A RESEARCH PROPOSAL

ON

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

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1. INTRODUCTION OF THE PROBLEM

Role Efficacy

Effectiveness of the organization is dependent upon the role that the individual perform in the organization. The word 'Role' is derived from old French word 'Rolle' which means, a   part or character one takes. 'Role' can be said that where an individual or every one hold a status. Efficacy is derived from Latin word 'Efficacia' which means powerful or effectual. Persons with high efficacy tend to rely on their own strengths to solve problems, use more purposeful behavior. The importance of the individual in organization is totally dependent on their efficiency and prevailing climate in the organization. Pareek (1987) defined role efficacy as "potential effectiveness of the role". Personal efficacy would mean potential effectiveness of a person in personal and interpersonal situations. Role efficacy would mean the potential of an individual occupying a particular role in an organization. Role efficacy can be seen as the psychological factor underlying role effectiveness. 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 which preaches an individual to feel pleasure to each and every process of work (Karma) and not bother for the results. The concept of role efficacy in the Indian context has been pioneered by Pareek (1974, 1980, 1986 & 1993). The entire world is a stage and all the men and women merely players-Shakespeare's quotation states that everyone is playing a role. Life in the present times is characterized by the differentiation of roles and the increasing complexity of the role structure. One major problem that confronts man today is that of managing the complex structure of roles effectively by achieving an integration of the self with the various roles that he occupies. Such integration is not only necessary for the mental well being and personal effectiveness of individuals, but also important for the organization in making the best use of an individual's creativity and maximizing it through the process of synergy (Pareek, 1987).

In an organization working of an individual is totally depend upon their efficiency, technical knowhow, strong decision making power, as well as structure of the role that he performs in the organization. Therefore when an individual is not using his competence, then he regularly feels annoyed in his role and then in that case his efficacy is probable to be low.

An individual is shifting from role taking to role making, and his efficiency is also becoming too effective. So in an organization efficiency of an individual will depend upon their own competence.

Aspects of role efficacy can be categorized into three parts. The very first part that is role making, is concerned with the active participation of the role performer. It suggests the different ideas for increasing the efficiency in their role. In role making i.e. self-role Integration. Every individual has certain kind of experiences, professional training, power, unique skills and had some distinctive role that he may be competent to create. If a person uses their strength, power, professional training and skills then it automatically lead to achieve higher role efficacy. After all it provides a humble chance to an individual to achieve the highest efficacy. That's why it is called self-role integration. If the person occupies role in which he is not able to use his talents or skills, he experiences self-role distance. Because we want our strengths to be utilized so that we can demonstrate how effective we can be, integration contributes to high role efficacy. In this, mainly two approaches are considered the first one is 'self role integration' it provides help to an individual in placement. Second approach is more proactive its main aim is to find the strength of an individual and how they efficiently utilize their strength in their profession or in role.

The second type of role making is Proactivity (Vs. Reactivity). It means taking act outside the urgent concerns. An individual who have good feelings, sense of thinking and action levels revealed a major level of maturity. If an individual takes some responsibilities and then an act or behave autonomously to demonstrate proactive actions, then in that case their efficacy will be automatically higher.

Another type of role making is Creativity (Vs. Routine). Its gives an chance to adopt new innovative ideas and alternative ways for the solution of a problem. This is important from the creativity point of view. When an individual do uniqueness in their work then their efficacy will be high. If a person do only routine tasks in their work and does not take some indifferent ideas, not take any initiative then their efficacy will be lower. With the combined efforts of the human resources and administration creativity can be developed.

The next aspect of role making is Confrontation (Vs. Avoidance). Here the word confrontation is used in front of facing a difficulty and not to run away from it. It does not

mean shouting, expressing oneself aggressively, or being unwilling to explore. It does involve recognizing a problem, searching for alternative solutions and then developing cooperation among the members. The main aim of this process is to freely exchange their feelings and ideas with others. It gives force on understanding instead of anger with each other.

The second type is where an individual hold a role and take some action to improve their performance. Improvement in performance is made only in one's facts and skills. So that's why it is called 'role centering'. Firstly it is concerned with accepting the role and then performs an action on it. The scope of role efficacy is concerned with role centering. It lay emphasizes on three customs if the role is concerned with bigger reason then definitely success of the role is dependent on the function of a role. If role represents the whole institutions then their role have greater importance. If an individual perform minor roles then in that case their efficiency will be very low in their organization.

Another kind of role centering is Influence (Vs. Powerlessness). In this role efficacy is increased in the ratio to the individual's ability that has influence or impact in their role. In influence various another terms are used such as taking decision, making arrangement, procedures, execution and suggestions.

