A TEACHER'S STANDPOINT ON THE ADMINISTRATIVE ROLE OF PRINCIPALS AT THE HIGHER SECONDARY LEVEL

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Abstract

The secondary school headmaster has a well-established position in educational administration. The post's acceptable and functional duties are still being debated. Research studies show varied perspectives and expectations of school administrators' tasks. The quest for appropriate conceptualizations of the function of the school administrator is crucial and must continue. This study examines the interaction between secondary school teachers and their principals. The method of survey research was used for this investigation. Data were gathered using a questionnaire for teachers and a discussion guide created for principals. Data were gathered from 732 instructors and 72 principals. Participants were chosen using purposeful and convenient sampling approaches. It is vital to investigate how this relationship affects students' performance and academic results. The study also compared the attitudes and behaviors of teaching personnel and the principal across cultures. Positive relationships between teachers and principals of institutions, such as schools, colleges, and universities, are crucial for success. There is an essential need to investigate the dimensions and challenges of teaching staff in Secondary schools. This study aims to bridge the knowledge gap about the link.

Keyword: Administrative role, higher secondary, teacher's standpoint, establish position, school

INTRODUCTION

Education is the most obvious indicator of socioeconomic growth. Investing in education at the basic and secondary levels benefits all segments of society. Secondary institutions have a crucial role in establishing a strong intellectual foundation for children. Currently, these institutions face several challenges, including classroom shortages, insufficient funding, a lack of skilled personnel, and inadequate oversight. This study focused on the job of the headmaster of the Secondary School [1] (Caroline & Agnes, 2013). The main goal was to illustrate the current situation regarding the connection between instructors and the headmaster. Teachers in public secondary schools in poor nations sometimes face challenges due to limited resources. In Pakistan, the situation is no different. Teachers at Pakistan's public secondary schools are often unmotivated due to a lack of physical resources [5] (Makinde 1984). According to recent research, instructors' motivation is solely influenced by their working environment. The study suggests investigating school-related elements that might impact teacher motivation. According to [3] Konchar (1988), when instructors work in a motivating environment, they are more motivated. According to literature, the headmaster's influence may establish a climate that stimulates instructors to do their best work. "The headmaster's approach encouraged teachers to collaborate and achieve their goals." He empowered instructors to make decisions on their own. [6] Muli (2005) said that he formed positive ties with instructors and appreciated their efforts.

Objectives
1.   Examining the impact of **administrative role of principals** between teachers in Batticaloa District Schools, Sri Lanka.
2.   Investigate the impact of **administrative role of principals** between teachers in Batticaloa District Schools, Sri Lanka.

REVIEW OF LITERATURE

SUPERVISORY ROLE OF HEAD TEACHER

The headmaster is ultimately in control of the school. The supervisor is responsible for the overall performance, competency, and efficacy of the school's programs, including peer counseling. "The headmaster's supervision in the secondary school plays a vital role through planning and developing the counseling program based on the students' needs" . According to [13] Wango and Mungai (2007), teachers use counseling relationships to help students understand themselves and their social and psychological contexts. The learner may embrace themselves, acquire decision-making skills, and address personal issues. "The head of a school is responsible for organising and supervising the educational experiences of the students, fostering the growth of their knowledge, abilities, character traits, cognitive patterns, ability to make decisions, and appropriate behaviour towards both others and themselves." "A readiness for maturity" [5] (Muthondu, 2007). By offering peer group members counselling and serving as the peer coordinator, the head teacher supervision taking care of the kids participating in the programme, not just the crucial matter of their emotional welfare, but making sure they have enough time to complete their academic work. Additionally, the head-teacher supervision plans, assigns, and trains the new teachers appropriately, assisting the group in keeping a steady stream of new hires. participants [6] (Mwalala, 2007). "Moreover, he or she assists with general administration, particularly with regard to procuring funds from the school bursar and furnishing the organisation with an administrative budget for items such as badges and publicity," the statement reads. When conflicts emerge, the teacher counsellor serves as a mediator within the group and addresses challenging topics in the group, for example, a member breaching confidentiality [4] (Lydiah & Nasongo, 2009). The following goals serve as a reference for the secondary school students' perception of the headmaster's supervisory role: encouraging the personal growth of carers; improving the emotional climate in the school; acting as a bridge between friends and troublesome peers by listening instead of offering advice; teaching basic skills for supporting peers who may require psychological support, such as drug users, bereaved, and alienated peers; empowering the individual to meet personal needs so that they can be more fully functional and take charge of their lives in different settings; lowering the incidence of bullying in schools by supporting those involved; and acting as an additional service that complements rather than competes with the support provided by staff. [8] (Okutu, Chumba, Shadrack & Kurgat, 2011).

