

## **ROLE EFFICACY OF SCHOOL PRINCIPALS IN RELATION TO PROFESSIONAL COMPETENCY AND ORGANIZATIONAL CLIMATE**

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The work life of an individual can be seen as an array of roles which the individual plays in the particular organization and groups to which he belongs. Efficacy in playing a role can be depicted by the type of climate which prevails in the organization and whether person is competent enough in his professional skills or not. The present study was conducted to know the Role Efficacy of the senior secondary school Principals in relation to Professional Competency and Organizational Climate. Descriptive survey method is used in the present study to obtain the pertinent and precise information. The sample of the study was 120 senior secondary school Principals who were selected using proportionate sampling method. There was a positive relationship between Role Efficacy of the senior secondary school Principals with their Professional Competency and Organizational Climate. It was found that male principals are much effectual as regard to female principals in developing healthy and cordial relationship in the school climate. It showed positive attitude towards their role. The best practices of role efficacy are confrontation, role linkage, and creativity and weaker practices of the role efficacy are pro activity and super ordination. It also concluded that urban and private school principals are finer in their role efficacy.

**Keywords:** School Principals, Role Efficacy, Professional Competency, Organizational Climate

### **INTRODUCTION**

Effectiveness of the organization is dependent upon the 'Role' that the individual perform in the organization. The concept has found use in management (Pareek, 1987; Pettinger, 2000) and psychology (Katz & Kahn, 1966) and a variety of related concepts have developed around it, such as role dynamics, multiple roles, role sets, Role Efficacy. Role efficacy would mean the latent of an individual inhabiting a specific role in an organization. In can be said that role efficacy is the possible efficiency of an individual.

The concept of role efficacy got its root in Baghwat Geeta. The concept of role efficacy in the Indian context has been pioneered by Pareek (1974, 1980, 1986 & 1993). Pareek (1987) defined role efficacy as "potential effectiveness of the role". According to Pareek, Role Efficacy has three dimensions: (1) role making (2) role centering and (3) role linking.

Role efficacy was also found to bring about a positive change in performance, (Pandey 1995; Geetha 2009) interpersonal relations and overall job behavior of supervisors. Research on Role Efficacy indicates that people with great role efficacy experience a smaller amount role stress (Sen, 1982; Surti, 1983), less anxiety (Deo, 1983) less work-related tension (Sayeed, 1985). Role Efficacy accounts for efficient

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impact in forecasting or improving the effect on organizational climate and other organization related processes (Das, 1984; Sayeed, 1992). Role efficacy of an individual is apprehensive with the consummation of the person in their role and wellbeing of the others. Role Efficacy can be worked upon through two approaches. Firstly, by redesigning the role itself which necessitates a radical change in the system, secondly by redesigning the perceptions of the role occupant. It is the psychological factor underlying role effectiveness.

Nowadays the school principals plays roles of instructional leader, philosopher, and disciplinarian, public relation officer in the local community, decision maker, curriculum designer, data processor, facilitator for learning, etc. As to the managerial roles of principals, when it comes to infusing the old and new ones on the job, it becomes an uphill task.

In most schools, due to lack of professional competence in administrative, management and financial tasks, many principals have to block off their time partially from institution's academic programmes. Most principals feel the need to have knowledge of the required competencies for efficient management of the schools under their charge.

Professional competency is influenced by demographical variables such as age, gender, teaching experience, type of school management (Bella, 1999; Sheik, 1999) as well as intelligence, self esteem, creativity professional pleasure (Sidhu & Grewal, 1991; Koundinya, 1999; Sheik 1999) and it has a great impact on school professional development and learning environment of students (Ali, Zohreh & Nia, 2012; Bitterova, Haskova & Pisonova 2014).

There may be many others factors also which may have a definite relation with role efficacy. The school organizational climate can be one of these factors. A positive school Organizational Climate will be created with the help of Professional Competency of the Principals. Professional competency of school principals is an indicator of how well the school organizational climate copes with the continuing need to change, adapt and at the same time maintain itself internally. Sandra *et al.* (1991) attempted to examine those principals who are able to change the character of their schools, gain reputation for efficiency. The professional competency of the school head influences the overall climate of the school. Conversely, school heads in different type of school climate may exhibit different type of competencies. The school head is responsible for taking the whole school with him. So, he must have a great influence on professional competency.

