



ADMINISTRATIVE STRATEGIES AND PROBLEMS OF HEADMASTERS IN SCHOOLS: A STUDY

Education

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ABSTRACT

This study examined the Administrative strategies and problems of headmasters in schools. The headmasters are part of the school administration. They are supposed to effectively assist the school head in all areas of administration including overseeing the discipline and supervision of both the staff and students. In the process Head masters are faced with some challenges. The study sought to establish the roles of headmasters, the problems they face in school administration and the strategies they use to address them. The headmaster is the central pillar of any school, whatever be the designation assigned to the post. "Great headmasters have been great friends of their pupils". "By virtue of his office, he has to be a nexus between the government and school authorities the management and staff, the mater and pupils, and the parents and teachers – character rather than capacity, tact rather than authority, sympathy rather than severity are his forte". In the field of Indian education system emphasis has been laid especially in the last decade or so on the quality and excellence of educational administration at all level i.e., Primary, secondary, higher secondary and higher education. School administration which does not facilitate education is a parasite and a debauchery of public funds. School administration, therefore, exists only for the pupil and its efficiency must be measured by the extent to which it contributes to teaching and learning.

KEYWORDS

Administration, problems, Challenges and Strategies.

INTRODUCTION:

In school administration, the headmaster is the nerve centre around whom all learning and teaching process involves. "The schools actually have to function as an integral aspect of each community. Cooperation and coordination with other agencies of government in many communities this coordination have been maintained on a voluntary base. Its operation is a democracy is very desirable". "Leadership always requires cooperation and coordination but not a dictatorship". A leader is one who seems the willing cooperation of his followers. Hence a headmaster, who merely gives orders and expects them to be obeyed is not a good leader, He is the only dictator. He seems obedience because he has the power. But such a man is hardly loved or respected. The leader of a school can be successful only when secures willingly cooperation with his co-workers and make them realize that the problems of school are theirs and not his own.

One of the major components of school administration is the principal. Every principal is, first of all, a teacher and then an administrator. "The headmaster is a keystone of the arch of school administration". On entry into a school campus, the tone and efficiency of the school can be observed. Wren remarked that 'what the mainspring is to the watch, the flywheel to the machine or the engine to the steamship, the headmaster is to the school". Secondary education commission states that "the reputation of the school and the position it held in the society depends in large measure on the influence that he (headmaster) exercise over his colleges, the pupils and their parents and the general International Journal of Applied Research public".

Objectives of the Study:

1. To establish the roles of the deputy head masters in secondary schools administration.
2. To probe into different administrative strategies adopted by the school headmaster.
3. To probe into different administrative problems encountered by headmasters in school administrative functions
4. To suggest some effective strategies for school administration.

Role of the Headmaster:

The Headmaster plays an important role in an educational institution. He is compared to the captain of a ship. He is also described as the solar orbit around whom all the teacher planets revolve. In fact, he is head of the school both academically and administratively.

The headmaster is the head of the masters or teachers in a particular school. He holds the key positions and plans coordinate and organize various programs. He ensures proper maintenance of discipline in the school. He promotes the harmonious development of the institution.

He carries the traditions as well as projects the image of the school according to his own ideas and ideals. It is, therefore, said that a school is great as its Headmaster.

The Headmaster should be a man of great head and heart. He must have a good qualification in general education as well as in professional training. He must be a person with character and integrity. He should be a learned person and should have faith in himself, in his profession, in his staff and in his pupils. He should inspire all staff, students, and the public. He should, therefore, have adequate proficiency in maintaining proper human relationships with all concerned.

The Headmaster is the team leader and the spirit of cooperation should permit the entire dealings with the staff, pupils and community. He, with close collaboration of his staff, should work for accomplishing the objectives and ideals of the institution set before them. The success and achievements of the school largely depend on his efficiency, ability alertness, imagination, experience and resourcefulness. In fine, he is the friend, philosopher and guide in the school.

