

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

Vinod Kumar Kain

Assistant Professor, Department of Special Education, National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun, Kanchipuram, Tamil Nadu, India

Received: 01 Aug 2018

Accepted: 17 Aug 2018

Published: 31 Aug 2018

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.

REFERENCES

1. Aggarwal, J.C. & Aggarwal S.P. (1989). *National Policy on Education*. Concept Publication: New Delhi.
2. *Children with Disabilities in Ordinary Schools (1985)* - National Council of Social Welfare, Pakistan.
3. *Christoffel-Blinded Mission International*. (1999). *See with the Blind- Trend in Education of the Visually Impaired*. Author: Bangalore.
4. Cole, G. Cole & Rosenthal, Bruce P. (1996). *Remediation and Management of Low vision Children*. Maple-Vail Book Manufacturing Group: United State of America.

5. Etheridge, David T. & Mason, Heather L. (1994). *The Visually Impaired: Curricular Access and Entitlement in Further Education*. David Fulton Publication: London.
6. Goel, Sushil Kumar, (1985). *Blindness and Visual Impairment*. Ashoka Publication: New Delhi.
7. Horton, J. Kirk (1988). *Education of Visually Impaired Pupils in Ordinary School*. UNESCO Publication.
8. Jangira, N.K. & Mani, M.N.G. (1990). *Integrated Education for the Visually Handicapped*. The Academic Press: Haryana.
9. Keoning, Alan J. & Holbrook, M.Cay (2003). *Foundation of Education- Instructional Strategies for Teaching Children and Youths with Visual Impairments (2nd ed.)*. AFB Press: United State of America.
10. Khan, Mohd. Sharif & Khan, Mohd. Saleem (1980). *Educational Administration*. Ashish Publication: New Delhi.
11. Monbeck, Michael E. (1975). *The Meaning of Blindness*. Indiana University Press: London.
12. Nielsen, L. (1992). *Educational Approaches for Visually Impaired Children*. Bogtrykkeri: Denmark.
13. Pilling, Doria. (1992). *Approaches to Case Management for People with Disabilities*. Jessica Kingsley: London.
14. Puri, Madhumita & Abraham, George (2005). *Handbook of Inclusive Education for Educators, Administrators and Planners*. SAGE publication: New Delhi.
15. Rayner, Steve (2007). *Managing Special and inclusive Education*. SAGE Publication: London.
16. Ross, Robert Gaylord (1989). *Integration Strategies for Students with Handicaps*. Pennsylvania, Paul H. Brookers Publication: USA.
17. Scholl, Geraldinet T. (1986). *Foundation of Education for Blind and Visually Handicapped Children and Youth*. American Foundation for the Blind: New York.
18. Albright, B.K. (1977). *A Study of the Relationship between and among Leadership- Style, Leader Effectiveness and Organisational Climate in the Elementary School Principal-ship*. Unpublished doctoral thesis, University of Kansas.
19. American Foundation of the Blind- http://www.afb.org/info_document_view.asp?documented=201
20. Anderson, Elizabeth M. (1976). *The Disabled Schoolchild- A study of Integration in Primary Schools*. Harper and Row Publication: London.
21. Baratton, M.J.(1977). *Decision-Making in a Complex Educational Organisation*. University of Tennessee.
22. Callahan, Raymod F. (1962). *The cult of efficiency in school administration education and the cult efficiency: A study of the social forces that have shaped the administration of the public schools*. Chicago, University of Chicago press, pp-274.
23. Cubberley, E.P. (1916). *Public School Administration*. Houghton Mifflin, Boston.
24. Desh, B.N. (2006). *School Management and Pedagogic of Education*. Dominant Publication: New Delhi.

