International Multidisciplinary Research Journal

Golden Research Thoughts

A STUDY TO ASSESS THE EFFECTIVE MONITORING AND MENTORING OF SENIOR SECONDARY SCHOOL PRINCIPALS IN CENTRAL INDIA

Prashant Thote

Gyanodaya Vidya Mandir, Narsingarh

Abstract:- The issue of poor academic performance of the students could be attributed to poor monitoring and mentoring skills of the school Principals. This study investigates the core competency needs of principal for effective schools Principals at senior secondary school level. This was carried out in Central India. Principal Monitoring and Mentoring Skill Survey Questionnaire (PMMSSQ) was administered to obtain the information . Sample of the study is 50 secondary school teachers and 50 secondary school principals Thirty item of questionnaire in instructional skills, personal management skills and financial skills required by the principals for effective monitoring and mentoring .Three research questions and two hypothesis were formulated to guide the study. Mean scores of the Principals opinion were used to answered the research question while the t test statistics were used to test the hypothesis at 0.05 level of significances .

Keywords: Principal, Competence Monitoring, Mentoring and school .

1. INTRODUCTION OF THE STUDY

A key element of an effective school is an competent principal. Although schools success is influenced by many people , school principals remain one of the most important factors in the success . Research on effective school , school restructuring and instructional leadership point to the impact of principal leadership on the student learning and improvement .(Hallinger and Heck , 1999) . Establishing safe, securing learning environment and positive nurturing school climate are merely the first steps in a log series of critically high expectation effective school principal set themselves as well as the educational communities they had. Most important however is the love a for learning and students which is at the heart t of every successful Principal.

Principal play an important role in the establishing school discipline both by effective administration and by personal example. Effective principals are liked and respected rather than feared and communicate carrying for the students as well as willingness to impose punishment if necessary.

Teachers satisfaction with both school discipline policy is related to their relationship with the Principal. Good communication and shared values are important elements in this relationship .Students achievement is likely to be greatest where teachers and the principals monitoring and mentoring work the together .Ideally a principal should be able to create consensus among the staff on rules and their enforcement .The principal must have knowledge and understanding of effective communication strategies .   Creating collaborative environment and open communication has been described as the single most important factor for successful school improvement initiatives .Good communicators are good listeners. Principal must process good listening skills .Poor listening skills may lead to many problems in human relations .Principals may want to improve their commutation by improving their listening skills .

School climate affects principals effectiveness .It also interferes with outcomes of the teachers and students. Improvement in school climate enhance teachers performance and students achievement and behavior .This improvement however only occurs if the principal, teachers and students are empowered. Principals must model behaviors' consistent with schools vision and develop a clear purpose in the school, so that students achievement

may improve. They must identify and implements instructional strategies that will result in achieving the schools vision and mission.

Schools are multi faceted organization .Achieving and sustaining a high quality institution within a complex environment demands that the principal as school leaders, possess a wide range of leadership capabilities .Today's efforts are underway to improve the fragmented approach to principal preparation .Increasingly people are recognizing that if the educational leaders are to better serve school and students in our rapidly changing society the knowledge skills and attitude they possess must be different than those reflected in traditional educational administration curricula . Successful school reforms may not take place apart from a better understanding of school leadership. This study therefore aimed at identifying the leadership behavior on the students learning culture. Students learning as mediating variables in this study includes motivating students to develop new skill, improve the level of competence or achieving a sense of mastery through reading and studying in the school .

Research Questions:

1.What are the instructional leadership skills needed by the Principals for   Effective School monitoring and mentoring?
2.What are the personal management skills needed by the Principals for effective school monitoring and mentoring?
3.What are the financial management skills needed by the Principals for effective school monitoring and mentoring?

Research hypothesis

1.The following null hypothesis were formulated to guide the study
H0 1 : There will be no significant difference between the mean opinion scores of male and female principal on the instructional leadership skills needed by the principals for the effective monitoring and mentoring?
2H0 2: There will be no significant difference between the mean rating of urban and rural school principal on the financial management skills needed by the principals for the effective monitoring and mentoring?

