

A Study on the Perceptions of Secondary School Teachers towards the Administrative Skills of Headmasters in Visakhapatnam District

Dr. T. Sharon Raju¹ and K.V. Suresh Babu²

¹Associate Professor & Head; Chairman, BOS in Education (UG)
Department of Education, Andhra University, Visakhapatnam-530003, A.P., India

²Formerly Research Scholar, Department of Education, Andhra University,
Visakhapatnam-530003, Andhra Pradesh, India

ABSTRACT

School education is the main instrument for development and change, production and dissemination of knowledge, nation building and development of human resources for a competitive economy. The Head of the school is the kingpin of the educational system. The Headmasters occupy the central position in the school system and all the activities of the school revolve around them. An efficient system of school management, to a great extent, depends upon the efficiency of the school heads. The Heads of the schools should possess the administrative skills and the abilities to successfully plan, organize, co-ordinate, control, make decisions and initiate actions to aid the effective management of schools. The present study is an attempt to know the perceptions of secondary school teachers towards the administrative skills of Headmasters in Visakhapatnam district of Andhra Pradesh. The researchers used a well prepared and standardized questionnaire as the tool for collection of data from a sample of 400 teachers (180 Male and 220 Female) selected from 80 secondary schools located in Visakhapatnam District of Andhra Pradesh using Stratified Random Sampling technique. Mean score values, standard deviations and independent t-tests were used for analysis of data. The findings of the study revealed that the demographic variables – Gender, Age, Teaching Experience and Location of the institution have no influence on the perceptions of secondary school teachers towards the administrative skills of Headmasters. The study suggests that the teachers working in secondary schools should share the administrative responsibilities of the Headmasters in creating a healthy working environment in schools and thereby improving student performance in secondary schools.

Key words: Perceptions, Secondary school teachers, Administrative skills, Headmasters, School Management.

Date of Submission: 08-04-2023

Date of Acceptance: 21-04-2023

I. INTRODUCTION

The Head of the school is the kingpin of the educational system. The Headmasters occupy the central position and all the activities of the school revolve around them. An efficient system of school management, to a great extent, depends upon the efficiency of the school heads. Their multifaceted role entrusts them not only with managing the school; but leading it with a vision as a crusader to achieve certain goals of the school with a missionary zeal. The position of the Head who is above the teachers in the school is not just to dictate what one should or shouldn't do; but to effectively lead, manage and participate in all the activities to make the teaching learning process in the school most effective.

II. ADMINISTRATIVE SKILLS OF HEADMASTERS

The Heads of the schools should possess the administrative skills and the abilities to successfully plan, organize, co-ordinate, control, make decisions and initiate actions to aid the effective management of schools. Managerial skills are high priority issues for many people concerned with educational administration these days. These skills include the abilities to create a healthy school culture for continual improvement in quality education; teamwork with others; communicate goals, policies and procedures to staff; modify practices and school structures to accommodate new policy expectations; provide curriculum leadership opportunities; ensure good principal-staff relationship and guide specific initiatives to improve student achievement. Management is an integral part of any organization. It involves skillful organization and utilization of resources (human and material) for the achievement of goals. In educational organizations, the responsibility of managing schools for realization of educational objectives rest on the school head – the Headmaster or the Principal of the school. In

order to achieve optimum results, the leaders should be skilled in management. At the secondary level of education, the Principal or the Headmaster is the school leader. It is his duty to ensure that goals of educational policies and programmes are realized. The school principal or the Headmaster is at the helm of implementation of education policies in his/her school. The Head of the school is the person responsible for administrative practices of the school using the resources at his/her disposal in such a way that the objectives of the school are achieved. The Headmaster performs managerial functions such as planning, organizing, directing, coordinating, communicating and motivating all the stakeholders associated with the school programme. Specifically his functions/roles include: establishing of healthy school climate and culture; curriculum development and transaction; provision and maintenance of school plant facilities; and instructional and non-instructional supervision.

