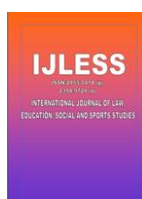# A Study on Influence of Levels of Headmasters' Administration, Decision-Making Style, and Teacher Burnout on Academic Achievement Among Secondary School Students

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ABSTRACT

This study explores the influence of headmasters' administrative levels, decision-making styles, and teacher burnout on the academic achievement of secondary school students. Effective educational administration plays a crucial role in ensuring the proper utilization of resources and fostering a conducive learning environment. Headmasters serve as key figures in shaping school policies, making critical decisions, and providing leadership to both teachers and students. The study investigates the relationship between headmasters' decision-making styles and teachers' burnout, assessing their impact on student performance. Findings indicate that a majority of headmasters exhibit average/moderate administrative behavior and decision-making, while teacher burnout is also at an average level. Statistical analyses reveal a significant correlation between these factors and student academic achievement, where participative decision-making styles and lower burnout levels contribute positively to student outcomes. The study concludes that headmasters' leadership approaches significantly impact both teacher morale and student motivation. Effective administration and decision-making can enhance teacher professional development and student engagement. The findings provide valuable insights into improving school leadership practices, emphasizing the need for supportive and participative administrative strategies to enhance educational outcomes. The study recommends policy interventions and leadership training to promote effective school governance and academic success.

1) INTRODUCTION:

1.1 CONCEPT OF EDUCATIONAL ADMINISTRATION:

Educational administration is a process that includes the combined operation through which a country is maintained in good working conditions. It is a process of utilizing appropriate material in such a way as to promote effectively the development of human qualities. It includes all those techniques and procedures employed in operating the educational organization in accordance with established policies. It is the totality of resources which are made available and made effective for accomplishing the purpose of an enterprise.

Educational administration is the process of bringing men and materials together for effective and functional teaching and learning in the school. The focus of educational administration is the enhancement of teaching and learning. We can define educational administration as a process through which the school administrators arrange and coordinate the resources available to education, for the purpose of achieving the goals of the educational system.

1.2 MEANING AND DEFINITIONS OF EDUCATIONAL ADMINISTRATION

The term 'educational administration' is very comprehensive. It is concerned with the formulation, execution and appraisal of educational policies.

Education administration has been defined variously. Some of the important definitions are given below:

- American Association of School Administration describes administration as "the total of the processes through which appropriate human and material resources are made available and made effective for accomplishing the purpose of an enterprise."

- According to National Society for the Study of Education (NSSE) "Educational administration is a social statesmanship which guides educational activities, plans, programmes and facilities, and provides leadership in a long-term but broad social perspective."

- According to Samuel Mathai, "Educational administration presumably means the combined operation of a large number of persons whereby the whole fabric of education in the country is maintained in good working condition. An administrator is a person who has a part to play in running an institution. He is a responsible servant whose duties may include both giving orders and carrying out orders."

1.3 ROLE OF HEADMASTER:

The role of the headmaster is very important and comprehensive because educational expansion is still in its infancy and various traditions and evil practices, such as casteism and provincialism, are still prevalent in our country and society. The position of the headmaster in a school is like that of a captain in a ship. On their policy depends the social prestige of the school as well as the future of the country. The role of the headmaster or principal covers many different areas including leadership, teacher evaluation, and student discipline. Being an effective principal is hard work and is also time-consuming. A good principal is balanced within all her roles and works hard to ensure that she is doing what she feels is best for all constituents involved. Time is a major limiting factor for every principal. A principal must become efficient at practices such as prioritizing, scheduling, and organization. A school headmaster or principal is a primary leader in a school building. A good leader always leads by example. A principal should be positive, enthusiastic, have his hand in the day-to-day activities of the school, and listen to what his constituents are saying. An effective leader is available to teachers, staff members, parents, students, and community members. He stays calm in difficult situations, thinks

before acting, and puts the needs of the school before himself. An effective principal steps up to fill in holes as needed, even if it isn't a part of his daily routine.

1.4 HEADMASTERS' DECISION-MAKING STYLE

The headmaster is the major component of any educational enterprise. The headmaster is believed to be the keystone in the arch of school administration.