Leadership and management

No institution can reasonably run without a headmaster. All social species, including insects and humans, require leadership. "The nature of the organisation and society have a significant impact on the character of leadership. There are many different types of leadership styles available on the market, including forceful leadership, sometimes known as dictatorship. According to [4] Lydiah and Nasongo (2009), persons in leadership positions have very little or no influence over how things should be done. Rather than leaving opportunity for freedom of expression, some headmasters and class teachers still think it's trendy to deal with their teachers and students in this way. All decisions are made by the headmaster and/or staff without involving the students. The French expression "laissez-faire leadership" literally translates to "let people do what they want." The leader in this case is only symbolic. The governed are the source of power for democratic leadership. Followers of democratic leadership develop reaction patterns that produce outcomes and provide a great deal of happiness. There are differences in the roles that head masters play in educational settings. The primary functional term that best characterises the headmaster is "manager" or "leader" in the context of education. Two related but different questions have plagued previous management writers: what is management and what do managers really do? The four categories of managerial functions identified by [13] Wango (2007) are organising, motivating, controlling, and planning. "Everything a head master does to create effective instruction in the classroom—beliefs, choices, methods, and techniques—is considered an instructional leadership duty. While instructional leaders concentrate on learning and instruction, managers are more concerned with "running a smooth ship." Headmasters cannot be effective instructional leaders if they are not competent managers, despite the fact that the principal's position as an instructional leader is crucial to the development of an effective school [9] (Okutu et al., 2011).

Administrative, management and leadership delineation

In an attempt to distinguish between the leadership, management, and administrative components of this study, the principle ultimately stated that since the headmaster does all of these tasks, they are interconnected. Because there is overlap, it is impossible to draw a distinction because there is no border. To obtain the best results, management is typically demonstrated by the fair use of both human and material resources. This creates what are known as the ideal roles, where leadership is a quality that arises from one's perception of the ideal roles and how they believe one should conduct themselves personally. This creates the actual role of the

headmaster. The principle stated that a school headmaster needs to domesticate the ideal roles and make adjustments because of the dynamic nature of schools. [11](Judith & Richard, 2013).

Management dimension

The headmaster's responsibilities as a manager include managing the budget. Accountability appears to be high on the agenda for many parties involved in the education sector, as was previously indicated. This appears to stem from the corruption that has crept into every area of the national economy. The government has established guidelines pertaining to a school's financial operations. As the headmaster stated, these strict procedures are beneficial. However, he or she was quick to point out that the introduction of free tuition in secondary schools had complicated her budgeting. This was because the government had been slow to distribute the funds [4] (Lydiah & Nasongo, 2009). "After the funds were finally available, he/she had the school budget created under the following sub-headings, each with a detailed cost: staff, which includes teaching and non-teaching; tuition, which includes school supplies and stores; local transportation and travelling, which includes internal travel costs and teacher seminars; electricity, water and conservancy, which cover charges and maintenance of the said items; contingencies, which include staff uniforms, stationery and phone; repair said [12] Shandru Mariyadas., & Saravana Kumar, A. R. (2022).

Accountability and transparency

Apart from the school bursar being expected to issue a receipt immediately for any monies received and prepare payment vouchers which the head counter checks before signing, the headmaster directs the accountant to prepare a trial balance and bank reconciliation books which helped her maintain a watchful eye on the frivolities of expenditure and payments [5] (Muthondu, 2007). "The headmaster talked of accountability passionately in an equivalence of Socrates who was accountable unto death for his teaching and the sophists who were accountable
to their students, for here lay their means of livelihood. Today the headmaster is legally accountable to the school boards and morally accountable to self, profession, community and nation". As this principal talked good of being accountable, the researchers sought to find her views on the issue of performance contracting that the government is serious on introducing in all sectors in the country [1] (Caroline, 2013).