Growth (Vs. Stagnation) is mainly concerned with development. When a performer has chance to develop then in that case their role is passing from some innovations and their role efficacy will automatically high. In the same way, if the person perceives their role and then he misses the opportunities for expansion, then in that case role efficacy will be low. For increasing self growth it has mainly three area such as present role, switch to the next role, and broad development. If you got success then in that case concentration must be paid to these three areas. If you miss all the opportunities and now you feel that you are in stagnation role then it shows the symptoms of low efficacy.

Another one aspect of role efficacy is 'Role linking'. Role may be linked to further roles through relations. As the names suggest it create link or make a chain for extension. Then it has sub aspects, Inter role Linkage (Vs. Isolation) the extent of inter-role linkage are the stage, the source and the category of association. Then an individual in an organization create linkages with their workers, employees and administrators, with assistant staff members and with peer groups. After that they create some interlink in-between target on

their goals, showing interdependence, understanding and emergency managing. So an individual in an institution do various activities to enhance the role linkage and make some arrangements to contact with the seclusion areas.

Super ordination (Vs. Deprivation) the main purpose of Super ordination is that giving importance to the members that exists in organization. The word Super ordination indicates the importance of an individual in their organization. Super ordination may obtain a number of forms. A lot of people have willingly accepted to move from private sector to the public sector since their innovative roles provided them an occasion to serve up the superior concern. Super ordinate aims that better groups cannot be achieved without some mutual hard work.

Pandey (1995) conducted a study on rail engine drivers to examine the relationship between the role efficacy and role stress. Those who gave the responses of the questionnaires were distress because of excess work load, resource scarcity, and individual insufficiency. Then the study concluded that perfectly it related with role stress and optimistically with role efficacy. It also laid stress on examination of role efficacy and role stress labs for the employees want to lessen strain in the jobs of the employees and want to enhance their performance effectiveness.

Sanjyot & Sushama (2000) study was conducted to examine the relationship between role efficacy, self efficacy and learned helplessness. In every organization every one holds a status and each one playing a role according to their position. The performances of the individuals rely on their observation. The study also showed that functioning of the persons also impacts the implementation of the role. When the organizational factors are not in control then in that case role of the performer could be affected. It was conclude that a positive relationship with learned helplessness and occupational self efficacy.

Steven & Lawrence (2002) conducted a study on role clarity as a representative of the role efficacy and role performance association. Another purpose was to examine affect of role efficacy on role performance. The result of the study confirmed that the role efficacy ought to be superior interpreter of role performance efficiency just below the circumstances of high role clarity. Individuals advanced role clarity likely to be more successful and execute well sound instead of those have lesser role clarity.

S.P & Daisy (2007) the basic purpose of this research is to examine the effect of emotional intelligence on decision making and role efficacy of managers. Then it also found in their study that the persons who exist at peak level like administrators, directors showed much level of emotional intelligence and in the same way they showed they have strong decision making power, as regards to others levels of management. The study concluded that members of the association having competent decision making power, optimistic emotional intelligence then definitely it increases the efficacy of the members and association.

Agarwal (2008) attempted to examine the role efficacy of secondary school Principals with reference to gender and school region. It was found that female principals are much effectual as regard to male 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 school principals are finer in their role efficacy.

Geetha Priyadarshini (2009) conducted a study on role efficacy and self efficacy in organizations and its relationships with human resource practices. In order to survive in a cutthroat competition then it's very important to make an earlier planning, balanced strategy and efficiently handle the scarce resources. Policies that are so designed earlier and have efficient implementation in the organization then it automatically leads to effectiveness. When managers enhance the effectiveness of an organization then such kind of factors must be considered in advance time, cost and effort.

Simon Taggar & Gerard H. Seijts (2009) analyzed the leader and staff role efficacy as antecedents of collective efficacy and team performance. They developed a model to established the relationship between leader role efficacy for initiating structure behavior, staff role efficacy for team playing behavior, actual behavior, collective –efficacy and team performance. The results conclude that a combination of high leader and staff behavior lead to highest collective efficacy. On the other hand low staff behavior neutralized the impact of high leader role behavior on collective efficacy.

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. Female principals are much effectual as regard to male principals as well as combination of high leader and staff behavior lead to highest collective efficacy. (Agarwal 2008; Simon & Seijts 2009;)

Organizational Cimate

An organization is a social entity that has a collective goal and is linked to an external environment. The word is derived from the Greek word *organon,* itself derived from the better-known word *ergon* which means "organ"- a compartment for a particular task. In the words of Davis "Organization may be defined as any group of individuals, large or small, i.e. cooperating under the direction of executive leadership in accomplishment of certain common objects." According to Mooney and Reiley "Organization is the form of every human association for the attainment of a common purpose".