Administrative Strategies for improving supervisory skills for effective school Education:

1. Training and retraining of supervisor: The training of new supervisors and the retraining of old ones should be taken seriously. Special training centres where experienced and practicing supervisors are available should be established for this purpose. This is important because the ideas of using old or obsolete techniques or method negate the spirit of the inspection of primary education. Supervisors could be sponsored to seminars and workshops or conference to update their knowledge and skills on modern and acceptable techniques of supervision.
2. Morale Boosting: Researchers are replete with the relationship between motivation and performance of skills. If supervisors are properly motivated with available work materials such as stationery, transportation, and conducive working environment and enhanced salaries and allowances the morale of the supervisor could be boosted thereby affecting the skills.
3. Employment of supervisors with higher educational qualifications: Supervisors with higher qualifications are more likely to perform better in the field than those with lower qualification. According to Okoro (2004), education personnel with higher qualifications display more confidence in their workplace. In addition, they are more accessible to quality information and adapt to changing occupational conditions than their counterparts with lower qualification, who are usually more indisposed and ill-equipped in adapting to modern changes.

4. International and inter-state exchanges: It is suggested that deliberate and government-sponsored international and interstate exchange of supervisory personnel and experiences could boost the skills of supervisors. Countries with similar educational policies such as Ghana, Gambia or Sierra Leone could be involved in such exchange programs. The purpose is to ensure cross-utilization of ideas and explore a way of tackling similar problems or challenges.

5. Improved Selection Criteria for Supervisors: Supervision is a technical task that requires meticulous, firm and objective assessment. Therefore, those saddled with this responsibility should be carefully selected from among the available Education personnel in the schools or state ministries of education. A special aptitude test could be administered testing various aspect of candidates' personality to determine their suitability. This rigorous exercise, according to Obanya (2005), stimulates confidence, which is a necessary ingredient for skill acquisition and performance.

6. Disciplinary Action Against Unprofessional or Unethical Conduct or performance: In order to improve the skills of school supervisors appropriate sanctions should be leveled Edo Journal of Counselling Vol. 2, No. 2, 2009 against any erring or deviant supervisor who tends to undermine the expected standard. A situation whereby mediocrity is exalted and standard sacrificed, while supervisors who excel in their assignment should be rewarded accordingly, either in kind or cash sanctioning unacceptable performance could serve as a deterrent to others.

7. Reward for Performance: Even though the reward of various kinds has a way of boosting the morale of workers, it also has the capacity of instigating increased performance and development of quality skills. Therefore, supervisors with excellent performance should be rewarded accordingly in order to maintain, and if possible improve their skills.

Administrative problems:

Head masters are facing challenges each day towards improving student achievement on the campus. Every principal face some of the biggest frustrations to control student behaviour, recruiting teachers and staff, promote personalized learning, improve teaching effectiveness, student retention, parent support, and more.

Technology integration translates into enhanced student achievement 21st century classrooms strengthen the tech-savvy teachers with the most advanced cloud, mobile and digital technologies to teach and interact with students using videos, chat, notifications, social media, and email messaging. Creating future-ready classrooms and higher education institutions with the use of cutting-edge augmented reality system in the classroom can enrich the learning process and improve student achievement. Head masters are faced with complex and difficult challenges to turn around the campus with academic underperformance. Here is a list of top 10 challenges and successful strategies to promote student growth and success.

1. Paperwork

Paperwork and forms is one of the biggest frustrations of Head masters. Eliminate paperwork and automate data collection processes through online forms and applications for admission, course evaluations, and more to reach out to more students in a positive manner.

2. Decision-making

Head masters' decisions and strategies are critically important to institutional performance. They are accountable for high levels of student achievement. In order to accomplish the high expectations, administrators have to analyze data through dashboards and reports to identify factors related to student enrollment, retention and success. There is clear evidence through insightful reports that the attributes of the institution such as admission, enrollment, attendance, discipline, grades, fee collections, etc. determined those outcomes.