Decision-making is the most crucial aspect of educational management. Research suggests that decision-making is one of the salient factors upon which the survival of any organisation is based. In this aspect, Dunham (1995) asserts that the wellbeing of all the school community members and the survival of the school heavily depend upon the decision-making skills of managers. For this reason, the most critical task in an organisation is the process of deciding a desirable course of action. A decision is a judgement. It is a choice between two or more alternatives. Decision is not made in a vacuum. There is an orderly process underlying decision-making.

1.5 TEACHER'S BURNOUT

Teaching is a rewarding yet demanding career. With long hours and a heavy workload, it's easy to fall prey to teacher burnout. Without proper support, teachers are in danger of being overworked and not taking care of their own mental and physical health needs. Psychology study describes burnout as "a state of chronic stress that leads to physical and emotional exhaustion, cynicism, detachment, and feelings of ineffectiveness and lack of accomplishment." Teachers are usually high achievers who like to work hard and are always looking for ways to improve. These traits are commendable but can mean that educators fall prey to perfectionism and don't leave enough time for rest and recuperation.

2) REVIEW OF RELATED LITERATURE: Rambai Bhookya (2018) "Administrative Strategies and Problems of Headmasters in Schools", found that the headmaster plays a crucial role in school administration, but faces challenges in their role.

Mr. Nandisha BV (2015) "Secondary school headmasters' administrative behaviour and occupational efficacy affects on their school improvement", found that there is no significant difference in administrative behaviour between male and female headmasters in urban and rural areas, but there is a positive correlation between administrative.

Bhella (1982) in a study that correlated the teachers' production and principals' leadership found out that where important relationship exists between teacher/principal relationship and his/her concern with people, production was high. The study showed that a principal who demonstrates a high level concern for people and for the product, has a better rapport with school community. Boyan (1985), consistently reported that successful schools in examination performance, have the following characteristics: School climate conducive to learning, one free of disciplinary problems and vandalism; a school wide emphasis on basic skills on instructions; teachers who hold high expectations for all students to achieve; a system of clear instructional objectives for monitoring and assessing students' performance; and a school principal who is a strong programmatic leader and who sets high standards, observes classrooms frequently, maintains students' discipline, and creates incentives for learning.

Orora (1998) observed that research on school leadership and school management is gaining momentum with the increasing awareness that within the school environment, the head teachers are the actors in charge of translating policies into everyday practices. Evidence from school improvement literature according to studies in the United States by Brooker (1979), Edmonds (1982), Mortimore (2000), all concur that effective leaders exercise a direct or indirect but powerful influence on the school's capacity to implement reforms and improve students' levels of achievement. They further pointed that head teachers in high achieving schools engage more in behaviour associated with cultural

linkage than head teachers in other schools. In their study, students' achievement appears to be influenced by environmental and organization characteristics. Studies conducted by Evans (1999), Sorgionanni (2001) and Chege (2002) found that the quality of leadership in a school matters in determining the motivation of teachers and the quality of the teaching. Moreover, Sergiovanni (2001) noted that the more distributed the leadership is throughout the school community, in particular to the teachers, the better the performance of that school in terms of students' outcomes.

According to Gardner (1999) a headmaster should have a high personal intelligence consisting of intrapersonal and interpersonal intelligences. Interpersonal intelligences are abilities in understanding other persons, dealing with what motivates them, how they work, and how to work together with them. While intrapersonal intelligences are correlative abilities, leading to one's self. The abilities are the ones to create a detailed self–model and to refer to one's ability in using the model as a means to commit this life effectively.

Ngware and Wamukuru (2006) noted that, in addition to general communication skills, training teachers in the principles of teamwork and team building would be of great benefit to both the teachers and students. A team that meets regularly provides the members with the opportunity to express concerns, offer opinions and ask for clarification of roles, duties and goals. Teams with clearly defined roles and regularly scheduled meetings can experience many advantages not the least of which include increased job satisfaction, reduced tension, improved job performance and self-confidence. Effective head teachers should identify the expectations for their schools and describe them correctly for the entire schools.

Roelle (2010) found that principals who rated their own job satisfaction and efficacy as high gave their superintendent a high rating on their decision-making potential.

Bakkar (2013) found that burnout not only impacts employees' health, but also other people's health as it can transfer between partners, affecting their psychological health.

3) NEED AND IMPORTANCE OF THE STUDY: The investigator has sought to examine the relationship between the headmasters' administration, decision-making style and teacher's burnout and academic achievement of secondary school students. The investigator on the basis of his findings also aimed at providing a few tips and suggestions in order to excel the academic performance of the head of the institutions.

