SCHOOL HEAD, THE CAPTAIN OF EDUCATIONAL TRANSFORMATION

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School heads play a vital role in the transformation of an educational institution. Through his wide-ranging knowledge in administration and supervision, he can make a big difference in school. Administration and supervision of educational institution compels authority, responsibility and accountability. These include discharging of duties to provide clienteles with quality teaching instruction, conducive environment for effective learning to take place, adequate facilities, and improvement of curriculum, establishment of linkages with parents, local government, non-government organizations and other stakeholders of the educational institution among others. Moreover, school heads should oversee some other important matters in the school such as establishing an ambiance of unity among school personnel and teaching staff and leveraging of teacher’s competence to meet the expectations of the 21st century education.

According to California Common Core Curricula for Child Welfare Supervisors (2006), the administrative role of school heads include procurement of resources, providing leadership and direction, establishing and maintaining boundaries, adherence to prevailing societal laws and creating and maintaining a team-based atmosphere.

Supervision on the other hand, involves the education staff and other school personnel engaged in teaching – learning process, curriculum development, setting the goal and objectives of the school and teacher development programs that would strengthen the teachers’ competence through in-service training. Adepoju (1998) explicated that supervision is the process of bringing
about improvement in instruction by working with people who are working with pupils. It has also been described as a process of stimulating growth and a means of helping teachers to achieve excellence in teaching.

In the study conducted by Tabbodi and Prahallada (2009), they found out that there is a direct and positive correlation between leadership behavior of school heads and faculty efficacy. The result shows that faculty has positive attitudes towards leadership behavior of their school leader. Therefore, the role behavior of school heads is very important in sharing patterns of management. So school administrators can increase organization’s performance by utilizing effective leadership style.

Bennis and Townsend (2005) elucidated that leaders are the most able and capable of crafting and maintaining cultures where people feel valued, where they are animated and creative and where they love coming to work.

Likewise, Joffres (1998) expounded that many teachers commend that their commitment to school is linked to their commitment to administrators and they feel more committed to school heads who are capable of creating work communities that are supportive and stimulating, student oriented, facilitate feelings of community and foster their feelings of efficacy.

Prestine and Nelson (2005) explained that everything the school leaders do could be considered in one way or another as bringing provision for teaching and learning. Educators seek structure for effective leadership that can produce sustainable school improvement and continuous teacher commitment. Consequently, school heads should be aware of their critical and most influential status in the educational system.

These are indications that the role behavior of the school heads as regards to administration and supervision are the main ingredients in the success of a particular educational
institution. Subsequently, school head as the CAPTAIN and overseer of educational institution whether in a minor or a major undertaking, should effectively assume role that are categorized as administrative and supervisory.

References:


