WHY ADMINISTRATORS STILL NEED TO KEEP TEACHING
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It is a known fact that all school administrators once were classroom teachers. In the process of promotion from one position to another, the teacher now transcends from the classroom to the office. This is the time that the teacher leaves the class and starts focusing on paper works, documentations, supervisions and technical assistance. But once promoted, the administrator once in a while longs for the daily grind inside the four walls of the classroom. This may be the reason why some administrators, after being promoted and transferred to a higher position, still opt to teach.

One of the duties and responsibilities of the school administrator, may it be a head teacher or a school head for that matter, is to be a substitute in the absence of the subject teacher. During these instances, the administrator now reminisces on the memories of distant past; of being an ordinary classroom teacher. The sense of excitement of having discussions where all students are participating, the amazement of how students react to questions and situations inside the classroom and yes even the mischief of the students can sometimes be missed.

This is one possible reason why administrators still find teaching careers outside the school where they are supervising. There are instances that a school head still teach in private colleges or even in state universities during off hours.

Is there an observable benefit for this? There are several benefits which are undeniably true to every school. The administrator needs to keep in touch with the main clientele of the school – the students. If the administrator just sits inside his office all day long then he/she loses the opportunity to see the real situation of the students. Furthermore, it is easy for administrators to discuss and plan about school activities or strategies to improve the learning outcomes of the students but if they don’t get involved in the actual teaching situation happening inside the classroom then
all their theories and plans will only be ‘in the drawing board’ so to speak. They don’t see the reality of the classroom environment therefore the plans made may somehow become futile in the end. The plans organized are not good or even fit for the students due to certain factors which can only be discovered inside the classroom. (Bibo, 2008)

If the administrator is able to be immersed with the usual daily grind of the classroom, then he/she will have a very good grasp and understanding on what are the primary concerns of the students thus leading him/her to making plans and decisions that are more appropriate and suitable.

But there is a risk for this. Having too much pressure in dealing with administrative work gives the burden for administrators. This leaves then no opportunity to spend time with students. In some cases the administrator having his position over his head, tends to become too authoritative inside the class. This is no longer a practice in the 21st century classrooms. (Gawron, 2018)

In the end, the administrator has to do a balancing act if he/she wants to become a school leader whom everybody loves. The administrator may still fuel the passion for teaching and this leads to better school development.

Reference:
