The Administrative Skills of Head Teacher in Educational Institutions

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ABSTRACT

The objective of this study was to determine the administrative skills of head teachers in operating educational institutions. The study used the descriptive method to identify the key skills required for effective school leadership. The key method used in this study was the descriptive method, which involved identifying and describing the necessary administrative skills of head teachers. The study focused on three main skills: technical, interpersonal, and conceptual. These skills were deemed crucial and vital for organizing, leading, controlling, and planning in educational institutions. Head teachers must implement the knowledge and abilities that will improve the efficacy and efficiency of the school's teaching and learning. To maintain the effectiveness of their leadership positions and improve academic accomplishment among their students, it is advised that head teachers make the most use of their administrative competencies and capabilities. In order to improve the professionalism of teacher performance and ensure the success of education in schools, head teachers must possess and utilize the necessary administrative skills. These skills include technical, interpersonal, and conceptual abilities, which are crucial for organizing, leading, controlling, and planning. By effectively applying their administrative competencies and capabilities, head teachers can enhance the efficacy and efficiency of their schools' teaching and learning processes, ultimately leading to improved academic achievement among students.

Keywords: Head teacher, Administrative skills, Conceptual skills, Human skills, Technical skills

Introduction

of any system is largely determined by the way it is administrated, as well as by the effectiveness of leadership and control (Abari & Mohammed, 2018). The success of educational institutions depends, in part, on their administrative skill and expertise. The head teacher, responsible for overseeing all school operations, shoulders a multitude of responsibilities, ranging from delegating authority effectively, staff training, student management, to student performance monitoring.

In virtually all school operational tasks, including internal management, maintaining high standards for educational procedures, and harmonizing with the external environmental conditions in which the school operates, the school administrator plays pivotal roles. They establish the parameters for the educational system's productivity (Abari & Mohammed, 2018). Lunenburg (2010) underscores that the primary duty of a head teacher as a leader is to promote the learning and success of all students.

Naidoo (2014) emphasizes the close connection between administrative abilities and leadership

philosophies. Administrative skills, which go beyond tasks like filing, organization, scheduling, staffing, and planning, are essential for an administrator. Leadership style, on the other hand, pertains to a leader's approach to giving orders, executing strategies, and inspiring followers. Leadership styles can vary widely, including authoritarian, democratic, laissez-faire, transactional, and transformational styles (Kirui, 2012).

The authoritarian leadership style, also known as autocratic leadership, involves strict control and direct supervision by the leader, often driven by concerns about follower productivity. In a democratic leadership style, decision-making authority is shared with group members, fostering equality and idea exchange. This approach encourages individuals to take pride in their participation.

The laissez-faire system grants workers full access to decision-making authority, with the leader offering minimal guidance. Transactional leaders focus on improving existing routines and procedures to enhance efficiency (Kirui, 2012). In contrast, transformative leaders aim to shift their followers' perspectives and requirements, regardless of followers' opinions. To facilitate effective implementation, it is crucial for school administrators and head teachers to excel in instructional leadership and simplify the implementation process to achieve improved outcomes (Naidoo, 2014).

Naidoo (2014) argues that curriculum management in schools is strongly linked to the leadership styles and abilities of the head teacher. The study highlights the importance of head teachers being well-informed about new school curricula and making informed decisions in challenging situations. In Nepal, there are limited opportunities for advanced education and training for school heads. Despite this scarcity of training, policymakers acknowledge the need for procedures and regulations to enhance school management, particularly in Nepalese schools.

Training and education are essential for enhancing the capabilities of individuals in their roles. In many developing nations, including Nepal, head teachers often lack comprehensive training for their positions and have limited access to professional development opportunities that can equip them with necessary skills. Given this context, the study seeks to examine the effectiveness of head teachers' administrative skills in operating educational institutions. Therefore, the objective of this study is to assess the administrative skills of head teachers in educational institutions (Naidoo, 2014).

Problem Statement

Nepal's educational landscape is marked by a pressing need to improve the quality and effectiveness of its educational institutions. Central to this endeavor is the pivotal role played by head teachers in school management and leadership. However, there is a significant knowledge gap pertaining to the administrative skills and capabilities of head teachers in Nepalese educational institutions. This gap has far-reaching implications for the overall quality of education, student outcomes, and the sustainable development of the education system.