Objective of the study:

1.Identify the instructional leadership skills needed by the principals for the effective monitoring and mentoring .
2.Ascertain the persona management skills needed by the principals for effective school monitoring and mentoring .
4.Find out the financial management skills needed by the principals for the effective school monitoring and mentoring?

Research design: The study adopted a survey design.

Sample: 50 senior secondary school teachers were selected by stratified random sampling from senior secondary school of central India. Total 50 senior secondary school Principal participated in this study.
Instrument: The researcher develop a questionnaire clad Principal Monitoring and Mentoring Skill Survey Questionnaire (PMMSSQ) which served as the main tool for the data collection. PMMSSQ consisted of two sections. A and B. Section A seeks information on the personal data while section B is thirty (30) items questionnaire developed by the researchers with a four point rating scale. The questionnaire items were arranged in three clusters to elicit information regarding the administrative leadership skills needed by the school principals.
Validity of the instrument: The instruments were given to two specialists in Educational Management for validation with regards to terminology that was used to measure the intent of the study .Their correction were used in the reconstructions of the instrument.
Reliability of the instrument: To ensure the reliability of the instrument, a test re-test technique was employed. A pilot study was carried out by administering the (PMMSSQ) instrument at intervals of two weeks on 20 non participating Senior Secondary School Principals .The reliability test was calculated using the person product moment correlation .A correlation co-efficient 0f0.86 was obtained.
Data collection: Sahodya Conference was organized for Central Board of Secondary Education in Indore. The researchers administrated and collected the instrument for the respondents during the sahaodya School principal conference. This technique helped the researchers to reduce the change of the questionnaire being misplaced or not returned by the respondents .However, out of 55 copies of the questionnaire distributed, 50 were collected. This amount to 90 % return rate.
Data analysis : Descriptive statistics involving the use of mean and standard Deviation was used to answer the research questions while the t-test were used to test the null hypothesis formulated to guide the study.

Results:

Research question one: What are the instructional   leadership skills needed for the school principal in Effective Monitoring and mentoring of school.

Table-1: Mean scores on instructional leadership skills needed by the School Principals in Effective Monitoring and mentoring of school.

S No	Item	Mean	SD	Remarks
1	Principal in co-operation with his /her teachers define objectives for the school and each department and unit	3.35	1.19	Agreed
2	Principal jointly with teachers selected learning experiences method and procedures to employ in achieving the objectives'	3.05	1.09	Agreed
3	Principal assign subject and class to teachers according to qualification and competence	6.75	0.80	Strongly Agreed
4	Principal allocates time to subject	0.41	0.90	Agreed
5	Principals makes available facilities accessible to all teachers	3.68	0.71	Strongly Agreed
6	Principal make sures that the staff in different units and work position work co-operatively and not antagonistically for the common goal of the school	3.90	0.49	Strongly Agreed
7	Principal monitored and mentor lesson plan	3.39	0.95	Agreed
8	Principal monitored and mentor teaching –learning activities in the classroom	3.65	0.65	Strongly Agreed
9	Principal evaluates the planning and implantation of curriculum programmes	3.21	1.15	Agreed
10	Principal assist teachers to try new research findings	3.31	1.14	Agreed

Table 1 shows that the principals perceived all the items as instructional leadership skills needed for the effective monitoring and mentoring as all the items had mean scores above the 2.50 cutoff point on a four point likert scale, item had highest mean scores of 3.90 .This implies that the Principals considering that instructional leadership skills are needed effective monitoring and mentoring of the school.

Research question Two: What is the personal management   skill needed by the school principal in Effective Monitoring and mentoring of school?

Table-2: Mean scores on skills needed by the School Principals in Effective Monitoring and mentoring of school .

