Johdi Salleh (2011) revealed that results were the most of the school leaders adopt a democratic style of leadership. The majority of the head of schools were more likely to practice a consideration-oriented leadership style compared to structure-oriented leadership style and students' performance in the examinations. Marietta Del Favero (2006) showed that the practice field was a significant interpreter while the influence of consensus was not important. The result exposed that the effects of discipline cannot be discounted in framing studies of administrators' perceptions of their leadership context and therefore the behavior that essentially flows from those perceptions. Siva Kumar (2018) reported that administrative performance, leadership performance, and role performance among school heads. The result was revealed that the headmasters have an average level and very high positive significant relationship among administrative behavior, leadership behavior, and role performance. Siva Kumar (2018) was explored the administrative behavior of school headmasters. The results were showed that the executive behavior of school heads is positively however moderately significant and significantly influenced by the nature of the school, qualification, and gender. There was no gender difference relating to administrative behavior apart from for nature of the school. Mark T. Gibson (2020) reported the role appears to be predominately administrative although there are significant challenges. The role of the head of the department is at the heart of tertiary education. The challenges they face involve dealing with acute staffing shortages, student political activists, and no preparation and development in the form of training. Azikiwe Rume (2020) analyzed the researcher found many faculty managers went into their original roles in education to teach or perform research and many went into their roles as faculty managers not of their selecting but because they were next in line or powerfully encouraged to do so. Few faculty managers received on the job training to practice them for their management roles. Abdul Qayyum Chaudhry et al. (2020) identified the role of principals' motivational strategies and the performance of elementary school teachers regarding their academic qualifications. Factors such as respect, acceptance, performance evaluation, monetary benefits and incentives, and promotion have shown substantial variations between the results.

CONCEPTUAL DIAGRAM

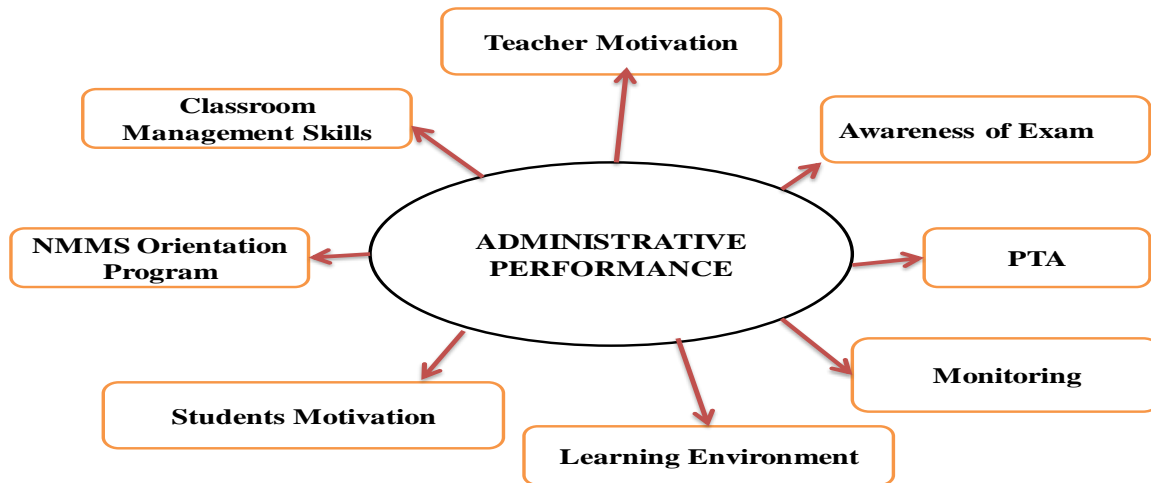


Fig.1 Administrative Performance

OBJECTIVES OF THE STUDY

- To find out the level of administrative performance of heads of school in national means cum merit scholarship scheme at the secondary level.
- To find out the administrative performance of heads of school in national means cum merit scholarship scheme at the secondary level with respect to their following demographic variables such as gender, locality of the school, management of the school, educational qualification, major subject, and administrative experience.

HYPOTHESES OF THE STUDY

- The level of administrative performance of heads of school in national means cum merit scholarship scheme at the secondary level is high.
- There will be a significant difference in the administrative performance of heads of school in national means cum merit scholarship scheme at the secondary level with respect to their following demographic variables such as gender, locality of the school, management of the school, educational qualification, major subject, and administrative experience.