The key problem arises from the fact that head teachers in Nepal are often inadequately trained and prepared for their administrative roles, and there are limited opportunities for professional development. The absence of a comprehensive understanding of the administrative skills, leadership styles, and strategies employed by head teachers in Nepal hinders efforts to optimize school management, curriculum implementation, and student success.

Additionally, the rapidly evolving educational landscape in Nepal requires head teachers to adapt to new curricula, emerging educational technologies, and evolving pedagogical approaches. The lack of appropriate administrative skills and leadership capacities may lead to inefficiencies, inadequate curriculum management, and diminished educational outcomes for students.

Research Objective

Therefore, it is imperative to investigate the following aspects:

By addressing these critical research issues, this study aims to shed light on the deficiencies in

administrative skills and leadership capacities among head teachers in Nepal. The findings will provide valuable insights for educational policymakers, institutions, and stakeholders to design effective strategies for enhancing the professional development of head teachers and, consequently, elevating the quality of education in the country.

Literature Review

According to Musaazi (2006) decision-making, direction, coordination, monitoring, evaluation, and budgeting are examples of administrative roles and functions of school administrators. Drajo (2010) conducted research on operational management with a general focus on managing school budgets, infrastructure, and human resources. The findings indicate that a strong link between operational management and academic achievement. However, the study does not take into account how these operation management abilities, skills and knowledge are gained, which necessitates more study.

Odubuke (2007) highlights "administrative skills" refers to a person's knowledge with a skill or a body of knowledge that they have developed over months or years of actual practice and that they actually have a better comprehension of. Similarly, Christie, Thompson, and Whiteley (2009) conclude that teachers may have an impact on students' academic performance when school administrators develop the capacity of the school through strong leadership. The school administrator must already acquire the ability to work with staff to focus on curriculum, instruction, and student learning gains, or be able to develop it.

Viduya (2000) claims leadership is both an activity and a process. Leadership is the process of getting other people to actively participate in a task relationship in order to accomplish the proposed goals. It is the act of inspiring and directing individuals to work together for a common goal under the direction of a leader who is committed to achieving this goal. One must have the talent and abilities necessary to lead well in order to be a leader. One can plan a genuine image of a great

leader in order to be effective. Moreover, Magda's (2003) argument is that a leader of any school, a good school administrator (principal) must develop the necessary competencies. Angeles (2010) states that as a result, a manager who wants to keep his job and plans to advance within the organization must develop his leadership qualities.

A school principal plays a significant role in delivering education in a learning environment (Pambudi & Guanwan, 2020). Because of it involves the administration of both people and material resources (facilities and infrastructure), which is the main duties of head teacher for effective school. From this point on, principals must possess leadership qualities in order to fulfill their responsibilities (Sumarsono et al., 2019). The direction of the school will be easily managed by a professional leader. Every manager in the field of education must therefore own knowledge of managing abilities. However, Ayodele et al. (2016) recommend that analyzing an individual's inherent traits in relation to their intelligence, abilities, experience, skills, competence, etc. in order to correlate leadership. In order to increase students' academic performance, Ayodele, Buari, and Oguntuase (2016) claimed that principals must employ a specific set of administrative skills in order to bring about overall improvement in the school. They also suggested that in order to identify the strengths and weaknesses of the instructional delivery system and improve academic achievement, principals must be able to use certain administrative abilities and evaluate their teachers. The capacity to complete tasks in accordance with job competencies with visible results is considered to as a skill.

Baltazar et al. (2004) argue that having leadership skills is a prerequisite for becoming a successful manager. However, a competent manager need not also be a good leader. A manager is not the same thing as a leader. The effectiveness of a leader is determined by his ability to motivate others to work toward a goal. The manager's effectiveness is known by his ability to motivate others to work toward a goal. Danim (2007) claims the head teacher is seen as the main figure in the effort

to make the school a center of excellence for developing and molding human resources. He came to the conclusion that teachers who fail to educate students are the only ones who cannot be taught. Effective schools are those that can fully utilize all available tools, materials and procedures to make the desired results for educational institutions.

