

MANAGEMENT SKILLS OF THE PRINCIPALS AS ADMINISTRATORS OF SCHOOLS FOR THE CHILDREN WITH VISUAL IMPAIRMENT

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ABSTRACT

The purpose of the present study was to identify the factors that contribute and increase the level of efficiency of the principals of schools for the visually impaired children. The investigator used the descriptive method. Using purposive sampling, 30 principals of schools for the visually impaired were included and collected samples using a checklist " Principals' Efficiency As Administrators Measurement Check List" for elicit responses of the principals about various dimensions such as Educational and Professional qualification of the principals, Experience of the principals, Freedom in decision making, Delegation of responsibilities/ power to fellow teachers, Continuing education for self improvement, desire to acquire more educational qualification, Involving teachers in democratic decision making, Involving students in democratic decision making etc. An independent sample t-test was used to compare the mean score of the date in addition to a descriptive statistic method to examine the range of two groups. The major findings of the present research were that the educational qualification (academic, professional and special education), experience and teachers strengths of the principals as administrator affect the efficiency of the principals as administrators while disability of principals does not affect the efficiency of principals as an administrator.

KEYWORDS: *Visually Impaired, Principal, Efficiency, Administrator*

INTRODUCTION

Management of Special Schools especially for children with visual impairment (CWVI) is known as a most delicate, difficult and fruitfull skills for any administrator/ principal. The principal should develop the social and cultural values among CWVI, manage the resources, arrangement, and management of the fund received from the government agencies and other non- governmental organizations for the schools of children with visual impairment. Search the resources for the children with visual impairment and spread awareness about the different schemes among the CWVI is also a very import work of an administrator or principal. Apart of these work, the principals have to do their routine work of administration of the schools for CWVI.

Despite of it, the principals are responsible for the effective implementation of scheme and policies for enhancement of the knowledge for the up gradation of the educational standard of the CWVI. In the special schools for the children with visual impairment the fund management, fund utilization and fund gathering is the main challenge of the principals of schools for CWVI. Due to apathy and ignorance of the society, the special schools are always faced with the

financial problem. Either head has to dependent entirely on government aid or he has to go out with a begging bowl for public donation or charity.

Before starting of the new session, the principals are expected to use his/her managerial skills to plan out all the activities of the school that are likely to take place during the whole academic session.

The management of residential schools for CWVI need more administrative or management skills to manage the hostel as the most of the special schools for CWVI are residential and the principal has to manage and sought out their day to day activities.

The principals of the school for CWVI should have the good communication skills so that he may communicate effectively with the school management committee, government official, and other stakeholders.

Principals of schools for the CWVI should have to maintenance the good discipline among CWVI as well as staff members working in the school through the good administrative and management skills. For this, the heads/ principals must be democratic, progressive, visionary and experimental.

The said research paper is a focus to identify the principal management skills for the effective functioning of the schools for children with visual impairment.

METHODOLOGY

The research is in the descriptive research category. The non manipulated variables were identify and observes the effectiveness on the dependent variables. The present study is unique in its nature. The variables of the study were the educational qualification of principal, the experience of the principal in the capacity of manager/ administrator, the experience of the principal, teacher's strength in the school, disability of principal, locality of school and management of the school.

The study was in small size in general but very large in a special case as very few schools were available in the field of special education in respect of visual impairment. The investigator used a purposive cum convenience sampling technique to select the sample for the study. The investigator had selected six states namely Delhi and NCR, Haryana, Uttar Pradesh, Uttarakhand, Punjab and Himachal Pradesh. The investigator reviewed the related literature in-depth which were related to the study and identify some important factors which were more relaxed for the effective management skills of the head/ principal. The tool of the present study was developed by the investigator namely 'Principals' Efficiency as Administrator Measurement Checklist'. Initially, the investigator prepared 100 statements through the review of related literature and suggestion of the experts. During the content validity and reliability, 23 statements were dropped. Thus the final tool 'Principals' Efficiency as Administrator Checklist' was finalized with the 3 rating scale i.e. always, sometimes and never to facilitate quantitative measurement. Educational and Professional qualification of the heads, Experience of the heads, Freedom in decision making, Delegation of responsibilities/ power to fellow teachers, Continuing education for self improvement, desire to acquire more educational qualification, involving teachers in democratic decision making, involving students in democratic decision making etc. were the some parameter which was taken into consideration while preparing checklist for the research. In the Check List, there were three probable choices i.e. always, sometimes and never. To facilitate quantitative measurement and analysis always had been assigned 3 marks whereas sometimes and never had been given 2 and 1 marks respectively for scoring. Measurement of central

tendency and T-test were used to analysis the data collected with the help of a tool.

