

A Case Study on Effective Secondary School Head

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ABSTRACT

The purpose of the study was to examine the effectiveness of a secondary school head teacher. This study was a case study and delimited to one successful secondary school which was selected purposefully for which fulfill the three basic criteria fixed by the researcher; The highest score opted in Managerial Effectiveness Scale (MES), Results in the tenth board examination and tenure of service in the particular school of the head teacher, during the survey conducted by the researcher in his previous study on forty (40) secondary school head teachers. In this case study unstructured observation and semi-structured interview schedule were used for data collection and the data were analysed through content analysis. The finding of the study were the head teacher shows positive attitude towards his profession, enthusiastic, innovative, knowledgeable, techno-savvy, honest and sincere to his duties.

Keywords: Secondary School Head Teacher, Effectiveness, Competency This research is a part of the first author's doctoral thesis.

Introduction:

The significant progress made in the field of secondary school education towards the goal of providing quality education is commendable. However, critical challenges still persist in areas such as enrollment, retention, quality management, and equitable opportunities for all. Quality Management is a fundamental requirement of our education system, and the Planning Commission of India has recognized this by suggesting diverse recommendations to improve the quality of education. One of the key focuses is on educational leadership and management.

Studies conducted by Yohn (1985), Richards (1986), and Koeing (1993) have examined various aspects of competencies among secondary school head teachers. Leadership qualities and administrative skills were among the sub-themes explored in these studies across different parts of the globe. The study of Srivastava (1999) revealed that principals generally performed well in following rules and regulations, with a basic competency of maintaining discipline in their schools. Other studies, such as Atughonu (1985), Hawkins (1985), Griffin (1986), and Mahant (1978), have delved into various aspects of competencies and effectiveness among secondary school principals. These studies explored perceptions, importance-performance gaps, administrative behaviors, and factors influencing leadership effectiveness.

Secondary education works as a bridge between primary and higher education, nurturing basic competencies acquired during primary education and preparing students for higher education. Therefore, the quality of secondary education is crucial for students' future prospects. To ensure quality education,

it is essential to have quality staff and competent managers, particularly principals, who possess the necessary competencies to enhance educational quality.

However, it is worth noting that there are limited numbers of studies on managerial competencies of school heads, particularly in traditional Indian schools that use the mother tongue as the medium of instruction. These studies often lack proper weighting of different areas of managerial competencies and have shortcomings in terms of research methods and tools used.

Considering the gaps in existing research, the investigator was motivated to seek answers to certain questions that arose regarding the effectiveness managerial competencies of school heads. Within the scope, the study seeks to find out the answers to the following research questions:

1. What are the factors responsible for the effective management of secondary schools?
2. How do the head teachers managing their school effectively?

To answer the above mentioned research questions, the present study has been undertaken by the investigator.

STATEMENT OF THE PROBLEM

A CASE STUDY ON EFFECTIVE SECONDARY SCHOOL HEAD

OBJECTIVES OF THE STUDY

1. To conduct Case Study on an effective head teacher of Government Secondary School.

METHOD

In this study, qualitative research was used to analyzed semi-structured interview and observation notes by content analysis.

RESEARCH DESIGN

In this study qualitative research design was used to analyse the effectiveness of school management.

THE SELECTION OF THE SCHOOL

The school was selected purposefully on the basic of three basic criteria as fixed by the researcher;

1. The highest score opted in Managerial Effectiveness Scale (MES),
2. Results in the Tenth Board Examination, and
3. Tenure of service in the particular school of the head teacher, during the survey conducted by the researcher in his previous study on forty (40) secondary school head teachers.

TOOLS AND TECHNIQUES USED

Data were collected through unstructured observation and semi-structured interview and document analysis.

• Unstructured Observation

Within the study different managerial competencies of the head teachers were observed by the researcher on various components of competencies i.e.

Student Development, Management of school plant and infrastructure, School Environment, School community relation, Curriculum Implementation and Instructional management, Human resource management, Financial Management, Administrative procedures . In this study physical setting of the school, participation of stake holders, activities and interpersonal interaction of head teachers, staff and

students, conversation in the environment, informal activities and non-verbal communication were observed in the school environment

• **Semi-structured interview schedule**

Semi-structured interview was conducted on various respondents on Student Development, Management of school plant and infrastructure, School Environment, School community relation, Curriculum Implementation and Instructional management, Human resource management, Financial Management, Administrative procedures.

