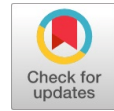


Methodology to Enhance the Functionality of Principal in Government School Based on the Academic and Non-Academic Role

Nafees Fatima, T.K Jain



Abstract: Education is a powerful instrument of social change, and often initiates upwards movement in the social structure. The fundamental aim of the education is to bring about change in the person as well as in the society. His excellency, the former president of India late Shri A.P.J Abdul Kalam has rightly said that "Education is the most important element in the growth and prosperity of the nation". It is the passport to accelerate economic growth. It is the key in building human resource capital and human resource capital is a vital ingredient in building a nation. Universalization of elementary education has been a cherished national goal since 1950. There were various education commission and policies giving direction and guide lines as to how this national goal could be achieved. Many programmes have been taken up by the government to achieve UEE goal, to accomplish this goal article 21A of Indian constitution (eighty-sixth amendment) act, 2002 (w.e.f. 01-04-2010) directs the state to provide free and compulsory education to all children till they complete the 14 years of age. In order to fulfil this constitutional obligation, the access to educational facilities has been improved to a large extent by establishing a number of schools and the required facilities and the enrolments there in have been increased tremendously. Development in education is an important indicator of overall development of a society. Lacks of proper educational facilities have been one of the major causes of backwardness of Indian masses. In the process of educational development, the basic foundation is to enhance the existing programmes. With a good elementary education, there will be smooth passage to secondary education. Hence, the most urgent need of the hour is to realize the importance of elementary education to accomplish the objective of developing country and enabling them to compete successfully in the race of civilization. We have to accede fully that elementary education is our weakest link. All the efforts to improve secondary and higher education will end fiasco without effective improvement in elementary education. In a sense, we can hold that without its improvement, the progress of the nation as a whole is quite unthinkable. Elementary education holds the key in the educational system of any country. In fact, it forms the linkage to secondary and higher education.

Keywords : Role of Principal, Function of Government School Principal, Indian Government School, Government School Principal.

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I. INTRODUCTION

Elementary education plays an important part in the educational system that provides the basic information necessary for survival and open up the gates of knowledge, linking to secondary and higher education. Elementary education feeds the requirements of the secondary and higher education from where the intellectual students and scholars in various fields come out. It also prepares good ground and natured scholars of the future. Universalization of elementary education has been perceived as first and foremost goal of India since independence. This was also reflected in the constitutional provision of free and compulsory education for all children until the complete of 14 years of age.

National policy of education of 1986 committed to universal elementary education. The global declaration on basic education adopted in JOMTEIN in 1990 boosted the programme of action and further in 1992 activated the development of basic education in the country. During the decade, the number of lower primary schools increased by 14% and upper primary schools by 3.6%. Altogether 24.3 million more children brought to schools. The commitment to achieve universal enrolment and to provide quality oriented free and compulsory education, a number of schemes such as operation BLACK BOARD, DPEP AND SSA have been initiated. Elementary education is the most crucial stage of education spanning for the first eight years of schooling and laying the foundation for department of the personality, attitude, confidence, habits and the learning skills and communicating capabilities of children. At this stage the basic skill of reading, writing and arithmetic are acquired. This is the stage when physical growth can be assisted, interest in sports and games can be raised and manual dexterity can also be developed. The crucial role of UEE for strengthening the fabric of democracy through the provision of equal opportunities to all children for the development of their individual potential has been accepted in our constitution from the very inception of our republic.

II. ROLE OF PRINCIPAL IN THE SCHOOL MANAGEMENT

A function involves the part a person does in performing his/her role, for example my roles as teacher involved the following function: instructing, nurturing, listening, encouraging, disciplining and empathizing with students. The role of the principal is very challenging and at the same time very complex in nature.



