

Role of the School Administrator

By Fabian V. Abitona

GUIDANCE is more or less a generic term involving the child, the teacher, the school administrator, the parents and the other adult members of the school community. Every man, woman, or child that comes in contact with another child influences the latter one way or another. Guidance however, connotes a planned course of action designed to mould the growing child according to a pattern accepted by society. It is not however within the purview of this article to discuss the operating principle of guidance. Suffice it to say that for our purpose we look upon it as an educative process which is part and parcel of the learning situation.

The Importance of Early Home Influences:

As we said, the growing child is influenced by the people around him. The child is the greatest imitator alive. He talks the language spoken around him. He sees what others see in something; thinks and acts as they do; learns to love this and to hate that; building a pattern of behavior reflecting the conduct of those whom he loves and admires most as well as builds a framework of prejudice against an object, idea, or belief as they influence him negatively the most. He acquires the attitude that prevails around his social circle, builds ideals as he sees them built by others and forms an opinion very much colored by the opinion of others. As the child grows however, he learns to form ideas, attitudes, and ideals of his own. But the early influences he obtained in childhood remain substantially unchanged throughout his life.

The adult influences in childhood are therefore so crucial that nothing should be spared to get the right conditions early enough in life. In school the need for setting up this right conditions cannot be taken for granted. It is here where the role of the administrator in guidance comes in. It is the job of the Superintendent, the Principal or the Supervisor to so plan the school activities that optimum conditions for growth are formed. To do these there are however

a few things that should concern him first if he were to be able to make a working plan for maximal pupil growth and development.

A Sound Educational Policy

The school operates on carefully laid out policies that have been selected for certain specific purposes. In our educational system which is highly centralized school policies are formulated by the General Office in the forms of directives, circulars, memorandums, and the like. These directives more or less lay down the structural framework of the whole system. But the implementation of these directives are left to the field—meaning the smaller branches of the school system such as, the division, the district, the school, and the heads thereof. Whatever policy is therefore locally adapted must be in consonance with the basic framework.

The administrator is however free to act on his own. He has the power of discretion. Being closest to the local setting, the Principal knows best his own problems and therefore should be in a position to solve them as he sees fit his actions limited only by the more fundamental principles of law and good government.

In the determination of what course of action to take the administrator has a number of things to bear in mind. First, he should possess a philosophy of education and be able to translate this into worthy goals that are achievable. The school cannot operate on a vacuum. It has to have a reason to exist and a reason to justify the course of action taken. Philosophy states our ideals into workable plans and translate our dreams of tomorrow into realities of today. Second, he should know which goals he wants to achieve considering the factors of time, place and relative experience and maturity of those under him. Third, he should know operational principles found out to be effective in connection with certain types of problems and situations. Fourth, he should be able to evaluate continuously the work done and the activities engaged in to see wherein further improvements could be made in the total learning effort.

THE PRINCIPAL'S ROLE IN GUIDANCE

While the administrator may not be actually engaged in guidance work, it does not mean that his own guiding hand is not there. The general of the army does not have to be in the front lines although this does not mean that he does not go there himself at all. He is the brain of the army in battle. Under the same token the Principal's presence may not be necessary in the classroom but it does not mean his influence there is totally absent. There are however, definite aspects of the guidance program wherein the Principal is actually involved.

1) **Planning the Guidance Program.** — It is the job of the Principal to set down the blueprint of the guidance program. To do this he makes consultation with his staff as well as with parents and possibly with the cooperation of other educative agencies. Two heads are better than one, so runs the oft-repeated dictum — Better still, many heads are better than two. The guidance program therefore should reflect the combined opinions of the teacher, the school administrator, the parents, the church and other social and civic agencies.

2) **Setting the Guidance Service.** — Having planned what to do, he next sees to it that the right teacher with the right temperament and training takes charge of the program. It cannot be gainsaid that much depend upon the right selection of the guidance teacher. The whole framework depends so much upon the way he manages the guidance services. No teacher should be assigned to do guidance work who needs guidance herself. This means that the guidance teacher should be one who has no problems of personal adjustment. She must have a pleasant personality, must love children, and must love the work above all.

3) **Supervising the Guidance Activities.** — The Principal, cannot, by any means, dissociate himself from the Guidance Program. Having planned it, his

next job would be to see to it that it serves the purpose for which it was created. His continued close supervision over the activities of the whole school cannot fail to notice if there is anything amiss in it.

4) **Research in Guidance.** — Guidance is a rich field for investigation and study. The Principal should be in a position to develop a climate for research work in his school. Through his experience and maturity of judgment coupled with his peculiar position to set up special services in school, he should be able to make needed research in guidance.

5) **Cooperation With Other Educative Agencies.** — Guidance work is a cooperative undertaking. It involves the school, the home, the church, other social and civic organizations. The more people cooperating in the task of guiding children and youth the better it is for the child. The Principal should be in a position to get the cooperation and interest of those agencies.

Aside from the purely administrative aspects of the Program the Principal performs other services that are actually involving guidance work, to wit:

1. **Consultative Service.** — The Principal is the consultant. Teachers engaged in the guidance activities, get his advice, and ask for his opinions on moot questions.

2. **Personal Interview.** — The Principal interviews other members of the non-teaching personnel to see wherein they could fit in the common task of educating children.

3. **Student or Pupil Interview.** — Often pupils see the Principal rather than the guidance teacher for advice. The Principal cannot but satisfy the child's craving for his attention and avail himself of his mature judgment.

4. **Conference with Parents.** — Guiding the child is a common job of both parents and teachers. The closer relation there is between the parent and the teacher, the better it is for the child.

Secondary Schools

Guidance and Counselling

By Gaudencio V. Aquino

EDUCATIONAL authorities are agreed that guidance is a function of the secondary school. Like any other of the school's major functions guidance of youth should be accorded due attention. In the minds of secondary people — the principal, the special guidance worker, the teacher — guidance must have meaning, and in their efforts to provide this vital service — guidance for all youth — they must

allow concepts of guidance, the modern ones especially, to find expression.

PURPOSES OF SECONDARY EDUCATION

Probably the most widely quoted purposes of secondary education are those enumerated by the U.S. Commission on the Reorganization of Secondary Education. The Commission, after considerable study