According to a research by Katz (1970), a manager, in this case the head teacher needs to possess three fundamental skills: conceptual, interpersonal, and technical skills. Hersey (1997) states that a leader's ability to do administrative responsibilities depends on three skill sets: technical, interpersonal, and conceptual. Additionally, Robbins (2003) asserted that managerial jobs require three different kinds of skills: intellectual, human, and technical. Similarly, Manzanero (2003) states a productive school administrator must be proficient in the three management functions of leadership, staff development, and human relations. According to Sergiovanni (2000), transactional leadership emphasizes on managerial abilities such following rules, procedures, and job descriptions to meet objectives. Sergiovanni also highlight that transformational leadership as the leadership style that best serves the requirements of all parties involved in the academic process, including all stakeholders in the position of the school administrators as the instructional leader. This strategy promotes distributed leadership, shared vision development, and school culture building—all of which are crucial for restructuring efforts—along with teachers, staff, and school administrators.

Desamito (2010) outlined four components of leadership. The first step is to have a vision, some goals, or some objectives. The second step is clearly sets that purpose to the other team members, third step is securing their commitment to it. The forth step is to create and carry out a strategy to achieve that objective. When these qualities are carefully applied, good leadership results. Dela Cruz (2010) highlights that to fulfill their institution's vision and mission, everyday leaders or school administrators must make decisions. According to Blase and Blase (2000), the principal must play the role of the instructional leader in order for school leadership to be effective. An instructional leader must: i) provide feedback; ii) model effective teaching; iii) ask for input; iv) make suggestions; v) encourage collaboration; vi) present chances for professional growth; and vii) express gratitude for good teaching. The ability of the principal to develop the leadership capacity of teachers and staff, encourage team focus on school goals, use efficient and flexible organizational skills, and distribute leadership throughout the school is a descriptor of effective school leadership (Rea, McLaughlin & Walther-Thomas (2002). As a result, the head teacher must foster a climate of friendship and trust rather than one of opposition and conflict. The relationship between head teachers and teachers should show reciprocal respect and care, which the pupils will see and hopefully learn from.

Methodology

The research at hand is primarily a literature-based study, conducted using secondary data sources. The primary research methodology employed in this study is the descriptive method, aimed at providing a comprehensive account of the topic under investigation. Informal person to person discussion were also done and summarized.

To conduct the literature review, the researcher primarily relied on scientific papers and academic publications. The data for this research was collected through various sources, including library resources, online webpages, and internet-based materials. This multi-faceted approach to data collection ensured a wide-ranging and up-to-date set of information.

The key analysis technique used in this study is thematic-narrative analysis. This approach combines thematic analysis, focusing on identifying recurring themes and patterns, with narrative inquiry, which delves into the subjective experiences and viewpoints of individuals. The use of thematic-narrative analysis enables a deeper exploration of the subject matter, offering not only a comprehensive understanding of head teachers' administrative skills but also insights into their subjective experiences.

Thematic-narrative inquiry is a potent tool for field educational studies as it allows for a holistic examination of the topic. It offers the capacity to reveal both the common themes within the literature and the unique experiences of the educational practitioners being studied. This approach helps convey the depth and richness of the subject matter, providing a more nuanced and comprehensive view of how head teachers' administrative skills impact curriculum management, school operations, and student achievement in the educational context, and in line with Polkinghorne (1995), it is especially powerful for conveying subjective experiences within the field of education.

Results and Discussion

In this study, the key findings were outlined and presented in a descriptive manner below.

The Head Teachers' Administrative Skills

The head teacher is the highest ranked authority in the school. The head teacher needs specific abilities and skills to carry out this function effectively. The author would be restricted to using only three skill approaches for the purpose of this study (technical, interpersonal, and conceptual skills). If the head teachers are to carry out their duties and roles effectively, these skills have been deemed required and crucial for planning, organizing, leading, and monitoring. The head teachers are required to implement skills and competencies that will improve the effectiveness and efficiency of teaching and learning in the school using the three-skill approach.

Meador (2017) asserted that the function of the head teacher in a school encompasses a wide range of responsibilities, including leadership, teaching assessment, prioritizing, scheduling, student discipline, and many other things. Effective principalship requires a lot of time and effort. An excellent head teacher balances all of their responsibilities and puts forward a lot of effort to make sure they are acting in everyone's interests. Every school administrator's main resource is time. In order for a school head teacher to be successful in their leadership, Mulyono (2018) proposes three types of skills: conceptual skills, human skills, and technical skills.