III. ROLE OF HEADMASTER IN CURRICULUM TRANSACTION

For curriculum transaction in a school, the Headmaster plays a significant role in discharging his/her administrative duties and responsibilities. Further, administrative skills include decision making, direction, co-ordination, supervision, evaluation and budgeting (Musaaazi J. C. S., 2006). There must be a comprehensive management plan to be scheduled for implementation in the school.

The following are some of the administrative responsibilities of the Headmasters in secondary schools.

(i) Headmaster in Planning

Planning is the first and foremost duty of the head of a school. He has to plan a number of things in the school with the co-operation of the teachers, the pupils, the parents and the general public. Planning is a continuous process which goes on throughout the year.

(ii) Headmaster in Organization

The Headmaster should organize the following as a part of his/her administrative duties.

(a) Organizing instructional work

The head of a school must organize the instructional work. He will ask the teacher to divide the year's work into smaller units. This will also involve the formulation of objectives, selection of methods of teaching, classification of pupils, framing of time-table etc.

(b) Organizing Co-Curricular Activities

The headmaster must organize the activities of the school with the co-operation of staff and students. There are so many school activities like sports, scouting, red-cross, parent-teacher association, celebration of religious and social functions and festivals etc.

(c) Organizing the School Plant

The headmaster is to organize the school plant so that it will be properly maintained, equipped and put to maximum use. Classroom library, laboratory is to be well furnished. Repairing may be done wherever needed.

(d) Organizing School Office

The office work must also be properly organized. Routine work, registration, correspondence, maintenance of accounts etc. have to be organized so that office work will be done regularly and efficiently.

-Headmaster as a Teacher

The headmaster must share instructional work with the teachers. He should consider himself teacher first and last. His teaching should be exemplary. This way he keeps in touch with the work of the teachers and the achievements of students. The headmaster should understand the problems of the teachers and the pupils better when he himself teaches. He/she should never forget the fact that he/she is basically a teacher first; and then only an administrator.

-Headmaster as a Supervisor

The head of a school should not simply sit in his office. He should supervise the work of the school here, there and every where. He should supervise instructional work. He may have a round of the class-rooms. However, it is not to be a fault finding business. The headmaster should supervise the activities going on in the playground, hall, art room, library, workshop etc. He must supervise the proper use and keep up of school materials. In general, he/she should supervise the behavior of students, provide facilities for them to maintain cleanliness of the campus etc.

-Headmaster as a Guide

The headmaster is not simply a fault finder. Wherever he finds defects, errors and inefficiency he should show the correct path to the students. He must guide the teachers in the methods of teaching and organization of activities. Besides students are to be guided by him in matters of study, activities and personal difficulties. A guidance cell may be organized in the school. Besides, the headmaster has to guide parents and higher authorities etc.

-Headmaster in Maintaining Relations

The reputation of the headmaster and of the school mostly depends upon the relations that he/she maintains with the staff, students, their parents and the community.

(a) Relations with the Staff

The head of a school must work in a team spirit and he should regard the teacher as his co-workers. He should not have bossing tendency. He must give due regard to the teachers, their views and their problems.

“Great headmasters have been great friends of pupils”. The headmaster should think that the teachers, the school and he himself all are meant for the pupils. He must listen to their genuine difficulties and try to remove the same. He must provide proper facilities for their learning.

(c) Relations with the Parents

The headmaster must maintain link of the parents with the school. They may be invited to the school on important occasions. He should organize parent teacher organization in the school. When the parents come to school they should be treated with courtesy and be given due respect.

(b) Relation with the Community

The school is meant for the community and must be made a community centre. A number of community activities may be launched by the headmaster on behalf of the school. Community members may also be invited to the school on certain occasions.