4) OBJECTIVES OF THE STUDY:

1. To study the influence of levels of secondary school headmasters' administration, decision-making style and teacher's burnout on academic achievement of secondary school students.

5) METHODOLOGY:
Variables:
Independent variables:
i. Headmasters' administration
ii. Decision-making style
iii. Teacher's burnout
Dependent variable:
i. Academic achievement

6) RESEARCH HYPOTHESIS: There is no significant relationship between secondary school headmasters' administration, decision-making style and teacher's burnout on their academic achievement of secondary school students.
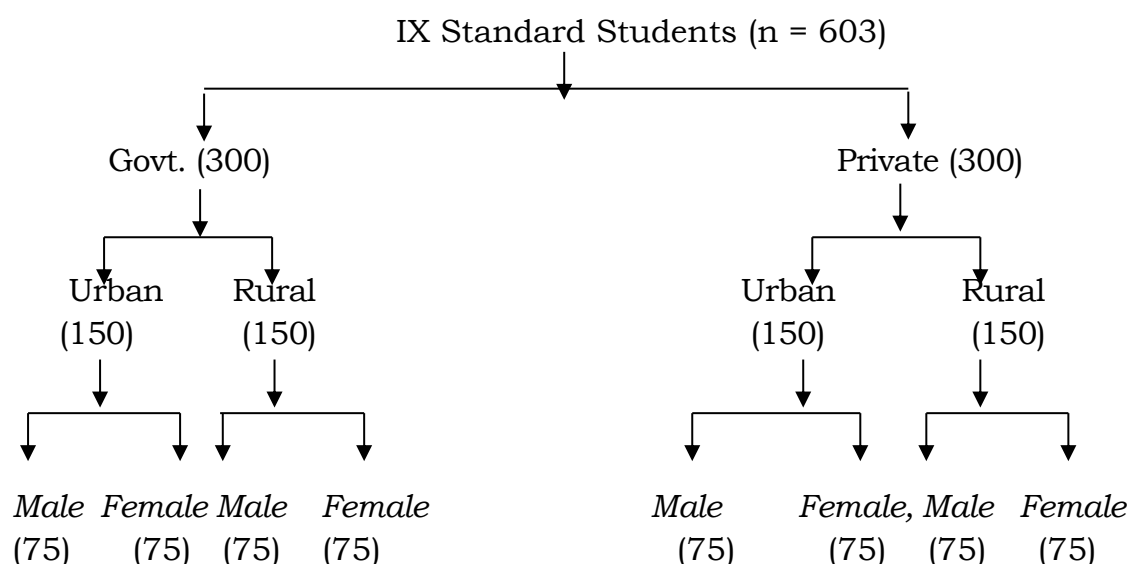
7) DESIGN OF THE STUDY: The present study is the descriptive study where a survey is undertaken to measure the influence of secondary school headmasters' administration, decision-making style and teacher's burnout on academic achievement of secondary school students of Vijayapur district.

8) TOOLS USED IN THE STUDY:

1. Haseen Taj – Administrative Behaviour Scale (ABS-TH)

2. Sarla Rani and Sonu Rani – Decision Making Style (DMS-RSRS)

3. Madhu Gupta and Surekha Rani – Teachers' Burnout Scale (TBS-GMRS)

4. Academic achievement of secondary school students shall be prepared by investigator.

9) COLLECTION OF DATA: The investigator will collect the essential data by visiting different secondary schools from Vijayapur district. The sex, management and location of the secondary schools will be collected through a personal data proforma.

10) SELECTION OF THE SAMPLE: Using random sampling technique, 603 secondary school headmasters are selected from secondary schools of Vijayapur district. The break of sample will be as follows.