A thorough review of research studies has been done related to role efficacy, role ambiguity and role performance (Beauchamp & Mark R; 2002), role efficacy and self efficacy (R. Rani, Geetha; 2009). Organizational climate, professional competency teacher effectiveness, leadership behavior and administrative behavior of school heads (Sodhi & Vineet 2011; Riti 2012; Binakhi 2012; Joseph, Bella; 2013). But these variables have been studied with other different variables. Only a

few studies have been carried out to measure the existing levels of role efficacy, professional competency and organizational climate on the sample of teachers. Hence, the conclusions of these studies are found to be inconsistent and not reflect on the role efficacy of senior secondary school principals in relation to professional competency and organizational climate. Therefore, it is attempted to study role efficacy of senior secondary school principals in relation to professional competency and organizational climate.

### **OBJECTIVES OF THE STUDY**

1. To explore the level of role efficacy and professional competency of senior secondary school principals.
2. To find out the difference in role efficacy and professional competency of senior secondary school principals based on gender, types of school and locale.
3. To analyze the relationship of role efficacy with professional competency and organizational climate of senior secondary school principals.

### **HYPOTHESES OF THE STUDY**

1. There exists no significant difference in the level of role efficacy of senior secondary school Principals with respect to gender, type of school and locale.
2. There exists no significant difference between professional competency of senior secondary school Principals with respect to gender, type of school and locale.
3. There exists significant relationship between role efficacy of senior secondary school Principals with their professional competency and organizational climate.

### **METHODOLOGY**

The present study is descriptive in nature. In the present study multistage proportionate sampling technique had been used. In the First stage districts had been divided on the basis of convenience. A sample of 120 senior secondary school principals had been drawn from three district of Punjab i.e. Jalandhar, Kapurthala and Hoshiarpur. In second stage number of schools had been divided on the basis of proportion. In third stage and fourth stage male and female Principals form rural and urban schools had been chosen randomly.

The tools used for the present study are as follows:

- 1) Role Efficacy scale (Udai Pareek 2002): The scale consists of 20 items under 3 dimensions. i.e. a) Role making compared with role taking, (b) Role centering compared with role entering, (c) Role linking compared with role shrinking

- 2) Organizational Climate scale (Upinder Dhar, Sanjyot Pethe, Sushma Chaudari 2001): The scores obtained on this scale were identified for four factors. These are (1) Results, Rewards and Interpersonal Relations, (2) Organizational Processes, (3) Clarity of Roles and Sharing of information, and (4) Altruistic Behaviour.
- 3) Professional Competency scale (Self constructed by the investigator): Professional competency scale was based on six dimensions namely institutional planning, curriculum management, financial management, staff/student welfare programmes, administrative functions/controls and community involvement. Reliability of the Professional Competency scale through Cronbach's Alpha was 0.96 and split half reliability of the scale was 0.92.

## RESULTS AND DISCUSSIONS

First, the mean analysis for status of variable is provided then *F* test results for gender differences, locale differences and types of school differences on these scales are given. Next correlations between the role efficacy, professional competency and organizational climate of secondary school principals are provided.

- 1) Results pertaining to identify the level of role efficacy of senior secondary school Principals.

TABLE 1: LEVEL OF ROLE EFFICACY OF SENIOR SECONDARY SCHOOL PRINCIPALS

<i>Sr.No</i>		<i>Levels of Role Efficacy</i>	<i>Range</i>	<i>N</i>	<i>Percentage</i>
1	Overall Role Efficacy	High	32 & Above	17	14%
		Moderate	26-31	77	64%
		Low	25 & Above	25	22%
2	Role Making	High	13 & Above	25	21%
		Average	9-12	77	64%
		Low	8 & Below	18	15%
3	Role Centrality	High	11 & Above	19	16%
		Average	8-10	73	61%
		Low	7 & Below	28	23%
4	Role Linking	High	11 & Above	15	13%
		Average	7-10	82	68%
		Low	6 & Below	23	19%

The Role Efficacy scale has 20 items under 3 sub dimensions.

