

WHAT MAKES AN EFFICIENT PRINCIPAL

By

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Educational administration as a separate head in education is a new concept. It developed later than business and public administration. Much of the content of educational administration has been derived from these fields. In fact educational planners and administrators have very recently tried to draw from the managerial concepts developed in connection with the handling of organisation concerned with productivity and public utility services. It is, therefore of great importance to us that we find out some concrete managerial concepts to help in educational administration. Education administration though have a recent beginning in India had a very old history. Education is as old human civilisation and so its administration. When schools were established the need for their administration arose. There must be someone to organise educational activity and to ensure that educational goals are realised. There is several aspect of educational administration and many factors affect the administration of education.

There is no doubt in accepting the fact that the educational institutions in India are very badly managed. The problem of improving the quality of education in India, therefore, seems to be extremely complex. Providing the best possible conditions for learning is of a system of priorities. The administrative style of principals in most of the Indian schools is by and large experienced base crude "bag of tricks". As a leader in his school the principal is responsible for providing leadership that results in establishing common goals for the entire school staff. His responsibilities run to all areas that relate to the educational programs including the instructional programs and practices, overall administration, personnel relations with staff, pupils & community. Some of these areas of responsibility overlap.

Leadership is currently the most commonly associated word with school administration. Whenever there is a discussion on school administration or management, this word finds a place of prominence. It is generally conceded that the success of any human endeavour is closely related to the quality of personnel who perform the task necessary to the achievement of purposes, as well as the conditions which effect their physical and mental well-being. This assumption is as applicable to school system as it is to any organisation of human effort. The success of any organisation as well as of any work will depend, to a large extent, upon the quality of the personnel engaged in the educational process and

upon the effectiveness with which they discharge individual and group responsibilities. Professional experience, specific interest, social adaptability is the qualities in the head of the schools that make him work effectively. Effective educational administrators display many characteristics such as welfare of students, maintaining high personal standards etc. to achieve their goals in the organisation.

It has been proved by studies that effective educational administrators would tend to rank higher than ineffective administrators on certain measures of personality variables like active drive, achievement drive, mobility drive, social ability, feelings of security and emotional control which provides useful implication for selecting educational administrators. An educational administrator can only justify his position when he/she contributes to the capacity of the school to help children grow towards responsible adulthood. An effective school administrator instils close interpersonal relations with and among the group. He/she helps group organise in terms of purposes, interests and special abilities in order to fully release and achieve the co-operative utilisation of the intelligence of the immediate group. The relationship between the head of the institution and their staff is the backbone of the educational improvement. It is directly related to the progressive characteristics of the institution. Instructional leadership in schools was highly correlated with organisational climate of the school, which in turn influences the morale of the teachers. Administrative effectiveness, administrative style, leadership qualities, job satisfaction and mental health are some of the other correlates of educational administration which have been studied in detail to provide the tools to the school administrator to do better in his/her field.

Providing the best possible conditions for learning is a challenging task for the educational administrators and it requires the use of a system of priorities school principal, for instance, can't tackle all problems at once and he can't help all staff members simultaneously. The problem of improving the quality of education in India seems to be extremely complex. It immediately calls for a serious attempt on improving the management of educational institutions. There is hardly any doubt that management of an educational institution is much more complex than the management of an industry. The educational administrator's style is the main factor, which contributes to the enlistment of the morale of the person working under his control. Some of the researchers in this area made an attempt to relate the leadership style of principals with their age, sex, experience, qualifications, backgrounds, etc. Their conclusions are contradictory but one thing was common in their findings that the philosophy of lifestyle of management, ways of decision making of principals are not conducive to the effective functioning of the institution.

Decision is a moment in the process of policy formation. It is much less than policy but in nature it is not different from it. Decision-making is the most critical aspect of educational administration. It is considered as the heart of administration. It is one of the main styles of leadership, which an educational administration performs, and it largely depends upon their mental health, job satisfaction and their administrative effectiveness. Job satisfaction has been regarded as an important area of administration. In many

respects there have been parallel developments in goal setting and job satisfaction. In a study related to job satisfaction and teacher behaviour of adult education administrator it was found that the role perception held by adult education administrators were unrelated to their level of job satisfaction. It is said that the leadership effectiveness is influenced by not any other factor as by human relationships. Mental health is an important factor, which is directly related to decision making. Only a mentally healthy person can make decision that will be applicable to a large number of people. Gestalt psychology believes that if a person's behaviour is to be determined, his mental health must be taken into account. It is an important component of leaders personality. Mental health reflects the true profile of the real person in an individual. A consistent style of life, persistent modes of behaviour emerging from his attitudes, abilities, habits and values all in one go to manifest one's mental health.

The effectiveness of efforts expended at various levels of administration is determined finally at the attendance centre. It is here where learning outcomes are in evidence. It is here that material resources are utilised and services of professional personnel are applied to promote learning. The administrative organisation of any educational system must be designed to facilitate the teaching-learning process at the building level. The principal is the chief executive officer or administrator of the attendance centre and influences to a considerable extent what occurs at this level. He likewise does not act alone; the administrative team concept applies here as well as at the system-wide level. The principal was started being recognised as the building-level supervisor in late nineties and so the expectations from the society increased too. The supervisory role of principal is no longer there but he has now been established as specialised supervisory personnel being attached to each and every where. The knowledge explosion even in traditional subjects such as reading or mathematics calls for a considerable period of for their mastery. The supervisory role of the present day principal Involves determining what specialised resources teachers need to perform effectively. The role of changing "GURU" to e.gurucool.com is the demand of the day. The effectiveness has now been replaced with efficiency. In this age, it is mere impossible to supply direct supervisory skills for all teachers himself. As the principal has to administer all aspects of attendance centre, administrative activity should not be confused with clerical chores. Leadership, which focuses on stimulating people to optimum performance, is the principal's most important single function. The principal if wants to be efficient and successful, must make things happen through other people. He must know what resources are needed and available to realise the responsibilities at the building office.

Pupils learn and teachers instruct in the attendance system. It is at this level that the efforts of the administrators at other levels are tested to determine their influence on the teaching-learning process and thus their value in the attainment of educational objectives. The administrator of the attendance centre is commonly referred to as the principal. The importance of his role in the administration of public education is difficult to overestimate. This is what makes someone an efficient principal.