3. Scheduling Classroom

Teachers, staff, and students report scheduling problems with Head masters. Cognitive reframing of scheduling with automated timetable system enable instructors to manage class schedules across multiple courses, faculty and rooms for different time periods. Innovative scheduling can help alleviate conflicts in manual scheduling and place substitutes for teachers in order to maintain continuity of instruction.

4. Recruitment

Recruiting competent teachers who are capable of teaching all student population is at the core of problem. In successful institutions creating an advanced student admission system with real-time application tracking, online assessments and automated ranking system always identified the talented and sensitive teachers who demonstrated competency, will and commitment to implement innovative and high quality education programs and deliver excellence for all learners.

5. Faculty Evaluation

Teachers are vulnerable individuals who are struggling to align instruction and assessments to the learning context of a diverse student population. Creating instructions in innovative ways and build flexibility in the curriculum that will be easier for students rest with the teacher. Using faculty evaluation system, create faculty peer evaluation reviews through online surveys will benchmark teaching effectiveness. Based on the evaluation feedback score, training and improvement action plan for the benefit of faculty can be chalked out to improve teaching performance and cohesiveness.

6. Attendance & Discipline

Head masters perceive student absenteeism and misconduct are a major concern. Educational institutions can improve class attendance and improve student's poor academic record using RFID and Biometric based attendance tracking system to monitor student movements in real-time. Maintaining order and discipline and controlling violence, vandalism, bullying, racism, etc. in the campus using sophisticated discipline trackers that will capture incidents from mobile devices and notify authorities in real-time and ensure student safety.

7. Curriculum Design

Head masters are faced with the critical task of teaching a curriculum that is comprehensive and more encompassing. Curriculum mapping software provides the technology tools for executing changes in the curriculum design and syllabus. Head masters and teachers can create customized outcome-based education that will map competencies, graduate attributes and standards to improve learning outcomes. Students can develop skills and competencies that is aligned with course outcomes.

8. Student outcomes

One of the biggest factors that stood out is related to student achievement. Head masters want to promote learning and see better student outcomes. With cutting-edge academic planning tools, administrators can create a personalized learning plan with goals and tasks linked to lessons to meet the precise requirement of students, which can improve learning outcomes and ensure student success. Using online assessments including assignments, tests, quizzes and surveys will be of great help to students and teachers alike. Using online and mobile devices, teachers can measure student's progress in real-time and share the results with parents through instant notifications via email and SMS alerts.

9. Parental Involvement

One of the biggest frustration faced by Head masters is that parental involvement is lacking to support the institution's effort towards improving student achievement. Parents also have to take joint responsibility for the poor grade of their children. Using real-time status notifications for events, meetings, grades, fee collection, attendance, and discipline via web and mobile devices can improve interactions between teachers and parents and close the achievement gap.

10. Communication & Collaboration

Head masters and staff spend so much energy on building relationships with students, teachers, and staff. Powerful communication tools like discussion forum, chat, messaging and social media will have a positive impact within the institute community and promote collaborative learning.

Recommendations:

The following recommendations are necessary in light of the obtained findings;

- The government should prioritize development of Head masters' appointment policy and clearly define their duties. This should give direction and provide framework to enable Head masters perform their roles without undue influence from the head teachers.

- The government and education stakeholders should enhance community sensitization, and participation on matters of school management. This will help to give a sense of school ownership to the community and establish them as key contributors to the education sector. This will reduce local community politics and their involvement in students' indiscipline.
- The government should develop a curriculum for in-service training of education staff including the Head masters. This will enhance career progression in their profession as managers.
- The government should employ more teachers to reduce the workload for Head masters and enhance their participation in other school activities.
- Regular seminars should be facilitated by the Ministry of Education for Head masters, school sponsors to improve their managerial skills.

Conclusion

There is high level of disciplinary problems in the schools, but effective administrative strategy of Head masters will curb these problems. The result of this study indicates administrative strategy of Head masters go a long way in handling disciplinary problems and their assessment of students behavioral outcomes. Thus, Head masters should be consistent in the application of administrative strategy that suit a particular situation and continue to text and apply other approved strategies of handling disciplinary problems. This will bring about sanity in our educational system.

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