1. As first dimension of role efficacy is 'Role Making' maximum number of senior secondary school Principals falls in the average level of this aspects. School Principals have active attitudes towards their work but not as much to accept their role as defined by others.

2. In the second aspect of role efficacy 'Role Centrality' maximum numbers of senior secondary school Principals falls in the average level of this aspect. School Principals feel that their roles are marginal as not much important in the organization so their potential effectiveness falls under in average category.
3. In third aspect of role efficacy 'Role Linkage' maximum numbers of senior secondary school Principals falls in the average level of this aspect. School Principals are not as much able to link their roles through interaction and helping each others.

**2) Results pertaining to identify level of Professional Competency of senior secondary school Principals.**

TABLE 2: LEVEL OF PROFESSIONAL COMPETENCY OF SENIOR SECONDARY SCHOOL PRINCIPALS

<i>Sr. No.</i>	<i>Dimensions of Professional Competency</i>	<i>Level of Professional Competency</i>	<i>Range</i>	<i>N</i>	<i>Percentage %</i>
1	Overall Professional Commitment	High	225 & Above	31	25%
		Moderate	184-224	61	51%
		Low	183 & Below	29	24%
2	Institutional Planning	High	28 & Above	14	12%
		Average	21-27	94	78%
		Low	20 & Below	12	10%
3	Curriculum Management	High	65 & Above	11	9%
		Average	55-64	84	70%
		Low	54 & Below	25	21%
4	Financialmanagement	High	25 & Above	29	24%
		Average	19-24	63	53%
		Low	18 & Below	28	23%
5	Staff/Student Welfare Programmes	High	41 & Above	25	21%
		Average	35-40	65	54%
		Low	34 & Below	30	25%
6	Administrative Functions/Contorls	High	37& Above	24	20%
		Average	29-36	69	58%
		Low	28 & Below	27	22%
7	Community Involvement	High	37 & Above	30	25%
		Average	31-36	61	51%
		Low	30 & Below	29	24%

In Professional Competency, the maximum numbers of senior secondary school Principals falls in average level of all aspects. School Principals are not as much associated with their rights and duties of a designation.

- (a) In the first aspect of Professional Competency, 'Institutional Planning' maximum numbers of senior secondary school Principals falls in the moderate level of this aspect. School Principals are not as much conscious

to designed activities and programmes to accomplish the goals and objectives.

- b) In the second aspect of Professional Competency, 'Curriculum Management' maximum numbers of senior secondary school Principals falls in the moderate level of this aspect. School Principals are not as much conscious to planned, organized and evaluates the instructional and co-curricular activities.
- c) In the third dimension of Professional Competency, 'Financial Management' maximum numbers of senior secondary school Principals falls in the average level of this aspect. School Principals have not as much proficiency as required in these aspects such as, budgetary planning, purchases, cash book maintenance.
- d) In the fourth aspect of Professional Competency, 'Staff/student welfare programmes' maximum numbers of senior secondary school Principals falls in the average level of this aspect. They have not as much potential to organized staff developmental/welfare activities and support services for student welfare.
- e) In the fifth aspect of Professional Competency, 'Administrative functions/controls' maximum numbers of senior secondary school Principals falls in the average level of this aspect. They have not much ability to exercise good administrative controls and liaison with other educational agencies.
- f) In the sixth aspect of Professional Competency, 'Community Involvement' maximum numbers of senior secondary school Principals falls in the average level of this aspect. School Principals have not much skill to stir up local community members, seek teacher's cooperative participation and avail community resources.

### 3) Results pertaining to difference in role efficacy of senior secondary school Principals on the basis of gender, locale and types of school.

#### 3.1. Results pertaining to difference in the level of role efficacy of male and female senior secondary school Principals.

