

Shahnaz Perveen Channa¹

ROLE OF HEAD TEACHER IN THE MAINTENANCE OF DISCIPLINE IN HIGH SCHOOL

Abstract

The aim of the study is to describe and analyze the possible problems related to leadership at Secondary school level. In this study, 2,710 male and female students of high schools were selected to complete questionnaire reflecting. The questionnaires were self-made 06 items. The result has shown that The Cumulative mean shows through close ended questionnaire 85.28% the students are well-disciplined while the cumulative mean of rating scale for students' of class IX and X indicates 55.99% students achievements. Finally, based on findings some suggestions and recommendations have been given.

Key Words:

¹Taluka Education Officer Female (Primary) Daur, Education & Literacy Department
Government of Sindh shahnaz.channa@gmail.com

INTRODUCTION

Education is a root of our civilized and social life. It refers to Process of Learning and acquiring knowledge as said by Good (1973, pp.203- 204). "The aggregate of all process by mean of which person develops ability, attitude and other form of behaviors of positive value in the society in which he/she lives". Therefore, education is important for the understandings of life, as well as learning of advanced skill that can make a person more attractive in society and the job market.

Initially students get informal education through family, fellows and surrounded environment. Afterwards, they enter in the formal education, where they achieve physical, moral, intellectual and social targets. These developmental areas help a child to maintain the disciplines of life in order to acquire information

LEADERSHIP

The leadership has an authority and responsibility to make decisions for the management of educational institutions. For such controlling, the leadership of the schools formulates policy by organizing, planning and directing the school recourses. V.Cpandy, (2003). Educational planning and human development (V.08) D-43 Prithvi Raj road Adarsh Nagar, Dehli: India, India

The nature of leadership is largely determined by the nature of organization and society. There are many styles of leadership in the market, such as the coercive leadership that is commonly called dictatorship. In this style, being guided has little or nothing to say about how things should be.

It is a paradox in the leadership of a director recently joked that "should not fall lucky being a school property surveyor,

construction inspector, and water meter reader Electricity, store stocker, unlocked toilet and general factotum "(personal communication, 2010).

DISCIPLINE

As control in schools has come into general society eye, a wide range of gatherings have

Communicated their feelings on the condition of government funded training. Understudies and educators were observed to be the two gatherings with the minimum measure of info into control issues being tended to in our educational systems. On the other hand, a 1997 "Survey of Teachers' dispositions Toward the Public Schools" gives us a brighter picture of control than does the overall population. The assessments assembled through this survey shared the similitudes and contrasts between state funded teachers' demeanors and dispositions of the general population on the loose.

Discipline means mental(Langdon, 1997). and moral training, brining under control."Discipline is the bridge between the target and achievement"JimRohn. (n.d.). BrainyQuote.com. Retrieved October 10, 2015, in the BrainyQuote.com Web site:
<http://www.brainyquote.com/quotes/quotes/j/jimrohn109882.html>

Lee Canter's Assertive Discipline Trot (1992) related the way to Assertive Discipline is getting understudies being great, perceiving and supporting them when they carry on suitably, and telling them it is acknowledged, all the live long day. He expressed it is basic that classroom instructors have a deliberate order arrange for that clarifies precisely what will happen when understudies decide to get rowdy. A

compelling control arrangement is connected decently to all understudies. The educator gives particular bearings for every classroom circumstance. Lope proposed that a control arrangement incorporates a most extreme of five outcomes for misconduct; however educators must pick results with which they are agreeable. Instructors must give uplifting feedback to fitting and on-assignment conduct and disciplinary outcomes for problematic or ceaselessly off-undertaking conduct.

The Head Teacher's Role

The important part in school order is changing also. Managers now face impressive weight to enhance school train and give more prominent backing to understudies with handicaps that are identified with conduct issues (Tobin, Sugai, Colvin, 2000). As was expressed before, the general visibility's of order in our schools is of awesome concern and this identifies with the general population weight that overseers feel from their Understudy and Teacher Perceptions of Discipline group to make schools ok for kids. In the meantime there is a serious lack of contender for authority parts like important. The principal ship has procured numerous more obligations without the motivations expected to draw in brilliant hopefuls (Tirozzi, 2001).

