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SELECTION AND TRAINING  
OF  
SECONDARY SCHOOL PRINCIPALS  
IN EAST PAKISTAN

By  
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A Thesis

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SCHOOL PRINCIPALS: PAKISTAN

KHAN

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## ABSTRACT

The quality of education depends on the quality of teachers. This again depends on the training and supervision which teachers receive. In East Pakistan this problem is colossal. There is a dearth of properly trained teachers and administrators. As a result schools are not run efficiently and thus education suffers tremendously.

The problem of the selection and training of secondary principals, taken up in this thesis, is only one of the problems which should be solved to obtain improvement. A detailed Questionnaire was sent to the principals of secondary schools in East Pakistan. Emphasis was laid on principals of non-Government schools, because they form a large majority and constitute a heterogeneous group. Out of 90 principals to whom the Questionnaire was sent, 56 replied. The Government school principals were very vague in their answers and did not put forward any constructive suggestions. So we assumed that either they are satisfied with things as they are or they are afraid of offering healthy criticism. So we have stressed the improvement in the conditions of non-Government schools.

The social status and financial position of the present



secondary school principals in East Pakistan are far from being satisfactory. The principalship compares unfavourably with other professions, for which less academic and professional training is necessary. But the amount of experience and training of those holding this position needs drastic changes. The Education Directorate in East Pakistan takes a greater interest in the affairs of the Government secondary schools. The aided schools receive a nominal allowance from the Government and the non-aided secondary schools are in a miserable plight due to financial difficulties.

In any type of group activity, leadership is the most important requirement. The principal of a secondary school is a leader in his own sphere. On him depends the smooth and efficient running of the school activities and the maintenance of the plant. Thus he should be selected with utmost care in regard to health, age, experience, personality, academic and professional training. In East Pakistan the Public Service Commission Selection Board is the only competent body to make such a selection. So, the principals of all secondary schools should be government servants to be selected by this board. This will make the job more attractive and will thus draw more able persons.

The Training Colleges should revise their curricula and make them more functional. Stress should be laid on practice teaching and

more participation in the affairs of the school. The course should be extended to two years and the admission should be restricted to those who have the potentiality to become good teachers. The number of Training Colleges should also be increased.

Teachers who have had no training, and those who have training, should undergo in-service training from time to time. This will help to keep them abreast of the changes in educational matters. Facilities for this should be made available at the smallest administrative unit in East Pakistan. The Inspector with the help of the Education Directorate should organize seminars, conferences and short refresher courses for the principals under his control.

To attract people of the right kind to the responsible position of principal, remuneration should be sufficiently attractive. It should be good enough to offer a career and just and fair enough to meet the present cost of living. In addition to this, there should be enough provision for saving in the form of pension and provident fund, along with other amenities.

The principals of secondary schools in East Pakistan are the potential leaders and great instruments in the social reconstruction that will follow the adoption of a constitution based on democratic

ideals and universal brotherhood. But this is not possible unless and until the principals are aware of the problems facing them. This will require a concentrated effort to organize themselves into associations to create an urge for improvement.

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## CHAPTER I

### INTRODUCTION

The quality of education depends in the final analysis upon the quality of the teachers. The quality of the teachers, in its turn, depends upon the quality of the human material that is attracted to the profession and the quality of the training received. In Pakistan the quality of those who join the teaching profession for lack of other work, is poor, while the type of training received by those of them who receive training requires improvement. This is bound to be so in a country that has regained its independence after a foreign rule of over a century and has embarked upon an ambitious scheme of educational, industrial and commercial development.

### THE PROBLEM

Pakistan inherited from the British an undeveloped country with a low level of literacy. Faced with this staggering problem, it was a tremendous task to save the system from collapse. The main difficulty was the loss of teachers and administrators and the lack of school buildings and furniture. The educational system itself was not in

keeping with the ideal of the social, political, economic and cultural concepts of Pakistan. The educational system was based on the British system of turning out people for the "white collared" jobs and to act as interpreters between them and the masses. The Muslims did not take part in this system of education. As a result the percentage of literacy among the Muslims was very low. The high posts in the educational field belonged to the Hindus and Christians.\* On partition they opted for India. So Pakistan was left with a handful of teachers for millions of school going children.

#### Statement of the Problem

One of the great losses incurred was that of school principals. These belonged to other communities who migrated to India during the partition. The Muslim teachers who came from India were few. They were mostly untrained and thus not qualified to administer schools. But they were promoted as principals to fill up the gaps existing and to keep education going. The result was having inexperienced persons in the major administrative jobs.

#### Importance of the Problem

The importance of the problem becomes clear, when it is realized how important the job of a principal is. On him depends the smooth running and efficient administration of the school and its plant. This is more important in Pakistan, because the educational system is still in the making. Thus the proper selection and training of school principals is very important.

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\* At the moment of writing, there are no exact statistics, to support this statement, available in Lebanon. However, it is a well-known fact in East Pakistan.

### Purpose of the Study

The purpose of this study is to obtain an insight into the problems facing the administration of education in East Pakistan and to probe into the system of selecting secondary school principals and to analyse their background, academically, professionally and socially. The aim finally is to suggest ways and means by which proper persons are selected and prepared to shoulder the responsibility of piloting a secondary school.

### Assumptions Underlying the Study

The present study assumes that the present system of selecting principals for secondary schools is no longer suitable. So, it is necessary to find new methods in order to satisfy the needs of the country. Hence this study seeks to establish a set of suggestions suited to Pakistan's new idea of leadership based on democratic ways of life.

### METHOD OF STUDY

It is also necessary to give a statement about the methods employed in this study. Here it is intended to present criteria whereby principals of secondary schools may be selected and then prepared to shoulder their responsibilities. To do this, we have (a) to give a survey of the present conditions of secondary school principals, (b) to find how they are selected and trained, in both

government and non-government schools, and (c) to put forward some modern concepts of the qualities and role of an efficient principal in school and community. Lastly, it is proposed to put forward recommendations for the proper selection and training of principals and suggest better conditions of service, so that qualified and experienced persons may be drawn into the profession.

To arrive at conclusions and in order to get first hand information, two different methods have been utilized, namely, review of literature and sending a questionnaire to principals of secondary schools in East Pakistan.

#### Questionnaire

A questionnaire was prepared for the principals of secondary schools in East Pakistan (a copy of which appears in the appendix) and their opinions have been gathered and tabulated. This has helped considerably in making recommendations about the best method of selecting and preparing secondary school principals.

#### Review of Literature

It was necessary to examine books, magazines, and newspapers, containing pertinent material about secondary school principals. The methods of selection and preparation of principals in different educational systems have been collected largely from reviewing literature available in this field.

## DELIMITATIONS

Since the problem is a large one, we had to put certain limitations on the study. It was not found possible to deal with all aspects of educational administration in one study. So the study has been limited to principals of schools and thus it does not include supervisors or directors in the education directorate.

### Scope of Study

The scope of this study does not include principals at all levels of education. It concerns the principals of secondary schools in East Pakistan only. It is not possible to include West Pakistan, because the cultures and the school systems differ. So the findings from the questionnaire and our review of literature will apply only to principals of secondary schools in East Pakistan.

### Limitations in Methods of Research

The most important limitation this study had to face was the lack of pertinent material and sources. The books containing the material could not be applied to East Pakistan. The questionnaire had to be sent to East Pakistan and administered by people who were in a difficult situation. Of course, we must assume that particular care was taken and that the principals answered the questionnaire wholeheartedly and willingly. So, when examining the returns of the questionnaire, it is necessary to take these facts into consideration.

## CHAPTER II

### PRESENT STATUS OF SCHOOL PRINCIPALS IN EAST PAKISTAN

There are at present about 1,535 secondary high schools in East Pakistan. These schools fall into two main categories, Government controlled and non-Government or private schools, administered by Managing Committees. Some of these private schools receive an annual grant from the Government and are thus liable to inspection.<sup>1</sup>

TABLE I

Number of Secondary Schools in East Pakistan

	Government		Non-Government		Total	
	Boys	Girls	Boys	Girls	Boys	Girls
School	30	7	1435	63	1465	70

In order to know the present status of principals in East Pakistan secondary schools a detailed questionnaire was sent to Dacca,

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<sup>1</sup> Report of the Educational Reforms Commission, East Pakistan, (1957), p.4.

to be distributed to principals of Government and non-Government secondary schools all over the province. This was done to sample their opinion on the selection, training and duties of principals. Emphasis was laid on principals of non-Government schools, as they form the majority and are also a heterogeneous group. In Government schools, the rules and regulations regarding pay scale, leave and dearness allowance are fixed by the provincial Government.

The principals were asked not to reveal their names nor the names of their schools. This helped them to express their opinion without fear of repercussion from educational authorities. In answering the questionnaire, the principals have given full vent to the many problems that they are facing, but have little hope of solution. This has given us a good picture of the present status of the principals in East Pakistan. The answers from principals of Government schools were mostly incomplete. The principals preferred not to reveal too much of their personal opinion. Tables II, III and IV will show the number, ages and qualifications of the principals who replied to our questionnaire and the number in each category.

TABLE II

## Number of Principals Who Replied

	Government Schools		Non-Government Schools		Total
	Boys	Girls	Boys	Girls	Boys & Girls
Principals	4	2	32	18	56

TABLE III

## Ages of Principals Who Replied

	Below 30	30-39	40-49	50-59	Above 60
Number	8	10	20	14	4

TABLE IV

Qualifications of the Principals in the Sample  
and the Number in Each Category

<u>Degrees</u>	<u>Number</u>
B.A.	16
B.A., B.T.	14
B.A., B.L.	3
M.A.	2
M.A., B.T.	12
M.A., B.L.	2
M.A., B.T., B.L.	6
Double M.A.	1



## STATUS

Financial and Social Position

TABLE V

Pay and Allowances of Principals of Government  
<sup>2</sup>  
 Secondary Schools Per Month

<u>Category</u>	<u>In Pakistani Rupees Per Month</u>
Scale	250 to 750 (Efficiency bar after 10th and 16th stages)
Yearly Increment	20
Dearness Allowance	17½% of salary; otherwise a minimum of 48
House Allowance	50
Pension	50% of average salary during the last 3 years
Provident Fund	Voluntary saving

TABLE VI

Pay and Allowances of Principals of Non-Government  
Secondary School Per Month

<u>Pay</u>	<u>Number</u>	<u>Dearness Allowance</u> <u>Government/School</u>		<u>Provident Fund</u>
In Pakistani rupees				
Below 100	25		5	
100 - 149	13	15	5	One Anna in a rupee
150 - 199	4	15	5	"
Above 200	8	15	5	"

From Tables V and VI and from the opinions gathered by reading the answers to the questionnaire and from personal experience, we are sure of the fact that the financial, social and general service conditions of the secondary school principals are not satisfactory. Today their position is even worse than what it was a few years ago. It compares unfavourably with persons of similar qualifications who are entrusted with less important and socially less significant duties. In most non-Government schools, they have no security of tenure and their treatment by management is inconsistent with their position and dignity.

In recent years, the Government has revised the scale of pay in

their own schools and have sanctioned dearness allowance. But in non-Government schools, there has been no change in the salary scale. The dearness allowance as sanctioned by Government to non-Government schools is too meagre. It amounts to Rs.15/- that is \$3 per month. This has brought little relief to the principals because, meanwhile the cost of living has risen steeply and thus nullified the concession that has been granted. Therefore with their present pay, the principals are unable to make both ends meet. To supplement their income, they take up additional employment after school hours. The most usual form of remunerative work taken up by the principals of non-Government schools is private tuition. This practice has taken the proportion of an educational scandal, because it lowers the social position of the principal in the community, as he becomes the paid employee of individual parents. In Government schools, the usual form of extra remuneration is by accepting contract to speak on the air, writing books and working on examination boards. This is done only after getting permission in writing from the Education Directorate. No other form of additional salaried activities are allowed to the principals.

Government school principals can retire on full pension after thirty years of service or after twenty-five years of approved service. The compulsory retiring age is fifty-five. They can also contribute to the general provident fund administered by Government.

In non-Government schools, there is no uniform scale of pay and allowances. Each school decides the salary of its principal, depending

on its financial conditions. The salary varies from school to school. The Government allots Rs. 15/- per month, as dearness allowance to all teachers of secondary schools. In these schools, the principals' salary is even below the salary of Government school teachers. They are entitled to the benefits of provident fund after confirmation in the service. The controlling authority contributes an equal amount and on retirement or resignation, they are paid the total sum accruing to them. In some schools, the managing committees do not give the full amount if a teacher leaves the school without an adequate reason.

In no secondary school in East Pakistan, is there the system of paying pension to the survivors of a principal, nor is there any compensation for accidents or disability.

#### Relationship with Education Directorate

The principal of a secondary school in East Pakistan is at the bottom of the educational ladder. He and the Directorate of Education form two poles, with the inspector of schools as the connecting link. Thus we find that the inspector is the most important figure in co-ordinating the policies of the Directorate with the actual process of teaching in the school. All communication between the principal and the Department must go through him and receive his comments. Moreover he is the inspecting authority.

