

# What Administrators Do and How? A Study of Occupational Efficacy and Job Activity of Educational Administrators

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## Abstract

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*The quality and standard aspect of education requires effective educational administrators more than anything else. An administrator's efficacy involves achieving worthwhile goals that support one's vision and mission. Further it also depends on his cognizance and understanding of the process, and his ability to cope with the change. The study sought to investigate the Occupational Efficacy and Job Activity 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 Standardised Occupational Self-Efficacy Scale and Job Activity Analysis Scale (Self-constructed Scale). Percentage statistics, t-test and Karl Pearson's Coefficient of Correlation were 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. A significant positive correlation exists between Occupational Efficacy and Effective Educational Administrators' cognizance of Job activity and low correlation exists between Occupational Efficacy and Ineffective Educational Administrators' cognizance of Job Activity.*

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### Background

Administration in education is needed for the accomplishment of set educational objectives with the optimum resource

utilisation, collaborative efforts and giving a psychological satisfaction to all the concerned persons. Similarly, administrators are of vital importance

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to the success of every dynamic organisation. Other things such as capital, materials and technical know-how are no doubt important, but without administrator an organisation is but a muddle of men and machines; and without effective administrators no organisation can successfully compete and survive. A competent administrator has the ability to persuade others to accomplish the goals of the organisation. He/she motivates his/her human resource 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 organisation.

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 maximisation of return to the organisation by all means. An administrator's efficacy can be understood in terms of his capacity to adapt, maintain himself and grow regardless of the particular functions he 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 organisation 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/she understands the process and copes with the changes.

In reality, all educational administrators face tremendous challenges in their work. They do not simply act as disciplinarians but also act as the leaders of entire communities of learners. An educational administrator needs to organise and manage the administration, provide support service and activities that facilitate the effective running of an organisation. He/she has to provide direction and day-to-day management in their institution. Furthermore, he/she has to exhibit strong interpersonal and communication skills because much of his/her work involves working collaboratively 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/she spent on these activities, resources consumed by him/her 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. Good management demands that an administrator has a clear understanding of the duties and responsibilities to be performed on a job. He/she is 'the

most visible', 'the most vulnerable', and 'potentially the most influential member' of an educational organisation who is responsible for directing a variety of activities besides being in-charge of coordinating his/her group members. He/she is also responsible for their professional welfare and the harmony with which they work together. As democratic management styles and specialised central functions become more prevalent, the demands upon an educational administrator become increasingly complex.

An institution is not an independent or isolated entity; it operates in a social context, an important element of which is the community. Because of this, every administrator needs to develop a good understanding of and competency in building and maintaining effective institutional-community relations. Similarly, administrators, must recognise and accept the fact that they have to provide an opportunity to every employee to improve their professional skills and thereby, their performance, and also the opportunity taken by an administrator himself/herself for his/her professional growth. Furthermore, an administrator has to carry out the supervision of all the institutional activities as it helps him/her to capitalise on the strengths and correct the weakness that is, of an individual, group, or programme. Thus, for being called as an effective educational administrator, he/she must have the cognizance of various activities which he /she is supposed to perform in an institution.

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.

### **Rationale of the study**

In this global world, educational institutions are increasingly being seen primarily as facilitators of country's 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 activities of principals 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. 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 and job activity 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**

"What Administrators Do And How? A Study of Occupational Efficacy and Job Activity of Educational Administrators."

### **Operational Definition of Important Terms**

- (i) **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.

**(ii) 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.

**(iii) 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.

**(iv) 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.

### Objectives of the Study

The following objectives were formulated for the present investigation:—

1. To describe the sample of educational administrators with regard to Occupational Efficacy and Job Activity.
2. To undertake correlational analysis between Occupational Efficacy and Job Activity of educational administrators.
3. To identify effective and ineffective educational administrators at secondary level.

4. To study and compare the Job Activity of effective and ineffective educational administrators at secondary level.

5. To undertake correlational analysis between Occupational Efficacy and Job Activity within the groups of effective and ineffective educational administrators.