Educational dimension

One of the priorities of headmaster of the school is to monitor the teaching learning process in their schools. "Monitoring involves actions envisaged by the head to ensure that things are going according to the goals and objectives set at the school and national levels at different points in time and also to see to it that things are revolving according to plan and in line with the targets set" [4] (Lydiah & Nasongo, 2009). The purpose of monitoring is, as such, to increase efficiency and improve effectiveness of the systems in place in school since heads are input variables in a school. "The headmaster spent most of her time in dealing with managerial issues. Although the educational dimensions of the school heads are being emphasized, it is hardly practiced; hence, basically the headmaster`s role is that of a manager. The literature reveals that the elementary school headmasters spent 62.2% of their time on managerial issues and 11% on instructional leadership issues, even after undergoing training in in-service for the role of instructional leader" [2] (Judith, 2013).

Figure 1 Theoretical Framework

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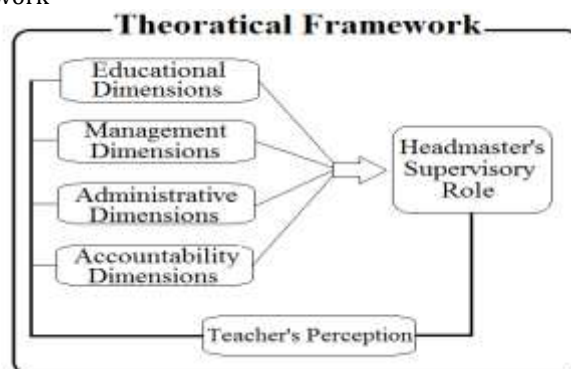
METHODOLOGY

Our statistical society for this research included all principals of high schools located in the city of Batticaloa District; The Batticaloa is located in Eastern province of Sri Lanka. Since the total size of our statistical society was 358 schools, we decided to include the entire statistical society in our analysis. The researcher explored features of principal's conflict management style that were evident in high performing schools and required to discover the characteristics of principal's peaceful management ways. Therefore 72 schools from the total of 358 for five by one scale (5:1) high performing schools were being selected from the research area by Random Sampling Method where Principals have selected as the respondents of primary data collection to fill up the Questionnaire and face to face interview. And also, secondary data (Documentary) would be utilized to ensure the primary data in other words, the size of our sample is equal to the size of our statistical society.