Conceptual skills. Mulyono (2018) states conceptual skills are abilities to understand and manage organizations. According to Wahyudi (2012), these competencies are mental capacities for coordination, problem-solving, decision-making, and plan-making. The ability to assess events and patterns, think rationally, be fluent in a variety of conceptions, be able to predict guidelines, and be aware of a variety of social possibilities and issues are all examples of conceptual skills (Kusnan, 2017). Conceptual skills are necessary for a leader to be able to perceive the school as a whole, plan change, set school goals, make accurate evaluations of the effectiveness of school activities, and harmoniously coordinate programs (Wahyudi, 2012).

Katz (1970) defined conceptual skills as general analytic abilities, logical thought processes, fluency in shaping concepts and conceptualization of complex and ambiguous relationships, creativity in idea generation and problem solving, and the capacity to assess events, feel trends, forecast change, and identify opportunities and potential issues. According to Danim (2010), conceptual talents are the capacity to plan thoughts, understand numerous theories in their disciplines, act, and spot trends based on necessary theoretical abilities. Conceptual leaders are able to act in accordance with the organization's overall aims rather than only the demands and goals of their own group (Gosling et al., 2003). For head teachers to efficiently carry out their managerial duties, particularly in the areas of organizing, planning, establishing policies, resolving conflicts, and creating programs, conceptual skills are essential to all (Viduya, 2000).

Human skills. Working with others, both individually and in groups, requires human relations abilities (Wahyudi, 2012). Human relations skills (also known as "human skills") are the capacity of an individual, in this case the manager, to collaborate, know ambitions, and inspire team members to attain goals. Human skills include the

ability to collaborate, inspire, and lead (Mulyono, 2018). The head teacher's human relations duties include: a) fostering cooperative relationships with teachers; b) fostering communication with teachers; c) present guidance and assistance with teacher assignments; d) enhancing teacher morale and work ethic; e) rewarding justifiable teachers; f) resolving all issues at school; g) involving teachers in decision-making; and h) managing conflicts at school. Human skills are interpersonal abilities, or the capacity to build bonds with people (Mulyono, 2018).

Katz (1970) states that human skills include knowledge of interpersonal relationships and human behavior, the capacity to know the thoughts, feelings, and motivations behind others' words and actions, the capacity for effective and clear communication, and the capacity for building harmonious social relations. Similarly, Stoner and Freeman (1992) defined human skills as abilities to work with others, the capacity to realize others, and the capacity to inspire others, both individually and collectively. Similar to this, the head teacher of a school should have the following interpersonal skills: i) the capacity to understand human behavior and the process of cooperation; ii) the capacity to grasp the minds, attitudes, and motivations of others; iii) the capacity to communicate effectively and clearly; iv) the capacity to establish effective, cooperative, practical, and diplomatic cooperation; and v) the capacity to behave in a respectable manner (Kusnan, 2017).

Technical skills. Technical skills enable the individual to implement the mechanisms required to carry out specific work. They are skills in terms of employing a specific activity that comprises a process, procedure, and technique (Wahyudi, 2012). Technical expertise refers to knowledge of and competence in tasks involving methods, processes, and procedures, as well as the capacity to impart technical expertise to subordinates. According to Mulyono (2018), technical skills are the ability to use knowledge, techniques, procedures, and equipment to carry out certain activities.

Katz (1970) highlighted that technical abilities are the knowledge of methods, procedures, and

techniques for carrying out specialized operations as well as the ability to operate applicable tools and equipment. Additionally, according to Terry (2008), technical skills are the aptitudes for using a particular activity in the form of processes and techniques. Technical skills also allow the implementation of the mechanisms required to complete specific tasks, in line with Handoko's (1992) claim that technical skills are the aptitudes for using tools, processes, and techniques in a specific field. Sutisna (1993) defined technical talent as the headmaster's capacity for comprehension, responsiveness, and mastery of methods other than instruction, such as financial understanding, reporting, scheduling, and maintenance. The teachers will naturally be inspired to find new teaching methods and strategies in the classroom as a result of the headmaster's technological abilities being able to immediately supervise the teaching being carried out by the teachers in the school (Wahyudi, 2012). The head teacher's technical responsibilities include: a) supervising teachers in the classroom; b) evaluating and revising teacher-teaching programs; c) creating a plan for implementing teaching activities by tying the curriculum to available time, resources, and staff; d) managing the student evaluation program; e) coordinating the use of teaching tools; and f) assisting teachers in enhancing instruction.