The study empirically tested the following hypotheses:

1. Occupational Efficacy is significantly related with Job Activity of educational administrators.
2. Effective and ineffective educational administrators differ significantly on cognizance of Job Activity.

### Methodology and Procedure

In the state of Jammu and Kashmir there are three Provinces and for the present study, only ten districts of Kashmir Province were involved in the collection of data. 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.

**Table 1.1 The breakup of the sample of Educational Administrators**

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:

- **Occupational Self Efficacy Scale-OSES**, prepared by Sanjyot Pethe, Sushama Chaudhari and Upinder Dhar (1999). The scale consists of nineteen items and has six sub-scales namely: Confidence, Command, Adaptability, Personal Effectiveness, Positive Attitude and Individuality. In this scale, the respondents are asked to respond on the 5 points given against each statement. All the statements are scored given a weightage to each of the alternative response of the statement in the pattern as: Strongly Disagree-01, Disagree-02, Neutral-03, Agree-04, Strongly Agree-05. The reliability coefficient of the scale is. The scale has indicated high validity on account of being.
- **Job Activity Analysis Scale-JAAS**, a self constructed Scale (2010). This scale consists of 66 items and has five sub-scales namely: Managing Institutional Support Service, Managing the Instructional Programme, Managing the Community Relations, Professional and Personnel Development, Supervision and Appraisal. The scale has 38 positive and 28 negative

items. Each item of the scale is provided with three alternative responses namely ‘Yes’, ‘Undecided’ and ‘No’. The scoring of scale is done as: for positive items: “1” for “Yes” and “Zero” for “No”, for negative items: “1” for “No” and “Zero” for “Yes”. No score is given to the responses falling under Undecided category. The theoretical range of score is from 0 to 66. The reliability coefficient of the scale is. The scale has indicated high and significant construct validity.

**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:

- A.** Descriptive Analysis of Educational Administrators.
- B.** Correlational Analysis between Occupational Efficacy and Job Activity.
- C.** Comparison of Effective and Ineffective Educational Administrators on Job Activity.

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

**A. Descriptive Analysis of Educational Administrators**

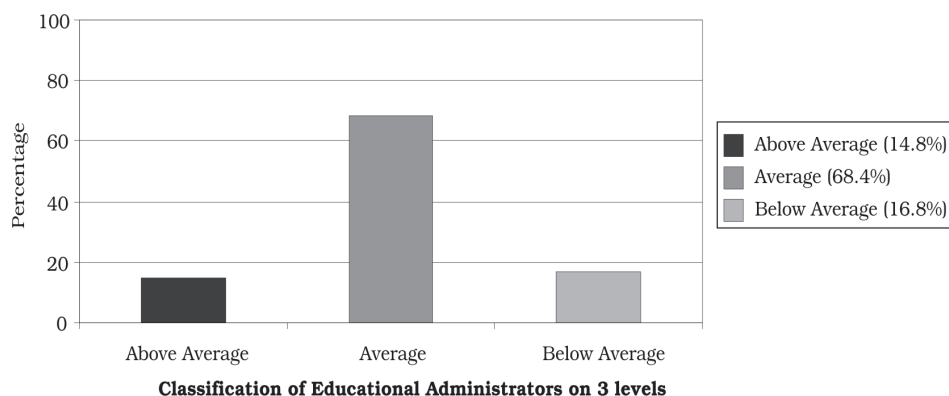
This part of analysis gives an account of the classification and description of the overall sample of educational administrators (250) at Secondary Level of Education on the dimensions of Occupational Efficacy and Job Activity.

*(i) Occupational Efficacy:*

**Table 1.2 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 1.2 revealed that out of 250 educational administrators, 14.8 per cent of the educational administrators fall in above average category. This implies that these educational administrators always set targets higher than those set by their organisations. 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 per cent 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 per cent 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.



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

They are easily moved over unforeseen consequences and display their worries when facing a challenging situation.