The inspector has many schools under his control. So he can spend very little time in any one school. In addition, the schools are so widely separated that he can hardly visit a school more than once a year. The time is mostly taken up with routine work like checking accounts and looking into the administrative aspects of the school. Enough time is not devoted to the academic side and usually there is no contact between the teachers and the inspector. Frequently when on inspection, he spends a few minutes in each class. This time is not sufficient to advise and guide the teaching staff. So, it happens that instead of the inspector being "the friend, philosopher and guide" of the school, he is apt to behave in an unsympathetic and unfriendly way. His visits are not liked by the principal or the staff and are often looked upon with apprehension.

#### Present Concepts of the Position and Duties of Principals in East Pakistan

The present concept of the position of the principal is that of a head-teacher. He is usually selected from among the teachers and has experience in teaching for a number of years. He usually serves for a few years as assistant to a Head-Master. This period may be called his apprenticeship or preparation period. In the majority of schools, principals have teaching loads, equal to those of ordinary teachers. In addition, they have administrative duties.

The official position of the principal is at the bottom of the educational administrative ladder. He is considered to be liaison

officer between the school and the Education Directorate. He comes directly under the Inspector of schools and is subject to his advice and control. In the administration of the school, he is to follow the rules and regulations of the Government as contained in the Education Code.<sup>4</sup> In non-Government schools, all matters of policy are to be referred to the Managing Committees of the schools.

The principals of secondary schools are responsible for all internal administration. This includes the grouping of classes, the making of time-tables and the allotment of teaching loads. They also decide, with the help of the teachers, class promotions, the awards of scholarships and the selection of suitable candidates for the Matriculation Examination. The principal is fully responsible for all cases of discipline in the school. But in extreme cases where expulsion or rustication is necessary, the opinion of the Managing Committee is necessary. The order for expulsion, unless approved by the Directorate of Education, will apply only to the school in question.

The principal has to select textbooks for the school, "from the list of books approved by the Central Text-Book Committee".<sup>5</sup> This list

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4

The Bengal Education Code. 1931. Compiled in the office of the Director of Public Instruction, Bengal. Published under his authority. Reprinted by the superintendent, Government Printing. East Bengal Government Press. Dacca (1954).

5

Ibid., p. 374.

must be approved by the Managing Committee in non-Government schools. If there is any controversy between the principal and the Managing Committee, the matter is to be referred to the Education Directorate.

The principal will have a say in the appointment, promotion and dismissal of the teachers in his school. All controversial issues arising from such matters shall be recorded in writing.

The non-Government schools which receive aid from the Government are subject to an annual inspection by an officer of the Directorate. In most cases it is the Inspector of schools, but sometimes a member of the Education Directorate, who visits the school, in order to look into the question of additional grants for the maintenance of the school. Therefore, "the powers and duties conferred on the Headmasters or Committees of schools shall be exercised, subject to the general power of the Education Department to make such direction regarding their exercise as will ensure the efficiency of the school and the proper utilisation of the Government grant".<sup>6</sup>

#### CURRENT PRACTICES IN SELECTION AND TRAINING

The principals were asked in the questionnaire to indicate how they got their present jobs. Table VII shows the method of selection

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<sup>6</sup>  
Ibid.

and the number of principals under each in a sample of fifty-six principals. In Government schools, promotion is the usual form of recruitment, but in non-Government schools emphasis is on application and interview. Teachers in private schools do not stay long enough to be considered for promotion.

TABLE VII

<u>Type of Recruitment</u>	<u>Number of Principals</u>	<u>Percent</u>
Promotion	25	45
Academic Qualifications	3	5
Application and Interview	15	27
Preparation	8	14
Other unspecified	5	9
Total	56	100

#### Government Schools

Appointment by Promotion. Principals of Government secondary schools are generally recruited by promotion from teaching status. They usually have from ten to fifteen years of teaching experience, including working as assistant principals for some years. Promotion is based on seniority, but the principal's appointment is not confirmed till he appears before the Public Service Commission Selection Board. This board makes the final selection with the approval of the Director of Public Instruction.



To be eligible for promotion, teachers ought to have the requisite qualifications and professional training. The minimum qualification is the first university degree, with a degree in teaching from a home or foreign university. The teacher must also, "... produce evidence of an aptitude for developing the corporate life of a school, of power of maintaining discipline, of a capacity for control and of a satisfactory record of teaching experience".<sup>7</sup>

Before the final appointment is made, the candidate has to be examined by a medical board, which will have to certify that he is "... in good mental and bodily health, and free from any physical defect likely to interfere with the efficient performance of his duty".<sup>8</sup>

The promoted teacher is usually sent to a school in some other part of the province.

Appointment by Selection. When no good candidates are available in the service, appointments by selection are made. Teachers who are not in Government service can apply for the post, provided they have the requisite qualifications. The selection is made by the Public Service Commission Selection Board and confirmed after a medical examination.

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7

Ibid., p. 453.

8

Ibid., p. 456.

### Non-Government Schools

All vacancies occurring in private schools with a monthly salary above Rs.50/- are advertised in the newspapers. The candidates are called for an interview by the Managing Committees, and the selected teacher is appointed on probation for six months. After the period of probation and confirmation in the service, he is not supposed to resign before two years, nor is the Committee allowed to discharge him. But in cases of continued ill health or extreme misconduct he can resign or his service may be terminated by giving one month's notice on either side.

The principals of non-Government schools are selected entirely by the different Managing Committees. The inspector of schools or the Education Directorate has no say in the matter.

### Training

Table VIII shows that out of fifty-six principals who answered the questionnaire, only twenty-nine had training before entering the service, three received in-service training and twenty-four had no training of any kind. The years in which they received their training range from 1933 to 1957. Only one principal had a refresher course of one month, during his service. None of them have attended any summer courses or any short courses, seminars or conferences. Their teaching experience before becoming principals ranges from twenty years to no experience at all. Table IX shows the amount of years spent in teaching before becoming principals. For those who have had their

training in the thirties, it is time for them to join a refresher course.

The battle between the old system of teaching and the new methods based on activity programs is still raging in East Pakistan. Those who have been in the profession for some time, have neither the means nor the incentive to acquire the knowledge of new methods of instruction and administration.

The number of teachers in the secondary schools of East Pakistan is:

Male            14,757 (including 1,980 trained)

Female            505 (including 113 trained)

Hence only about thirteen percent of the teachers are trained. <sup>9</sup>

TABLE VIII

Amount of Training Received and the Years

Year of training	Pre-Service training	In-Service training	Type of training	No training	Total
1933	4		Bachelor of teaching	24	
1934	1		Bachelor of teaching		
1937	3		Bachelor of teaching		
1940	4		Bachelor of teaching		
1942		1	Refresher Course		
1945	6		Bachelor of teaching		
1950	2		Bachelor of teaching		
1952	2		Bachelor of teaching		
1954		1	Bachelor of teaching		
1955	2		Bachelor of teaching		
1957		1	Bachelor of teaching		
No date	5		Bachelor of teaching		
	<u>29</u>	<u>3</u>		<u>24</u>	<u>56</u>

TABLE IX

Teaching Experience before becoming Principals

Years	Nil	Below 5	6-9	10-14	15-19	Above 20	Total
Number	15	13	10	9	5	4	56

## CHAPTER III

### SOME MODERN CONCEPTS OF THE QUALITIES AND ROLE OF AN EFFICIENT PRINCIPAL IN SCHOOL AND COMMUNITY

#### THE HIGH SCHOOL PRINCIPAL

##### His Position in General

The principal was once "a teacher among teachers". In addition to his teaching he carried certain responsibilities and performed certain duties in connection with the administration, and for this reason he was paid a larger salary. This idea of the duties of the principal is still common in small school systems. In some schools the principal still carries a heavy teaching program along with his other work. Nowadays, with the increase in the complexity of the organization of secondary schools, the principal has gradually shifted his activity from the classroom to the office. Here he remains busy in administrative details which connect him with the pupils, teachers, parents, the school board and the community as a whole. "His functions became that of co-ordinating the efforts of all individuals under him, integrating the school as a whole, keeping in touch with outside

agencies, and devoting attention to professional improvement and progressive programs."<sup>10</sup>

The secondary school principal is responsible to the superintendent or the inspector and the school board. It is he who will direct all the internal workings of the school and to stand for it before the patrons under the rules of the Government or school board as interpreted in the education code. He is to have an ideal toward which his school is developing. This ideal must be in harmony with the ideals as set up by the community in regard to the training of their children. The principal is to make suggestions to the appropriate authorities for selection of textbooks, reference books, apparatus, supplies to be provided and for any changes in the program of study.

While the principal should have authority and responsibility within his school, it should always be recognized that his authority has been delegated to him by the superintendent of schools or by the government. The wise superintendent will delegate sufficient authority to the principal to enable him to discharge his responsibilities in the best manner. Although the superintendent can set aside any decisions of the principal, actually an intelligent person will take such action only in unusual circumstances.

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J.B. Edmonson. The Administration of the Modern Secondary School, (1951), p. 79.

The principal's most important function in the school, is in direct relationship to his teachers, and both directly and through the teachers to the pupils and to the school as a whole. He will seek the advice and co-operation of the teachers in all important questions of policy relating to the discipline of the school. He will interest himself, in a sincere and sympathetic spirit with the problems of each teacher. For this he will have to familiarize himself with their work by observing their teaching and by advising them concerning their plans, their hopes, their difficulties. He will counsel, admonish, warn, command and vindicate them and their work in a spirit of sympathy and sincerity. In short, he will stand before his school as an emblem of honour and fully conscious of the gravity of his relationship, yet full of optimistic spirit, having a fine sense of humour and well preserved physical health, and with no signs of depressing effect from his all consuming job.

#### General Qualifications

The focus in any high school is the principal. He occupies a unique position in the educational ladder of any school system. He is the representative of the superintendent of schools or of the Government and thus he is the professional leader of the teachers and pupils of the school. He is to devote a large part of his time in tackling and solving problems relating to human relations. So, in the first place he must be interested in boys and girls. He must be able to see things through their eyes, to feel with them, to love them however unfortunate or unlovely or erring. He must devote his life

to their service. "The individual who cannot or does not care to work with other persons or with small children or adolescents should not seek a career in the school principalship."<sup>21</sup> The person who cannot deal with adults and children has to avoid taking up the job of a principal, because in all fairness to him, he will be doing himself a bad turn.

An efficient principal must be a student all his life. He should have a student's attitude of truth seeking, analysis, and evaluation. He must understand the best thoughts of his day, both in theory and practice from books or from his contacts with other educationists. Of course he must be a good teacher and his heart must be set on achieving the results for which the school exists. He is to teach his teachers and thus through them the pupils. Indeed he must be such a good teacher that he can teach his pupils through institutional administration as his teachers do through classroom teaching. He should set aside plenty of time to supervise teaching and help his teachers with their problems.

Administration is a means and not an end. The end is the proper education of the pupils and their adjustment to the world outside. So a successful principal must be a man of wide interests and ability. He must be an active force among people, in order to

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Paul B. Jacobson, The Effective School Principal (1954), p. 579.



promote the various relationships of the school to the different agencies, such as the press, the industry, the religious institutions, the community and the school board.

There has been rapid increase in enrollment and in the scope of the subjects taught in secondary schools, so it is difficult for the principal to avoid confinement to office routine. But the position that he occupies and the salary he receives should require from him the services of a leader and not of a clerk. So he should be able to administer his school by delegating to others, so far as is feasible, the details of administration and should hold them responsible for the proper performance of the duties assigned to them. Sometimes the sharing of administrative duties by the teachers helps them to gain experience. The principal in the school is not supposed to do all the work but to see that it is done. Therein lie his leadership qualities.

The principal must have an aptitude for finance. He must be able to look after the financial details of the school in a business like manner. The buying of supplies from the proper agencies at moderate rates and their economical use are matters which will require his attention. The proper use of public money is a great responsibility and has to be accounted for. So he must see that all receipts and expenses are shown in a cash book. A receipt should be issued for any sum received and the counterfoil books or duplicates must be preserved for inspection and auditing. In the same way , a

receipt should be obtained for every sum paid by the personnel in charge. This facilitates matters and keeps the principal free for other important work in the school.

The last but not the least of the general qualifications of the principal, is that of leadership. It must be leadership of the more active, conscious variety. It is not enough that the principal has sound educational philosophy and practice and that he possesses virtues worthy of praise. His strategic position at the head of the school demands that he shall be able to induce others to carry out his ideas and must be able to inspire his subordinates with his ideals, otherwise his principalship is but an empty title.

#### Personal Qualifications

To be a principal in a high school does not require extraordinary qualities. Practically the same qualifications that make one successful in other callings will win him success as an administrator. Knowledge of the work to be done, attention to business, self-control, honesty, courtesy, and a willingness to do more than is absolutely required of one — these are qualities that win respect and command success everywhere.

The first essential qualification of a principal is scholarship, not so much for what it is, as for what it stands for. Scholarship stands for ability well-directed, for zealous and continuous effort, for daily tasks faithfully performed and for

self-denial in many different ways. Scholarship means definite plans, honesty of purpose, enthusiasm, appreciation of the value of work, and freedom from sham and hypocrisy. So the principal must know how to teach before he can supervise teaching in the classroom. He must be well-versed in the theory and practice of teaching and not only specialized in one branch of study. Scholarship and his mastery of teaching will also gain him respect and confidence of the teachers.

It is essential that the principal should possess good physical health and an abundance of energy. He must be free from all physical deformities and should be able to express himself well in speech and in writing. The principal should be a "normal individual". "For example, the male principal should not be effeminate. Nor should he be seriously undersized or overweight, for either characteristic makes it difficult for him to be maximally effective in his position."<sup>12</sup>

Also important are the mental characteristics of a principal. He should not only have a sound healthy personality but also an understanding and practice of good mental hygiene. He must be intelligent enough to be able to acquire professional training, which is not only changing, but increasing every day. He should be "broad-minded" and "open-minded", because in the course of his duty, he will meet all types of students from all strata of society and has

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Ibid., p. 580.

to deal with them and with their parents. This will need personal charm and an even temper. His habit of punctuality and regularity will be appreciated by the whole school and thus will help in making his work easier and quicker. A principal should possess ideals higher than those of the average individual and these include professional ideals, social ideals and his own personal ideals and ambitions.

### Methods of Selecting Principals

There are numerous factors to be taken into consideration when selecting principals. Every education authority has its own criteria by which proper persons are selected according to the needs of the school and community. "The chief factors are scholastic and professional preparation, experience, training for the direction of extra-curricular activities, certification, health and personality"<sup>13</sup>. So the high school principal must combine both training and native ability and the training must be both general and specific. Nowadays the highly technical character of administration demands special professional training in administrative theory and practice. So being a good teacher with many years of experience is not a sufficient criteria for selection. The common practice in many school systems of promoting teachers of the same school causes more harm than good, because this automatically excludes many suitable persons who have had a good record somewhere else.

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J. B. Edmonson, et. al., The Administration of the Modern Secondary School (1951), p. 92.

High school principals should be taken from the ranks of high school teachers. They should be among those who have had successful, progressive experience as teachers, supplemented by advanced study in educational administration.

All school authorities should have a list of eligible candidates either from inside the school or outside. The superintendent should be on the lookout for the best talents from the Department of Education or from the University for the supply of men for these positions. The best available candidate, for the salary that is being offered should be selected not withstanding whether he is from the school or from outside. The practice of selecting principals from the school personnel has the effect of improving morale, but it cannot ensure getting the best person. In small schools it is best to select persons of good credentials and experience from the same school, but in bigger schools, some form of competitive examination should be adhered to. This should be followed by an oral examination in the form of an interview. A psychological and medical examination may well precede the written and oral examination. This will help to minimize favoritism and nepotism in appointments. The practice of allowing the superintendent or school board to use his or their own initiative in selecting a principal is not to the best interests of the schools, because in most cases a replica of the person himself, or the daughter or son of a friend is selected. In these cases special fitness has less weight than the personal pressure brought to bear upon the school authorities. To

avoid this, a vacancy for a principalship should be advertised in the local papers and in the dailies of the capital city. This will bring in a number of applicants, accompanied by a sheaf of recommendations. This should be followed by a competitive examination, personal interview, medical and psychological check up and then the best person for the school is selected.

Sometimes good candidates can be selected through the teachers agencies. These agencies might render genuine service both to the candidate and to the employers. But they should not be relied upon too much. It is but natural that they should be more interested in the candidate than in the school to which he goes.

#### The Training of School Principals

As to the training required of school principals there is a big controversy. College graduation is everywhere desired and in many places demanded. For this type of work, professional training and experience seem to play a large part. Experience is the fetish of the teaching world. It induces self-confidence and helps the possessor to get along without assistance. The experienced and competent high school principal with a staff of well-trained, progressive, eager teachers, even though inexperienced, is, if patient and tactful, able to build a good institution according to his ideals. On the other hand, an inexperienced young principal with a staff of experienced, but unprogressive, self-satisfied teachers will have a difficult time.

But experience in teaching alone is not sufficient for a high school principal. He must have academic and professional training, and a day will come soon in nearly all school systems to consider the Masters Degree as the minimum qualification and the Doctors Degree as an asset.

Before becoming a principal, a person must have at least a year or more of graduate, professional training. During this period, his training must be broad as well as specialized. He must have courses in the philosophy of education, the planning of curriculum, guidance and counseling, comparative and international education, principles of school administration and an understanding of the needs and nature of youth. In addition to these courses he must have training in educational sociology, educational psychology, methods of educational research, and in interpreting measures of pupil growth and development.

Principals of secondary schools need continual professional study, because the training and experience they have is not enough to help them administer a school. Most of their professional training has been directed towards the classroom. It is through the classroom that the principal enters administrative positions. So it is better if they can do at least one year of graduate work after entering administrative service.

In most schools, it is not possible to send the principal

for further training. So an efficient person will read books, articles and other materials by himself, and his study must be continued in an informal way. New developments in the science of administration are reported in the current books and periodicals and it is a wise principal who will keep himself abreast of new developments.

Summer courses of a week or two or conferences among the local principals in the form of projects or workshops help professional growth. Some money should be set aside for purchase of books, magazines and to pay membership fees of different organizations. This is money well spent and so it should not be disapproved by the education board or authority.

Every principal should be a member of several professional organizations. These organizations hold meetings from time to time and keep their members informed of the latest developments in educational administration and teaching. This is done through bulletins or periodicals. Talks by experts are also given. This helps to a considerable degree the professional growth of an ambitious principal.

Summer courses in the university serve to draw many principals who want to improve themselves. This should be done regularly rather than trying to regain ground after many years of standing still. "The time to grow in service is the first day that



he knows he is going to be a high school principal".<sup>14</sup>

Travel abroad or within the country helps to increase educational experiences. To take an active part in community activities will help the principal to know the people better and thus he will be able to shape his policy according to their needs. To undertake research in educational problems either alone or in co-operation with the staff, will help the professional growth of his staff too.

Although stress is put on reading professional books and periodicals, books on social and literary matters also have a cultural value. Listening in to programs on the radio or television also helps the educational growth of a principal.

## THE ROLE OF THE PRINCIPAL

### Supervision of Teaching

Teaching is the most important activity taking place in the school. It can also be said that for the sake of teaching, the entire machinery of the school has been set up and that the people and the state incur the expenses of its operation. So, the improvement

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Harl R. Douglass. Modern Administration of Secondary Schools, (1954), p. 48.

of teaching is the most important aim of all concerned. This responsibility has been concentrated in the principal and therefore he is expected to discharge it efficiently and faithfully.

The dynamic force of the school is the teacher. Although it is desirable to have modern and well equipped school buildings and it is necessary that the program of studies be carefully studied and adjusted to varying circumstances, yet all these are useless without good teachers. A school without good teachers is like a body without a soul.

Supervision by the principals is the most neglected of the administrative functions. This is mainly due to a misconception of its nature and value. But every administrator owes it to his subordinates to contribute to their success and to prevent failure. So he has to set up standards of classroom methods. This means supervision of teachers and teaching. The principal must be a good teacher himself. He must know the psychological principles of teaching and must have rare and good judgment. Supervision of teaching helps to bring to a high point of efficiency the classroom work of the teachers. This is specially helpful to new teachers.

An efficient principal will make an effective program for the improvement of instruction. He must recognize first its supreme importance and thus allot a liberal allowance of time for observing teachers at work. He should not be satisfied with knowing what goes

on in the classroom of his teachers through the pupils, parents or teachers. In small schools where the number of teachers ranges from twenty to thirty, the principal should supervise teaching himself. In bigger schools, with a larger staff he may delegate some part of supervision to the assistant principal or any departmental head. If these members of the staff do any supervisory work, they should have the same general view as the principal. Nevertheless, in any big school, the principal should look upon supervision of teaching as his main work.

To be a good supervisor of teaching the principal should be a good teacher in at least one area and he should be familiar with all kinds of educational literature. It will be well, if he can illustrate a point by teaching a class to emphasize what he wants. Aside from his educational preparation, the principal ought to be interested in the technique of teaching and he will be more efficient if he is a student of human nature, sympathetic and level headed. It is necessary for him to spend much time in the classroom, visiting the teachers not for a few minutes, but for entire periods.

The principal's attention should be concentrated on new, untrained and least experienced teachers. Such teachers need his help most and are likely to be more responsive. But he should not concentrate on one or a few teachers, because they will feel singled out. This may lead to misunderstanding between teacher and principal.

Class visitation is among the first techniques of supervision. During the visit, the principal should not interrupt the lesson with any suggestion or criticism. He should look and feel relaxed, so that the teacher may feel confident about the work and not be tense and unnatural. The visitation should last long enough to complete a unit of work, because a part of a period might not show the relations of parts of the lesson to each other and the results secured. While in the class, the principal must not take any notes or show displeasure. He should leave quietly with a smile.

The post-visitation conference that follows classroom visitation is the supreme test of supervision. During this conference knowledge, technique, sympathy and tact are brought into the picture. The relation between the teacher and principal should be democratic and impersonal. The conference should follow the teaching as soon as possible. The aim should be to discuss and not to point out errors or to rebuke; so it should take as much time as possible. During the conference the principal can be better acquainted with the teacher's professional ambitions and can clear up any misunderstanding that may have existed before. It is much better for future development to give honest praise than sharp reproof. But to show off and try to gain "cheap popularity" is also resented by the teachers. The teacher in question should be allowed to do most of the talking, because this will help him to relax and to give his point of view. The principal can ask him to analyse the strength and weakness of his method and then ask questions or make suggestions.

Inter visitation is another technique of supervision which has some possibilities. It is sometimes due to the curiosity of some teachers to visit other teachers and see if they are facing the same problems. It is also the desire to visit teachers who are reputed to be doing good teaching or are carrying out some sort of experiments. This should be allowed to a certain extent, even up to visiting teachers in other schools or other cities. But it should not be too much emphasized because it will upset the routine of the school.

#### Leadership in Curriculum Planning

The modern conception of the curriculum includes all educative experiences of the pupil, both within and without the classroom. It is also being realized that the same experiences are not equally adapted to the educative needs of all pupils. This has changed curriculum making from a mere administrative task to one of the most important problems of the school.

The purpose of any school is the education of the students. The particular instrument upon which the school relies for this product is the curriculum. Therefore it is the curriculum that determines the nature of the administration, the kind and quality of teaching methods, the physical equipment, the financial support, and in fact the entire organization of the school.

The traditional curriculum has been based on subject-matter, i.e., learning from books. A new curriculum is being evolved

called the experience curriculum based on the students' interests, needs, experiences, and activities. Its aim is to enrich the experiences of students in various ways, so that they may be able to understand, theorize, solve problems and carry out projects. Problems and projects in turn, enrich experience and enable the individual to adapt himself to and reconstruct his environment.

Obviously curriculum-making is a highly technical procedure, requiring expert training. This, the principal may not reasonably be expected to possess, but as the leader of the school, it becomes his responsibility to adjust the curriculum to the needs of the students. In the first place he does not have to make a curriculum for the school. There is a curriculum of the traditional sort already in operation. The teachers and the community are satisfied with it. The teachers have limited professional training and the usual aversion to change. So the principal will not want to upset the usual routine and gain the displeasure of the teachers and the community.

The efficient principal must soon realize that the curriculum is never made but is always in the making. Curriculum-making is not his problem alone. Moreover it is unwise to impose a ready-made curriculum upon his staff. The curriculum should result from the co-operative activity of the entire staff. This will be more effective in its application, because the teachers would have understood its underlying principles and they had a share in its preparation and adoption.

Among the first on whom the principal is to rely for the efficiency of the curriculum is the classroom teacher. It is he who is to make the immediate application of the curriculum to students. The teacher is in the best position to interpret content in terms of methods. Then come the department heads, who look after the coordination of the specific courses, with a view to the contribution of each to the objectives of the entire field.

The most important contributor to curriculum-making is the community. The school is the expression of the will of the community and thus it is not possible to make any changes without popular approval. "Reaching blindly toward curriculum improvement without a clear grasp of all that is involved can lead to trouble, if poorly  
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conceived programs are initiated."

A standing committee on curriculum composed of teachers of experience and vision including a representative of each department may with the help of the principal draw up a statement of the general aims which should underlie the curriculum. This statement of aims should be the result of careful thought and **discussion** in the meetings of the committee. In its final form, it should be approved by the whole staff.

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Harold G. Shane, et.al., Creative School Administration in Elementary and Junior High Schools, (1954), p. 221.

In the work of the general curriculum committee and especially of the representatives of the different subjects, special attention should be paid to the life of the community in which the school is situated. A survey of the occupation of the community, and an analysis of the needs of its members, which may be met by the school, will add objectivity and motive to school work. There is no danger that this will narrow the scope of studies or the methods of instruction.

To do all this and to reach a successful issue, there will be demanded of the principal the highest type of leadership. Some of his department heads and more of his teachers will not see the need or have the ability, unaided, to carry out the program. He will have to labour patiently with individuals and groups, giving encouragement and assistance here, applying pressure there, always leading, confident in the knowledge that he and his staff alike are gaining in professional knowledge and that the outcome will be better team work in achieving the higher ends of the school.

#### Promotion of Good Staff Relationship

The administration of the personnel of the school should be based on sound social and psychological principles. The teachers have physical, social and psychological needs, which must be satisfied, so that they can do their best in the performance of their duties. The principal of a high school should be aware of this behavioural phenomenon and should deal with it properly. He should know that these needs are important factors not only in pupil discipline, but



also in teacher behaviour. Some of these drives are food, water, avoidance of discomfort resulting from heat, cold and humidity. The others are self-respect and security. Sometimes these operate singly and sometimes in combination. So incidents occur from time to time, ranging from stormy outbursts to silent plots of intrigue. The principal has to meet all these events with tact, patience and sympathy.

"A sense of belonging is a powerful force in bringing satisfaction to the teacher."<sup>16</sup> All teachers want to have the feeling that they belong to the school and that they are important to the welfare and success of the charges under them. So the principal must be fair in his dealings with the teacher. He should not favour anyone, because this will have harmful effects on the whole personnel. Also "self-respect is a basic need of all human beings",<sup>17</sup> and,<sup>18</sup> "without self-respect a person is a poor specimen of humanity." So the teachers expect to be treated with respect and kindness. Moreover a principal needs the friendship, confidence and trust of his teachers and they must feel that he can and will help them if they will give him the opportunity.

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<sup>16</sup>  
Ibid., p. 105.

<sup>17</sup>  
Ibid., p. 106.

<sup>18</sup>  
Ibid.

The principal is the responsible leader of the school; he is responsible for the direction of all the school activities. This he cannot do alone; so he must delegate to the staff some of his work and hold them responsible for the efficient performance of the work assigned. The work of a high school should be shared and done on a reciprocal basis. The principal must assume that he and his teachers are going towards the same goals. The intimate connection which the teachers have with the school, will help them to help the principal in shaping the future policies of the school. When teachers are given a share in shaping policies, they will try their best to make them effective. Thus the principal should encourage initiative and welcome new ideas from every teacher.

It is also his duty to take care of individual members on the staff. He should detect new ideas and encourage teachers who show signs of originality. He should always be available to discuss any point which concerns the school or any pupil. He should help teachers grow professionally by providing them with educational books and periodicals and by sending them to summer courses, teachers conferences and to visit other teachers and schools. If a principal should hesitate to help the teachers to improve, fearing that they might leave the school and seek higher posts outside, he would be unwise. On the contrary, he should take pride in the fact that he has helped someone to wider fields of service. This will prove him to be a good judge of men and a good developer of hidden abilities.

The efficient principal should not be jealous of the achievement of a member of his staff. He should give recognition and encourage whenever possible, even when the work appreciated, is outside school work. He should not take the praise for work done by his teachers even if this brings him publicity and promotion; otherwise he will lose the confidence of his staff.

If all this can be done and the teachers put in the right attitude toward the principal, the road in the future will become much easier. Therefore it is worthwhile for the principal to spend time and effort in establishing good relationships with his staff.

#### Direction of the Social Life of the School

The concept of the school as a democracy is based on the idea that only by living can one learn to live, and that it is the function of the school to set up optimal conditions for learning by living instead of about living. In the classroom the students are taught by laboratory practice in living. In this way the school trains for adult life.

By nature boys and girls of adolescent age seek social enjoyment in groups. Thrown together for a large part of the day, in the school, they will naturally try to form their social groups from their school fellows. So the classes form natural units for participation in athletics and in literary, musical or artistic activities. Boys and girls of high school age have reached that stage

of development in which they actively create social situations in which they can participate more or less independently. They become interested mostly in social activities in which they have some share in initiating.

This tendency by the adolescent boy and girl can be utilized and directed. Therefore the principal of a high school should take advantage of this tendency and help to direct the social life of his students. This form of direction must be that of sympathetic guidance and suggestion. Control and responsibility must run parallel, and so the students must learn to control themselves and their own activities. But responsibility can not go far with immature persons. Consequently no activity should be allowed in the school, which is not under the control of the administration. The authority of the teachers if extended sympathetically to the social life of the pupils, assures a better regulation than can possibly be provided in any other way.

A program of social activities should be built upon certain fundamental principles. A wise principal should be aware of these, so that the administration of social life becomes not only smooth but satisfying to all parties concerned. The principal must ensure active student participation. Students must be given an opportunity to participate actively in the determination of policies. The activities must be worthy and in keeping with the interests of the students and purpose of secondary education and they should be open to all students, but faculty participation and support are essential. The principal should

divide the various activities of the staff according to their interests and he will supervise all the work done.

Student Council — This is an essential part of every high school. It is referred to as student government in many systems. Under this activity the students are given some amount of responsibility to govern themselves. In some schools, the function of the student council is furthering or initiating the school life activities such as health drives, courtesy campaigns, debating contests, field-days, dramatic performances and the school paper.

The student council is usually composed of members elected by the various classes as their representatives, and usually meets with the principal as advisor. This council has jurisdiction over several areas including school discipline. The principal's attitude as advisor should be that of co-operation. The council will assist him by working with him on his problems. Frequent conferences with the student council will inform the principal about his general administrative policies and plans and both will work out a co-operative program for the benefit of the school as a whole. It is realized by many principals and teachers that true democracy is not possible with pupils working alone and the teachers working alone, but is only possible with both working co-operatively on their common problems.

The School Assembly — The school assembly is another educational force. It has a socializing influence and so it develops

school unity and morale. The assembly should be managed by the students under the supervision of a faculty member. These are opportunities for the students to develop responsibility and skill in management.

Assemblies should be held twice a week for about twenty to thirty minutes. Students may be assigned seats or may sit by grades with a teacher in charge. To ensure good management and no confusion during the entry of the students, soft music should be played. The stage should be tastefully decorated with flowers and the national flag. This will help the students to concentrate their attention.

Principals have put forward many claims for the assembly. Some of them are, "serving as a means of developing public opinion, exploring various phases of school life, unifying and integrating the life of the school, widening and deepening the students' interest and aiding in the development of appreciation." <sup>19</sup> The assembly also helps to impart knowledge. Speakers from among the staff and from the community may be asked to speak on topics of interest to the students. It also provides a platform for self-expression of students. Representatives of the different organizations may report their activities. Debates may be held on current topics, and functions should be held to celebrate special days as independence day or the anniversary of a great man.

**Athletics --** This is the most popular form of social activity among students, because of its spectacular nature. The form of athletics for any particular school depends on the local conditions. So the variety of form for any school should depend on the size and type of school. There should be different games for rural and city schools, for all boys schools and all girls schools and a combination of both for co-educational ones. The athletic program should be broad enough to provide for well-supervised constructive activity which makes provision for the maximal number of pupils and for the varying maturity, skill, and interests of its participants.

Among the essentials for organizing athletic games is to have a good coach. He must be a man of good character who is interested in the welfare of the students more than in winning games. Preferably he should be a teacher who does some classroom teaching. In this way he will feel closer to the school and his contacts with the students will be balanced and helpful.

The principal should not leave everything to the coach. He should help and encourage him by being present at practice and contest meetings and by facilitating the making of proper arrangements for the safety of the students against injury. He is to supervise personally all the details, because he is responsible for the life and welfare of his students.

In addition to the above mentioned, student activities may

be in the form of clubs and societies, school publications, debating, dramatics, music and social entertainments. There are also hobby clubs, as the camera club, stamp-collection club, discussion club, language club, mathematics and science clubs, etcetera. Each club should be assigned a sponsor from among the faculty.

The school publication calls for more attention from the administration. The main aim of the paper is to centralize the life of the school and to give an opportunity for the student body to express their opinions. This will mean better understanding among the students and teachers. Thus the school paper may be one of the most vital forces for good in the school or one of the worst of influences. So the paper must be under the control of the language department and all articles, news, letters and editorials must be approved by the sponsor before being published.

#### Leadership in Parent and Community Relations

The school today cannot remain in isolation and apart from the people and life of the community. Along with the home and the religious institutions, it is a great constructive agency for moulding boys and girls into responsible citizens. It is also a fact that the school is an agency through which society undertakes to secure its own perpetuation and advancement. This places upon the principal the need of considering his relation to the community as a whole. Of course the principal's first duty is within the school, but a wise principal will try to develop among the parents an understanding of and sympathy with



the aims and methods of the school. Thus he will receive in return their co-operation and support. The principal should realize that the school is a co-operative enterprise, in which teachers, parents, members of the community and himself are engaged in securing desirable ends for the children. The efficient principal will not allow himself to be considered a hired man to do certain duties on certain days, but as a part and parcel of the community for which he is working.

At present the high school has found out that democracy within the school is possible only in so far as the school reflects and is related to the society which it represents. Fitting the pupils for participation in society has involved the participation of the society in the school. Naturally the school has become sensitive to public opinion. A wrong public attitude can spoil an otherwise good school but a good public attitude can improve a moderate school. A good attitude can only be developed if the school and the public know about each other. In this the principal must take the leadership and inform the public about all the activities that take place in his school. This can be done by sending bulletins home, the school publication or even in the local dailies.

In every school, there is a certain amount of contact between the parents and the school. Practically every parent wishes his child to possess the advantages which the school can give him. But most of the parents do not know what these advantages are, and how to co-operate actively in acquiring them. Here comes the chance of the

efficient principal, in making a plan whereby this co-operation can be secured. The high school, through its wise principal can train parents as it can train the children and because of their interest, this becomes possible.

Parent-Teacher Association -- Before forming such an association, the principal must prepare the ground by making the parents and the community interested in the school. When the community becomes interested in the work its teachers are doing as a result of occasions which awaken interest, a demand for such an organization will arise among the patrons of the school. Since the suggestion was made by the community, they will take an active part to prove their worth. The principal, with the help of the teachers should take advantage of the movement to try to secure a good organization. The meeting should be made profitable and plan for constructive undertaking that will keep the members busy in trying to improve the school. For such an organization, leadership is necessary and the principal is the only person who can supply this leadership, because of his intimate connection with the school.

The common objective of the school and the parent is the child; so the relations between teacher and parent is a solid one. It is by working together for the benefit of the child, that the teacher and parent can form close bonds of friendship. Parents should always be welcome in the school. There are several ways of improving communication and understanding -- like parents nights, fathers nights, parent visiting week and education week. Parents should be asked to take an active part in school activities. They may arrange for a

field trip, supervise the details and accompany the pupils. Parents should be asked to the musical and theatrical performances given by pupils. Thus we find that the school can achieve little without the active collaboration of the parents. The central figure in all these activities is of course the principal of the school.

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Harold G. Shane and Wilbur A. Youch, have put forward five levels by which the school can relate itself to the community.

- "1) Factual Publicity
- 2) The Community as a Resource for the School
- 3) The School as a Resource to the Community
- 4) The School and Community as Educational Partners
- 5) The School and Community as Interactive Elements  
in the Process of Social Change."

Therefore the success of the principal will depend upon his ability to interest the community in the development of the school. He can only accomplish this by making the very best possible use of the facilities provided and by keeping the public informed about the work and needs of the whole school. To reach this end, he will have to use every opportunity for contact with individuals and groups. He will relate himself to the social life of the community as a good citizen interested in its general welfare. He will make use of such agencies of publicity for the support of the activities of the school.

In all his community relationships, he should think of the school as a co-operative enterprise, in which teachers and parents are engaged in securing desirable ends for the children. On him depends the ability to take the leadership to bring about this conception on the part of the entire community.

### The School Library

The growth of the library system is mainly due to the old versus the new in education. Some years ago, instruction in the secondary schools was largely based on text books. There was no need for any books beyond the dictionaries, encyclopedias and atlases for any school library. Then factual knowledge was considered of primary importance and the teacher was the judge of the student's knowledge of the text book.

But today the trend has changed. It is towards the using of many books as well as the use of pamphlets, booklets, periodicals, bulletins and reference material for all subjects. The newer type of school considers education as growth through self-activity. Thus it prefers the development of **habits** and attitudes and the understanding of concepts rather than storage of facts.

The objectives and responsibilities of libraries in schools, should be, not only recognized by library leaders and principals, but also understood by all the members of the teaching profession. A comprehensive list of library objectives was formulated by the American

Library Association. This includes eight objectives which may apply to any school in any educational system:-

- "1) To assemble and preserve books and related materials in organized collections.
- 2) To promote their use, through stimulation and guidance.
- 3) To provide children, youth, and adults an opportunity and **encouragement** to educate themselves continuously.
- 4) To aid in advancement of knowledge.
- 5) To improve the capacity of people for appreciation and production in cultural fields.
- 6) To preserve the precious heritage of freedom of expression.
- 7) To promote a constructively critical attitude towards all public issues.
- 8) To enable children, youth and adults to make such use of leisure time as will promote personal happiness and social well-being." <sup>21</sup>

The increased recognition of the values of library service, has made it necessary to provide well trained librarians. The librarian should have adequate training in library work and his salary should be as much as a senior teacher, if not more. He should in fact

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A National Plan for Libraries, "Bulletin of the American Library Association, XXIX (1935), pp. 91-98. Quoted by J.B. Edmonson, The Administration of the Modern Secondary School (1951), p. 439.

be a teacher of some experience. Thus he will be able to help students in selecting books and also help the teachers in their assignments.

In selecting books for the library, the efficient principal must use caution with tact. He must be a student of educational affairs and not merely a manager. So his responsibility begins with his recognition of the importance of the library in realizing the aims of the school and the community. The location, size, equipment and administration of the library should be consistent with the conception of its purpose as the correlating centre of the school.

A good library for any high school should include general reference works, such as dictionaries, handbooks and encyclopedias. It should have special texts, literary selections, reports and all books should be reliable sources of information. The books should not be too technical or above the standard of the users. There must be books for the use of teachers as well. These should include general principles of administration, staff management, curriculum, supervision of instruction, measurement, guidance, extra-classroom activities, suggestions on the teaching of various high school subjects, educational psychology and other professional books.

The library should be adequately equipped and attractively set. This will help to draw the students to it, rather than repel them away from it. There should be an annual fund for buying new books, magazines, binding, catalogue cards and other supplies. This fund

should be set and approved by the school authorities every year and should not depend upon incidentals and uncertain sources. The students may be encouraged to raise funds for the library, but the principal's duty is to have a sum of money reserved for the purchase of new books and equipment annually.

#### Administration of the School Plant

The administration of buildings and grounds with their equipment is a very important adjunct to the attainment of the aims of education. The principal's responsibility for the school plant and its equipment is very definite and continuous. The health and efficiency of pupils and teachers depend upon the care which is daily given to the school building and grounds. The extent of his responsibility and the manner in which he will meet it differs in different school systems.

Generally a principal has no share in the building of the plant and thus he faces the problem of what to do with a school plant as he finds it already in operation. However, with the growth of old schools, the principal should understand what are his opportunities and responsibilities with reference to new building projects.

The most important consideration in the standard for school buildings is health. The location and size of the site should be determined with a view to the effect of the environment upon health and to the nature of the soil and ease of getting good drainage. A slightly elevated ground with a natural rather than a made soil free from organic

impurities is desirable. An average of two hundred square feet per pupil is the minimum for a school. The form of the building is generally similar to T, E, L, H, and U, to facilitate additions, lighting and ventilation.

Next to health comes the serviceability of the building. The principal should have a clear conception of the relation of all the activities of the school to the demands on the building. For example, the assembly hall should be large enough to accommodate the whole school and should be conveniently situated. The library should be in a central position. Classrooms which are frequently used should be near the centre of the building and classrooms for the same or allied subjects should be grouped together. Toilet rooms should be provided in abundance. These should be located inconspicuously and kept with scrupulous attention to hygiene, both physical and moral.

The educative value of beautiful surroundings should be considered in the planning, equipment and care of the school plant. Excessive and costly ornamentation is unjustified and not necessary. The grounds however should have shrubs and trees.

A principal is responsible for the maintenance of the school plant, new or old. The building must not be allowed to endanger the health and safety of children, because of fire or accidents. In this the principal will be helped by the janitor and his staff. More than anyone else he is responsible for the physical environment which is



the most important factor in the health of the school community and for the protection from accidents. He also has much to do with the moral tone of the school, particularly with respect to toilets and basements and to some extent, with respect to the conduct of pupils about the school grounds.

The most important function of the principal is to see that the building is kept clean. This has to do mainly with the sweeping and care of floors. It is particularly important that toilets should be kept clean at all times. The seats, doors, walls and floors should be washed with a good germicidal preparation. This should be done daily.

Health and individual efficiency depend in no small degree upon the qualities of the air of the classroom. Therefore good ventilation should be provided. This depends upon adequate air movement, proper humidity, normal temperature and the absence of dust and odors. The air within the building should be kept clean, moist and constantly moving. This can be done by placing exhaust fans near the ventilating shafts. In this way, foul air is drawn from each room. In very cold climates, arrangements for the heating of the buildings should be provided.

The classrooms should be well lighted. The students should not be made to face the light, but it should come from over their left shoulder for the right-handed, and arrangements should be made for the

left-handed also. Glare should be avoided by providing window shades. Venetian blinds have proved to be very helpful in bringing in light but preventing glare.

Precautions against fire are an important part of the school plant. Even if the building is "fire-proof", fire drills and maintenance of fire extinguishers is obligatory. It is the principal's responsibility to see that the extinguishers are in working order. This can be done by regular inspection and being assured that both teachers and pupils know how to use them and what to do in an emergency.

The principal should be a good house keeper. He should take pride in the general appearance of the school and do his work with enthusiasm and appreciation for those who help him in looking after the plant. This includes all the help in the form of a janitor, sweepers, cleaners, electricians and engineers. Proper care and immediate attention to repairs will prevent greater expenditure.

Therefore the school plant with its equipment and care is a very important job of the high school principal. He has the responsibility for the best use of the facilities provided and for such improvements and enlargements as are needed to increase the effectiveness of the school. He should use proper means of publicity to acquaint the community with the needs of his school and to get financial support. He will have to exert vigorous pressure against ignorance and tradition, in order to secure proper attention to the demands of health. Thus the

principal's problem is a human one depending upon his ability to secure the intelligent and faithful service of his staff.

## CHAPTER IV

### SUGGESTIONS FOR SELECTION AND TRAINING OF SCHOOL PRINCIPALS IN EAST PAKISTAN

#### CRITERIA OF SELECTION

##### Academic

The most important criteria for selecting principals for the secondary schools of East Pakistan should be based on academic competence. This is "... the branch of knowledge that pertains to the liberal studies -- literature, science, the arts, mathematics, philosophy, history, and other social sciences -- as distinguished from technical or professional fields...." <sup>22</sup> These help the general education of the principal, and will help him in the field of specialization.

The principal's general education should enable him to live in society and take an active part in its affairs. He cannot keep

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Donald P. Cotrel, et.al., Editor, Teacher Education for a Free People, (1956), p. 84.

himself aloof or shut in behind the doors of his school. He has duties and obligations as a citizen and as a man of affairs. "These include for example preparing for good family living, selecting local and national leaders, working out a personal philosophy of life, making decisions, regarding medical care, recognizing and interpreting propaganda, interacting with minority groups, using leisure in a satisfying manner providing for enriched personal living".<sup>23</sup> These are some of the items to be taken in order "... to live wisely, usefully,<sup>24</sup> and happily."

To enter professional education it is necessary that the principal should have had courses in humanities and scientific subjects so that he may be able to help his staff and students to face realities of life. He will have to fall back upon his background of academic experience in college to meet the peculiar problems of the school and students. He will need academic background to be able to think and answer questions of all kinds. In addition to this he should have an area of specialization, so that he can give expert advice to his fellow colleagues, staff and students.

At present the Bachelor of Arts or Science degree is the minimum qualification to enter teaching in secondary schools. For a principal it is suggested that the Master's degree should be a minimum.

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<sup>23</sup>

Ibid., p. 85.

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Ibid.

In these days of specialization it is necessary that the head of the institution should possess the highest degree the universities confer. Moreover to meet the challenge of foreign trained personnel, the principals who have had no chance of going abroad should be able to adjust themselves.

### Professional Preparation

Before a person can enter a profession, it is his duty to fulfill certain requirements in preparation for it. He must gain a full knowledge of the fundamental principles which govern the practice of his chosen profession. He should through years of painstaking study, experiment and experience, acquire the professional knowledge and skill that will enable him to discharge his duties satisfactorily. It is of utmost importance that a person dealing with human beings should make a long and thorough preparation before he begins the practice of a profession, with human beings as the material upon which he works.

The saying that teachers are born not made is losing much of its significance today. The complexity of today's society has made it imperative to have professional preparation for teaching. This preparation is based on "...elements which help in understanding children and youth, the learning process, the use of methods and

materials in instruction, evaluation of pupil-growth, planning the curriculum, co-operative school administration, and the broader problems of the profession...."<sup>26</sup>

Therefore a principal of a high school must have had a graduate training for at least one academic year. Preference should be given to individuals who have had post-graduate training in education for a period of two years. This should consist not only of practice in teaching, observation, demonstration and criticism of lessons, but should include such subjects as construction and administration of curriculum and of psychological and scholastic tests, organization of supervised study and student societies, conducting library periods and maintenance of cumulative records. The problem of mental health and hygiene should be an integral part of the professional preparation of principals for secondary schools.

Therefore the teachers who are not trained are not suitable for schools today and thus they should not be selected to be principals. The minimum criteria for selection should be a good second class Bachelor of Teaching degree from any of Pakistani training colleges.

#### Personality and Leadership Qualities

The principal, by virtue of his office is the leader of the school, whether he likes it or not, he does influence the relationship

that his school has with the different inside or outside agencies. It is his leadership that has popularized the term in East Pakistan, "As is the principal so is the school".

By leadership we do not mean established authority. To be a leader and to be a boss are different things. The principal must be a leader not only in school but in all affairs of the community. Today the schools in East Pakistan are isolated in a world of their own. Therefore to bring them and the community together is the responsibility of the principal. The type of person most needed for this job is the person who knows straight, thinks straight and lives straight. What he believes and practices will be followed by his staff and students. We believe that true leadership **is based** upon personal qualities and not upon the chance factor of office.

One of the essential characteristics of a leader is the ability to stand on one's feet and speak fairly well. A principal will have to express in simple form the concrete thinking which he does. If he has ideas, words will come. His work will be then to improve the manner of his presentation. Thus the leader of the school must be a good speaker, free from stage fright and objectionable mannerism.

The persons who aspire to be principals must be mentally active. They must be active in movements, thoughts and actions. A person who is slow and suffers from inertia is not a fit principal for a school. Again the ability to get along with the people and to



influence them by his good actions is definitely a personal trait as is his eloquence, perseverance and accuracy.

Moreover, leadership implies ability to help people analyse and solve their problems.

#### Psychological and Medical Examination

Before selecting candidates for the responsible post of principal of a secondary school, it is necessary that they undergo both a psychological and a medical test. The psychological test will determine whether a particular person is fit mentally to work with children and whether he has the ability to work with adults in the school or outside in the community. The medical examination will indicate if a person is suffering from any communicable disease or physical defect which may make him unfit to have contact with children or to remain in the service. Both these are important considerations and the Education Directorate and the Managing Committees of schools should pay serious attention to these two matters.

Teachers like other people have personal problems and this affects their efficiency in school more than in any other profession, because, "The profession demands stability -- a capacity to withstand pressures, and most important the skill of working aggressions off into channels different from the work situation." But in stressing

the needs of children, perhaps the nature and needs of teachers have been overlooked. Today we know more about the psychology of children than about the psychology of teachers. But teachers cannot make the best use of their knowledge unless their own needs are met. It is a known fact that the emotional stability of teachers affects students, and the emotional stability of a principal affects not only the students, but also the teachers, clerical staff, menial workers and the community as a whole. Principals who are unhappy, frustrated and dissatisfied cannot be of any help in a school. This is the case of the teachers who drift into teaching through lack of a better alternative or those who use it as a stepping stone to a better profession. Such persons should be detected at the earliest possible time and prevented from entering teaching.

We still have to find out the best suited type of personality for teaching. But this we know that the choice of an occupation is not a haphazard matter, or the result of economic forces alone. As Low points out, "The so-called accident of one's life work is never a chance affair, but is motivated by powerful unconscious wishes, which may result in a well or ill-chosen career".<sup>28</sup> But still we do not know much about the innate and acquired skills necessary for teaching. Lack of verbal or manual facility results in teaching difficulty and thus leads to frustration. Many persons would be happier in different posts. So we can assume that the selection of teachers is haphazard

and superficial, because we do not know enough about the psychology of teachers. But we feel that all persons who wish to enter teaching should undergo a psychological test. This should constitute a branch of the Education Department in the universities. The services of qualified psychologists may be approved by the government. This test should be in the form of written, oral and laboratory investigation. It will give us to a certain extent a picture of the person and his emotional and mental state.

The next important matter is the medical examination of every person who aspires to be a teacher. This examination should be made compulsory in all schools of East Pakistan. The examination should be conducted by a board composed of senior medical officers of the district or sub-division. No appointment should be made unless and until the applicant has undergone a rigorous test and is deemed fit in all respects. He "... must be in good mental and bodily health, and free from physical defect likely to interfere with the efficient performance of his duty."<sup>29</sup>

In Government schools all teachers of secondary schools as well as principals, have to undergo a medical examination before being confirmed in the service. This means that they work in the school for five or more years before getting a thorough medical check up. But it

is necessary to have the medical examination before a teacher is appointed. After that, he becomes a responsibility of the school and has to be treated and given leave, if he happens to fall ill.

In non-Government schools, there is no systematic procedure for a medical examination, either of teachers or of pupils. During the outbreak of epidemics like small pox or cholera, the municipalities undertake to vaccinate or inoculate all citizens including school children and teaching personnel.

Therefore it is recommended that every candidate who applies for the post of the principal of a secondary school should be subjected to a proper and thorough medical examination. This examination should be repeated at the beginning of every year for the principals in the service.

To remove any doubts or anxieties on the part of the medically rejected candidate, he should be told about the nature and reason of his rejection. The Medical Board should also recommend suitable treatment. The rule in the Bengal Education Code, which says that, "the opinion of the Medical Board as to the defects noticed in a candidate which constitute his disqualification for a particular appointment or class of appointment is confidential and should not be communicated to the candidate"<sup>30</sup> is liable to raise doubts in the minds of the

candidates when they do not know the reasons of their rejection. The matter should be discussed openly between the candidate and the Medical Board. This will help the candidate to get medical aid before his condition becomes worse or to search for another employment which will suit his health.

Thus, the ideal principal for our schools would be the one who is mentally and physically free from any emotional, mental or bodily ailment.

#### SELECTION OF PRINCIPALS

One of the most difficult problems connected with the administration of a high school is the selection of suitable principals. This calls for great care and good judgment. Aside from the difficulty in deciding just what personal qualities and preparation shall determine the choice, there are several other factors which enter into consideration.

The first is the matter of salary. The Managing Committees of non-Government schools are unwilling or unable to pay what a well-trained principal deserves. Moreover, the system of depending on testimonials presented by the candidates should be discounted. A careful investigation by the Managing Committees or the inspector should be the basis for selection. More time and energy should be devoted to finding out all about the background of the person, than depending on his filling out forms about himself or sending typewritten character recommendations from 'responsible officers'. In East Pakistan, usually

people agree to recommend somebody without thinking of the consequences. So, to depend on these certificates might mean getting the wrong person.

In government schools, the Government selects the principal by promotion from teaching status, and when no good candidates are available, by advertising in the newspapers. These candidates usually come from private schools, after working there for a number of years. In some cases they do get a chance, either to join as assistant principals, principals or members of the inspectorial staff. This is a serious matter because of some factors which we would like to take into consideration.

First, the principals of non-Government schools are only marking time and gaining experience for the time when they will be able to join Government schools, which means better pay and better conditions of service. Secondly, the non-Government schools are deprived of their principals, who may have been doing good work. In what way and to what extent is the Government justified in getting the best talent for their schools and leaving the non-Government schools to search for themselves is still open for discussion. The Government is responsible not only for the schools under its control but for all aided and unaided schools too. We do not find any reason why the Education Directorate does not take the responsibility of selecting principals for all secondary schools in East Pakistan. Formulating plans for raising all secondary schools to the same financial and academic standards is a "must", if we ever hope to reach the standard of education as set up by the progressive countries. So, "As a beginning...the Headmaster of all the approved

secondary schools should be a Government servant...."<sup>31</sup>

This will help the non-Government schools in many ways. They will get the benefit of the services of an experienced person, without having to pay the high salary, and the principal will be able to do better work for the improvement of the school, because he is satisfied with his pay and conditions of service. Of course, this will mean allotment of more funds by the Government for the maintenance of non-Government schools, but this expenditure will appear a necessity when we compare the amount of money spent on Government schools with that spent by Government on non-Government schools. The expenditure out of the provincial revenue in the year 1954 on forty-four Government schools was Rs. 24,000,000 and on 3,305 private, junior and senior schools was only Rs. 33,000,000. annually.<sup>32</sup> The question of funds should not stand in the way of selecting good candidates for the principalship of our secondary schools.

In shifting the responsibility of selecting principals for non-Government schools and putting them in the employment of the Government, we are not belittling the capacity or ability of the members of Managing Committees, but we are trying to relieve them of this big responsibility. It is a fact that they are elected after due thought and consideration by members of the community, but these are

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Report of the Educational Reforms Commission, East Pakistan, (1957), p.77

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Ibid., p. 76.

not educationists and so we can not expect them to know about education as much as the officials of the Education Directorate or the members of the Public Service Commission. Moreover by selecting the principals, the Education Directorate will feel responsible for their activities, and its interest in the schools will increase.

To fill up the vacancies of the principalships of non-Government schools the Education Directorate may resort to promoting teachers from their own schools or from other non-Government schools. All this depends on the individual teacher's record, his experience and qualifications, both academic and professional. This promotion may be one of two types: promotion in position alone or promotion in position and salary. The first means the substitution of responsibility and this will appeal mainly to the young teacher who is ambitious for a broader professional experience, and the second will be sought by the older teacher who is willing to undertake a larger duty for a larger compensation. The promoted teacher, from either Government or non-Government schools will be under the Managing Committees, but for purposes of salary, pension and leave regulations, he will be governed by Government rules.

In bringing forward these suggestions, we are aware of the facts that the Managing Committees of non-Government schools have not taken all possible steps to attract trained teachers. Also there should be a uniform procedure for the selection and appointment of principals for all secondary schools of East Pakistan. At present



the Education Directorate, with the help of the Public Service Commission is the only body who can be entrusted with this responsible task. On them depends the future of secondary education in East Pakistan and the hopes of the general reconstruction of the entire educational system of the province.

#### RETENTION AND DISMISSAL

As it is necessary to have good working conditions to retain principals in the schools, dismissal from the service are also necessary. Many of our schools are retaining principals who are not rendering effective service but who for political or charitable considerations are not dismissed. These principals do not appreciate the priority of the school interests or their own inadequacy enough to retire voluntarily. Again the principal who is retained for charitable reasons is really more of a public charge than he would be, were he to retire on full pay. He is costing society not only his salary but also its deprivation of the services of a more efficient successor. If he has worn out himself by years of good teaching, he should not be compelled or allowed to undo that good work by useless service in his last days.

In East Pakistan, ridding the school of the inefficient political favourite is not an easy task. Playing politics against politics may be a necessary last resort but a dangerous one. It is better to have a campaign, addressed first towards the incumbent, to

lead him to appreciate his duty to withdraw voluntarily. If this fails, then the inspector of schools and the Directorate of Education should be asked to help. Finally the public may be taken into confidence. All this should be done to safeguard the interests of the students.

This state of affairs is usually common in non-government schools where a political party or a sect wants to dominate the schools so that they can get what they want by the control of the educational institutions. This creates a very unhealthy atmosphere and disturbs the efficient running of the school. Moreover good teachers would rather work for less pay in a stable school than for more pay in a school influenced by a particular political creed or religion.

But dismissal of a principal is usually a violation of the human efficiency principle. It is much better to raise inefficiency to efficiency than to substitute a new potentially inefficient successor. Teachers are human and not material and hence far more adaptable. Their improvement should be attempted with especial earnestness and patience. If this fails then the school authorities have every right to terminate services. But this should be done after giving the principal proper notice and time to seek another job. The notice of dismissal should be private, unless the principal himself wants to make it public by demanding a hearing. It is not unusual to find a principal doing better work in a different school.

## TRAINING OF SCHOOL PRINCIPALS

### Pre-Service Training

With the change in the concept of education, great importance is being attached to the training of teachers. In East Pakistan teachers are not properly trained. More stress has been put on theoretical learning rather than on the functional. The college has practically no contact with real school life except during practice teaching in the last months. What we need is practical training as complementary to book learning, and not so much emphasis on passing examinations.

The number of teacher training institutions for secondary teachers is quite inadequate for our present needs. Also the prospects of the teaching profession are not satisfactory enough to attract a sufficient number of candidates. So, the increasing of training colleges will be of little use, unless and until teachers are prepared to join them and benefit by them. This will depend much on making the teaching profession as attractive as the so called "superior services", in terms of prestige and monetary value.

In East Pakistan there are only four training colleges for secondary teachers, including one for women. The period of training extends for one academic year, that is nine months. The first six months are spent on studying factual knowledge in Child Psychology, Principles of Teaching, History of Education, Educational Measurement, Hygiene and the methods of teaching English, History, Geography,

Mathematics, Science or the vernacular languages. One period a week is allotted to black board writing and one to learning English pronunciation and speech making. The method of teaching these subjects is not in keeping with the latest methods in education. It is based on the lecture method and the stress is on book knowledge. Therefore the knowledge is not functional. To make this knowledge suit facts of life, it is necessary that the teachers-in-training participate in the activities of children and gain knowledge in a practical way.

The practical teaching time also needs some drastic changes. In addition to having one demonstration school attached to each Training College, it is necessary to have a few more good schools for this purpose. These selected schools should have trained and efficient teachers on their staff who may be put in charge of the pupil teachers, during practice teaching. The principal of the school should also take an active interest in the pupil-teachers and guide them in preparing their lessons as well as in taking part in co-curricular activities of the school. The principal should show them how the school works, by instructing the office personnel, librarian, janitor and the teachers to help them understand and have an idea about the whole structure and organization of a school.

This brings us to the point where we find that in the syllabus of the Training Colleges there is no course of School Administration. This is a very important subject and should be offered as a compulsory course for all trainees. Before entering teaching as a

profession, every teacher is entitled to know how the school is administered, what the relations of the different parts to one another are and what duties each part has. It is not enough to know how to teach different subjects, but it is also necessary to know how the school is working and what its aims and goals are. The knowledge of this will breed better understanding between the administration and the teachers. It will help the teachers to understand and appreciate the difficulties and problems faced by the administrator and thus they will not make undue demands either on him or on his work.

For future administrators, a special course should be given, which may be elective, in which school administration in detail is studied. This should include practical work in school offices, as well as knowledge of typing and work on examination boards.

Included in the syllabus should be training in co-curricular activities. The pupil-teacher may choose two or more of these activities and undergo practical training for a few weeks. The object of the special training in these activities is to provide teachers specially trained to organize such activities properly. A short course of training in school librarianship will enable the teachers to give valuable assistance to the trained librarian of the school. In the same way training in physical education will enable the teacher to co-operate with the physical instructor, coach, or the medical officer in looking after the physical welfare of the students. As East Pakistan is a land of a hundred rivers and rivulets, a course in swimming and

life saving should be initiated and encouraged.

It would be an advantage if all teachers are initiated during their training into the general principles of mental hygiene, because of the insight it provides into the behaviour problems of children. Mental hygiene should receive greater emphasis than it, at present, does in the Teacher Training Colleges.

In addition to the courses we have suggested, "... training in ... audio-visual education, school broadcasts, social education, scouting and guiding, citizenship training, Junior Red Cross as well as training in conducting students' clubs, debating societies etc., and in organizing social service and community life...." <sup>33</sup> should be undertaken.

In order to be able to do all these courses properly, we feel that the duration of the course should be extended to two years, leading to the Masters Degree in Education. The one year course should be abolished. Of course, this cannot be realized in the immediate future, but this proposal may be taken into consideration when planning for the reconstruction of teacher-training education.

At present with our few Training Colleges and the limited number of seats in each, we should admit only those students who hold

promise of becoming good teachers. This can be done by holding examinations, interviews, and medical tests. We should not waste time, money and energy on people who enter Training Colleges for lack of better work to do, and who may leave in the middle of the course or after completion to enter other professions. It is much wiser to admit teachers who are already in the service. This will guarantee to a certain extent that they will remain in the schools.

To make teacher-training more popular and appealing, suitable stipends should be given to all the students who join. Teachers who come from schools should receive their salary as well as the stipend allotted to other students. This will help them to look after their families as well as provide for the extra expenditure **away** from home.

Therefore it is stressed again that no teacher should be appointed to the principalship of a school, unless he has been trained professionally. But some people are still of the opinion that experience is a good substitute for training and in many cases better. But we feel that, "... experience is no substitute for professional training of the right kind, nor is professional training an adequate substitute for experience. The two are complementary; both are necessary."<sup>34</sup> To make this clear we would like to quote a statement made by the Director of Education of Warwickshire county concerning

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Lance G. E. Jones, The Training of Teachers in England and Wales, (1924), p. 207.

trained and untrained teachers:

"Untrained teachers generally improve up to a fair stage of proficiency, then either stand still or have to be goaded. Trained teachers are always discovering applications for the theories and methods they learnt at college and go on growing. They have discovered the actualities of school life and have fitted their theories to them, and it is just because they have theories in the background that they are able to grow. They can initiate: they are mentally alert and therefore able to sift improvements from fads.<sup>35</sup>

It is high time to vitalize teacher training by introducing concepts of the modern philosophy of education concerning goals and values and by emphasizing that the learner is the centre of the educational process, and that real learning is a result of activity and experience rather than of memorization and listening. It is essential that Training Colleges should face the modern philosophical issues and implement the findings of psychology in the practice of teaching. The schools are expected to meet the needs of the individual and of the community, but they cannot do so unless the training institutions can identify those needs and know how they might be met.

#### In-Service Training of Principals

Although it is generally recognized that the salary of the principals in the non-Government schools is far too low to attract properly qualified and trained persons, yet it is too much to expect that any substantial increase will be made in the near future in view



of the country's economy. Moreover, independence and the industrial development **projects** consequent upon it have opened new and promising avenues for qualified and efficient persons. It therefore seems that no appreciable improvement in the quality of those coming forward to work as principals can be expected in the near future. So if the quality of teaching and administration is to be improved, the quickest and surest way seems to be to provide facilities for the in-service education of those working in the schools.

There is another reason why in-service teacher education should receive more attention than it has received so far. Educational theory and practice have been undergoing rapid changes during the past two decades. Psychology is so rapidly developing that the concepts of human mind and nature, child growth, and development of human learning are constantly changing. There is thus likely to be some diversity in the points of view of those trained at different times (Table VIII). Nothing can be more harmful for the smooth and efficient working of the school than this clash of attitudes and principles acquired by the inspectors, principals and teachers.

There is a third point of view from where the importance of in-service teacher education can be argued. Far reaching political and economic changes are taking place in the country today. The entire socio-economic structure of the society is, as it were, in a flux and the school must play its part in moulding and directing the society. The principals of secondary schools as leaders in their own

spheres are to play their role in national reconstruction. They must be helped to become conscious of the social and cultural changes and trained in the effective methods of bringing about these changes. Therefore principals of schools in East Pakistan trained or untrained should be provided with in-service teacher education to re-orient them to the new demands of the country. Professor Kilpatrick has thus stressed the role of the school in moulding the culture:

"Thus must education face the present social situation. The socio-economic situation confronting us has become too serious. Yet teachers of this land must accept the responsibility of bringing up a new generation that can and will grapple adequately with the new problem.<sup>36</sup>

Therefore in-service teacher education is not merely a means of training the untrained teachers of the schools, but also a device of making the latest trends in educational thought and practice available to the teachers of the schools and it is thus a sure way of re-orienting them to a changing pattern of our national culture. The Commission on Teacher Education appointed by the American Council on Education has pointed out this newer concept of in-service education thus:

"At one time the main emphasis in the in-service education of teachers was on bringing up to 'standard' persons who had been employed with what was deemed to be inadequate preparation. The newer emphasis is on the desirability of every teacher continuing to give a certain amount of time to experiences calculated to

lead to personal and professional growth."<sup>37</sup>

The principals of our schools today view their jobs as exclusively confined within the four walls of the school. But the time has come to make the school a living, growing organ of the society, by the society and for the society. For this purpose it is necessary that the teachers "should have considerable insight into the society whose agents they are."<sup>38</sup>

#### Suggestions for the Organization of In-Service Teacher Education

The importance of the in-service teacher education both for those who have pre-service training as well as for those who had had none is generally recognized. However the magnitude of the problem, shortage of funds, lack of initiative on the part of non-government schools and the lack of effective expression on the part of the principals, are some of the factors responsible for this state of affairs in East Pakistan. The Government had in the past organized some short training courses for teaching subjects like English, Science or Geography. But there has been no training course exclusively for principals. It appears that their needs and problems have not been realized adequately by the persons at the helm of affairs. That the principals of schools need a training different from ordinary teachers is an established fact and it is time the educational

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Commission on Teacher Education, Teachers of our Times, A Statement of Purpose, (1944), p. 19.