Climate is attitudinal and is also defined as the qualitative aspect of the interpersonal relationship within the organization. New Webster's Dictionary of the English language (1981) describes climate as the tendency suggestive of the mood and temper of a social organization or a political group. Climate may also be defined as a set of properties of the work environment, which are specific to a particular organization, that may be assessed by the way the organization deals with its employees and it's societal and task environments. This definition views the climate as an entity generated by some unique way of interaction of a particular organization with its boundaries.

Organizational climate is one of the important criteria for organizational effectiveness. Organisational climate describes the characteristics of an organisation. It is the result of the interaction between the components of organisation namely structure, system, culture, leader behavior and employees' psychological needs. Organizational climate

depends on the perception of the organizational members about various dimensions of the organisation. Organisation becomes dynamic and growth oriented if people are dynamic and pro-active. Organisations cannot survive beyond a point unless they are continuously alert to the changing environment and continuously develop their employees to meet these changes. The organizational climate has a tremendous impact on the success of an organisation. It plays a very important role in developing, maintaining and improving the competency, motivation, morale and growth of its employees.

The success and growth of an organisation depend much on the employees of that organisation. Human resources are the most important asset in an organisation. Human resources are unique in the sense that its value is appreciated through use. While other assets like land and building, plant and machinery depreciate through use, manpower as an asset is appreciated through utilization and development. Motivated employees are the treasure of an organisation. No matter how much technology and equipment an organisation has, these things cannot be fully used until people who have been motivated guide them. Human behavior has a strong influence on the working environment of an organisation. It is capable of making the organization flourish or perish. Money and perks can be used to attract people to a company, but they cannot be used to keep them there. A good organizational climate helps people to apply their abilities for their own benefit and for that of others. A healthy climate characterized by the values of openness, enthusiasm, collaboration and mutual trust is required for winning commitment of the employees.

Thus the use of the concept of organizational climate has now quickly spread to schools and business organizations, each with a somewhat different conceptual view of climate. Although there are a variety of conceptualizations, there is a general agreement that organizational climate arises from routine organizational practices that are important to an organization's members that are defined by member perceptions and that it influences member's attitude and behaviour. Thus, school climate is a relatively enduring character of a school that is experienced by its participants that affects their actions, and that is based on the collective perceptions of behaviour in the school.

The three essential P's of a healthy school climate are Place, People and Processes. When these three elements are complementary and are in consonance with each other, a

congenial climate is created. Every school should aim at creating such a climate. To be good and effective, a school should have a clear organization, characterized by stated missions, goals, values and standards of performance. It has to strive to create a professional environment for teachers that facilitate the accomplishment of their work. Teachers participate in decisions affecting their work, have reasonable autonomy to carry out their work, share a sense of purpose and community, receive recognition, and are treated with respect and dignity and they enjoy a sense of pride and fulfillment in their profession. Such a school will have a Principal, with a driving vision who imbues decisions and practices with meaning, placing powerful emphasis on why things are done, as well as on how they have to be done. Decisions are not made just because they are practical, but for reasons of sound principle and noble purpose (Chayya, 1974).

Mehrotra (2004) conducted a study to examine the leadership styles of principals in relation to job satisfaction of teachers and organizational climate in the Government and Private Schools of Delhi. No relationship was found in leadership style of principals and the organizational climate of public as well as government schools.

Agarwal & Bose (2004) conducted a research to study the relationship between certain aspects of the work climate that may be created with the perception of procedural justice in public and private sector Indian organisations and role efficacy. The results revealed that a climate that provides system- support for innovation, interpersonal trust between the superior and the subordinate and participation in decision- making and member welfare significantly predicted perceptions of procedural fairness in the human resource practices of both the private and public sector organisations. In addition, perceptions of procedural fairness were also positively predictive of members' role efficacy in both the types of organisations. Findings indicated that irrespective of the form of the organisation, management's attempt to develop the role efficacy of members requires the creation of positive work environment which enables members to perceive as 'fair' the procedures used for implementing human resource decisions.

Kelley (2005) conducted a study to examine the relationships among leadership, school climate, and effective schools. In this study, he compared relationships between selected dimensions of leadership and measures of school climate. In addition, principal's

perceptions of their leadership styles were compared with teacher's perceptions of their principal's leadership styles. Results indicate that teacher's perceptions of their principal's effectiveness are related to school climate.

Smith & Maika (2008) conducted a study to explore the "Effects of Organizational Climate on Principal, Teacher and Community Transformation". Then this research investigates the openness that teachers and principals have to change--specifically, the openness of the faculty to community pressure for change. Three dimensions of change are examined teacher, principal, and community as well as four aspects of organizational climate institutional vulnerability, collegial leadership, professional teacher behavior, and achievement press. In general, the better the school's organizational climate, the more receptive stakeholders are to change. However, different dimensions of climate are more or less important in affecting the aspects of change. Finally, implications for further research and practical implications are discussed.