II. RESEARCH DESIGN

Method of the Study: The investigator survey method was used for the study.

Variables: The investigator has framed the following variables for this study, the main variables of this study were administrative performance demographic variables such as gender, locality of the school, management of the school, educational qualification, major subject, and administrative experience.

Population and Sample: The population for the present study consists of the heads of school at secondary school in Salem district, Tamilnadu. The samples of 65 secondary school heads were school and adopted for the data collection. The random sampling technique was used in the present study.

Research Tool: In the present study, the investigator has constructed and standardized a tool (Administrative Performance in NMMS). The tool consists of 35 statements with four options viz., strongly agree, agree, disagree, and strongly disagree. The tool was consists of positive statements only. The tool was adopted as a split-half method for found the reliability value was 0.71.

TESTING OF HYPOTHESES

Hypothesis-1

The level of administrative performance of heads of school in national means cum merit scholarship scheme at the secondary level is high.

Table No: 1

Mean scores of the level of administrative performance of heads in national means cum merit scholarship scheme at the secondary level with respect to their demographic variables

Maximum Score = 140

S.NO	Group	Variable	N	Mean	S. D
1	Gender	Male	38	124.69	7.56
		Female	27	127.67	8.13
2	Locality of school	Rural	40	125.17	8.96
		Urban	25	126.83	6.10
3	Management of school	Government	24	124.70	7.38
		Private	27	126.56	8.24
		Aided	14	124.68	8.07
4	Educational qualification	B. Ed with M. Phil	26	124.96	8.49
		M.Ed with M. Phil	39	126.26	7.56
5	Major subject	Arts	26	126.31	8.75
		Science	39	125.57	7.30
6	Administrative experience	Below-10	31	125.34	9.41
		10 & Above	34	126.38	6.11
			36	125.75	8.95
Mean score				125.76	7.92

From above the table (1), it is showed that the average score of administrative behavior of heads of school in national means cum merit scholarship scheme at the secondary level is 125.76. It is concluded that the administrative behavior of heads of school is moderate.

Hypothesis - 2

There will be a significant means score difference in administrative behavior of heads of school in national means cum merit scholarship scheme at the secondary level with respect to their gender, locality of the school, management of the school, educational qualification, major subject, and administrative experience.

Table No: 2

Mean scores of administrative behaviour of heads of school in national means cum merit scholarship scheme at the secondary level with respect to their demographic variables

S.NO	GROUP	VARIABLE	MEAN	S.D	't'/F test
1	Gender	Male	124.69	7.56	1.55
		Female	127.67	8.13	
2	Locality of school	Rural	125.17	8.96	2.03*
		Urban	126.83	6.10	
3	Management of school	Government	124.70	7.38	0.43
		Private	126.56	8.24	
		Aided	124.68	8.07	
4	Educational qualification	B. Ed	124.96	8.49	0.37
		M.Ed with M. Phil	126.26	7.56	
5	Major subject	Arts	126.31	8.75	0.80
		Science	125.57	7.30	
6	Administrative experience	Below-10	125.34	9.41	0.55
		10 & Above	126.38	6.11	

***Significant at 0.05 level**

From the above table (2) it is noted that the calculated t-value (2.03) is greater than the tabulated value (1.96) at 0.05 levels. So, hypothesis-2 was accepted for the locality of the school wise analysis consequently. It can be concluded that there is a significant difference in administrative behavior of heads of school in national means cum merit scholarship scheme at the secondary level in the locality of the school. The analysis revealed that the calculated 't' values 1.55 (gender), 0.43 (Management of the school), 0.37 (Educational Qualification), 0.80 (Major subject), and 0.55 (Administrative experience) are lower than the tabulated value (1.96) at 0.05 level. So, the hypothesis was not accepted in the above-mentioned demographic variables wise analysis consequently, it can be concluded that there is no significant difference in administration behavior of heads of school in national means cum merit scholarship scheme at the secondary level with respect to their following demographic variables such as gender, management of the school, educational qualification, major subject, and administrative experience.

III. FINDINGS OF THE PRESENT STUDY

- The level of administrative behavior of heads of school in national means cum merit scholarship scheme at the secondary level is moderate.
- There is a significant difference in administrative behavior of heads of school in national means cum merit scholarship scheme at the secondary level with respect to their locality of the school.
- There is no significant difference in administrative behavior of heads of school in national means cum merit scholarship scheme at the secondary level with respect to their gender, management of the school, educational qualification, major subject, and administrative experience.

IV. CONCLUSION

The heads of school must be given awareness, motivation, learning environment, resources, and coaching for talented students. NMMS examinations are economically helpful and increase their academic achievement for successful students. The improvement of quality of secondary schools comprises the development of knowledge of contents, teacher knowledge, communication ability, classroom management skills, teacher motivation, teaching methods, school contexts, classroom practices, teachers teaching, school structures, skills, learning materials, textbooks, science equipment, instructional materials and other facilities are also necessary. The majority of the heads of schools give to teachers and students motivational strategies, support, practice, powerfully encouraging students, and NMMS oriented programs. NMMS success will be enhanced students' academic achievement.

The study revealed that the school heads have a moderate level of administrative behavior in national means cum merit scholarship scheme. The analysis showed that the gender-wise analysis indicated that the secondary schools' female heads (127.67) were better than the secondary schools' male heads (124.69) in administrative behavior. The locality of the school wise analysis revealed that the urban area secondary schools' heads (126.83) were greater than the rural area secondary schools' heads (125.17) in administrative behavior. The management of the school wise analysis indicated the private secondary school heads (126.56) were superior to the government (124.70) and aided (124.68) secondary schools' heads in administrative behavior. The educational qualification wise analysis showed that the secondary schools' heads who have qualified M.Ed with M.Phil, (126.26) were higher than the secondary schools' heads who have qualified B.Ed with M.Phil (124.96) in administrative behavior. The major subject wise analysis revealed that the Arts stream heads of school (125.57) in administrative behavior. And also the administrative experience wise analysis showed that the above 10 years of administrative experience (126.38) were greater than below 10 years of administrative experience (125.34) in administrative behavior.

The following studies were already existed this scheme and examination, such as Selvi&Vakkil (2017) study revealed that the result, the secondary school teachers must have to more concentrate this examination for students' high achievement. The secondary school teachers should be participating in the training program and orientation program for National Talent Search Examination (NTSE). Heads should be able to give teachers awards and gifts to develop their success in academic activities (Abdul Wahab et al.; Abdul Qayyum Chaudhry et al., 2020). Few guidelines for developing and strengthening Indian academic leadership as well (Darshna Banker and Kanika Bhal, 2020). Selvi&Vakkil (2019) study reported that the parents will be in their favorite schedule of their students. The students' needs are to be fulfilled. Subjects such as science, mathematics, etc. to be effectively taught with suitable external

example assumptions. The student's proper involvement in learn school subjects in the classroom and at home, so, students get high marks because they understand the importance of education. And also, Sikkim (2011-12) mentioned that the National Talent Search Examination (NTSE) along with the National Means cum Merit Scholarship (NMMS) examination was held on 9th May 2012. This year's top 25 students were selected for the national level and their names were forwarded to MHRD for 2nd stage examination will be conducted by the National Council of Educational Research and Training (NCERT) itself. This year the top 27 students from the entire State of Sikkim were selected for NMMS Scheme.

Acknowledgements

This research work was supported by University Research Fellowship (URF) Grand Number: (PU/A&A-3/URF/2014)Govt. of India. We thank the Department of Education, Periyar University, Salem-11.