• **Document analysis**

These are following documents i.e. Admission register, Staff register, student performance record in board examinations, Head teacher profile, record of students admitted for higher studies, rewards and recognition record for school, teachers and students.

DATA ANALYSIS

The researcher spend 30 hours in this school for data collection and recorded six pages of interview collected form 13 participants and fifteen pages of observation notes for this study . The data collected from documents were analyzed through content analysis. After triangulation, the following case was emerged from the overall observation, semi-structured interview and analysis of documents.

CASE

The selected case emerged from the data analysis presented here in details as to examine the leading factors contributing for effective management of the school.

Table-A PROFILE OF MR. NITYANANDA BEHERA (Head Teacher)

Name of the Head Teacher	Mr. Nityananda Behera
Age	58 Years
Gender	Male
Category	General
Locality	Rural
Name of the School	Bapuji High School, Daincha, Sambalpur
Qualification	B.Sc., B.Ed.
Gross Salary	Rs.72,000/- P.M.
Teaching Experience	22 Years
Administrative Experience	8 Years
Recruitment Type	H.T.(Sr. SES, by promotion)
Type of school	Co-education
Infrastructure	Well equipped
Teaching staff and non-teaching staff	15+03=18
Student strength	370

Mr. Behera is the Head Teacher of Bapuji High School, Daincha, in Sambalpur District of Odisha. This school was established in the year 1967 and upgraded in to a secondary school in the year 1978. He has

joined in his service as an assistant teacher in the year 1999. He worked sincerely during his probationary period with a consolidated pay of Rs.5000/-. His posting was against a trained graduate PCM teacher. Since he was the senior most Trained Graduate Teacher (T.G.T) of the school, he was given the charge of the Head Teacher, after the retirement of the previous head teacher. He served as an in-charge head for a period of five years and then promoted to the regular post of a head teacher.

During investigation the investigator observed the reflection of various managerial competencies of Mr. Behera in different functional areas which shows his effectiveness as a Head. He is found to be innovative and workaholic and has brought a number of changes in the school after taking over the charges of headship.

Nitibani (Noble words) were written by the students on a “SUBICCHAR BOARD” and that particular SUBICCHAR presented by the students in front of the prayer assembly under the direction of Mr. Behera. There exists a student council consisting of 15 students for decision making process. Yoga classes were being organised for teachers and students regularly and they were practice for healthy living. Under his initiation a good library and computer laboratory was set up for students development, both Newspaper in Odia and English language were available for the students. Besides these, three monthly magazines were subscribed by him for the library.

He had keen interest in organizing different curricular and co-curricular activities. The student’s suggestion box is an important feed-back mechanism in the up-ward communication process. Actions are taken by him on the basis of suggestions.

He has created a ‘Natya Kala Parishada’ in the school and appointed a teacher for this part-time basis for cultural development of the students. He has set up “Our Creation” board and wall magazine for the students to develop their innovative and literary skills.

His efforts for the academic and overall development of the students can be seen through the table which reflects the result of the students. Mr. Behera has adopted various online teaching learning modules to teach in class room in subjects like; Mathematics, Science, History and Geography. Besides, the teachers of the school use multimedia for better understanding of different concepts. This shows the technological efficiency of Mr. Behera.

Table No. B ACADEMIC PERFORMANCE OF STUDENTS DURING THE SESSION 2015-2020

Academic Year	No. of students appeared	No. of students passed	No. of students failed	% of Result
2015-16	135	124	11	91.85%
2016-17	143	138	05	96.50%
2017-18	150	132	18	88.00%
2018-19	160	156	04	97.5%
2019-20	154	154	00	100%

(Source : School Annual HSC Board Examination result file from 2015-20)

Mr. Behera’s entire efforts are directed towards the staff in creating a caring and conducive climate in the school where the staff and the students have a sense of belongingness to each other. There exists an open, informal and sharing culture. He gives get-well cards to students who are sick to instill in them a feeling that the institution cares for them. He greets the staff by giving birthday and anniversary cards to

create a homely climate. He praise publically to the staff for their good works and achievement in their professional life and felicitate students in prayer classes for their success in curricular and co-curricular activities.