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It has become more so due to the implementation of right to education (RTE) AND RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA). Therefore, in order to perform their role and responsibility efficiently and effectively, school principals are required to be sensitised about important policy interventions and acquire necessary leadership and managerial skills. Principals are called upon to play multiple/various roles. These various roles are: in short, role of the principal may be considered in the following areas (bhagia n. M, (1980), *educational administration*):

1) **Academic:** the principal involvement in academic activities included observing and checking teachers' and students' work, monitoring students' discipline, helping in eradicating cheating in examinations among students, internal classroom supervision and ensuring that all departments had enough teachers. Principal should be an academic leader to be looked up by teachers, students and community with respect and confidence. He /she should have thorough knowledge about planning for the institution, guidance to the teacher, teaching skills, supervisory, monitoring, prompt reporting of students' performance to parents, organising activities, diagnosing the cases of drop out and attendance records for taking timely remedial measures.

2) **Administration role:** - administrative-wise, the principal assists in the formulation of school-based policy and work plan; and advises on the co-ordination and collaboration of planning education and others school programmes and activities. The administrative role of the principal need strengthening with adequate powers, physical facilities and support from his supervisor and teacher so as to enable him/her to perform his duties to maintain school records correspondence related works, organising and conducting annual census, dealing with service matters of teachers, welfare matter of the teacher and student, maintaining physical facilities, improvement of resources of the school, financial matters and admission of student of different grades.

3) **Financial role:** the principal has bigger role approving school development plan, annual school plan and school budget. They also manage government and nongovernment funds properly to ensure the appropriate use of resources.

4) **Liaison with the community:** principal is a bridge between the school, community and government. Hence the liaison role includes-generating and sustaining community support involving community in enrolment drive, establishing linkage with development department and agencies, mobilising community supports.

III. RATIONALE OF THE STUDY

Principals, under the direction of their governing bodies, take a leadership role in the daily operation of a school. In addition, principals are responsible for the organization and management of individual schools, including the budget assigned to the school. The principal is the senior professional and leads the teaching and learning provision in the school. In addition to any teaching duties, each principal is responsible for great number of activities such as: determining the organization of the school and ensuring ongoing maintenance of the school buildings, administering the school's budget, placing pupils in appropriate classes, ensuring that reports are sent to parents etc. All the roles are carried out by the principal as he/she implements and

operates the policies and procedures adopted by the governing body. In this context, the researcher felt the need to take up a study to explore the role and function of a principal in smooth functioning of the school. The proposed study will be taken up in Coimbatore district, Tamil Nadu. The study will also try to understand the challenges faced by a principal in exercising his roles.

IV. STATEMENT OF THE PROBLEM

The present proposed research study has been taken up under the title, "Role of the Principal of a Government School in Coimbatore District, Tamil Nadu".

V. OBJECTIVES

- To understand the activities performed by the school principal in managing the school.
- To identify the problems and issues faced by school principal in exercising their role for smooth functioning of school.
- To suggest some remedial measures for improving the smooth management of school by school principal in Tamil Nadu.

A. Research Questions

The following research questions were considered:-

- (a) What are the various roles of a school principal in Tamil Nadu?
- (b) What are the duties and responsibilities of a school Principal in Tamil Nadu?
- (c) What are the activities performed by principal in managing school?
- (d) What are the problems and issues faced by principal in exercising their role?
- (e) How do teachers, students and community representatives perceived about the role of School Principal in the state?

VI. LIMITATIONS OF THE STUDY

- (a) Due to time and resource constraints, the study will to be limited by selecting only Coimbatore district in Tamil Nadu.
- (b) Only 12 schools will be considered for the study.

VII. ADMINISTRATION OF TOOLS OF DATA COLLECTION

Tools for the study consist of two questionnaires (one for the principal and another for the school teachers) and one interview schedule for the community representatives. The investigator also conducted interview with few students and parents from the sample schools. In addition, the researcher conduct interview with the respective principals.

The details of the proposed tools for the study were:

- i. Questionnaires for principal
- ii. Questionnaires for teacher
- iii. Interview scheduled for community representatives
- iv. Interview with the students, parents and principal.