25. Dutt, Prakash (2005). *A Textbook of Educational Administration*. Dominant Publication: New Delhi.
26. Fielder, F.E. (1972). *Theory of Leadership Effectiveness*, Macgraw-Hill Book Co.: New York.
27. Frost, David & Durrant, Judy (2002). *Teachers as Leaders: exploring the impact of teacher-led development work*. *School Leadership and Management*, Vol-22, No-2, pp-143-161
28. Griffiths, D.E. (1958). *Administration as Decision-making in Administrative Theory in Education*. University of Chicago: USA.
29. Harris, Alma (2002). *Effective leadership in schools facing challenging contexts*. *Journal on School Leadership and Management*, Vol. 22, No.-1, 15-26.
30. Hinchliffe (1994). *Inspection and improvement in special schools*. *European Journal of Special Needs Education*, Vol-11, No-1, pp- 85-93.
31. Onuigbo, Liziana N. & Eze, Uche N, *Reading Comprehension Intervention for Students with Visual Impairment: A Comparison of three Approaches*, *International Journal of English and Literature (IJEL)*, Volume 2, Issue 4, November-December 2012, pp. 45-58
32. Jayajothi, K.V. (1992). *Organisational climate and leadership behaviours of Principals in relation to teachers moral in central Schools*. Unpublished M.Phil. dissertation, Annamulai University, Tamilnadu.
33. Khan, M.S. (2005). *Educational Administration*. A P H Publishing Corporation: New Delhi.
34. Khoddami, M. (1977). *Student Involvement indecision-making Process in Revolution Corps*. University of Iran: Iran.
35. Kise, Jane A.G. & Russell, Beth (2008). *Differentiated school leadership: Effective collaboration, communication and change through personality type*. Thousand oaks, Carwin Press, California, pp-214.
36. Male, T & Male, D.B. (2001). *Special school head teachers' perceptions of role readiness*. *European journal of Special Needs Education*, 16/2, 149-166.
37. Mishra, R. C. (2007). *School Administration and Organisation*. A P H Publishing Corporation: New Delhi.
38. Powers, Stephen & Gunter, Helen (2001), *Leadership in inclusive education: a professional development agenda for special education*. *British Journal of Special Education*, Vol. 28, No. 3, 108-111.
39. Robson, Brenda (1989). *Special Needs in Ordinary Schools*. Cassell Educational Ltd: London.
40. Sacks, Sharan Z. & Siberman, Rosanne K.(1998). *Educating Student who have Visual Impairment with other Disabilities*. Paul H. Brookers: Baltimore.
41. Scholl, G. T., (1986). *Foundations of the Education for Blind and Visually Handicapped Children and Youth: Theory and Practice*. American Foundation for the Blind: New York.
42. Sharma, P.(2005). *Educational Administration*. A P H Publishing Corporation: New Delhi.

43. Shuangye, Chen (2007). *Leader Authenticity in Intercultural school Contexts*. *Educational Management Administration and Leadership*, Vol. 35, No-2, 185-204.
44. Sidhu, Kulbir Singh (2005). *School Organization and Administration*, III rd edition. Sterling Publishers: New Delhi.
45. Warren, D.H. (1983). *Blindness and Early Childhood Development*. American Foundation for the Blind Press: New York.

Children with a visual impairment may develop skills in a way that is different to sighted children therefore it is essential that those with responsibility for supporting them and their families have a critical understanding of their needs and the appropriate competences required to provide opportunities which will encourage the children to develop. There are many people across Scotland currently working with young visually impaired children including those who have other additional difficulties. Janis is also a lecturer in Visual Impairment in the Moray House School of Education. Previously she worked for many years as a peripatetic teacher of the visually impaired in central Scotland. Impairments Council of Exceptional Children !!¹ Parents and educators overwhelmingly report that administrators are not well informed about appropriate services for students with low incidence disabilities (Torres & Owell, 2004; Ferrell & Torres, 2005; Sude et al., 2006). Where students with visual impairment are concerned, administrators often must be reminded that the primary issue when educating students with visual impairments is access to the visual environment and opportunities to learn. Quite simply, students with visual impairments learn differently. TSVIs also support the instruction of children with visual impairments who are learning a second language (Lillian Pearson, 2006, CTS Children with visual impairments also experience numerous barriers to physical activity in recreation and personal fitness programs outside of the school setting. Since physical educators report numerous challenges in this area, the purpose of this article is to provide some basic strategies for the inclusion of children with visual impairments in general physical education classes so that they can meet the national and state standards for physical education and make progress toward full participation and self-determination in society. Who Are the Children with Visual Impairments? According to the Individuals with Disabilities Education Act, teaching students what the entire skill is about and letting them try it, teaching each part of the skill to mastery, then combining all the.