Gupta (2009) conducted a study on"Values among School Principals, their Attitude towards Modernization and its Relationship with the Organizational Climate' found that there was a significant difference in the climate of Public schools and Government Schools. Public schools possessed controlled climate whereas the Government Schools possessed Familiar type of school organizational climate. Then the results showed that there was no significant relation found between values or the modernization and the school organizational climate.

Raza (2010) concluded that teacher's behaviour could determine a positive school climate because the way teachers perceive their work, relationship with principals and other teachers determine the school climate.

Ghanti & Reddy (2010) have reported that principals' leadership characteristics have a positive effect on organizational climate make it more conducive for teacher effectiveness and student achievement.

Zahoor (2012) conducted a study to examined that every educational institution has a distinguish climate that make them different from others. The study found that there was difference between government and private teachers on organizational climate and

adjustment. The study also revealed that there was a significant difference between two groups on organizational climate, adjustment and their respective dimensions.

Nurharani (2013) conducted a research to examined the influence of organizational climate on teachers' job performance at Klang Malaysia. The findings showed that teachers in secondary schools were unable to carry out their tasks and the organizational climate in the schools was unhealthy. The study also showed that organizational climate was found to be a significant factor that affects teachers' job performance. In terms of organizational climate dimensions, one aspect of principal's leader behavior and teachers' behavior: trust and hindrance were to be critical factors in enhancing teachers' job performance.

Gupta & Goel (2014) conducted a study on organizational climate of Residential and non Residential schools. The study indicated that (1) organizational climate is significantly different in residential and non residential schools. Moreover, residential school teachers perceived the organizational climate of their schools as better one. (2) the study further revealed that levels of disengagement and alienation are significantly found higher in non residential schools. (3) Levels of psycho-physical hindrance and intimacy are found to be higher in residential schools.

Organizational climate is comprised of qualities that discriminate one firm from another, that endue over time and help to control actions of employees within the organization. It is the result of the interaction between the components of organisation namely structure, system, culture, leader behavior and employees' psychological needs. Teacher's behavior could determine a positive school climate as well as leadership characteristics have a positive effect on organizational climate. (Raza 2010; Ghanti & Reddy 2010). There was a difference between government and private school teachers with regard to organizational climate and school adjustment (Zahoor 2012; Nuharani 2013).

Professional Competency

Professional competency refers to a set of knowledge, skills values, attitudes, capacities and beliefs people need for success in a profession. As the term 'professional competency' is made of two words 'professional' and 'competency', to have a better understanding of the term, the meaning and definition of the two words will be helpful.

'Professional' word drives from the word profession, which is defined as an occupation based upon intellectual study and training, the purpose of which is to supply skilled service to others for a definite 'fee or salary. Competency is usually understood as a quality performance. It is not in the form of single and discrete acts such as particular attitudes, habits or specific knowledge. It is in the form of summation of some behaviours as clustered activities. Further, competence is a dynamic pattern of performance. It remains an estimate unless actually demonstrated in actual performance situations. Professional competencies include various competencies in different areas such as pedagogical, cultural, communicational, personal, intellectual etc which are needed for effective teaching.

Today the principal of a higher/senior secondary school is expected to play a large number of roles such as: 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. A competence is seen being practiced at different levels of proficiency by individual principals. The principal as the institutional leader has to plan many activities and achieve outputs by assigning, delegating, seeking, performing, etc. with all the problems and hurdles, some schools seem to earn a reputation because of managerial capabilities of the principals whereas some are less proficient in the scale of efficiency. This led to the curiosity in the investigator to enquire into the attributes of the effective principals and their bearing on institutional efficiency.

The existing practice is for the selection/promotion/placement of a principal on the basis of seniority as a teacher or preliminary screening through interview where also a long term experience as a teacher is an essential qualification. Generally the selection is not based on criteria of professional competence in organizational matters or management aspects. The principal's acquiring of professional competence is on the job itself in the process of trial and error. Due to lack of training to principals on appropriate competencies, some principals spend disproportionately large part of their time in routine work; some prefer to do public relations job; some believe that they have to come to school for administrative supervision only. 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. A competent principal is identified as the one who is able to hold the show. Most principals feel the need to have knowledge of the required competencies for efficient management of the schools under their charge.

Sidhu Pyara Singh & Grewal S.S (1991) studied about "Professional Competency of physical education teachers in relation to their intelligence, emotional maturity and self esteem". He found that, there was a positive significant relationship between all the three variables and professional competency of physical education teachers.

Bella Joseph (1999) conducted a study on "Professional competency and its impact on professional pleasure". The major findings of her study were (i) there is no significant difference between male and female teachers of selected sample in possession of professional competency (ii) Educational and professional qualification influence professional competency (iii) Urban teachers are professionally more competent than the rural counter parts. (iv)Designation, age, and span of teaching experience influence professional competency where as type of management do not play a predominant role in influencing professional competency and professional pleasure. (v) There is a positive significant relationship between professional competency and professional pleasure.