Result

Qualification and Efficiency Level of the Principals as Administrators

It was found that no significant difference was found between those principals as administrators who have B.A. with diploma in teaching the blind and M.A. with B.Ed. (Special Education), B.A. with a diploma in teaching the blind and M.A. B.Ed. with a diploma in teaching the blind, B.A. with a diploma in teaching the blind and M.A. with a diploma in teaching the blind, B.A. with a diploma in teaching the blind and B.A. B.Ed. with a diploma in teaching the blind, B.A. with a diploma in teaching and M.A. M.Ed. (Special Education)/ M.Ed. with a diploma in teaching the blind, B.A. with a diploma in teaching the blind and M.Phil./ Ph.D. with a diploma in teaching the blind, M.A. with B.Ed. (Special Education) and M.A. with a diploma in teaching the blind, M.A. with B.Ed. (Special Education) and B.A. B.Ed. with a diploma in teaching the blind, M.A. with B.Ed. (Special Education) and M.A. M.Ed. (Special Education)/ M.Ed. with diploma in teaching the blind, M.A. B.Ed. with a diploma in teaching the blind and M.A. with a diploma in teaching the blind, M.A. B.Ed. with a diploma in teaching the blind and B.A. B.Ed. with a diploma in teaching the blind, M.A. B.Ed. with a diploma in teaching the blind and M.A. M.Ed. (Special Education)/ M.Ed. with a diploma in teaching the blind, M.A. B.Ed. with the diploma in teaching the blind and M. Phil./ Ph.D. with a diploma in teaching the blind, M.A. with the diploma in teaching the blind and B.A. B.Ed. with a diploma in teaching the blind, M.A. with the diploma in teaching the blind and M.A. M.Ed. (Special Education)/ M.Ed. with a diploma in teaching the blind, M.A. with the diploma in teaching the blind and M.Phil./ Ph.D. with a diploma in teaching the blind, B.A. B.Ed. with a diploma in teaching the blind and M.A. M.Ed. (Special Education)/ M.Ed. with a diploma in teaching the blind, B.A. B.Ed. with a diploma in teaching the blind and M.Phil./ Ph.D. with the diploma in teaching the blind, M.A. M.Ed.(Special Education)/ M.Ed. with the diploma in teaching the blind and M. Phil./ Ph.D. with diploma in teaching the blind. This means that the principals as administrators who have M.A with B.Ed. (Special Education) and M.A. B.Ed. with diploma in teaching the blind, and M.A. with B.Ed. (Special Education) and M. Phil./ Ph.D. with a diploma in teaching the blind have no bearing on the efficiency of the principals as administrators.

Experience and Efficiency Level of the Principals as Administrators

It was revealed that no significant difference was found between those principals as administrators who possess below 5 years and 5-8 years of Experience, below 5 years and 8-11 years of Experience, 5-8 years and 8-11 years of Experience, and 8-11 years and more than 11 years of Experience in the schools for the visually impaired children. On the other, a hand significant difference was found between those principals as administrators who acquire below 5 years of experience and more than 11 years of experience in the schools for the visually impaired children.

Teachers Strength and Efficiency Level of the Principals as Administrators

It revealed that no significant difference was found between those principals as administrators who have below 5 teachers and 6-10 teachers, below 5 teachers and 11-15 teachers, 6-10 teachers and 11-15 teachers and 11-15 teachers and more than 15 teachers working in the schools for the visually impaired children. On the contrary, significant difference was found between those principals as administrators who have below 5 teachers and more than 15 teachers, and 6-10 teachers and more than 15 teachers working in the schools for the visually impaired children.

Experience in Non-Disability Area and Efficiency Level of the Principals as Administrators

It was also found that no significant difference was found between those principals who have below 5 years of experience and 6-10 years of experience in non-disability area, below 5 years of experience and more than 10 years of experience in the non-disability area, and 6-10 years of experience and more than 10 years of experience as administrators and as teachers in the schools for the visually impaired children. It was found from the present research that the principals' experience in the non-disability area has no significant difference on the efficiency of principals of schools for the visually impaired children in their efficiency as administrators.

Locality of the Schools and Efficiency Level of the Principals as Administrators

It was also revealed that no significant difference was found between those principals as administrators who are working in the urban areas and rural areas in the schools for the visually impaired children. It was found from the present investigation that principals working in rural areas and urban areas show the insignificant difference in the efficiency of heads of schools for the visually impaired children in their efficiency as administrators.

Management of the Schools and Efficiency Level of the Principals as Administrators

It was also found that the statistically significant difference was found between those principals as administrators of the schools for the visually impaired children which are run by the government and non-governmental organizations. From the present study, it can be seen that the principals working as administrators in government schools for the visually impaired children and private schools for the visually impaired children which are run by non-governmental organizations do play a vital role on the efficiency of the principals of schools for the visually impaired children in their efficiency as administrators.

Disability of the Heads and Efficiency Level of the Principals as Administrators

It was found that no statistically significant difference was found between the visually impaired principals and sighted principals as administrators in the schools for the visually impaired children. It was found from the present study that the disability of heads of schools for the visually impaired children does not make any marked difference on the efficiency of principals of schools for the visually impaired children in their efficiency as administrators. This means that the disability of principals has the insignificant difference in their efficiency as administrators of schools for the visually impaired children.

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