IX Standard Students (n = 603)

Govt. (300) — Private (300)

Urban (150) | Rural (150) — Urban (150) | Rural (150)

Male (75) *Female* (75) *Male* (75) *Female* (75) — *Male* (75) *Female,* (75) *Male* (75) *Female* (75)

Hypotheses: The levels of administrative behaviour, decision making, burnout and academic achievement of secondary school students are not uniformly distributed

Table 1: Distribution of selected sample by levels of administrative behaviour, decision making, burnout and academic achievement of secondary school students and results of test statistics

Variable	Levels	Frequency	Percent	Chi-square value	Significant value
Administrative behaviour of headmasters	Very low	3	0.5	1162.562	.001
	Low	46	7.6		
	Below average	58	9.6		
	Average/moderate	405	67.2		
	Above average	89	14.8		
	High	2	0.3		

| Decision making	Below average	2	0.3	850.806	.001
	Average/moderate	395	65.5		
	Above average	84	13.9		
	High	110	18.2		
	Extremely high	12	2.0		
Burnout	Low	16	2.7	688.484	.001
	Below average	46	7.6		
	Average	350	58.0		
	Above average	175	29.0		
	High	16	2.7		
Academic achievement	Below 50	87	14.4	535.791	.001
	51 – 60	468	77.6		
	61 – 70	48	8.0		

Administrative behaviour of headmasters: 3 (0.5%) of the headmasters' administrative behaviour was very low, 46 (7.6%) of the headmasters' administrative behaviour was low, 58 (9.6%) of the headmasters' administrative behaviour was below average, 405 (67.2%) of the headmasters' administrative behaviour was average/moderate, 89 (14.8%) of the headmasters' administrative behaviour was above average and 2 (0.3%) of the headmasters' administrative behaviour was high. The chi square value obtained was 1162.562 with a significance value of .001, further indicating that majority of the headmasters' administrative behaviour was average/moderate.
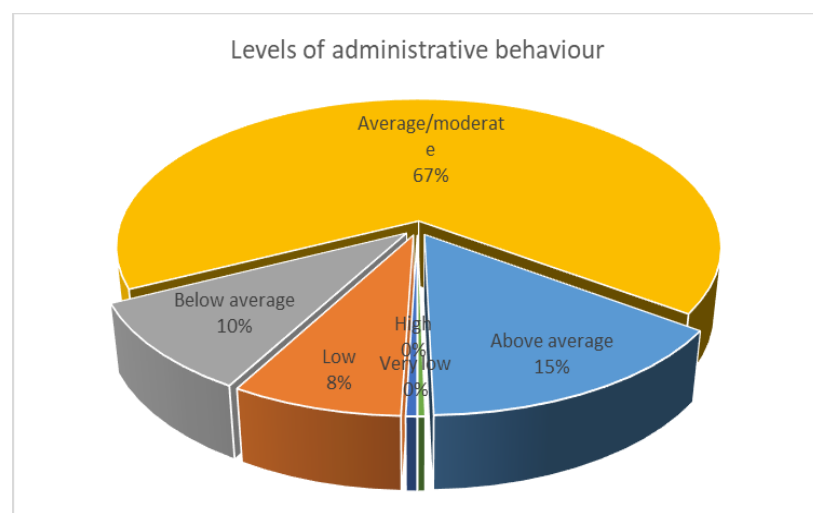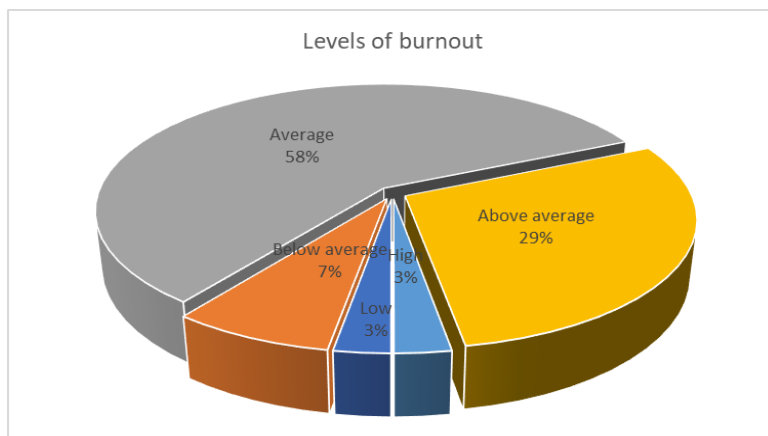