S No	Item	Mean	SD	Remarks
1	Principals model behaviors the expected by others	3.83	0.62	Strongly Agreed
2	Principal identifies what motivates his /her staff	3.61	0.65	Strongly Agreed
3	Principal communicates effectively with his/her staff	3.81	0.56	Strongly Agreed
4	Principal recognizes the effort of his/her staff	3.77	0.58	Strongly Agreed
5	Principal recognizes duties and authority to capable staff.	3.85	0.55	Strongly Agreed
6	Principal delegates duties in decision making and matter concerning them	3.75	0.54	Strongly Agreed

7	Principal praises in public , criticizes only in private	2.95	0.90	Agreed
8	Principal motivates , encourages and cajoles his staff	3.55	0.65	Agreed
9	Principals encourages and enable appropriate professional development of staff	3.58	0.65	Agreed
10	Principal defuses tensed situations and negotiates a solution	3.75	0.67	Strongly Agreed
11	Principal does not take side in conflict resolutions	3.85	0.56	Strongly Agreed

Table-2 showed that all the personal management skills in the table are needed by principal for effective Monitoring and mentoring of school .Each of the skills had mean score above the 2.50 cut off point on a four point scale likert scale. Items 5 and 11 had equal and highest mean scores of 3.85 each showing that the Principals perceiving the skills as very essentials personnel management skills needed by the Principal for effective Monitoring and mentoring of school .On other hand, items 7 had the lowest mean score of 2.95 indicating that the principal considering thus skill less important personnel management skill needed by the principal for effective Monitoring and mentoring of school.

Research question Three: What are the financial management   skill needed by the school principal in Effective Monitoring and mentoring of school?

Table-3: Mean scores on financial management   skills needed by the School Principals in Effective Monitoring and mentoring of school.

S No	Item	Mean	SD	Remarks
1	Principal jointly with the management staff and heads of departments and units ,prepare budget for the school	2.88	1.15	Agreed
2	Principal prioritise financial allocation according to needs	3.30	0.81	Agreed
3	Principal plans sources for funds for school improvement	3.39	0.92	Agreed
4	Principals ensures that budget reflect agreed goals and objectives	3.58	0.95	Agreed
5	Principal delegates the mechanism of financial matters to capable staff	3.25	0.64	Agreed
6	Principal keeps close check on financial matters delegated to staff	3.46	0.88	Agreed
7	Principal works within the constraints of the school budget	3.65	0.69	Strongly Agreed
8	Principal keeps accurate financial information about the school	3.77	0.56	Strongly Agreed
9	Principal give true and fair view of the financial position of the school	3.78	0.62	Strongly Agreed

Table-3 showed that all the financial management skills in the table are needed by the Principal for effective Monitoring and mentoring of school. Each item had mean score above the 2.50 cut –off points on a four point likert scale. item 9 had the highest mean score of 3.77 showing that his financial management skill is highly needed by the principal for effective Monitoring and mentoring of school .However the table also shows that the principals did not considered item   1 a very essential management skill needed by the principals for effective Monitoring and mentoring of school as item had lowest mean score of 2.88 .

Hypothesis 1: There is no significant difference between the opinion scores of male and female principals for Effective Monitoring and mentoring of school.

Table 4: Summary of t-test analysis the main opinion scores of male and female principals on the instructional leadership skills needed by the principals for Effective Monitoring and mentoring of school.

S No	Items					t-cal	Decision
1	Principal in co-operation with his /her teachers define objectives for the school and each department and unit	3.28	1.17	3.14	1.22	0.75	Accepted
2	Principals jointly with teachers selected learning experiences method and procedures to employ in achieving the objectives'	3.25	1.17	2.90	0.96	1.96	Accepted
3	Principal assign subject and class to teachers according to qualification and competence	0.71	0.82	3.77	0.72	0.39	Accepted
4	Principal allocates time to subject	3.46	0.80	3.30	1.11	0.66	Accepted
5	Principal makes available facilities accessible to all teachers	3.65	0.65	3.76	0.82	0.67	Accepted
6	Principal makes sures that the staff in different units and work position work co-operatively and not antagonistically for the common goal of the school	3.92	0.49	3.90	0.51	0.17	Accepted
7	Principals monitored and mentor lesson plan	3.42	0.96	3.17	1.12	0.95	Accepted
8	Principal monitors and mentor teaching – learning activities in the classroom	3.65	0.65	3.57	0.62	0.57	Accepted
9	Principal evaluates the planning and implantation of curriculum programmes	3.37	1.08	2.83	1.26	1.67	Accepted
10	Principal assist teachers to try new research findings	3.37	1.11	3.17	1.12	0.73	Accepted

The result of the item analysis in Table-4 showed that there is no significant difference between the mean opinion scores of the male and female principals for Effective Monitoring and mentoring of school .The "t" score for each of the skills in the table were found to be less than the t-critical .The null hypothesis is therefore upheld.

Table 5 : Group analysis of hypothesis 1

Group	μ		T -cal	T –critical	Decision
Male	3,51	0.02			
Female	3.39	0.32	1.43	1.96	Accepted

The above group of hypothesis 1 table 5 indicates that at 98 degree of freedom and 0.05 level of probability, the calculated t value of 1.43 was less than the critical t valve of 1.96 .The null hypothesis therefore accepted .Therefore there is no significant difference between the mean score of male and female principals on the need for the instruction leadership skills of principal for Effective Monitoring and mentoring of school

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Hypothesis 2: There is no significant difference between the opinion scores of principals on the financial management skills for Effective Monitoring and mentoring of school.

Table -6 :Sumary of t-test analysis between the means rating of urban and rural school principals on the financial management skills needed by principals for Effective Monitoring and mentoring of school

S No	Items					t-cal	Decision
1	Principal jointly with the management staff and heads of departments and units ,prepare budget for the school	2.80	1.09	2.96	1.18	0.64	Accepted
2	Principals priorities financial allocation according to needs	3.36	0.77	3.42	0.88	0.39	Accepted
3	Principal plans and sources for funds for school improvement	3.43	0.88	3.90	0.95	0.74	Accepted
4	Principal ensures that budget reflect agreed goals and objectives	3.52	0.60	3.69	0.69	0.09	Accepted
5	Principal delegates the mechanism of financial matters to capable staff	3.22	0.90	3.28	0.83	0.32	Accepted
6	Principal keeps close check on financial matters delegated to staff	3.47	0.84	3.60	0.70	0.81	Accepted
7	Principal works within the constraints of the school budget	3.58	0.61	3.69	0.77	0.73	Accepted
8	Principal keeps accurate financial information about the school	3.80	0.57	3.69	0.69	0.81	Accepted
9	Principal give true and fair view of the financial position of the school	2.77	0.58	3.78	0.67	0.07	Accepted

Table 6 showed that there is no significant difference between the main rating of urban and rural school principals on the financial management skills needed by the principal for effective monitoring and mentoring of the school since the t –test analysis revealed that the t-calculated is less than that of the t-critical in all the financial management skill in table 6, the null hypothesis is therefore upheld. This implies that the urban and rural school principals share the same view on the financial management skills ended by the principals for effective monitoring and mentoring of the school.

Table 7 Group analysis of hypothesis 2

Group	µ		T -cal	T –critical	Decision
Urban	3.44	040			
Rural	3.49	0.38	1.65	1.96	Accepted

The above group of hypothesis 2 table 7 indicates that at 98 degree of freedom and 0.05 level of probability, the calculated t value of 1.65 was less than the critical t valve of 1.96 .The null hypothesis therefore accepted .Therefore there is no significant difference between the mean score of urban and rural principals on the need for the financial management skill of principal for Effective Monitoring and mentoring of school .