Sheik Allauddin (1999) concluded study on "Creativity and its Impact on Professional Competency among Secondary School Teachers". The purpose of the study was to consider the relationship between teacher's creativity and their professional competency. The study showed that factors like age, gender and type of management schools have no effect on professional competency. It also revealed that educational qualification and nature of body act as influencing factors to acquire more professional competency. Then the results showed that a high affirmative relationship is present in creativity and professional competency.

Uday Koundinya (1999) conducted a study on "Professional competency as a determinant factor" in enhancing school effectiveness. Findings of the studies were:
1. Female teachers were less competent as regard to male teachers.
2. Teachers those having high educational qualification and high position were more competent.

Maryam Ilanlou, Maryam Zand (2011) studied the relationship between professional competencies of Iranian teachers and their perspectives about qualitative evaluation project. Findings show that there is a significant relationship between teachers' professional competencies and their perspectives about qualitative evaluation.

Ali, Zohreh & Nia (2012) conducted a study on "impact of the Indoor School Professional Development Project on Professional Competency of Primary school teachers". The type of the study was quasi experimental. The results showed that, the Indoor School Professional Development Project about ninety five percent impact on teachers' professional competence. The paper concludes with a call for new approach in the area of teacher training for their professional competences development.

Miriam Bitterova, Alena Haskova, Maria Pisonova (2014) concluded that the quality of school leaders and managers is one of the basic factors influencing significantly quality of teaching and learning processes at each level of the system of education. The results indicates that the practicing school leaders consider as the most significant competencies of a school leader profile in the four mentioned spheres of the management area competency to create motivational strategies based on shared values of the school, competency to create and develop learning environment effective for pupils and students `learning, competency to define clearly, distribute and delegate responsibilities and power scopes and tasks, and competency to lead and control colleagues, respectively.

The term professional competency is characterized as the broad professional knowledge, skills, and competencies such as attitudes expected professionals works of the individual, regardless of his/her area of specialization or positional role within the field. Individual should be professionally able to demonstrate his/her ability to meet the basic requirements of particular profession as well as has desire to grow in a particular competency area and can examine expected learning and skills in the intermediate and advanced level. 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).

2. SIGNIFICANCE OF THE STUDY

The principals hold the most important place in the process of education. So, there exists a greatest need for the principals to become effective in their role. Therefore the area of role efficacy draws a keen interest of educationists and researchers. It is the role that integrates a person with the role that ensures person effectiveness' in an organization. Without having vital information, technical knowhow and talent then the person can't fit in the organization. An individual holds a status in the organization that is highly important for the person also. If any person does not use their competency and get frustrated in the role, his effectiveness is likely to be low. Role efficacy is the potential effectiveness of an individual occupying a particular role in an organization. It is the psychological factor underlying role effectiveness. The role efficacy has been studied in relation to various related variables. Agarwal (2008) investigated the level of various aspects of role efficacy among the Principals of Secondary schools with reference to their sex and school locality. 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. The concept of organizational climate has been growing fast and it is often the determining factor of the success and failure of the school. So, this study will be useful to identify the prevailing school climate in the secondary schools and their relation with role efficacy. It will be helpful in determining which type of organizational climate is most conducive for role efficacy. Since it is said, what the main spring is to watch, or the engine to the steamship, the headmaster is to the school.

On the basis of above discussions, we can assume that a positive school organizational climate will be created with the help of Professional Competency of the principals. The success and failure of school also depend upon the Professional competency of the school 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. Professional competency of school principals constitutes the most important element for determining the nature, character, performance and functioning of the school organization. Then it has also a major influence on staff motivation, productivity, performance & job satisfaction. Professional competency therefore can be considered as a highly valued quality among school principals which accounts for the

efficient use of knowledge, skills, intellect, strength and capacity that are required to carry out one's functions and duties for the profession. Sandra et.al. (1991) attempted to examine those principals who are able to change the character of their schools gain reputation for efficiency. They are imbibed with a sense of purpose and dedication to the realization of the goals of the school. 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 secondary school principals in relation to professional competency and organizational climate. Therefore, it is attempted to study role efficacy of secondary school principals in relation to professional competency and organizational climate.

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.

3. STATEMENT OF THE PROBLEM

The problem for the study is stated as **ROLE EFFICACY OF SECONDARY SCHOOL PRINCIPALS IN RELATION TO PROFESSIONAL COMPETENCY AND ORGANIZATIONAL CLIMATE**

4. OPERATIONAL DEFINITIONS OF THE TERMS

ROLE EFFICACY

Role efficacy would mean the potential of an individual occupying a particular role in an organization. Role efficacy can be seen as the psychological factor underlying role effectiveness. In can be said that role efficacy is the possible efficiency of an individual.