38

Ibid., p. 18.

authorities in East Pakistan realize this and organize training courses for principals from time to time.

Attendance at these courses should be made obligatory and managing committees should be advised by a government directive to that effect. But these facilities for the in-service teacher education should be made available at the smallest possible administrative unit and the financial and other benefits in the form of improved conditions of service should accrue to those teachers who take the initiative in their education.

### Agencies for the In-Service Education and Their Role in Future

#### Schemes

The School. The school is one of the most important agencies for teacher education. In order that the school may be an agency for teacher education, it is necessary to have more inspectors so that the number of schools under each should be limited. The inspector should help by holding fortnightly or monthly meetings of all principals under his charge. They should be encouraged to bring special problems that they face in day to day administrative and teaching techniques. The topics of discussion in such meetings should relate to curricula methods of teaching, teacher-student and teacher-principal relationships, discipline, special cases of backwardness or emotional maladjustment, and all other problems relating to evaluation, examinations, teacher management, financial problems, community affairs and readings about education in other countries. The inspector of schools can contribute

to the success of such meetings by bringing his expert knowledge and experience to it. For those principals who had pre-service training such discussions shall provide an opportunity of bringing their knowledge up to date and of applying the principles into the interpretation and solution of practical problems. For those who have no pre-service training such discussions shall provide opportunities for gaining an insight into the modern concept and methodology of education. The inspector can also organize conferences and seminars lasting over a weekend or during the holidays, to which he can invite teachers from the training colleges or from the Education Department.

In order that the programme may be effective, the inspector should have a library for the principals. All participating schools should contribute to the organization of this library and government should give a substantial recurring aid.

University Department of Education. The University Departments of Education are best suited to take up leadership in all aspects of teacher education. These departments, are, of course, of recent growth in East Pakistan, but they have the highest qualified and foreign trained educationists at their disposal. As they play an important part in the professional training of secondary school teachers, teachers of the primary training institutions and the inspectorial

staff, they can be an effective instrument in stimulating interest in the in-service education of teachers. They can help by holding refresher courses for the principals lasting from two to three weeks. The principals should be provided with travelling expenses, books and extra pocket money for sight seeing. They can be accommodated at the university hostels.

Principals Seminars. The Education Directorate can hold seminars once or twice a year where in principals of secondary schools, teachers of training colleges and inspecting officers may be invited to participate. The object of these seminars should be to secure the active co-operation of the principals of secondary schools and to help them meet their daily problems in administration and teaching. These seminars should last from a fortnight to one month. The seminar should have group and general discussion. Eminent educationists from the province or from outside may be invited to speak to the participants on current educational problems. The program should include social evenings and excursions to neighbouring places of educational and cultural interests.

The seminars will afford an opportunity to the participating principals to formulate projects for the improvement of secondary education. Most of these projects should be of a type that can be implemented by them without any external assistance.

Study Leave at Training Colleges. The Education Directorate

every year selects a number of untrained secondary school teachers from Government schools and sends them for training at one of the Training Colleges on leave with full pay. In the same way they can prepare a roster for non-Government schools and ask the managing committees to send their untrained principals for a nine months training leading to the Bachelor of Teaching degree. If the financial position of the school cannot afford granting leave with full pay to the principal, the Government should make a subsidy, to ensure that the principal's family is not hard hit because of his absence.

## CHAPTER V

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### ESTABLISHMENT OF GOOD CONDITIONS OF SERVICE

#### Pay Scale

There is considerable dissatisfaction among the principals of secondary schools in East Pakistan in regard to pay scales. Ninety-eight per cent of those who answered the relevant question in the questionnaire urged a higher scale of pay. There was a unanimous agreement among the principals that all principals of secondary schools, Government and non-Government should have the same scale of pay. The difference in the pay of Government and non-Government school principals is great. The median pay of a non-Government school principal in our sample is 100 rupees per month, whereas the median of the scale of Government school principals is 500 rupees per month apart from the allowances belonging to this scale. There is no proper justification for this state of affairs. It leads to a feeling of inferiority on the

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The recommendations in this chapter are partly based on the Report of the Educational Reforms Commission, East Pakistan, held in 1957, and on the Report of the Secondary Education Commission, Government of India, in 1954



part of principals of non-Government schools and thus dampens their enthusiasm in administering the schools properly.

"... as a general principle, those who have similar qualifications and undertake similar responsibilities should be treated on a par in the matter of salary, irrespective of the type of institution in which they are working"<sup>41</sup>. The principalship of a secondary school is of particular significance. To attract people of the right kind to so responsible a position, the emoluments of the post should be sufficiently attractive. For this purpose a special scale of pay or an allowance in addition to regular salary should be given.

Therefore, the revision of the present scales of pay of the principals in all secondary schools of East Pakistan is recommended. This is an urgent matter and should be taken up seriously by the provincial Government. The central Government may appoint a commission of high ranking educationists with adequate representation of principals of Government and non-Government schools for this purpose. They should take into consideration the status of a high school principal, his responsibilities towards the school and society, and the increase in the cost of living.

Since the cost of living as well as the financial position of

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Report of the Secondary Education Commission, (October 1952-June 1953), Government of India, p. 158.

different districts varies, it is not possible to recommend a uniform scale for all the schools. But it is felt that the scale of pay of Government school principals is fair and therefore it may be applied for the time being to all schools or it may be adopted as a basis.

This change in the scale of pay will involve a large financial commitment but this should not disturb the educational authorities. The problem should be examined on a long term basis, and no quick returns should be expected but the results will ultimately be more beneficial and outstanding.

To add to the sources of revenue of a school, the local authorities may be permitted to levy an educational cess on property revenue, on picture houses, railways, river ferry service and export of raw materials like jute, vegetables and fish. This may be as low as one pice<sup>42</sup> in each rupee, but it will help the local authorities to feel responsible for the school and the school will be benefited by their interest and by the revenue.

In conclusion we can say that the scale of pay should be good enough to offer a career and just and fair enough to meet the present cost of living.

#### Pension and Provident Fund

Another important matter in establishing good conditions of

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<sup>42</sup>Note: 64 pice = one rupee

service is that of making provision for provident fund and pensions to principals of all secondary schools in East Pakistan. This is necessary to ease their responsibility towards their families and the future. At present in about fifty per cent of the schools, principals are entitled to provident fund benefits. Generally a teacher subscribes one anna in a rupee, from his pay, and an equal amount is paid by the managing committee. But in a few unaided non-Government schools, no equal contribution is made and in some schools there is no provision for any kind of saving. Thus good talents are not attracted to these schools.

In Government schools, principals are entitled to pensions at the end of their service. Unfortunately this is not the case in non-Government schools. Therefore to relieve the teachers from worries about their future and the future of their families it is necessary to include all the principals in a triple benefit scheme, which may be called, "Pension-cum-Provident Fund-cum-Insurance Scheme".<sup>43</sup> "The responsibility for the maintenance of this fund should rest with the Government through the Education Directorate which will be responsible for working out the details and administering the fund."<sup>44</sup>

A widows and orphans fund should also be opened. This should

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43

Ibid., p. 159.

44

Ibid.

include all the secondary teachers.

### Leave Regulations

Principals of secondary schools enjoy the benefits of the vacations and other casual holidays. A list of approved holidays is sent to the principal by the Education Directorate at the beginning of each academic year. But he has the option to declare a holiday for his school in certain circumstances like winning in athletic field days, success of the school at the matriculation examination, or to close the school on the death of a member of the staff.

In addition to these, there are certain circumstances, however, where special leave may be necessary. This may be due to illness or personal matters concerning the principal or his family. There are three types of leave, which may be considered in this connection -- casual leave, medical leave, and in cases of women, maternity leave.

In addition to the kinds of leave we have mentioned, study leave should also be granted. Principals should be given an opportunity to visit different schools in the country. They should be given leave with full pay for study in foreign countries or to do any research or to attend meetings, conferences or seminars. All kinds of leave which will serve to add to the professional growth of the principal should be encouraged and granted on full pay.

### Security of Tenure

In answer to question Number 22 of the questionnaire, ninety-eight per cent of the principals who replied, said that their tenure in the school was not permanent. This lack of security of tenure of office leads to a feeling of frustration and absence of enthusiasm.

In most of the districts of East Pakistan, schools have been established by managing committees who have had no experience of educational work. Service conditions under these local bodies have been unsatisfactory. Usually principals are subjected to humiliating treatment in the matter of termination of services or punishment. No cause is given, and the only cause might be that a principal is not liked by a member of the committee.

But we feel, "that all those who have to do with educational administration should recognize clearly and without any mental reservation, the status of the teachers and the respect and consideration <sup>45</sup> due to them". In the same way, the principals will appreciate the consideration accorded to them and they will set an example of personal and professional integrity, which will win them the respect and full co-operation of the management.

In matters leading to termination of services, punishment or stoppage of increment, without an adequate reason, the principal should

have a right to appeal to a higher authority. An appeal should be allowed to be made to the Director of Public Instruction, through the inspector of schools. For this purpose Arbitration Boards or Committees should be appointed on a permanent basis, to deal with complaints and to decide in all matters of punishments such as "...suspension, dismissal, stoppage of increment or reduction to a lower status...."<sup>46</sup> This board should consist of the Director of Public Instruction or his nominee and a representative from the Teachers Association, plus a representative from the management. The decision of this board should be final, except in the case of Government servants who should have a right to appeal to a higher authority, i.e. the Government.

The Government of East Pakistan should have a special officer, attached to the Education Directorate to look after the conditions of service of the teachers in Government and non-Government schools. For girls' schools this officer should preferably be a woman. The holder of this position in the Education Directorate should visit the far flung schools of the province and obtain a first hand knowledge of conditions.

#### Other Amenities

In order to attract the right type of persons to the profession,

other amenities may be provided to all principals of secondary schools in East Pakistan. For this purpose, the co-operation not only of the Education Department but also of other agencies like railways, hospitals, holiday homes and health resorts is needed.

The Education of Children. To ease the financial burden of the principals, it is necessary to give their children free education in the schools. This scheme may be extended to giving college education at half or reduced rates.

Medical Relief. To relieve the principal's anxiety, he should be entitled to the benefits of free medical treatment in hospitals and dispensaries. This should include him, his wife, children and dependents. A health insurance scheme should be started by the provincial Government to cover all principals and teachers. This will be greatly appreciated by them and will thus help them to face life more confidently.

Quarters. The principals should live near the school and devote more of their time to the many sided activities. Therefore they should be provided with free quarters or, in lieu, house rent at the rate of ten per cent of their pay. Lack of suitable accommodation presents great difficulties in the matter of recruiting teachers for both urban and rural areas. Thus provision of suitable houses will help to solve this problem.

Holiday Homes and Health Resorts. The principals have long

vacations in which they are expected to refresh themselves. Usually they spend this time at home. It would be of advantage to start a province-wide movement encouraging teachers to go to health resorts or holiday homes during this time. "This should not be very difficult or costly, if managements and State co-operate to organize such camps on a permanent basis and afford necessary facilities to teachers to spend at least a part of their vacation in such camps."<sup>47</sup>

Railway Travel Concessions. The railways in East Pakistan can extend concessions to principals travelling to attend seminars and refresher courses organized by the Education Directorate or by Teachers Association. This facility should be extended so that teachers wishing to go to health resorts or holiday camps or to visit historical places may be given travel concessions.

Age of Retirement. In Government schools, the age of retirement is fifty-five, or after thirty years or twenty-five years of approved service. In non-Government institutions this age limit can be extended to sixty with the approval of the Education Directorate. Therefore, it is felt that in view of the improvement in the general expectation of life and the need for qualified principals, the age of retirement should be extended to sixty, provided the principal remains physically, mentally and emotionally fit.



### Status in Community Life

The reputation of a school and the position that a principal holds in society, depends to a large extent upon the respect that is accorded to the man who is at the helm of the administration of the school. The lead in this matter must be taken by persons in high public positions, who should show special recognition of the status and dignity of principals and treat them not on the basis of their salary and economic status but on the basis of the important national work that is entrusted to them. If they do so, society would follow their example in time. In all important public and state functions, principals of schools should be invited and given places of honour. The state and society should recognize outstanding merits and should confer medals and honorary titles on deserving principals. In all matters pertaining to education, principals must be consulted and their opinion taken into consideration. We would like to recommend also a permanent seat in the provincial and central assemblies for principals of secondary schools. This representation will not only help them take part in the legislation of good educational laws, but it will also strengthen their sense of professional responsibility.