VIII. RESEARCH METHODOLOGY

The present study was undertaken with an aim to understand the role of school principal in Tamil Nadu in general and Coimbatore district in particular. Keeping in consideration the need of such study, the investigator designed the study to explore the ground realities with relation to the role of school Principal and the challenges faced. The main objective was to understand the various roles and function of Principals of 12 selected schools in the district of Coimbatore. The present section gives the detail method of the present study.

A. Research Methodology

The methodology of the study has been based on collection of data in respect on role of govt. Schools principal in Coimbatore district of Tamil Nadu. Data have been collected on basis of questionnaire for principal and teachers and also interacting with the principal, teachers and parent's/community representatives. Simple random sampling technique has been used for the selection of sample. The sample comprises of 12 schools and the methodologies used mainly consist of qualitative study.

B. Population and Sample

The sample has been restricted to Coimbatore district and the sample size has been taken as 10% of the total population (total schools). Coimbatore district comprises of 127 Government Schools. From these schools, 12 schools have been selected, for the study. Target group such as principal, teacher and parent's /community representative has been considered.

C. Administration of tools for data collection

Tools for the study consisted of two questionnaires (one for the principal and another for the school teachers) and one interview schedule for the community representatives. The investigator also conducted interview with few students and parents from the sample schools. In addition, the researcher conduct interview with the respective principals. The details of the proposed tools for the study were:

Questionnaires for principal

Questionnaires for teacher

Interview scheduled for community representatives

Interview with the students, parents and principal.

D. Method of Data Collection

On the first day of each visit to schools, the investigator had met the principal and explained the purpose of the visit. On the same day itself, the questionnaire was distributed to the principal and teachers available in the school. On the same day, the investigator again met the principal for conducting an interview concerning his role as a principal in the school and also the problems that faced while exercising his roles in the school. In the following days, the investigator had tried to meet the community members to know the various roles taken by school principal. The field work was conducted from 10th Jan 2019 to 30th Jan 2019.

E. Method of Data Analysis

After completion of field study, all the data were carefully administered tabulated and analysed. The data, information and views collected for the study were analysed by the use of percentage method. Attempts were made to analyse each item of the responses by calculating percentage and interpretation was done on every item. The data of the present study had been analysed both quantitatively and qualitatively.

Quantitative analysis of data presented in the tabular form and its presentation was made in the forms of tables, diagrams and textual wherever necessary.

IX. DELIMITATION OF THE STUDY

The investigator is not a full time research scholar and also due to time limit, the study has been limited only to Coimbatore district of Tamil Nadu. Due to time and resource constraints, the study has been limited to Coimbatore assuming to represent the whole of the district. The study has been confined only in 12 schools in the study areas.

X. CONCLUSION AND RECOMMENDATION

After a thorough analysis and interpretation, we can arrive at certain conclusions and on findings of the present study. The investigator would like to give a brief report on the mode of collecting data. The data were collected from questionnaire and interview and also were collected from the secondary sources like books, websites, journals research, abstracts etc. The research study was conducted to look into the effect of roles of government school principals on administrative, academic, financial and liaison with community members of Coimbatore district of Tamil Nadu. As well as, difficulties, associated problems faced by the school principal while exercising their role and suggestions for its improvement have been tried to workout in this study. Though there are large numbers of schools in Coimbatore district, Tamil Nadu, only 12 schools were selected as a sample to survey and based on that the study was conducted for the whole Coimbatore district.

XI. SUMMARY OF MAIN FINDING

A. Role of school principal in Tamil Nadu

As per the study, the majority of the principal performed their role and responsibilities with full dedication and enthusiasm. While it was found few of the principal used to neglect their role and responsibilities. From the analysis, it shows that most of principals are engaged in evaluation of student performance and school improvement activities. It was also evident that principals had adequate knowledge regarding rules and regulations for governing of the schools.