He was friendly to his students, teachers and parents and invites the members of the community specially the parents as guest and resource persons in the school. To the parents the head found to be approachable and they feel easy to discuss their problems. The head conducts the P.T.A meeting once in a month. Mr. Behera co-ordinate smoothly, extents financial support, properly deployed staff in those programmes and evaluates them properly.

It was observed that, his decision making is mostly participative and collaborative. He thinks logically from different directions and takes decisions accordingly. He fond of reading literature, meeting people and sharing information and experiences formally and informally and receives suggestions from others. He observed classroom teaching to diagnose weaker students and regularly monitor their progress. He also arranged special tutorial classes for those needy students. Simultaneously he observes the weakness and strengths of his staff and provides scope to them, to develop their competencies through sending them to different training programmes.

He is found to be a workaholic for the betterment of his school. As a result this school recognized as a best performing school in Undivided Sambalpur District with an average of ninety percent of result in the Xth Board examination from last decade. The school has lighted the lamp of education and has produced a lot of students who are working in various dignified posts under the central and state government. Some of them are also in defense services and working for their motherland India. Some of the ex-students have established themselves as a OAS, Teachers, Lecturers, Engineers, Policemen, Lawyers, Actors, and IRB & CISF Jawans. Recently few of them joined in medical education also.

The school was recognized by the district education authorities as a model school for organising different curricular and co-curricular activities, as numbers of block, and state level exhibitions were carried out by successfully under the leadership of Mr. Behera. It has crowned the prestigious awards 'SANKALPA' thrice, the award which is meant for excellent results in HSC Xth Board examinations. 'Prakruti Mitra' and "Prakurti Bandhu" award were awarded to the school and the head teacher (Mr. Behera) by the department of forest, environment and climate change department, government of Odisha respectively. The school has excellent track record for organizing HSC Board Examination and other competitive examinations. The students of the school has also bagged best cadet and best guide for three times consecutively in last three years and also crowned with different awards from cluster to state levels in every academic sessions. Cash prize were given to the Mauritius students in every academic year by the head teacher from his own expense. This was expressed by the students, teachers, SMC members while interviewing, field visits by investigator and this was being crossed checked and found to be correct.

FINDINGS

It was observed from the case study that, the head teacher possessed some qualities like;

1. Positive attitude towards his profession, all the staff members, students and the community.
2. The head teacher was excellent in encouraging students' participation and promoting cleanliness in the school environment.
3. The head teacher was quite competent in organizing student development activities in their schools. Still, there is need of more improvement in certain areas like providing guidance and counseling

services and arrangement of remedial teaching classes.

4. The head teacher has excellent level of managerial competencies in maintaining student indiscipline in an impartial manner.
5. The head teacher was found to be excellent in ensuring all the classes engaged, interactive, and motivating the students to improve their learning level.
6. The head teacher was competent in creating healthy academic environment for their school improvement.
7. The school community relationship was found to be satisfactory, still its needs improvement in fostering effective communication and collaboration between school and community.
8. The head teacher was found to have sound knowledge on method subjects and techniques of teaching various school subjects.
9. The head teacher was found to be effective in managing human resources and available in their schools.
10. The head teacher was excellent in prioritizing financial allocation preparing budget for each school activities.

CONCLUSION:

It is clear from the study that the enhancement of the level of managerial competencies among the head teachers in different functional areas are crucial for their effective management system in the schools. Their expertise skills and advanced knowledge, innovation and extension, vision and mission should be properly utilized for quality education system. This has been proved by many school heads those who have been performing very well in their work place. It is also clear that personal variables do not have much impact in developing managerial competencies, still special trainings and skill development programmes needed for them to enhance their managerial competencies. If the field experience and expertise of the investigator and the suggestions given by different stakeholders would be taken into consideration seriously the schools would definitely progress and the head teachers would go a long way for improvement of school management.

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