Question of the study

What are the possible problems related to leadership in high school.

Review of literature

Generally knowing is implying that is taking for instruction. The world training is the mix of two expressions of the old Latin dialect. The importance of that is "to prepare" 'this demonstrates around an outside demonstration. It appears that instruction is a thing, which is taken from outside. It is thing that gets changes a man. While, the second importance of it is to ring something out. This shows around an inside demonstration. It demonstrates that instruction is a demonstration to draw out the internal capacities of a man. As indicated by pasta lozy (1990, p.261), "Instruction is the name of the development (procedure) of the common, differing and dynamic inner forces of a man". By this it can be judged that instruction acquires changes a man inside.

As per the khawaja (1996, p.261). "Instruction is the name of the battle of the grown-ups of the general public by which the improvement and state of the nearing era could be as indicated by the lifestyle". Khawaja assumes that instruction is such a procedure, which is the consequence of those customary impacts, which change to individuals or Powers fit as a fiddle. As per Marc (1993, p.172). "Education is not concerned basically with smothering existing conduct, but rather with forming and building new practices". Along these lines it can be said that the instruction is a social procedure which demonstrates the impression of the general public and has been brought to satisfy the needs of the general public.

The goal of indiscipline according to (Mbiti, 2007) is to supply younger those who will be responsible people once they turn out to be adults. Defines field as a system of

guiding the character to make affordable selections responsibly.

Methodology

The design of the study is descriptive cum empirical. The case study techniques are used for collecting, analyzing and interpreting the data in the light of the objectives of the study. Nature of research: Descriptive cum Empirical. Method of research: Case Study & follow up study. Approach for analyze: Mix-Method.

All the government (both girls and boys) high schools and administrations of District Shaheed Benazir Abad will be the population.

Research Instrument

Self made Close- Ended Questionnaire for data collection. This scale was developed to determine the learners achievement (Self Control, Co Operation With fellows, Managing Home Assignment, Citizenship, Citizenship, Responsibility).

Table 1.1 *Standard of Discipline among Students of secondary school by Students*

S.No	Areas of Discipline.	Response in %	
		Yes	No
1	Feeling of comfort in school environment.	100%	Nil
2	Feel Safe and sound in school environment.	99.40%	0.60%

3	Reaction of teacher while mis-conduct of student.	86.95%	13.05%
4	Counseling about behaving in class room and school.	100%	Nil
5	Comfort ability while complaining to Head Teachers.	82.49%	17.51%
6	Student suspension by H.Ts due to mis-conduct in-discipline behavior.	42.86%	57.14%
Cumulative Mean		85.28%	14.72%

N=2,710

The above Cumulative mean shows that 85.28% positive responses from the students while 14.72% negative. All students have expressed their views that they have felt comfortable, safe and sound at school atmosphere. The majority of the students have expressed that our teacher has reacted strongly on violation of mis-conduct of discipline. Students have also expressed that they felt comfortable during complained to the Head Teachers. They have also reported that no one has suspended or expelled from school by our Head Teacher due to mis-conduct or on in-discipline, behavior.