PROFESSIONAL COMPETENCY

Professional competency refers to a set of knowledge, skills values, attitudes, capacities and beliefs people need for success in a profession. It means consistently and carefully utilization of communication knowledge, technical knowhow, emotions, morals that give an indication for benefit of the persons and society. In this study it is a measure on the scale of Professional competency by the investigator.

ORGANIZATIONAL CLIMATE

Organizational climate is a combination of attributes considered overtime. It is the perceived aspect of an organization's internal environment, but within the same organization there may be very different organizational climates.

5. OBJECTIVES OF THE STUDY

1. To identify the level of role efficacy and professional competency of secondary school principals.
2. To explore the organizational climate of secondary school principals.
3. To find the difference in role efficacy and professional competency of secondary school principals based on gender and type of school.
4. To analyze the relationship of role efficacy with professional competency and organizational climate of secondary school principals.

HYPOTHESES

1. There exists no significant difference in the level of role efficacy of male and female secondary school principals.
2. There exists no significant difference between professional competency of the male and female secondary school principals.

3. There exists no significant difference between role efficacy of private and government secondary school principals.

4. There exists no significant difference between professional competency of private and government secondary school principals.

5. There exists no significant relationship of role efficacy with professional competency and organizational climate of secondary school principals.

6. DELIMITATION OF THE STUDY

The present study is delimited to the following aspects:

1. The present study will be delimited to secondary School principals of Punjab.

2. The present study will be delimited to Jalandhar, Kapurthala and Hoshiarpur District of Punjab.

3. The present study will be delimited to Secondary Schools affiliated to CBSE and PSEB.

7. METHODOLOGY

Methodology is one of the most important aspects of any study. It gives various steps in conducting the research in a systematic and logical way. A well defined procedure provides the researcher a plan of action for selecting, collecting and analyzing the data economically and effectively. It helps the researcher to proceed systematically while conducting the research and ultimately saves the researcher's time, efforts and money. It is necessary to adopt a systematic procedure to collect the relevant data. The relevant data should be adequate in quantity and quality. It should be sufficient, reliable and valid. The selection of techniques and devices for an investigation is determined by the nature of the problem. The methodology is the most important aspect of any study. By method we mean systematic approach towards a particular phenomenon. In research there are number of methods and procedures to be applied such as Experimental method, Historical method and Descriptive survey method etc. Out of these methods, the investigator selects the Descriptive survey method. In descriptive survey type of research, study is a Descriptive survey study. Following method and procedure have been adopted.

7.1 RESEARCH METHOD

Keeping in view the research evidences, objectives and hypotheses; the researcher followed descriptive survey method. Descriptive survey method is concerned with the description of data and characteristics about a population. The goal is the acquisition of factual, accurate and systematic data that can be used in averages, frequencies and similar statistical calculations. Descriptive survey method is concerned not only with the characteristics of individuals but with the characteristics of the whole sample thereof. It provides information useful to the solutions of local issues (problems). Survey may be qualitative or quantitative in verbal or mathematical form of expression; such studies are factual and hence supply practical information. The survey research employs applications of scientific method by critically analyzing and examining the source materials, by analyzing and interpreting data, and by arriving at generalization and prediction.

7.2 SAMPLING

Sampling is a process by which a relatively small number of individuals or measures of individuals, objects or events is selected and analyzed in order to find out something about the entire population from which it is selected. It is often desirable to reduce expenditure, save time and energy, permit measurement of greater precision and accuracy. Sampling procedure provides generalizations on the basis of relatively small portion of population called a sample. It is the miniature picture of the entire population. The results obtained from carefully selected sample can be made applicable on the entire population from which sample had been taken. A sample of 120 secondary school principals has been drawn from three district of Punjab i.e. Jalandhar, Kapurthala and Hoshiarpur on the basis of convenience.

7.3 SAMPLING TECHNIQUE

Sampling techniques refers to the method used by the researcher to select the required sample. In the present study proportionate sampling technique has been used. In the First stage districts has been divided on the basis of convenience. In second stage number of schools has been divided on the basis of proportion. In third stage male and female has been chosen randomly.

SAMPLE DESIGN

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                                              ┌─────────────┐
                                              │    MALE     │
                                  ┌──────────┐├─────────────┤
                                  │ GOVT.  15 │             
                                  └──────────┘├─────────────┤
                   ┌──────────────┐           │   FEMALE    │
                   │  JALANDHAR   │           └─────────────┘
                   │     40       │           ┌─────────────┐
                   └──────────────┘           │    MALE     │
                                  ┌──────────┐├─────────────┤
                                  │ PVT.   25 │             
                                  └──────────┘├─────────────┤
                                              │   FEMALE    │
                                              └─────────────┘

                                              ┌─────────────┐
                                              │    MALE     │
                                  ┌──────────┐├─────────────┤
                                  │ GOVT.  15 │             
  ┌──────────────┐                └──────────┘├─────────────┤
  │  SECONDARY   │  ┌──────────────┐          │   FEMALE    │
  │   SCHOOLS    │──│ KAPURTHALA   │          └─────────────┘
  │     120      │  │     40       │          ┌─────────────┐
  └──────────────┘  └──────────────┘          │    MALE     │
                                  ┌──────────┐├─────────────┤
                                  │ PVT.   25 │             
                                  └──────────┘├─────────────┤
                                              │   FEMALE    │
                                              └─────────────┘

                                              ┌─────────────┐
                                              │    MALE     │
                                  ┌──────────┐├─────────────┤
                                  │ GOVT.  15 │             
                   ┌──────────────┐          └──────────┘├─────────────┤
                   │  HOSHIARPUR  │           │   FEMALE    │
                   │     40       │           └─────────────┘
                   └──────────────┘           ┌─────────────┐
                                              │    MALE     │
                                  ┌──────────┐├─────────────┤
                                  │ PVT.  25 │             
                                  └──────────┘├─────────────┤
                                              │   FEMALE    │
                                              └─────────────┘
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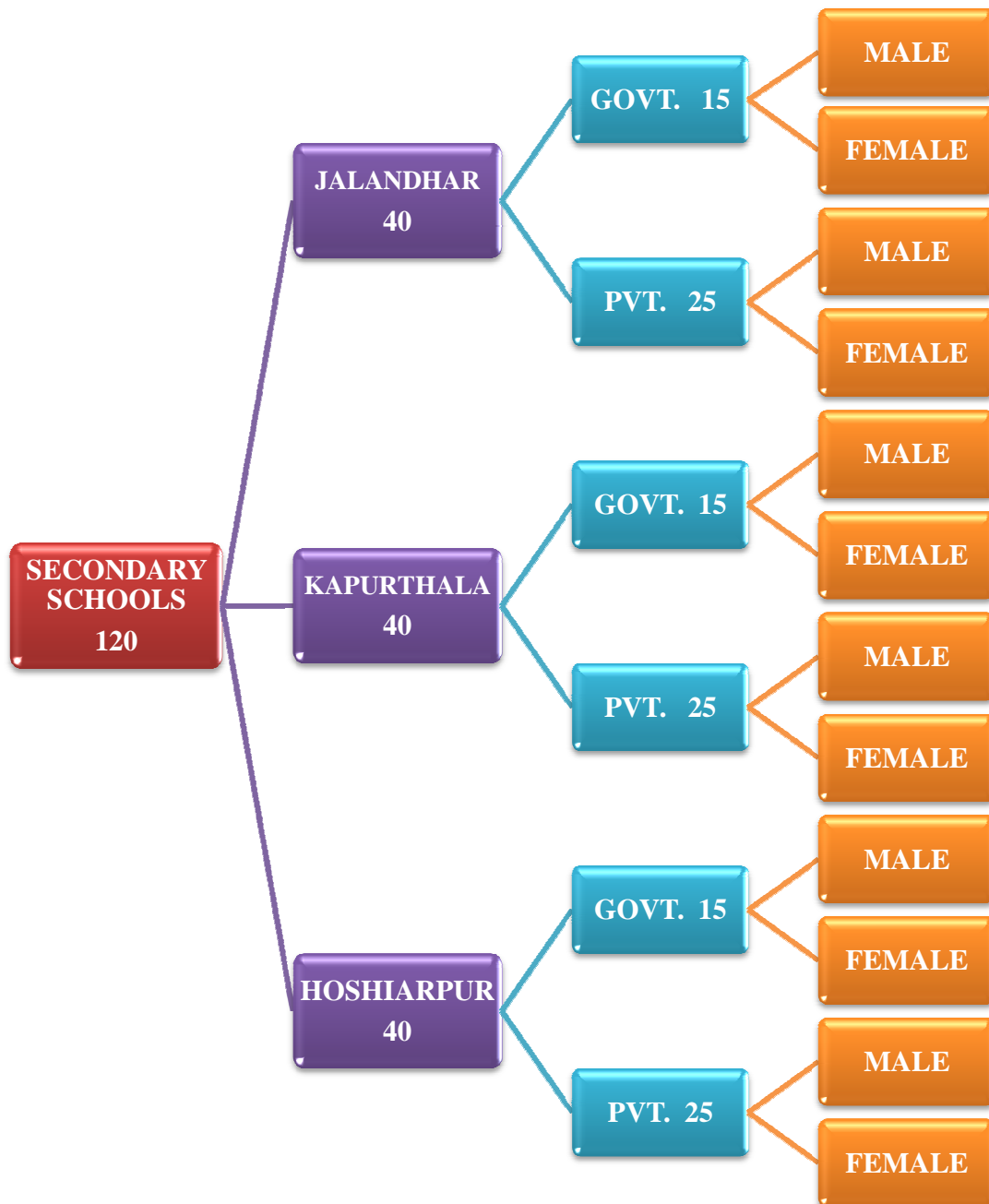
7.4 TOOLS USED FOR DATA COLLECTION