### Improvement of Relationship with the Managing Committees and the Inspector

To ensure good conditions of service, it is necessary to have good relationships with the members of the Managing Committees and particularly with the Inspector. This relationship should be based on good-will and confidence. The members of Managing Committees

do voluntary work and give much of their valuable time for helping the principal run the school efficiently. Each one of them has the interest of the school at heart and each in his different way contributes to the advancement of the school. Sometimes in the discharge of their duties, they overlook certain matters. It is the principal's duty to exercise the same broad mindedness in such circumstances, as he desires to be shown towards his own methods, when they are not approved or understood by others.

A wise principal will not discuss or criticize the policy of the Managing Committee of his school with any outsider. This is detrimental to professional ethics. On the other hand, if from lack of information a member of the Committee should be indifferent or actually opposed to something desired by the principal, it is to the latter's advantage to discuss the matter privately with the dissenting member and try to show him the educational value of what is at issue.

The attitude of the principal towards the Inspector of schools should also be governed by a desire of co-operation. The inspector's duty is to see that the machinery of the school is functioning well and to give constructive advice. So he is also a part of the same machinery and thus there must not be friction among the different parts. We have already agreed that the failure in this vital matter is usually caused by the attitude of the inspector, who consciously or unconsciously assumes an air of superiority.

The inspector represents the Department of Education. He is to report on all activities of the school. In many instances he does not know about the work of the school; he comes to inspect. Therefore the principal should understand this fact and assume a sympathetic and helpful attitude and should be anxious to work in co-operation with him.

Principals as professional teachers must learn to place their profession and their work above their own personal point of view, their personal feelings and conveniences. If the principals always remember that they are supervisors of their own schools, they will be able to appreciate the position of the inspector and to approach the problem of inspection more realistically out of their own experience.

## CHAPTER VI

### CONCLUDING STATEMENTS

In these pages, we have examined the problems of the selection and training of secondary school principals and have put forward certain recommendations to solve the problems of the untrained and under-qualified principals. They are based on the assumption that the first duty of an independent country, if it decides to follow a democratic way of life, is to "educate its masters".

Pakistan's legacy from the British was an undeveloped country, whose resources both natural and human had remained unexploited. So, one of the great tasks that the country faces is the raising of an army of trained, efficient and devoted administrators for its educational machinery. **The task is colossal, and the time is short.** The country cannot wait for the realization of this goal, only by the process of training new and young teachers to replace the old administrators. Something has to be done quickly to improve the quality of leaders in our school system.

The problem of the untrained and underqualified principal has

presented to the people of East Pakistan and will present many obstacles in the way of its progress, but this also presents a challenge to the genius of the people of the province. For on this will depend the success and the sharing in the great experiment in Democracy that is being conducted in the world today.

The principals of secondary schools in East Pakistan are the potential leaders and great instruments in the social reconstruction that will follow the adoption of a constitution based on democratic ideals and universal brotherhood.

Therefore the proper selection and training of principals for our schools is indispensable for the healthy growth of a progressive teaching profession. It is being recognized in all quarters today that if the teacher is to bring his techniques and practices in line with the latest trends in education, he must continue his education throughout his career. For, "the rapidity with which educational reforms are taking place and the growing recognition that the school must be adapted to the social progress have," in the words of Kandel, "directed attention to the fact that the training of the teachers cannot be restricted to the years of preparation, but must be continued throughout his career."<sup>48</sup> Also, "a teacher who does not grow tends to stagnate and to become mechanical."<sup>49</sup> So the revision of the present program in

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48

I.L. Kandel, Comparative Education, (1933), p. 525.

49

Ibid., p. 526.

the Training Colleges and the addition of new courses pertaining not only to teaching, but also to methods of administration and supervision are necessary. The program of training should emphasize more of activity and practical work and less of book knowledge and examinations for reproducing that knowledge.

It has also been recognized that the low salaries offered to principals in the non-Government schools and the financial condition of the province as a whole stand in the way of improvement in the system of selecting suitable principals. But this is an important consideration and should be taken up seriously when plans for the expansion of education are being formulated. The provision of satisfactory salaries for secondary school principals should be accepted as a measure essential for the effective re-organization of the present system of administration. Salaries should be fixed at levels consistent with the pay structure at which suitably qualified persons could be attracted to the principalship of secondary schools and retained in the service. The pay scale should be able to face the challenge from other professions. Therefore, preparation and recruitment of principals should not be inferior in scope or extent to other professions.

The taking over of the principalship of all secondary schools by the Government or the 'Nationalization' of the Educational Services, will promote the prestige of the profession and bring it to a par with other professions. By raising it to an official level and making

suitable emoluments, qualified persons will be drawn to the principalship of secondary schools and moreover, stay and grow in the profession. So, we feel that this proposal should hold a priority in any future scheme of re-organization of the administrative system.

To keep the principals aware of the latest trends in the process of administration and methods of teaching, the need for in-service training becomes apparent. Although there has been an awareness of the need for such a program, there has been no concentrated and co-ordinated attempt to tackle the problem. What is needed is a united, well-planned effort by the school, by the inspectors, by the Training Colleges and the Education Directorate to plan for the quality of teaching and administration in our secondary schools.

When all is said and done, the fact remains that no improvement can be expected in the condition of the principals without a concentrated effort on their part. The principals in East Pakistan are still an unorganized body. They should organize themselves into associations to create an urge for improvement and to demand facilities for themselves.

**APPENDIX A**

Date: \_\_\_\_\_

Dear Madam/Sir:

I shall be much obliged if you will kindly supply the following information needed for my thesis entitled, "Selection and Training of Secondary School Principals in East Pakistan". This is in partial fulfillment of the requirements for the Master's Degree in Education from the American University of Beirut.

You are not asked to reveal your name or the name of your school, because personal information is not required. What is needed is an idea about the present methods of selection and training of Secondary School Principals in East Pakistan. It is hoped that this study will help to improve the conditions under which Secondary School Principals work.

If you would like to receive an abstract of the completed study for your files, please fill out and remove the final sheet and send it to me under separate cover.

Yours sincerely,

Lily Khan



## Questionnaire to Principals of Secondary Schools of East Pakistan.

Please supply the following information concerning yourself and your school.

1. Sex:            Male            Female
2. Age \_\_\_\_\_ years
3. Academic qualifications \_\_\_\_\_ Degree \_\_\_\_\_ years.
4. Professional qualification, i.e. trained at a teachers training institution - Degree, Diploma etc. \_\_\_\_\_ year.
5. Length of Service as a teacher, prior to appointment as a Principal \_\_\_\_\_ years.
6. Length of Service as a Principal \_\_\_\_\_ years.
7. Previous jobs held (please mention work experience in all fields).

8. Type of school, underline three.

- a. Government
- b. Missionary
- c. Aided
- d. Unaided
- e. Boys' school
- f. Girls' school

9. How did you secure your present job? Underline one or more of the responses below:

- a. Promotion from regular teaching status
- b. On the basis of academic qualification
- c. On the basis of application and interview
- d. Preparation for the Post
- e. Other (please specify)

Pay

10. What is the scale of your pay? Please fill in all items separately below:

- a. Initial pay, i.e. minimum rate of pay at which you started as a Principal: Rs. \_\_\_\_\_ per month.
- b. Dearness allowance given by government: Rs. \_\_\_\_\_ per month.
- c. Dearness allowance given by school: Rs. \_\_\_\_\_ per month.
- d. House allowance: Rs. \_\_\_\_\_ per month.
- e. Conveyance allowance: Rs. \_\_\_\_\_ per month.
- f. Annual increment: Rs. \_\_\_\_\_ per month.

11. Maximum pay to be drawn by you at the end of your service: Rs. \_\_\_\_\_ per month.
12. What do you draw at present without allowances? Rs. \_\_\_\_\_ per month.

### Leave

13. How many days leave per year are you entitled to in case of the following:
- Maternity leave \_\_\_\_\_ days per year.
  - Illness \_\_\_\_\_ days per year.
  - Bereavement at home \_\_\_\_\_ days per year.
  - Casual leave \_\_\_\_\_ days per year.
14. Are you entitled to any other form of leave? If so, please state type and amount per year.
15. How much, if any, teacher training did you receive before you entered teaching as a profession?
16. How much, if any, in-service training for teaching did you receive? \_\_\_\_\_ months.
17. Answer this item only if you have been abroad for teacher training.
- I went abroad for teacher training for \_\_\_\_\_ months before entering service. I was sent by \_\_\_\_\_.
  - I went abroad for teacher training for \_\_\_\_\_ months in service. I was sent by \_\_\_\_\_.
  - How much was your pay increased, if any, after training abroad? Rs. \_\_\_\_\_ per month.
  - While you were abroad, what percent of your regular full pay did you receive? \_\_\_\_\_ per cent.

### Conditions of Service

18. For your school, state the age of:
- Voluntary retirement \_\_\_\_\_ years.
  - Compulsory retirement \_\_\_\_\_ years.
19. Are you entitled to a pension or the benefits of a provident fund after the termination of your service? Yes No
- At what age or after how many years of service can you retire and still be entitled to your provident fund? At age \_\_\_\_\_ or after \_\_\_\_\_ years of service.
  - How much do you contribute to the fund? Rs. \_\_\_\_\_ per year.
  - How much does your employer contribute? Rs. \_\_\_\_\_ per year.
20. If you are in a private school, and have a contract for a definite period, how long is the period? \_\_\_\_\_ years.
21. What happens if you resign before the contract is over?

22. Do you have indeterminate tenure? Yes No

### School

23. What is the total number of students in your school? \_\_\_\_\_ students.
24. Do you have a boarding house attached to your school? Yes No
25. About what percent of the students of your school can you recognize, if you see them in the community? \_\_\_\_\_ percent.
26. Approximately how many students do you know by name? \_\_\_\_\_ students.
27. Are the students free to enter your office and discuss with you matters concerning the school or themselves? a. Yes b. Under certain circumstances c. No
28. Do you have a student council? Yes No
29. If yes, are all the classes represented? Yes No
30. How often do you have an opportunity to visit students' homes? About \_\_\_\_\_ times per year.
31. About what percent of hospitalized students do you get an opportunity to visit? \_\_\_\_\_ percent.
32. Do you approve of corporal punishment? a. Yes b. Sometimes c. No
33. What is your teaching load? \_\_\_\_\_ hours per week.
34. How often do you have an opportunity to visit classes? \_\_\_\_\_ times per month.

### Teachers

35. Number of teachers in your school.
- a. \_\_\_\_\_ trained teachers.
- b. \_\_\_\_\_ untrained teachers.
36. What is their average teaching load? \_\_\_\_\_ hours per week.
37. How many free periods a day do they have on the average? \_\_\_\_\_ free periods daily.
38. Are the teachers free to come and consult you about various affairs? a. Yes b. Sometimes c. No
39. How many full staff meetings a year do you hold? \_\_\_\_\_ meetings per year.
40. Do you have an assistant head master to help you in school administration? Yes No
41. Do you have a clerk to help you in office work? Yes No
42. How often do you hold meetings in which general educational problems are discussed or in which lectures are given on education problems? \_\_\_\_\_ times per year.

### Miscellaneous

43. Are you free to decide matters relating to:
- a. Appointment of teachers. Yes No
- b. Pay of teachers. Yes No
- c. Choice of books. Yes No
- d. Change in curriculum. Yes No
44. If not, to whom must such decisions be referred?

45. Do you think principals should have special training to make them fit for the job?
46. If so, what in your opinion, is the best place to provide this training?
47. Please state what you believe are a few of the most important things to be included in such training.
48. What improvements would you like to see in the position of principals?
49. In your opinion what are some of the shortcomings in the selection of principals for secondary schools?
50. Make a check-mark (  ) alongside each item below which you feel is true:
1. A principal should teach classes.
  2. A principal should regulate admission.
  3. A principal should decide on promotion of students.
  4. A principal should visit students at home.
  5. A principal should visit students in the hospital.
  6. A principal should inflict corporal punishment.
  7. A principal should organize extra-curricular activities.
  8. A principal should appoint teachers.
  9. A principal should promote teachers.
  10. A principal should dismiss teachers.

11. A principal should decide the salary scale of teachers.
  12. A principal should choose books.
  13. A principal should set the curriculum.
  14. A principal should conduct staff meetings.
  15. A principal should promote professional growth of teachers.
  16. A principal should perform the duties now performed by inspectors.
  17. A principal should be appointed from among the teachers.
  18. A principal should be appointed from among the community.
  19. A principal should have high academic qualifications.
  20. A principal should have special professional training.
  21. A principal should have several years of experience.
  22. A principal should be transferred after some years of service.
  23. A principal should receive the same scale of pay as all other principals of secondary schools.
51. Please add here any other comments you would like to make on the selection and training of secondary school principals.

## Final Sheet

Please tear off this sheet and mail separately if you care to have an abstract of the study.

Date \_\_\_\_\_

Dear Mrs. Khan:

I am a Principal who responded to your questionnaire on the Selection and Training of Secondary School Principals in East Pakistan, and I would like to have an abstract of the study when it is completed.

Name

Address to which abstract should  
be mailed.

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