CRITICAL ASESSMENT OF RESPONSIBILITIES OF PRINCIPLES IN SCHOOLS

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ABSTRACT

Secondary education begins to expose students to the differentiated roles of science, the humanities and social science. This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens. Secondary education is crucial stage of the formal school system. It is a gateway to higher education and also a vital link to the world of work. Secondary education in India is simultaneously challenged with expansion and quality. The demand for quality arises out of more than one consideration and compulsion. Due to globalization and global competitiveness, India's chance for coming within the competitive range is dependent upon the quality of her manpower. Considering the importance and the present need for quality education in secondary education sector it is also essential for effective management system. Effective management depends upon the perception and functioning of the educational managers about their duties and responsibilities. In this context, the present study has been designed to investigate in depth the role perception and functioning of educational managers.

Keywords: Secondary Education, Managers, Role Perception etc.

1. INTRODUCTION

This mutual exclusion was based on the problems of education and the National Policy for Education (1986) and the need to professionalise the educational management was emphasised. It should be noted, in reality, that management in the service industry is important, but also essential to the process of growth itself in the context of our country's development. Moreover, excellence in education management is a bare requirement in a democratic country like our own. Children in cruel numbers study at educational facilities, with lakhs of teachers and non-teachers working for them, as a large amount of money is spent on education, an effective education management system at all levels is absolutely important. An effective and sound education management system may also shape the cornerstone of good democracy.

Management of education tends to be caught up in indifference syndrome and collective exclusion. It is probably still not considered a company. Educational management is still seen as a shock of pedagogical skills at the school level and an overwhelmingly high level of subject

specialisation. As you switch from administrative management to overseeing regions and broader structures such as counties, states and colleges, the situation is no different. Block and district Principles are given promotions from the Circle Inspector to the Joint Director Rank. Either from the field of pedagogy or from the subject material are the Deputy Chairman, Joint Directing Directors, University Deputy Chancellors and Registrars. Management education and preparation are not considered a precondition for managers. Even when it comes to the state's education director, the deputy secretary and the secretary's office, lAS executives who have a record turnover, shifting from jobs, rural development and finance and what not are offered those positions. The administration of education is also not known as a specialist field of practise.

2. CONCEPT OF EDUCATIONAL MANAGEMENT

Education management is a must in a democratic country like ours. Some sufficiently driven, stable elements structured within the machinery are required to cope with changes and upheavals caused by the change of governments and survive them. Higher management of education is so fundamental to the effective functioning of democracy. Errors in a farm or plant can be found, but these can be fatal when it comes to moulding social ideas and values. Indeed, the cornerstone for good democracy is an effective, sound system of education management.

These stuff clearly don't come on their own. They must be planning: a systemic and permanent education management structure with a theory and a vision must be created in order to feel the rights of people in young democracy. Before growth, there were minimal human needs. A person fulfils his own needs, but he has a great many needs that he is unable to fulfil by himself. He wants other people to support him. There are various types of organisations around us: social, economic, technical, administrative, political, educational, etc. An association is a group of individuals whose collective actions are intended to achieve its definite objectives. Management has to incorporate and control its operations. The word "management" in education applies to the principles below.

3. METHODOLOGY

- **Design of the Study:** The study has been designed as a descriptive survey. For the purpose of the present study, survey method was followed, which includes administration of questionnaire and conduct of interview.

4. RESULTS & DISCUSSION

4.1 Role Functioning of Principles on Higher Authorities relating to Administration

 Table 1: Role Functioning of Principles on higher authorities relating to administration

Sl. No.	Description	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Total N=680
1.	Headmaster Is not Dependent on his higher authorities	323 (47.5)	213 (31.32)	72 (10.59)	33 (4.85)	39 (5.74)	680 (100%)
2.	Headmaster is always afraid of his boss	39 (5.74)	56 (8.23)	45 (6.62)	119 (17.5)	421 (61.09)	680 (100%)
3.	Headmaster always obeys the instruction of his higher authorities	389 (57.20)	129 (18.97)	44 (6.47)	76 (11.8)	42 (6.18)	680 (100%)
4.	Headmaster improves the school environment by his own effort.	469 (68.97)	132 (19.41)	23 (3.38)	32 (4.71)	24 (3.53)	680 (100%)

Table 1 shows Principles 'role functioning towards higher authorities in respect of administrative matters. While analyzing the data relating to various functions of Principles it is revealed that, about 80 per cent of respondents are not depending upon their higher authorities while functioning their duties, about 78 per cent respondents are not afraid of their bosses, about 76 per cent of respondents obeyed their higher authorities and about 88 per cent put their own efforts towards development of school environment. So we may conclude here that in administrative matters more or less about 80 per cent of respondents were functioning their roles well.

4.2 Role Functioning of Principles on Higher Authorities relating to supervision
Table 2: Role Functioning of Principles on higher authorities relating to supervision

Sl. No.	Description	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Total N=680
1.	Higher authorities are rarely coming to school	336 (49.41)	162 (23.82)	41 (6.03)	102 (15.0)	39 (5.74)	680 (100%)
2.	Higher authorities are visiting schools without prior information.	308 (45.29)	179 (26.33)	54 (7.94)	68 (1 0.0)	71 (10.44)	680 (100%)
3.	Authorities are not giving the copy of the inspection report to the Principles.	432 (63.53)	38 (5.9)	42 (6.18)	139 (20.44)	29 (4.26)	680 (100%)
4.	Most Of the higher Authorities are fault finding by nature	209 (30.34)	193 (28.38)	46 (6.76)	134 (19.31)	98 (14.41)	680 (100%)

Table 2 illustrates the role functioning of Principles in connection with their higher

authorities in respect of supervision of the schools. On analysis of the response received from

the Principles relating to their functioning in relation to their higher authorities on supervising the schools, it is revealed that about 59 to 73 per cent of respondents are agreeing or strongly agreeing on the issues like higher authorities' visits to schools, visiting schools without prior information, not providing the inspection reports to the Principles and fault finding ness of higher authorities. Therefore, it may be noted here that the respondent Principles are functioning their roles in connection with their higher authorities in respect of supervising the schools up to about 70 per cent.

5. CONCLUSION

The role perception and functioning of Principles concerning their higher authorities relating to administrative, supervisory, academic, evaluative and societal aspects are found 80 - 90 per cent and 60-75 per cent respectively. In a rapidly changing work environment, like other business and industrial organizations, the educational institutions also face the challenge of how to manage the activities towards achieving organizational effectiveness. The educational institutions are growing in massive rate. Managing the educational institutions as well as educational systems are becoming more complex day by day. Management of education comprises planning, organizing, coordinating, controlling, learning, teaching, knowledge building, training and orientation of various resources, etc. The managers play key roles in organizational functioning. Effective management by the managers of any organization depends upon the extent of perception as well as functioning about their duties and responsibilities. This also depends on the organizational climate, financial strength of the organization, managers' leadership behaviors, training and skill development of managers, competency and attitudes towards profession, etc. In the present study attempts have been made to find out the role of educational managers in Delhi NCR.

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