From the above discussion, it can be understood that the headmaster is the overall in-charge of the school. He/she supervises the whole school programme and bears the ultimate responsibility for performance, proficiency and effectiveness of all the activities conducted by the school. “The headmaster’s supervision in the secondary school plays a vital role through planning and developing the counseling program based on the students’ needs. The teacher through counseling assists each student to understand himself/herself in relation to the social and psychological world in which the student lives” (Wango & Mungai, 2007). The student, thus, is able to develop personal decision-making competencies and resolve personal problems. “A school’s head is a planner and manager of educational experiences of his/her students which will contribute to the development of knowledge, skills, personal qualities, habits of thoughts, decision-making and proper attitude towards themselves and others as a preparation to adulthood” (Muthondu, 2007).

IV. NEED FOR THE PRESENT INVESTIGATION

As countries are seeking to adapt their education systems to the needs of contemporary society, the expectations for schools and school leaders have changed profoundly. The role of school leaders has changed radically as countries transform their education systems to prepare young people to function in today’s world of rapid technological change, economic globalization and increased migration and mobility. In the school set-up, the leadership function of the school heads has become very crucial. For a better functioning of a school, the school head or the Headmaster should perform his/her duties and responsibilities effectively and efficiently. This is possible only when the Headmasters possess good managerial and administrative skills. The present study seeks to investigate the administrative skills of Headmasters as perceived by the teachers working in secondary schools.

V. OBJECTIVES OF THE STUDY

The main objective of the present study is to find out the perceptions of teachers towards administrative skills of Headmasters in secondary schools.

The study also aims at finding out the differences, if any existing in the perceptions of secondary school teachers towards the Administrative skills of Headmasters with regard to different demographic variables – Gender, Age, Teaching Experience and Location of the School.

VI. HYPOTHESES OF THE STUDY

The following hypotheses have been formulated for the present investigation:

- (i) There is no significant difference in the perceptions of male and female teachers working in secondary schools towards the Administrative skills of Headmasters.
- (ii) There is no significant difference in the perceptions of teachers aged below 40 years and those aged 40 years and above towards the Administrative skills of Headmasters.
- (iii) There is no significant difference in the perceptions of teachers with an experience of less than 10 years and those with 10 years and above towards the Administrative skills of Headmasters.
- (iv) There is no significant difference in the perceptions of teachers working in rural and urban secondary schools towards the Administrative skills of Headmasters.

VII. LIMITATIONS OF THE STUDY

The study is limited to find out the influence of four demographic variables, viz., gender, age, teaching experience and location of the institution on the perceptions of teachers working in secondary schools towards the Administrative skills of Headmasters. Further, the study is confined to 400 secondary school teachers (180 Male and 220 Female) working in 80 secondary schools located in Visakhapatnam district of Andhra Pradesh.

VIII. METHODOLOGY

- (a) **Sample:** The sample of the study consisting of 400 teachers (180 Male and 220 Female) has been selected from 80 secondary schools located in Visakhapatnam district of Andhra Pradesh using Stratified Random Sampling technique.
- (b) **Research Tool:** The researchers used a well prepared questionnaire consisting of 56 items as the tool of research for the present investigation. The tool was initially administered to 40 teachers (20 Male and 20 Female) under Pilot study. The measures of reliability, validity and objectivity of the tool have been calculated. Further, the researchers conducted item analysis for the items included in the tool. Out of 56 items selected for the tool, the discriminating power of 48 items has been found positive and is negative in respect of 8 items. The items whose discriminating power is negative have been removed; and the final tool consists of 48 items, which are foolproof in all respects. The final tool has been administered to 400 teachers (180 Male and 220 Female) working in 80 Secondary Schools in Visakhapatnam district of Andhra Pradesh.

IX. STATISTICAL INTERPRETATION OF DATA

The data collected has been analyzed using different statistical techniques such as Mean score values, Standard Deviations and t-ratios; and are presented in the following table.

