OF BECOMING AN EFFECTIVE SCHOOL HEAD

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I must admit that when I was still a secondary classroom teacher, it really came to my mind to dream of becoming a school head. Through patience, sacrifices and hardships coupled with perseverance . . . I realized my dream.

Yet today, I am a little bit apprehensive. I fear that I may not be an effective school head. I self-studied. I made researches on topics how to be an effective school head.

Premised on the fact that a school principal or any school administrator is the leader of the school where he is assigned, it follows then that a school head in order to be effective must possess qualities of leadership.

With all candor, I am trying to be a good leader hence a good school head and effective at that. Based on my study and research, an effective school administrator must have knowledge and skill in evaluation, guidance and directing, decision-making, and organizing programs of instruction. His leadership determines to a large extent the quality of the school’s institutional program (Torralbe, 2010). As a matter of fact, in every educational institution, the school head plays an important role. Upon his shoulders rest the success or failure of the school.

Kechenger once said, “I have never seen a good school with a poor principal or poor principal with a good school.” This observation underscores the very important role a school administrator plays. He, as an educational leader, is expected to guide his subordinates in all activities and programs. In these endeavors, he is expected to provide favorable conditions conducive to effective teaching and learning. He must bear in mind that leadership is an opportunity to serve. It is not a trumpet call to self-importance. (Humes, 2008). While the public secondary school where I am assigned is situated in a far-flung village in Bagac town, I never fail to demonstrate to my teachers’ effective instructional strategies. I try to have a broad understanding of the methodology of teaching and be well-rounded in analyzing teachers’ competencies and applying workable models of instruction. On top of it, to be an effective school head, he should be friendly and possess good interpersonal skills and be considerate of the feelings of his teachers.