ANALYZING AND INTERPRETATIONS

Fig 2
Personal characteristics of the questionnaire respondents
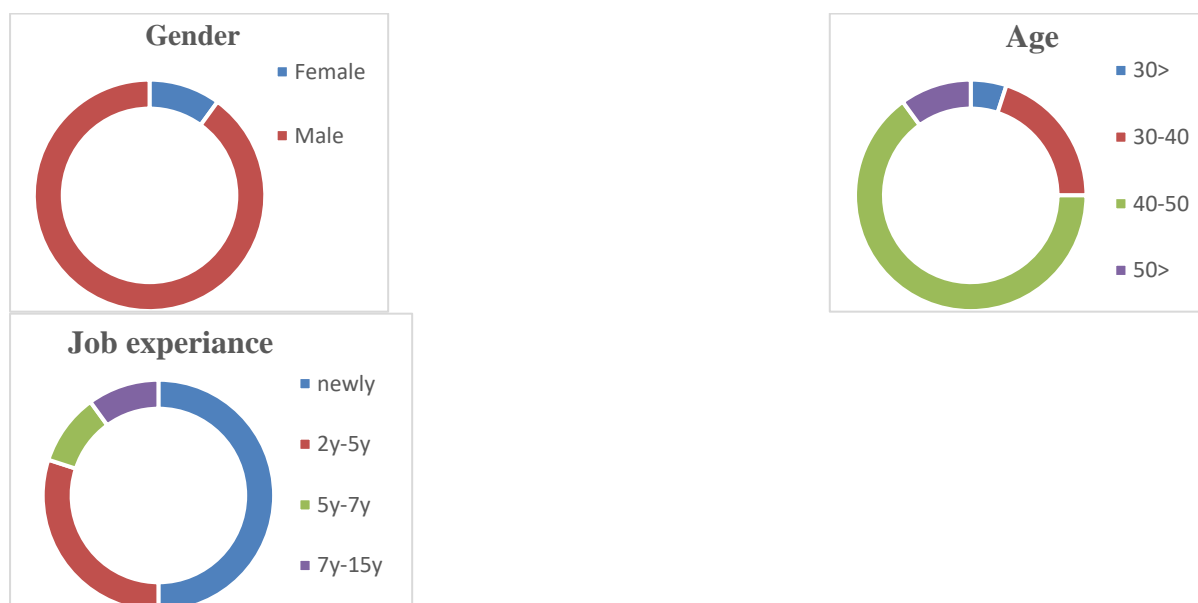
The figure shows the percentage of school principals in each category. A questionnaire with 20 questions was developed to gather our data, and each statement was graded on a Likert scale with a range of 1 to 5. Internal consistency and split-half procedures were employed to assess the validity of the research questionnaire. Using SPSS software, the Cronbach's alpha was calculated. The questionnaire had an acceptable internal consistency and reliability score of 0.79 according to Cronbach's alpha. According to the split-half analysis's findings, Cronbach's alpha was 0.81 for the questionnaire's first 10 questions and 0.77 for its last 10. The dependability of the questionnaire was acknowledged because there was little difference between the two sums. The questionnaire's content validity was investigated to confirm the validity of the instrument.

DICUSSIONS AND CONCLUSION

Schools have an impact on students' academic performance, and a head master's leadership style is one of the elements that determines whether a school succeeds or fails. The headmaster should also take into consideration other school factors that have an impact on students' behaviour and academic performance. These factors include the quantity and focus of academic instruction, the size and makeup of ability groups, teacher expectations, teaching methods, classroom management, and school climate [4] (Lydiah & Nasongo, 2009). Effective headmasters thus take an active role in enhancing training and instruction in addition to overseeing daily task assignments and teacher supervision. According to [9] Okutu et al. (2011), teachers are ostensibly expected to comply with the instructions provided by the headmasters, for whom they risk disciplinary action. Ensuring that sound policies, goals, and objectives are developed in a particular school and that strategies are chosen for the accomplishment of these goals is the primary duty of educational management. According to [2] Judith and Richard (2013), "the headmaster has to ensure that the school's policies and objectives are clearly stipulated and well known to the school community, that is, the teachers,

students, parents, staff, and other stakeholders "The paths and ends of the school's activities can be traced through its policies and objectives. The headmaster bears the duty of guaranteeing that the school's short-term goals enable the system's long-term goals to be achieved. To do this, sensible school-based policies are created. These regulations must be compliant with the national education policies that the ministry of education has developed [1] (Caroline et al., 2013). The majority of the time, school administrators fail to formulate and implement policies in a democratic manner; this leads to a build-up of animosity and dissatisfaction in the classroom, which in turn has a detrimental impact on student accomplishment [14](Wekesa, 1993).

CONCLUSION

This study aims to examine the connection between the responsible head of the institution (the headmaster) and the teaching staff. The headmaster should serve as an example not just for the pupils but also for the teachers, who should emulate his style of leadership. The headmaster is typically the oldest teacher in the class and one of the most experienced educators overall. However, in the present era, headmasters who were younger are also taking on their responsibilities due to direct induction. On the other hand, despite their great qualifications, they lack the necessary experience and abilities for the jobs at hand. Since elders control most aspects of our culture, teachers in this situation exhibit resistance to following the directives and rules set forth by their inexperienced headmaster. If the headmaster includes all interested parties in the creation and application of school policies, the goals and objectives of education can be more successfully attained. When it comes to creating and carrying out policies, headmasters must be democratic.

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