

## IMPACT OF HEAD OF THE INSTITUTION AND TEACHERS RELATIONSHIP ON PUBLIC SCHOOL EXAMINATION RESULTS

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### ABSTRACT

*The present study investigates the relationship of head of the school with teachers and its effect on the performance of students in public school examination. The study was carried out on the head of the schools, teachers and students teaching and studying in the schools run by West Bengal Board of Secondary Education. The results obtained show that interpersonal relationship of head of the school and teachers is the best predictor of students performance at the examination.*

### INTRODUCTION

It is generally conceded that the success of any human endeavor is closely related to the quality of personnel who perform the task necessary to the achievement of purposes, as well as the conditions which effect their physical and mental well-being. This assumption is as applicable to school system as it is to any organization of human effort. The success of any organization as well as of any work will depend, to a large extent, upon the quality of the personnel engaged in the educational process and upon the effectiveness with which they discharge individual and group responsibilities. Parry (1978) concluded that professional experience, specific interest, social adaptability are the qualities in the head of the schools and make him work effectively. Gilbert (1974) showed in his study that effective principals display many characteristics such as welfare of students, maintaining high personal standards etc.

Lipham (1962) study hypothesized that effective school principals would tend to ran higher than ineffective principals on certain measures of personality variables lie active drive, achievement drive, mobility drive, social ability, feelings of security and emotional control provides useful implication for selecting administrators.

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Researchers have identified various characteristics essential for administrator to make him effective in administration. Newell (1968) suggested that in the field of education administration is justified only as it contributes to the capacity of the school to help children and youth to grow towards responsible adulthood.

The effective school administrator instills close interpersonal relations with and among the group. He helps group organize in terms of purposes, interests and special abilities in order to fully release and achieve the cooperative utilization of the intelligence of the immediate group (Miskel, 1976). The relationship between the head of the institutions and their staff is the backbone of the education improvement. It is directly related to the progressive characteristics of schools (Miske, 1977). Instructional leadership in schools were highly correlated with organisational climate of the school which in turn influences the morale of the teachers (Wills, 1978). The following objectives were taken into consideration :

- (i) To investigate the interpersonal relationship in between the staff members and the head of the institution.
- (ii) To investigate the leadership qualities of the head of the institution offered in the process of maintaining interpersonal relationship.
- (iii) To investigate the effect of interpersonal relationship in between the head and their staff members and its effect on academic achievement.
- (iv) To investigate the influence of age, teaching experiences and sex of staff members on the degree of co-operation in maintaining interpersonal relationship.

## ***METHOD***

### **Sample**

The sample consisted of 40 heads of the institutions and 120 Assistant Teachers (equal number of males and females) of the schools run by West Bengal Board of Secondary Education. The schools were selected at random to produce a heterogeneous sample which would cover the range, ability and social class generally found in schools.

### **Tools**

1. A questionnaire was given to the heads to be filled in. (It consisted of 15 standardised items and it was standadised on a sample of 200 heads of High/Higher Secondary schools. The reliability coefficient of the questionnaire is .86 and the validity is .72)
2. A Five-Point Likert type scale was used for teachers rating to measure the involvement in maintaining interpersonal relationship. (The scale was developed in Institute of Educational Administration.)
3. Students performance in Public Examination of the year 1985, 1986 and 1987 was considered and weighed.

### Procedure

All the head of the institutions were approached individually and were asked to complete the questionnaire. Their teachers, selected at random from each institution were rated on the five-point scale by their respective head of the institutions. The result of the students at Board's Examination of the year 1985, 1986 and 1987 were noted and weighed. Standard instructions and scoring procedure as detailed with the questionnaire and rating scale were followed.

### RESULTS

Data analysis revealed high correlation between leadership qualities between the head of the institution, in maintaining interpersonal relationship, and teachers' involvement in the same. The former was also highly correlated to students' performance as shown in Table 1.

**TABLE 1 :** Showing intercorrelation Among Variables Under Study

SI. No.	Variables	Leadership Qualities of Head	Teachers Involvement	Students Performance
1.	Leadership Qualities of Head	1.00	.63 *	.72 *
2.	Teachers Involvement		1.00	.54 *
3.	Students Performance			1.00

\* Significant at .01 level ( $p < .01$ )

The step wise multiple regression coefficient was calculated by Doolittle Method. R was found to be .87, which is significant at .01 level.

The insignificant 't-value' (Table 2) showed that sex of the head of the institution do not account for significant difference in maintaining interpersonal relationship with their staff members.

**Table 2 :** Showing Sew Difference on Measure of Leadership Qualities

Groups	Mean	S.D.	Differ- nece in Mean	SED	t	
Male	284.86	46.44	12.53	4.87	2.59	Not
Female	272.33	44.43				Significant

## DISCUSSION AND CONCLUSION

Findings revealed that the interpersonal relationship of the head of the institutions and the staff members accounts much towards the academic success of the students. The leadership behavior of the head of the institution, for maintaining interpersonal relationship with their staff members, is not influenced by sex, age, academic qualification and teaching experience. Administrative experiences of the head of the institution much in establishment of a good interpersonal relationship with their staff members. It was revealed that the new comers extended the greater amount of co-operation in institutions. It was also found that female teachers were more co-operative than male teachers.

The significant multiple regression coefficient = .87 revealed that leadership qualities, needed in establishing interpersonal relationship of the had of the institution is a good predictor of academic success. The interpersonal relationship between the head of the institution and their staff members in to influenced by sex. The 't' value was found to be 2.59 which was significant.

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