TABLE 3.1: SUMMARY OF ANALYSIS OF VARIANCE ROLE EFFICACY (DIMENSION WISE) WITH RESPECT TO GENDER

<i>Dimensions</i>	<i>Sources of variation</i>	<i>Sum of square</i>	<i>Mean square</i>	<i>df</i>	<i>F-value</i>	<i>Remarks</i>
Role Making	Between groups	3.506	3.506	1	.698	NS
	Within groups	592.619	5.022	118		
RoleCentrality	Between groups	.052	.052	1	.018	NS
	Within groups	333.073	2.833	118		
Role Linkage	Between groups	.013	.013	1	.004	NS
	Within groups	439.967	3.728	118		

F value of 1/118 at 0.01 and 0.05 levels of significance is 6.85 and 3.92 respectively

Entries in the table no. 3.1 show the F-ratio computed to compare the gender wise differences in role efficacy of senior secondary school Principals. It's clear from the table 3.1 that there were very little differences among the three groups, all the F values were found to be insignificant. This shows that male and female senior secondary school Principals do not differ significantly in their role efficacy. This finding is in alignment with the previous research in which Sodhi (2012) concluded that gender, marital status, qualification, experience, didn't have any significant influence on role efficacy.

**3.2. Results pertaining to difference between rural and urban senior secondary school Principals in their level of role efficacy**

TABLE 3.2: SUMMARY OF ANALYSIS OF VARIANCE ROLE EFFICACY (DIMENSION WISE) WITH RESPECT TO LOCALE

<i>Dimensions</i>	<i>Sources of variation</i>	<i>Sum of square</i>	<i>Mean square</i>	<i>df</i>	<i>F-value</i>	<i>Remarks</i>
Role Making	Between groups	2.419	2.419	1	.481	NS
	Within groups	593.706	5.031	118		
Role Centrality	Between groups	.587	.587	1	.208	NS
	Within groups	332.538	2.818	118		
Role Linkage	Between groups	.008	.008	1	.002	NS
	Within groups	439.959	3.728	118		

F value of 1/118 at 0.01 and 0.05 levels of significance is 6.85 and 3.92 respectively.

Entries in the table no. 3.2 show the F-ratio computed to compare the locale wise differences in role efficacy of senior secondary school Principals. It's clear from the table 3.2 that there were very little differences among the three groups, all the F values are found to be insignificant. This shows that rural and urban senior secondary school Principals do not differ significantly in their role efficacy. This is in accordance to Pares (1995) in which there is no significance difference between rural and urban school Principals on the basis of their role efficacy.

**3.3. Results pertaining to difference in the level of role efficacy of private and government senior secondary school Principals.**

TABLE 3.3: SUMMARY OF ANALYSIS OF VARIANCE ROLE EFFICACY (DIMENSION WISE) WITH RESPECT TO TYPES OF SCHOOL

<i>Dimensions</i>	<i>Sources of variation</i>	<i>Sum of square</i>	<i>Mean square</i>	<i>df</i>	<i>F-value</i>	<i>Remarks</i>
Role Making	Between groups	14.045	14.045	1	2.847	NS
	Within groups	582.080	4.933	118		
Role Centrality	Between groups	.245	.245	1	.087	NS
	Within groups	332.880	2.821	118		
Role Linkage	Between groups	2.645	2.645	1	.700	NS
	Within groups	445.592	3.779	118		

F value of 1/118 at 0.01 and 0.05 levels of significance is 6.85 and 3.92 respectively.

Entries in the table no. 3.3 show the F-ratio computed to compare the differences in the level role efficacy of senior secondary school Principals with respect to types of school. It's clear from the table 3.3 that there were very little differences among the three groups, all the F values are found to be insignificant. The study found no significant interaction effect between Role Efficacy and types of school. This finding is in contradiction with previous research in which D.N. (2009) concluded that Private school Principals have more interpersonal skills, decision making power, and good leadership quality.

#### 4) Results pertaining to difference in the level of Professional Competency of senior secondary school Principals on the basis of gender, locale and types of school.

##### 4.1 Results pertaining to difference between Professional Competency of male and female senior secondary school Principals.