A leader should have a variety of leadership skills in addition to the three mentioned above. An educational leader needs to be sociable and skilled at teamwork (Blase & Blase, 2000). Additionally, he needs to be skilled and knowledgeable in a variety of areas, including leadership, forming relationships with others, managing groups, managing personnel administration, and assessment. Reaching the summit of success necessitates six leadership qualities, including speaking ability, decision-making ability, accountability ability, positive attitude ability, carrying ability, and time management ability (Gosling et al. 2003). These abilities are put to use in tasks including establishing the school's vision and mission, creating policies and goals to be met, carrying out program preparation tasks, estimating

and allocating resources, and updating policies and planning.

How to Develop Leadership Skills in Educational Institutions?

The head teacher plays a significant role as a motivator and the key to academic progress in order for school success to be linked with the success of the school leader and vice versa (Arifin, 2009). The proper operation of teaching and learning in his school is entirely the responsibility of the head teacher (Astutik, 2011). The role of head teacher is important and difficult because of several of these obligations (Bafadal et al. 2020). As a result, a leader needs to develop his/her leadership abilities. How to develop educational leaders' leadership skills, specifically: i) conducting an analysis of areas of administrative behavior; practically, this method is carried out with a number of activities, namely leadership in formulating objectives; leadership through decision-making; leadership through duties and roles; ii) leadership through coordination and discussion; leadership through an assessment of staff performance; and leaders through collaboration with the community; and iii) examining the management of educators and education personnel in schools, including increasing their professionalism, enhancing classroom teaching abilities and the work capacity of the teaching force, compiling and improving school programs, offering guidance and improving discipline, growing the profession in their respective fields of work, aiming for an integrated relationship with the community, co-managing school facilities, developing professional ethics, and developing interpersonal skills (Bafadal et al. 2020).

Additionally, self-confidence is essential for taking action, it improves communication, and it is a fundamental component of school leadership for the principal (Mulyasa, 2016). The behavior of leaders who can suggest creative projects to their staff or in the work they do as well as who can participate in presenting information and ideas to the organization will be born out of successful emotional control (Rohita, 2016). We'll examine

each item on the list of leadership skills and talents, including why each is important, how to use each skill, and how to develop leadership skills. Moreover, we can improve our leadership abilities by: Improved communication abilities, discipline, conflict resolution, taking on more responsibility, being a follower, developing awareness and foresight, inspiring others, continuing education, empowering the team, listening carefully, encouraging collaboration, having a positive outlook, and being more decisive are just a few of the goals.

Common challenges and barriers that may hinder the development of administrative skills among head teachers include:Lack of Training and Professional Development: Inadequate opportunities for head teachers to receive training and professional development in administrative skills can be a significant barrier.Resource Constraints: Limited resources for educational institutions can impact the ability to provide training and support for head teachers, making it difficult for them to develop necessary administrative skills.Rapid Educational Changes: Frequent changes in educational policies, curriculum, and standards can challenge head teachers in staying up-to-date with evolving administrative requirements.Workload: High workloads and administrative responsibilities may leave little time for head teachers to focus on developing their administrative skills.Bureaucratic Hurdles: Administrative processes and bureaucracy in education systems can hinder the ability of head teachers to efficiently manage schools.Lack of Mentoring and Support: A lack of mentoring and support from experienced administrators can limit the growth of administrative skills among new head teachers.

Resistance to Change: Resistance to adopting new administrative practices or leadership styles may be a barrier to skill development.

Cultural and Societal Factors: Cultural norms and societal expectations may influence leadership styles, creating challenges for head teachers aiming to develop diverse administrative skills.Lack of Feedback and Evaluation: Without regular feedback

and performance evaluation, head teachers may struggle to identify areas for improvement in their administrative skills.Isolation: Isolation and limited networking opportunities can restrict head teachers from learning from peers and sharing best practices in administration.