REFERENCES

1. Annual report for 2011-12, Human Resource Development Department, Sikkim: Government of Sikkim
2. Azikiwe, R. J. (2020). Faculty Management: An Examination of the Dual Role of Faculty as Managers in Higher Education. , Theses & Dissertations. https://jdc.jefferson.edu/diss_masters/11.
3. Bhagabhaji et, al. (1984). Educational Administration in India, New Delhi: Sterling Publishers
4. Banker, D. V., &Bhal, K. T. (2020). Creating world class universities: Roles and responsibilities for academic leaders in India. *Educational Management Administration & Leadership*, 48(3), 570-590.<https://doi.org/10.1177/1741143218822776>
5. ChasterNotte M. (1943). An introduction to school administration, selected readings, Universal Book Corporation 2nd Ed.
6. Chaudhry, A. Q., Munawar, S., &Sittar, K. (2020). Role of Principals' Motivational Strategies and Performance of Elementary Schools Teachers Regarding their Academic Qualification. *Journal of Elementary Education*, 29(2), 109-120.
7. Gilbert Sax. (1976) .Foundations of Educational Research, Englewood Cliffs; Prentice hall Inc.
8. Gibson, M. T. (2020). Student intimidation, no pay and hunger strikes: the challenges facing Heads of Department in Bangladesh colleges. *Journal of Higher Education Policy and Management*, 42(3), 365-379. <https://doi.org/10.1080/1360080X.2020.1733735>.
9. Har, P.R. Douglass, (1995). Modern administration of secondary schools, New Delhi. Blais Dell publishing company, 963-64.
10. Halpin, A.W., (1996). Theory and Research in administration, New York: Macmillon.
11. Mugdha Jain. (2009). National Means cum Merit Scholarship Scheme: A Review. Centre for Civil Society: Summer Research Internship
12. Ricards Boles D.,(1968). Effective school administration, New Delhi; parker publishing Compan
13. Del Favero, M. (2006). An examination of the relationship between academic discipline and cognitive complexity in academic deans' administrative behavior, *Research in Higher Education*, 47(3), 281-315
14. Rajkumar, R., & Hema, G. (2018a). Assessing general intelligence in influencing performance of mathematics. *i-manager's Journal of Educational Psychology*, 12(1), 19-24.
15. Rajkumar, R., & Hema, G. (2018b). Does Mathematical intelligence influence the learning styles of mathematics postgraduate?.*Frontiers in Education and Research*, 7(2), 31-37.
16. Rajkumar, R., Hema, G., Malini, K. (2019). Engage Stakeholders on Capacity Building Development Programme for Undergraduate Students in Mathematical Problem Solving Competence for Competitive Examination Using Multimedia Technology - An InnovativeFocus on Startup India. *The International Journal of Analytical and Experimental Model Analysis*, 11(8), 488-493.
17. Rajkumar, R., & Hema, G. (2019).Factors affecting mathematical problem solving competence of undergraduate students in facing competitive examinations. *IMPACT: International Journal of Research in Humanities, Arts and Literature (IMPACT: IJRHAL)*, 7(2), 319-328.
18. Razak, A., & Salleh, M. J. (2011). The Role of headmasters of Rurol Schools in Attaning High UPSR Achievement, *International Journal of Arts and Commerce*, 1(3)

19. Kosgei, Zachariah; Kimutai, Chris Keter; Too, Charles.(2012).The impact of head teachers' supervision of teachers on students' academic performance,*Journal of Emerging Trends in Educational Research and Policy Studies*, Sabinet ,3(3),299-306(8)
20. Selvi, P &Vakkil, M. (2017). Secondary school teacher's attitude about National Talent Search Examination: an investigation. *International Journal of Academic Research and Development*, (6), 939-941
21. Selvi, P., &Vakkil, M. (2019). Parental Involvement on Participation of Students in National Talent Search Examination among Parents of Secondary School Students. *International Journal of Research in Engineering, IT and Social Sciences*, 9 (5), 19, 23.
22. Siva Kumar, A. (2018a). Administrative Behavior, Leadership Behaviour and Role Performance among School Headmasters. *Research Directions*, 6(1), 37-42.
23. Siva Kumar, A. (2018b). Administrative Behavior of School Head Masters. *Planning,Research Directions*, 300(39.19), 5-396.
24. Wahab, J. A., Mansor, A. Z., Hussin, M., &Kumarasamy, S. (2020). Headmasters' Instructional Leadership and Its Relationship with Teachers Performance. *Universal Journal of Educational Research*, 8(11A), 97-102.
25. <https://blog.vagupu.com/list-of-competitive-exams-for-school-students>
26. https://en.wikipedia.org/wiki/Competitive_examination
27. <https://journals.sagepub.com/doi/abs/10.1177/1741143218822776>
28. <http://gyanpro.com/blog/30-competitive-exams-for-school-students>
29. <https://schools.aglasem.com/35790>
30. <https://www.toppr.com/bytes/competitive-exams-for-school-students>