(ii) *Job Activity Analysis:*

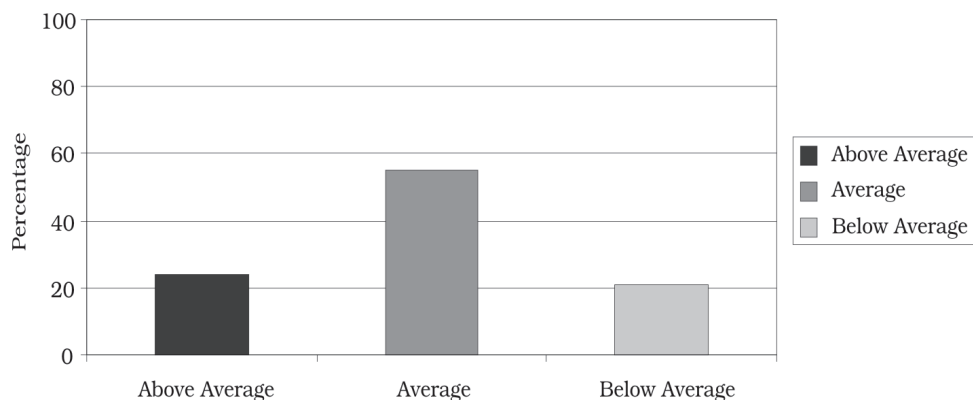
**Table 1.3 Showing overall Percentage of Educational Administrators on Job Activity Analysis Scale at Secondary Level of Education (N=250)**

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

Table 1.3 depicts that out of 250 educational administrators, 55.2 per cent 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 per cent 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 utilised 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 per cent 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-dated 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 on attending training programmes and conference, and they do not 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.





**Classification of Educational Administrators on 3 Levels**

**Fig. 1.2 Bar Diagram showing overall percentage of Educational Administrators on Job Activity Analysis Scale- JAAS (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, and indicates that these administrators often provide minimum essential facilities for the functioning of their institution. Some time is allotted by them to each division of institutional task ensuring its completion on said time. For the functioning of their

institution, occasionally, meetings are organised by them in which a freedom of 'Say' is provided to some of their group members. These administrators often try to maintain a balance between their administrative task and teaching classes and provide help to their staff ensuring good running of both academic and non-academic aspects of the institution. As they believe in continuous improvement of their profession, they sometimes attend different training programmes and occasionally allow their staff members to attend the same in order to remain cognizant about the educational updates. They sometimes supervise the institutional task either by themselves or delegate this responsibility to their subordinates and rarely discuss the institutional matter with their group.

In view of the above empirical evidence, the hypothesis number one which reads as, "*Occupational Efficacy is significantly related with Job Activity of Educational Administrators*" stands accepted.

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

In order to realise 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 per cent above and below. As

**1. Managing Institutional Support Service:** Table 1.5, 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

**Table 1.5 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		

**EEA-** Effective Educational Administrators  
**IEA-** Ineffective Educational Administrators

such the above 27 per cent i.e., 67 educational administrators possessing high score were identified as Effective Educational Administrators and 27 per cent 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.

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 utilised on the tasks meant for it. On the other hand, IEA show least interest in changing the old and out-dated material with the latest equipment.

Even they fail to prepare a list for purchase requisitions when the need for any material arises.

- 2. 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 findings, 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.

- 3. 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.
- 4. Professional and Personnel Development:** Table 1.5 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 smaller faculties had a greater measure of success in two of the dimensions of professional learning community.

- 5. 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 diary 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.

- 6. 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 recognise 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.

In view of the above empirical evidence, the hypothesis number two which reads as, "*Effective and Ineffective Educational Administrators differ significantly on Cognizance of Job Activity*" stands accepted.

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

**Table 1.6 Showing the correlation between Occupational Efficacy and Job Activity within the groups of Effective and Ineffective Educational Administrators (N=67).**

Variable	Groups	Value of "r"	Level of Significance
Job Activity	EEA	0.652	0.01 Level
	IEA	0.102	Not Significant

Table 1.6 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.

**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 cannot 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 organised 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. 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 train them in techniques

of effective management 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, policy makers and state 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 recognised as a means to enhance efficiency of educational administrators.

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