Discussion

The analysis of the research question one (Table -1) shows that the instructional leadership skills required by the school Principal in effective monitoring and mentoring of the school includes co-operation with teachers in defining objectives for the school , selection of the learning experiences , methods and procedures to achieve the objectives; assigning subjects and classes according to qualification , experiences and competence ,allocating time to subjects ; making facilities accessible to all teachers according to need. The skills also include ate principal ensuring that all staff work co-operatively for the common goals of the schools ,supervision of lesson plan , teaching learning activities evaluating he plan and implementation of the curriculum programmes and assessing teachers by few

findings .

These findings are not supervising because the success of any human endevaour dependents on the competencies and skills possessed by the personnel who perform the task necessary for the achievement of purpose or objectives .Mebodile (2003) has argued that for effective monitoring and mentoring , school principal must possess and employed planning and decision making skills, leadership competencies managerial skills and skill for climate management.

It is therefore obivious that lack of these core instructional leadership skills would make principals ineffective in achieving the laudable goal. It is in recognition of this that Okwar (2001) say that without adequate commitment to the performances of the school principals instruction role categories as supervision , monitoring, mentoring and curriculum development and innovation that may not realized .On research question two (Table -2) showed that the personal management skill required by the principal for effective monitoring and mentoring of the school include principal indentifying what motivates his/her staff, recognizing the efforts of his/her staff and motivating the staff ,involving staff in decision making on mattes concerning them , communication effectively with staff, delegation duties and authorities to capable staff , ensuring staff professional development .

These findings equally are not unexpected as indeed successful managerial manager are those who known how to motivate their staff to make them co-operative and loyal. These findings agreed with Ibukum (2003) who affirms that there is no amount of capital injection into Educational System without a change of attitude better skill acquisition and over commitment on the part of teaching force that may produce the much desired change in the school performance. The findings agreed with FME (1993) that delegation of duties to subordinates gives sense of recognition and belongingness to subordinates and thus make them more committed to their jobs. These findings agreed with Adegbemile (200$) who reported that encourage staff professionals development help teachers to improve on their weakness.

Other personal management skills required by the school principal for effective monitoring and mentoring as revealed in mentoring the school the results of the study are principal shows modeling behaviors for others ,principal defusing tenses situation and negotiating solution, not taking side in conflict resolution .These findings agreed with Ngoka (2000) who reported those behaviors that demonstrate leadership competency and conflict management skills which include among others: sets expectation , models behavior expected from others , does not take side , negotiates resolution while timely resolution of confect bring harmony ,co-operation unity ,job satisfaction and good performance .

It was the opinion of the (Table 3) that the financial management skills needed by the principals foe effective Monitoring and mentoring of the schools are prioritizing allocation according to needs , ensuring that budgets reflects agreed goals and objectives , delegation to staff , working within the constraints of the school budget ,planning and sourcing for the funds for the school development , keeping accurate financial information about the school and giving true and fair view of financial position of the school. These findings ought to be so, because such financial management skills required by the school Principals to make effective in planning, sourcing and utilization of the school funds.

CONCLUSION:

The major objectives of the present study was to investigate the managerial competency needs of the principals for effective monitoring and mentoring of the school at senior secondary level . The study revealed that the instructional leadership skills required by the principal for effective monitoring and mentoring of the school include: principal's co-operation with teachers to define objectives, principal providing facilities, supervising lesson plans, teaching –learning activities. ,evaluating curriculum plan and implementation .It was also shown from the results of the study that the major personnel management skills needed by the principals for the effective monitoring and mentoring of the school are :principal motivating staff , encouraging staff professional development , communication effectively with staff and resolving conflicts .

It was equally revealed from the findings of the study that the financial management skills principals required for effective monitoring and mentoring they are: principal preparing budget jointly with the management staff, sourcing for funds, keeping accurate financial information, giving true and fair financial position of the school etc.

RECOMMENDATION

1.It is recommended that principal's competency in defining objectives with teachers will make teachers to be committed in their job to ensure that objectives are achieved as they participated in deciding the objectives.
2.Obviously the principal's competency in keeping accurate financial information of the school giving true financial position of the school as this would serve as "curtain raiser" to reach out funds for the school development.

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