Graph 1: Distribution of selected sample by levels of administrative behaviour

Decision making: 2 (0.3%) of the headmasters' decision making was below average, 395 (65.5%) of the headmasters' decision making was average/moderate, 84 (13.9%) of the headmasters' decision making was above average, 110 (18.2%) of the headmasters' decision making was high and 12 (2%) of the headmasters' decision making was extremely high. The chi square value obtained was 850.806 with a significance value of .001, further indicating that majority of the headmasters' decision making was average/moderate.
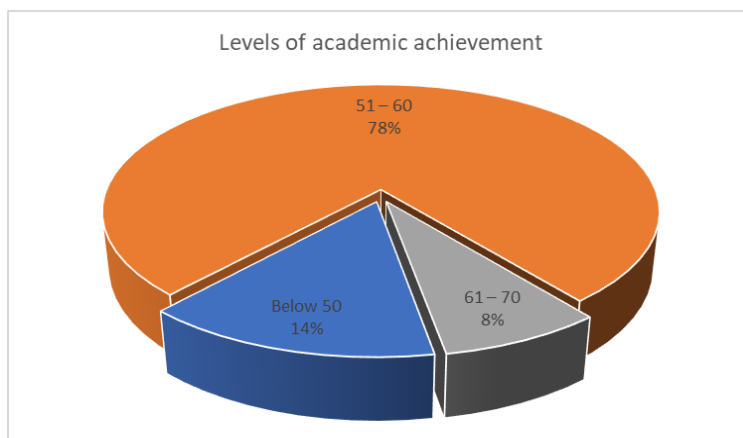
Burnout: 16 (2.7%) of the headmasters' burnout was low, 46 (7.6%) of the headmasters' burnout was below average, 350 (58%) of the headmasters' burnout was average, 175 (29%) of the headmasters' burnout was above average and 16 (2.7%) of the headmasters' burnout was high. The chi square value obtained was 688.484 with a significance value of .001, further indicating that majority of the headmasters' burnout was average.
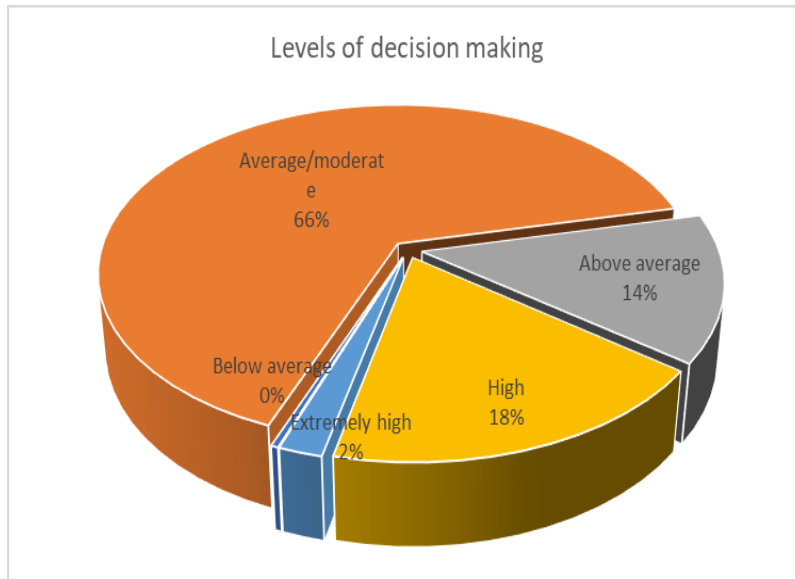
Graph 2: Distribution of selected sample by levels of decision making

Graph 3: Distribution of selected samples by levels of burnout

Graph 4: Distribution of selected samples by levels of academic achievement

Academic achievement: 87 (14.4%) of the headmasters' school students' academic achievement was below 50, 468 (77.6%) of the headmasters' school students' academic achievement was 51 – 60 and 48 (8%) of the headmasters' school students' academic achievement was 61 – 70.

Major findings:

1. Majority of the headmasters' administrative behaviour was average/moderate.

2. Majority of the headmasters' decision making was average/moderate.

3. Majority of the headmasters' burnout was average.

4. Burnout of headmasters decreased significantly.

Educational implications: Administrative behaviour

1. Impact on student motivation.

2. Effective administrative behaviour can positively impact student achievement, while ineffective behaviour can hinder it.

3. Administrative behaviour can affect student well-being, including their emotional, social and physical health.

Educational implications: Headmasters' decision making style

1. A headmaster's decision making style can impact student engagement, with a more participative approach potentially leading to increased student motivation and involvement.

2. A headmaster's decision-making style can significantly impact teacher morale, with a more participative approach potentially leading to higher teacher satisfaction.

3. The headmasters' decision making style can influence teacher professional development, with a more collaborative approach potentially leading to increased teacher growth and development.

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