Table showing t-values of different variables relating to the perceptions of teachers working in Secondary schools towards technophobia

S. No.	Variable		N	Mean	S.D.	t-ratio	Result
1	Gender	Male	180	174.27	30.24	0.65*	*Not Significant at 0.05 and 0.01 levels
		Female	220	172.32	28.59		
2	Age	Below 40 years	240	170.00	28.69	1.17*	*Not Significant at 0.05 and 0.01 levels
		40 yrs. & above	160	173.50	29.59		
3	Teaching Experience	Less than 10 yrs	270	168.95	27.99	0.45*	*Not Significant at 0.05 and 0.01 levels
		10 yrs. & above	130	170.35	29.61		
4	Location of the institution	Rural	210	168.88	29.97	1.61*	* Not Significant at 0.05 and 0.01 levels
		Urban	190	173.76	30.77		

X. FINDINGS OF THE STUDY

On the basis of the analysis and interpretation of data, the researchers have arrived at the following findings and drawn the conclusions.

1. There is no significant difference in the perceptions of male and female teachers working in secondary schools towards Administrative skills of Headmasters.
2. There is no significant difference in the perceptions of secondary school teachers aged below 40 years and those aged 40 years and above towards Administrative skills of Headmasters.
3. There is no significant difference in the perceptions of secondary school teachers with an experience of less than 10 years and those with 10 years and above towards the Administrative skills of Headmasters.
4. There is no significant difference in the perceptions of teachers working in rural and urban secondary schools towards Administrative skills of Headmasters.

XI. CONCLUSIONS

From the findings of the study, it is concluded that gender, age, teaching experience and location of the institution have no influence on the perceptions of secondary school teachers towards Administrative skills of Headmasters.

XII. EDUCATIONAL IMPLICATIONS

- The study suggests the need for the Government to provide specialized training to all the Headmasters working in secondary schools under different managements in discharging their administrative responsibilities effectively. The attendance of Headmasters to these training programmes should be made mandatory.
- It is an eye open to the Headmasters working in Secondary schools that they should be democratic in their administration.
- The Headmaster of a secondary school should be a leader and role model to all his colleagues in the school.
- The Headmaster should be a good supervisor in discharging his day-to-day duties in the school.
- While taking decisions, the Headmaster should consult his senior colleagues for better functioning of the school.
- The teachers working in secondary schools should be co-operative and helpful to the Headmaster in discharging their duties effectively.
- The Headmaster should realize the fact that the school effectiveness depends mostly on conducting a systematic academic programme in the school with a view to enhance the performance of the students in their subjects of study.

REFERENCES

- [1]. Best, John W. and James V. Kahn (2003): Research in Education. New Delhi: Prentice Hall of India Private Limited.
- [2]. Bhatia, K. K. (1974): Measurement and Evaluation in Education. Ludhiana: Prakash Brothers (Educational Publishers), 1974.
- [3]. Garrett, H.E. (1965): Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Private Limited, 3rd Indian Edition.
- [4]. Musaaazi J. C. S. (2006): Educational Planning; Principles, Tools and Applications in the Developing World. Makerere University Kampala – Uganda.
- [5]. Muthondu, G. W. (2007): Teachers' Perception of Female Head teachers' Leadership Styles in Public Secondary Schools in Nairobi Province. An Unpublished M.Ed. Project, University of Nairobi, pp.75.
- [6]. NCERT (2014): Basics in Education. Publications Division, National Council of Educational Research and Training (NCERT), Sri Aurobindo Marg, New Delhi, June, 2014. ISBN 978-93-5007-283-7.
- [7]. Report of the Indian Education Commission (1964-66): Education and National Development. New Delhi: Ministry of Education, Government of India, 1966.
- [8]. Wango, G. M. & Mungai, E. K. (2007): Counseling in the Schools: A Handbook for Teachers. Nairobi: Phoenix Publishers Ltd.

Dr.T.Sharon Rajul."A Study On The Perceptions Of Secondary School Teachers Towards The Administrative Skills Of Headmasters In Visakhapatnam District." *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 28(4), 2023, pp.13-17.