The impact of head teachers' administrative skills on curriculum management, school operations, and student achievement is a critical area of research that can provide valuable insights into the effectiveness of school leadership in Nepal. While I do not have access to specific data or research findings on this topic in Nepal, I can provide a general understanding of how head teachers' administrative skills can impact these areas:

Curriculum Management

Effective administrative skills can contribute to better curriculum planning and implementation. Head teachers who possess strong organizational and planning skills are better equipped to align the curriculum with educational goals and standards.

Administrative skills, such as decision-making and resource allocation, play a crucial role in selecting and adapting curricular materials to meet the needs of the students and address emerging educational challenges.

School Operations

Administrative skills related to resource management, budgeting, and personnel management are essential for the smooth operation of a school. Head teachers with these skills can optimize the allocation of resources, ensuring that the school functions efficiently.

Communication and leadership skills are vital for fostering a positive school culture and a supportive learning environment. Effective communication can lead to improved teacher collaboration, staff morale, and student discipline.

Student Achievement

Head teachers who possess strong instructional leadership skills can positively impact student achievement. They set high academic standards,

create a culture of continuous improvement, and support teacher professional development.

Effective administrative skills in data analysis and assessment can help identify student performance trends, enabling timely interventions and improvements in teaching methods.

Leadership styles and strategies, such as transformational leadership, can inspire both teachers and students, leading to improved motivation, engagement, and ultimately, student achievement.

To gain a comprehensive understanding of the impact of head teachers' administrative skills on curriculum management, school operations, and student achievement in Nepal, it is essential to conduct research specific to the Nepalese educational context. This research may involve quantitative assessments of student performance, surveys of educators and administrators, and in-depth case studies of schools with effective administrative leadership. Such studies can help identify the best practices and challenges within the Nepalese education system and inform policy and professional development efforts. The Quality Assurance and Accreditation (QAA) framework has underscored the critical need for enhancing quality assurance and accreditation processes within the higher education context in Nepal. However, this emphasis on quality assurance and accreditation can be extended to the school level as well, with the establishment of independent institutions. Such institutions can play a crucial role in reinforcing and adapting to the ever-changing educational landscape.

These adaptations are crucial to maintaining equilibrium with the dynamic nature of knowledge. As the educational field experiences constant shifts in teaching and learning methods, it becomes increasingly important to ensure that the education system remains relevant and effectively prepares students for the challenges of the future (Mishra, 2021:2022:2023, Mishra and Nepal, 2022: Mishra and Jha, 2023: Mishra, 2023ab&c).

In the context of higher education, the QAA framework provides a structure for continuous

improvement and the maintenance of educational standards. Expanding this framework to the school level through independent institutions can similarly support schools in adapting to the evolving educational landscape and ensure that the education system keeps pace with changing knowledge and the dynamic needs of students. This multifaceted approach to quality assurance and adaptation is key to equipping students with the skills and knowledge necessary for their future success.

Conclusion

A leader in school is the head teacher. The effectiveness and accomplishment of an educational institution's instructional objectives relies on the head teacher's leadership. The school's growth is seriously influenced by the head teacher, the highest ranking administrator. As a result, a principal needs strong commitment, organizational abilities, and flexibility to do his obligations. The results of this study consent to us to draw the conclusion that a head teacher's administrative skills can enhance pupils' academic achievement. In order to guarantee a comprehensive, well-rounded education and the creation of quality pupils from the school system, head teachers must be able to exhibit or employ specific administrative tactics. Based on the findings of the discussion just provided, it can be said that administrative skills, which include conceptual, human, and technical skills, have a significant impact on how well schools perform. The findings also demonstrated that school head teachers' educational backgrounds have no bearing on their administrative effectiveness as indicators of pupils' academic performance. In a similar way, they also exhibited effective leadership qualities. As a result, it seemed that the leadership qualities of the school administrators and a few selected socio-demographic profile characteristics were strongly correlated with academic success. Further research: The current state of administrative skills possessed by head teachers in Nepalese educational institutions. The prevalent leadership styles and strategies adopted by head teachers in Nepal. The challenges and barriers that hinder the development of administrative skills among head teachers. The impact of head teachers' administrative skills on curriculum management, school operations, and student achievement.

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