For the visualization of the table, a cylinder graph is prepared to show the Discipline assessment. It is given below:

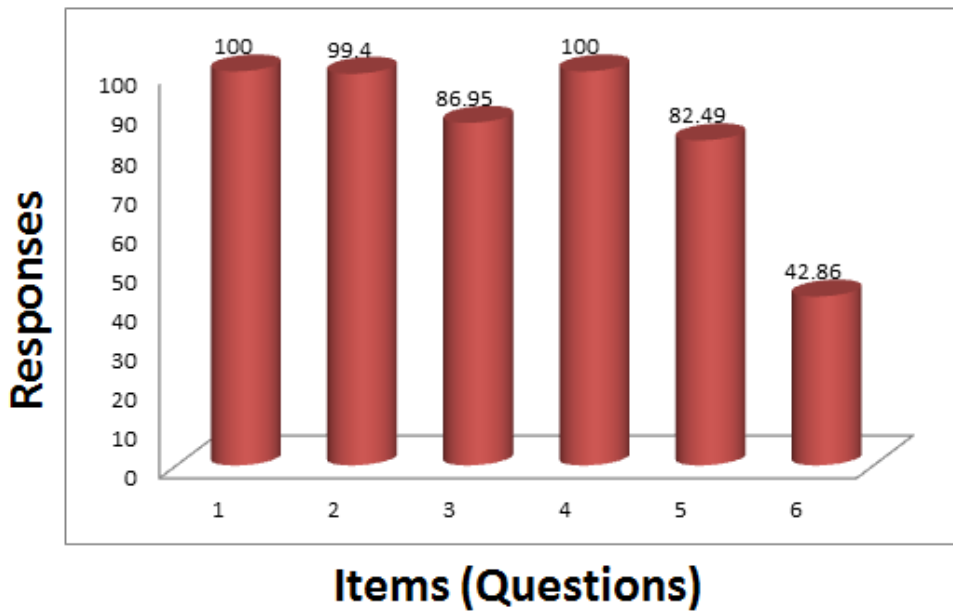


Figure 1.1: Cylinder Graph Shows responses of six items

The first column in cylinder graph shows 100% comfort-ability of the students in school environment. The second column shows 99.4% felt safe and sound in school environment. The third one shows 86.95% the reaction of teachers while miss-conducted students. The last column shows the lowest level of student's suspension by Head Teacher due to in-discipline behavior.

RESULT

STUDENTS OPENION ABOUT DISCIPLINE

The Cumulative mean shows through close ended questionnaire 85.28% the students are well-disciplined while the cumulative mean of rating scale for students class ix, x indicates 55.99% students achievements. Both indicate

reflect a large number of concepts of discipline are difficult and not understood by the students. The Head Teacher improvement increases over the succeeding.

Status of Students Cognitive Development

The finding drawn from objective assessment of students at secondary classes projected under below

1. SOCIAL DEVELOPMENT

- Behaviors of student with towards others (69%)
- Interaction and cooperation with other class mate (50%)
- Interest students regarding home assignment (48%)
- Awareness of citizenship (59%)
- Ever face bullying (22%).

The values of these components are relatively high but students' achievement level in acquaintance with the social role face bullying (22%) is low as compared to other components.

2. MORAL DEVELOPMENT

- Moral values (59%).
- Sense of responsibility (38%).

GENERAL SOCIAL DEVELOPMENT

Rational thinking of relationship and behaviors of student with towards others should be developed in students. So that they able to justify their behavior with others in life.

It must be that student Interact and cooperate with other class mates, so that they must be able to help the class mates.

Concept of home assignments should be clear in the mind of students, which is the basic unit of academic Discipline. The rationality of enforcement towards Awareness of citizenship and responsibility should be developed in students. So that civic sense and its implementation may develop.

The concept of Ever face bullying should be clear epistemologically and logically in students, so that they understand the eternity of this acts in the system of life.

MORAL DEVELOPMENT

The Moral values must be developed I students, which is the best way of Discipline and Islamic life. It is necessary that Sense of responsibility must be developed in students, according to the Islamic system of life and sense of Discipline.

Conclusion

The Head Teacher of government side also improving schools atmosphere with full concentration. So, there is seen some changes in school atmosphere. However, all of these hindrances the high schools atmosphere is much better than previous.

It is further suggested to appoint HTs without any political affiliations purely on merit- bases. The government should take immediate steps to make the environment of institution amiable and amicable for teachers and student. The role of Head Teacher is the central factor determines academic achievement the school.

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