B. The activities performed by primary school principal in managing the school

From the analysis, the majority of principal agreed that they perform innovative activities in the schools to increase the efficiency and learning outcome of the schools while as, few principals disagreed that they do not perform innovative ideas in the schools. The study also probed that majority of the principals take regular classes as well and it was also evident that school principal works efficiently for the expansion and school development. Further, majority of teachers agreed that principals are successful in their efforts to mobilize additional funds for the management of the school.

C. Principal relationship with others

From the analysis, majority of teacher agreed that principals have good relationship with them and also agreed that their principal devote his/her time to the weak students and arrange remedial class for the students. It was also agreed by that their principals make efforts to enlighten the teachers, students and also motivates teachers to participate in the in-service training. Further, the principal in majority have good relationship with community; they also make efforts to invite community members on various programmes and functions and to certain extent the principal maintain an effective liaison with the local development authority.

XII. PROBLEMS AND ISSUES FACED BY PRIMARY SCHOOL PRINCIPAL IN EXERCISING THEIR ROLE FOR SMOOTH FUNCTIONING OF SCHOOL

The major challenges and problems faced by principals was in terms of budget, teacher absenteeism, communication barrier among teacher and principal and the conflict and groupism amongst the multi-tasking group D staff in the school.

XIII. SUGGESTIONS / RECOMMENDATION OF THE STUDY

Based on the findings of the study, the investigator made some suggestions or recommendations for improving the functioning of government schools in the state. The following are the major recommendations

- Conducting training programs on pedagogical skills to improve the quality of principal as he /she should be well acquainted with the ongoing trends and development in the school curriculum and a deep understanding of using teaching aids on different situations is essential.
- Arrangement of regular principal and post creation of the teacher to keep proper teacher pupil ratio.
- The teacher should be allowed to involve in administration of the school. Their involvement in such activities as in planning of school annual plan, management, organizing and conducting annual programmes.
- Financial resources play a significant role in meeting school needs. In order to manage the school effectively, involvement of the principal in generating financial resources and greater involvement of teachers and parents in managing the financial resources should be streamlined.
- The liaison between the principal and the community should be improved by involving community in enrolment drive, establishing linkage with development department and agencies, mobilizing community support.
- The relationship between the community members and school should be strengthened. This can be facilitated by organizing sanitation campaign together within the community and allowing them to participate in occasions like independence day celebration on 15 August or Republic Day on 26 Jan.
- As the funds are not sufficient to provide adequate facilities for the students hence it is recommended that funds should be raised from public.
- A committee may be constituted comprising of the representatives of teacher's students and parents. As it has been stated that heavy load of teaching work for the school

staff it is suggested that at least teachers may be appointed in each school.

- Financial problems should be given priority while solving the problems. All the facilities like buildings, play grounds, apparatus and equipment and audio-visual aids should be provided.
- Parents' teacher association and other cooperation techniques should be adopted to make the parents' teachers and students more close in order to solve the problems.
- More facilities should be provided to rural schools. The heads of schools should adopt democratic behaviour and try to solve the problems cooperatively with the help of their teachers.

XIV. CONCLUSION

After a thorough analysis and interpretation, we can arrive at certain conclusions and on findings of the present study. Here, the major findings of the study revealed that principals are the most important personal for the effective management and administration of the schools. The finding shows that majority of the principal performed their role and responsibility with full dedication and enthusiasm while few number of them neglected their roles. The principal's too face certain hurdle while performing their duty and one major hurdle is lack of money and heavy workload, financial budget and teacher absenteeism etc. the teachers and principal's relationship is found to be cordial. Majority of teachers strongly agree on the principal's managerial calibre and the social relationship that the principal maintains with the teacher as well as with the community members. Most of teacher's perception of their concerned principal is good. There is amiable relationship between the community members and the principal of the school located in the area and most of response of community members towards the teacher and principal are on an average. The leadership role of a school principal is crucial for its smooth functioning in the context of quality school education. The study comes out with few suggestions for improving the functioning of the school; undergoing skill improvement training for principals; appointment of regular principal; involvement of principal and teachers in generation of financial resources; mobilising community support; provision for allowing teachers to involved in school administration etc.

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