TABLE 4.1: SUMMARY OF ANALYSIS OF VARIANCE: PROFESSIONAL COMPETENCY (DIMENSION WISE) WITH RESPECT TO GENDER

<i>Dimensions</i>	<i>Sources of variation</i>	<i>Sum of square</i>	<i>Mean square</i>	<i>df</i>	<i>F-value</i>	<i>Remarks</i>
Institutional	Between groups	37.190	37.190	1	4.259	S
Planning	Within groups	1030.402	8.732	118		
Curriculum	Between groups	92.094	92.094	1	3.039	NS
Management	Within groups	3575.373	30.300	118		
Financial	Between groups	23.199	23.199	1	2.354	NS
Management	Within groups	1162.768	9.854	118		
Staff/student	Between groups	55.641	55.641	1	2.855	NS
welfare	Within groups	2299.526	19.488	118		
programmes						
Administrative	Between groups	171.554	171.554	1	10.093	S
Functions/controls	Within groups	2005.746	16.998	118		
Community	Between groups	151.369	151.369	1	10.544	S
Involvement	Within groups	1693.956	14.356	118		
Professional	Between groups	440.15	440.15	1	.939	NS
Competency	Within groups	48349.867	48349.867	118		

F value of 1/118 at 0.05 and 0.01 level of significance is 3.92 and 6.85 respectively.

Entries in the table no. 4.1 show the F-Ratio computed to compare the gender wise differences in Professional Competency scores of senior secondary school Principals. It is clear from the table except curriculum management, financial management, and staff/student welfare programmes, all the F-values are found to be significant. This shows that with these three exceptions male and female senior secondary school Principals differ significantly in their Professional Competency and its dimensions.

Further in order to examine the interaction difference between six pairs of groups on Professional Competency, t-value has been calculated and has been presented in the table 4.1 (a).



TABLE 4.1 (A): T-VALUE OF FEMALE AND MALE SENIOR SECONDARY SCHOOL PRINCIPALS WITH RESPECT TO GROUPS OF PROFESSIONAL COMPETENCY(PC)

<i>Professional Competency</i>	<i>Male</i>			<i>Female</i>			<i>Df</i>	<i>t-value</i>	<i>Remarks</i>
	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>			
Institutional planning	58	24.02	3.09	62	22.90	2.82	118	2.064*	S
Curriculum management	58	59.17	5.75	62	57.42	5.26	118	1.743	NS
Financial management	58	22.14	3.21	62	21.26	3.07	118	1.534	NS
Staff/student welfare programmes	58	38.12	4.56	62	36.76	4.24	118	1.690	NS
Administrative functions/ctr.	58	33.59	4.52	62	31.19	3.72	118	3.177**	S
Community involvement	58	34.59	4.33	62	32.34	3.19	118	3.247**	S
Professional Competency	58	211.66	22.45	62	200.71	20.84	118	2.77**	S

Table value at 0.05\* and 0.01\*\* levels of Professional Competency is significance is 1.96 and 2.59 respectively.

Entries in the table no. 4.1 (a) shows the t-ratios computed to compare the gender wise differences in mean Professional Competency scores of the senior secondary school Principals. It is evident that except institutional planning, administrative functions/controls and community involvement rest of all the ‘t’-values are found to be insignificant. This shows that with these three exceptions male and female senior secondary school Principals differ significantly in their Professional Competency.

The results indicate that there is a significant interaction effect between Professional Competency and gender. The senior secondary schools male Principals were found to have more competence in comparison to female senior secondary school Principals. This finding is an alignment with previous research in which N.A. (2007) concluded that male senior secondary school Principals has more competencies than the female counterparts.

**4.2. Results pertaining to difference between rural and urban senior secondary school Principals in their Professional Competency.**

TABLE 4.2: SHOWING SUMMARY OF ANALYSIS OF VARIANCE: PROFESSIONAL COMPETENCY (DIMENSION WISE) WITH RESPECT TO LOCALE

<i>Dimensions</i>	<i>Sources of variation</i>	<i>Sum of square</i>	<i>Mean square</i>	<i>df</i>	<i>F-value</i>	<i>Remarks</i>
Institutional Planning	Between groups	18.820	18.820	1	2.117	NS
	Within groups	1048.772	8.888	118		
Curriculum Management	Between groups	4.224	4.224	1	.136	NS
	Within groups	3663.242	31.044	118		
Financial Management	Between groups	8.305	8.305	1	.832	NS
	Within groups	1177.662	9.980	118		
Staff/student welfare programmes	Between groups	91.187	91.187	1	4.753	S
	Within groups	2263.979	19.186	118		