Tools are used for the collection of certain type of information or evidence. The tools are nothing but instruments that help the researcher to collect the data. This tool helps to analyze the responses of sample on related variables. In order to collect the data following tools used for the present study are:

1. Role Efficacy scale (Udai Pareek 2002)
2. Organizational Climate (Upinder Dhar, Sanjyot Pethe, Sushma Chaudari 2001)
3. Professional Competency scale (Self constructed by the investigator)

1. Role Efficacy scale was designed by Udai Pareek and revised in 2002. The scale consists of 20 items under three dimensions these are 1) Role making contrasted with role taking 2) Role centering contrasted with role entering 3) Role linking contrasted with role shrinking. A respondent checks one statement in each triad which describes their role most accurately. The internal consistency of the scale was determined by using test/retest method Reliability is 0.68 i.e. significant at 0.01 levels. It shows a high stability of the scale. Therefore it also reported a high internal consistency by significant correlation values amongst the items. The validity of the test verified in terms of item total correlation. The obtained correlation resulted in alpha coefficients ranges from 0.71 to 0.85, which is significant.

2. Organizational Climate scale was constructed and standardized by Sanjyot Pethe, Sushma Chaudari and Upinder Dhar (2001). The scale consists of 22 items. The reliability of the scale was determined by calculating reliability coefficient. The split half reliability coefficient was 0.87. On order to find out the validity from the coefficient of reliability (Garret, 1981), the reliability index was calculated, which indicated high validity on account of being 0.93.

 3. Professional Competency scale is developed by the investigator.

7.5   PROCEDURE OF DATA COLLECTION

After selection and finalization of appropriate tools, the next step was collection of data. For the present study descriptive survey method has been used by the investigator. Data to be collected from 120 secondary school principals of Punjab. Secondary school principals of Punjab will be selected from the list randomly. In order to collect the data the investigator

will choose the three district of Punjab i.e. Jalandhar, Kapurthala and Hoshiarpur on the basis of convenience. The investigator will distribute the questionnaire related to organizational climate, professional competency and role efficacy among secondary school principals. They will be ensured that there data will be kept confidential and will be used only for research purpose.

7.6 STATISTICAL TECHNIQUE

For data analysis statistical technique will be used are as follows:

1. For exploring groups' trend mean, Standard deviation and percentage will be calculated.
2. For analysis difference between groups ANOVA will be used.
3. For finding relationship between variables Multiple-correlation and regression will be used.

8. DESCRIPTION OF WORK DONE AND PLAN OF ACTION

1. Researcher has improved the first chapter in terms of review of literature, significance, statement of the problem, objectives and hypotheses as per the suggestions of panel.
2. Construction of Professional Competency scale
3. From the review of the literature the researcher founded the dimensions of professional competency.
4. These dimensions were (1) Institutional planning (2) Curriculum management (3) Financial management (4) Staff/Student welfare programmes (5) Administrative functions/controls (6) Community involvement. At first 74 items were prepared based on six dimensions
5. The scale was modified in the light of views obtained from language and subject experts. On the basis of their suggestions some statements were modified, some added and some were removed.
6. Finally the scale developed by reducing the number of statements from 74-66.
7. The scoring weights of all the item is 5,4,3,2 and 1 for the alternatives strongly agree, agree, neutral, disagree and strongly disagree.

PLAN OF ACTION

Sr.no	WORK PLAN	ACHIEVABLE TARGETS
1	25th March 2015	Item analysis of the scale
2	26th March 2015 to 3th April, 2015	Completion of data collection
3	12th April, 2015	Scoring of collected data, rough draft of I & II chapter to supervisor
4	14th April, 2015	Revision of I & II chapters as per guide suggestions.
5	16th April, 2015	Applying statistical techniques to data & finding result.
6	18th April, 2015	Discussion of result with supervisor.
7	18th-21th April, 2015	Writing of 3rd chapter & give rough draft to guide.
8	22th April, 2015	Correction in 3rd chapter as per supervisor suggestions.
9	25th April, 2015	Complete draft of dissertation to guide.
10	27th April, 2015	Corrections in the complete draft as per guide suggestions.
11.	28th April, 2015	Binding of the dissertation.
12	29th April, 2015	Final submission of the dissertation.

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