*contd. table 4.2*

<i>Dimensions</i>	<i>Sources of variation</i>	<i>Sum of square</i>	<i>Mean square</i>	<i>df</i>	<i>F-value</i>	<i>Remarks</i>
Administrative	Between groups	4.288	4.288	1	.233	NS
Functions/controls	Within groups	2173.012	18.415	118		
Community Involvement	Between groups	49.350	49.350	1	3.242	NS
Professional competency	Between groups	464.133	464.133	1	3.936	S
	Within groups	58349.867	494.490	118		

F value of 1/118 at 0.05 and 0.01 level of significance is 3.92 and 6.85 respectively.

Entries in the table no.4.2 show the F-Ratio computed to compare the locale wise differences in Professional Competency scores of senior secondary school Principals. It is clear from the table except the staff/student welfare programmes as all the F-values are found to be insignificant for different dimensions of Professional Competency. Though, in overall Professional Competency significant difference is found. Rural and urban senior secondary school Principals differ significantly in their all dimensions of Professional Competency.

Further in order to examine the interaction difference between six pairs of groups on Professional Competency, t-value has been calculated and has been presented in the:

TABLE NO. 4.2 (A): T-VALUE OF RURAL AND URBAN SENIOR SECONDARY SCHOOL PRINCIPALS WITH RESPECT TO GROUPS OF PROFESSIONAL COMPETENCY(PC)

<i>Professional Competency</i>	<i>Rural</i>			<i>Urban</i>			<i>Df</i>	<i>t-value</i>	<i>Remarks</i>
	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>			
Institutional planning	49	23.93	3.39	71	23.11	2.67	118	1.455	NS
Curriculum management	49	58.04	6.57	71	58.42	4.77	118	.369	NS
Financial management	49	22.00	3.53	71	21.46	2.89	118	.912	NS
Staff/student welfare programmes	49	36.37	5.01	71	38.14	3.89	118	2.180	S
Administrative functions/ctr.	49	32.12	5.01	71	32.51	3.72	118	.483	NS
Community involvement	49	32.65	4.57	71	33.96	3.36	118	1.801	NS
Professional Competency	49	207.63	17.08	71	203.63	28.10	118	.969	NS

Table value at 0.05\* and 0.01\*\* levels of significance is 1.96 and 2.59 respectively.

Entries in the table 4.2 (a) shows the t-ratios computed to compare the locale wise differences in mean Professional Competency scores of the senior secondary school Principals. It is evident that except for the staff/student welfare programmes aspects of Professional Competency and rest of all the 't'- value are found to be insignificant. This shows that with this exception rural and urban senior secondary school Principals does not differ significantly in their Professional Competency.

It means urban senior secondary schools Principals are better than the Principals of rural senior secondary school Principals in staff/student welfare Programmes dimensions of Professional Competency.

**4.3. Results pertaining between Professional Competency of private and government senior secondary school Principals.**

TABLE 4.3: SUMMARY OF ANALYSIS OF VARIANCE: PROFESSIONAL COMPETENCY (DIMENSION WISE) WITH RESPECT TO TYPES OF SCHOOL

<i>Dimensions</i>	<i>Sources of variation</i>	<i>Sum of square</i>	<i>Mean square</i>	<i>df</i>	<i>F-value</i>	<i>Remarks</i>
Institutional Planning	Between groups	68.445	68.445	1	8.083	S
	Within groups	999.147	8.467	118		
Curriculum Management	Between groups	307.520	307.520	1	10.800	S
	Within groups	3359.947	28.474	118		
Financial Management	Between groups	42.936	42.936	1	4.432	S
	Within groups	1143.031	9.687	118		
Staff/student welfare programmes	Between groups	214.936	214.936	1	11.850	S
	Within groups	2140.231	18.138	118		
Administrative Functions/controls	Between groups	312.500	312.500	1	19.774	S
	Within groups	1864.800	15.803	118		
Community Involvement	Between groups	169.894	169.894	1	11.966	S
	Within groups	1675.431	14.199	118		
Professional competency	Between groups	5178.227	5178.227	1	11.299	S
	Within groups	54076.364	458.274	118		

F value of 1/118 at 0.05 and 0.01 level of significance is 3.92 and 6.85 respectively.

Entries in the table no. 4.3 show the F-Ratio computed to compare the differences in Professional Competency of private and government senior secondary school Principals. It is clear from the table that on the all aspects of Professional Competency; all the F-values are found to be significant. This shows that private and government senior secondary school Principals differ significantly in their Professional Competency.

Further in order to examine the interaction difference between six pairs of groups on Professional Competency, t-value has been calculated and has been presented in the table no. 4.3 (a)

TABLE 4.3 (A): T-VALUE OF PRIVATE AND GOVERNMENT SENIOR SECONDARY SCHOOL PRINCIPALS WITH RESPECT TO GROUPS OF PROFESSIONAL COMPETENCY(PC)

<i>Professional Competency</i>	<i>Private</i>			<i>Government</i>			<i>Df</i>	<i>t-value</i>	<i>Remarks</i>
	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>			
Institutional planning	75	24.03	3.02	45	22.47	2.71	118	2.922	S
Curriculum management	75	59.51	5.18	45	56.20	5.59	118	3.286	S
Financial management	75	22.15	3.00	45	20.91	3.28	118	2.105	S
Staff/student welfare programmes	75	38.45	3.99	45	35.69	4.67	118	3.442	S
Administrative functions/ctr.	75	33.60	3.85	45	30.27	4.16	118	4.447	S
Community involvement	75	34.35	3.89	45	31.89	3.54	118	3.543	S
Professional Competency	75	211.15	22.29	45	197.5	19.8	118	3.36	S

Table value at 0.05\* and 0.01\*\* levels of significance is 1.96 and 2.59 respectively.

Entries in the table 4.3 (a) shows the t-ratios computed to compare the difference between private and government senior secondary school Principals. It is evident that on the all aspects of professional competency with respect to types of school, the 't'- value are found to be significant. The results indicate that there is a significant interaction effect between Professional Competency and types of school. Private senior secondary school Principals were found professionally competent than the government senior secondary school Principals.

### 5. Results pertaining to relationship of role efficacy with professional competency and organizational climate of senior secondary school Principals.

TABLE 5: COEFFICIENT OF CORRELATION BETWEEN ROLE EFFICACY OF SENIOR SECONDARY SCHOOL PRINCIPALS WITH THEIR PROFESSIONAL COMPETENCY AND ORGANIZATIONAL.

<i>Variables</i>		<i>N</i>	<i>Df</i>	<i>r-value</i>
Dependent	Role Efficacy	120	118	0.429
Independent	Professional Competency & Organizational climate			

The above table 5 shows that coefficient of correlation of role efficacy of senior secondary school principals with their professional competency and organizational climate. A look at the above table indicates that the coefficient of correlation is found to be 0.429. The results indicate there is a significant and positive relationship of Role Efficacy with Professional Competency and Organizational Climate. So we can say that Organizational Climate of schools and Professional Competency possessed by senior secondary school Principals directly impact their role efficacy.

This finding is in alignment with the previous research in which Manas (2008) and James (2006) concluded that significant and positive correlations occurred between the school organizational climate, job satisfaction and Principals effectiveness.

### CONCLUSIONS

Role efficacy as a framework for understanding the interactions of individuals with their roles and the process resulting from these interactions has generated greater interest in the last two decades. The concept is equally important for making interactions for organizational development and generating research data for testing the linkages of role behavior. Role efficacy was also found to bring about a positive change in performance, (Pandey 1995; Geetha 2009) interpersonal relations and overall job behavior of supervisors. Findings of this study shall be beneficial to principals to be efficient in their role by maintaining a level of effectiveness,

competency and creating a sound organizational climate in the schools. This study will also help administrators and managers of school to build a sound organizational climate to bring role efficacy among principals.

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