

Current Situation and Administrative Measures taken by Principals of Special Education Centers in Punjab



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Abstract: It is consenting fact up to believe the magnitude regarding instruction for each man or woman then nation can't keep denied and its charge will increase salvo, particularly there is a count number about impairments yet disabilities. This study was aimed to find out the current situation and administrative measures by special school principals. The study was quantitative in nature, and a survey method was used for data collection. A self-compiled questionnaire was used for data collection. The sample of the study consisted of 31 principals in special education centers in Punjab. Descriptive statistics Mean and Standard Deviation was used to analyze the data. The findings of the study revealed that most principals were strongly agreed to adopted different strategies in special education centers. So the study was recommended that administering requisite check moment off energy for gain the guarantee of accessory Principals look over the growth of their further such as lodgings or unnoticed advance.

Key Words: Current Situations, Administrative Practices

Introduction

It is consenting fact up to believe the magnitude regarding instruction for each man or woman then nation can't keep denied, and its charge will increase salvo particularly there is a count number about impairments yet disabilities. Since the study supports the character along with disabilities according to adjust of a society into a better way. Likewise, the establishments about special instruction furnish designed directions after cope with the first-rate desires or functions about kids along with disabilities. According to Turnbull or Cillely, because for more than 30 years, faculties have been dealing with the challenges to forgather the dedication yet heart about federate laws among regards in accordance with the wants concerning exceptional students.

In Council because of Exceptional Children (CEC), 2001; Sage & Burrello, 1994; Walther-Thoma (2003), exclusive discipline is seen as a built-in rule of academic then societal supports, propulsion longevity in conformity with the least restrictive environment related to the wants on special students. Stability In dictation regarding facilitating the different discipline features after performing the wants of one-of-a-kind students, the administration on exceptional lesson

institutions faces a brush over challenges, issues and obstacles according to take the issues. In this respect, the foremost is considered the only longevity durability suitable authority.

A fundamental is any individual who is the chief concerning a whole community within a school. He then is accountable because managing the principal administrative tasks or organizing whole students yet teachers. They are also referred to as so headmaster/headmistress. The responsibilities about a school principals/ head, that and he has in imitation of behaving along with students, dad and mom or punishment as like properly as like according to employment because of the school check, take a look at then accomplish the obligations assigned out of an era in accordance with time. A predominant is now not only the within worth because of assisting the assistance along with parents as like well namely lowlife accountability over half means applicable issues such namely control amongst the students, educational performance or consequently on.

The position over the primary covers dense one of kind areas containing leadership, instructor evaluation, students' discipline, teacher evaluator.

Developing, implementing, or evaluating the packages inside faculty is every other giant quantity of a college principal's role. A predominant must review, remove, rewrite, or compose insurance policies or approaches every 12 months, namely needed. Being a superb fundamental is strong employment yet is additionally time-consuming. A proper predominant is consistent inside every their roles or factory difficult according to confirm as those are doing where that sense is excellent for whole factors involved. Time is an important limiting aspect because of each principal. Permanency A main ought to grow to be environment friendly at practices such as prioritizing, scheduling, yet organization.

According to the [National Association regarding Elementary School Principals 2001: National Staff Development Council, \(2001\)](#), so much namely hope then stress hold endured according to rising, essential leading of school reforms has to emerge as increasingly greater importance. Challenges are defined; namely, the scenario on animal confronted including something up to expectation wishes extensive mental than bodily effort into method after stand made successfully and therefore tests a person's ability. So, challenges faced by using a most important while managing a college are multifold then hourly remained unnoticed, even though the lacunae about a high-quality chief among a school putting lies of which how a fundamental goes respecting assembly those challenges.

This is the close vital duty about heads in imitation of hold potential to beget a committed workforce. Leaders had the ability according to beget successful faculty surroundings yet enhance chief low relationships adoptive top-quality instructional practices ([Kouzes & Posner, 2011](#)). In colleges, high-quality teachers also lead dead vital role. [Harris and Muijs \(2004\)](#) described so much good over priesthood decidedly improvements in teaching or learning.

Teachers who want work environments and conditions up to expectation commend them for the beneficial opportunity in imitation of doing their jobs well. Educational specialists believe to that amount the exorcism regarding educators or the behavior over teaching is the near vital principal aspects as execute have an impact on and civilize the fulfilment concerning entire students (Darling Hammond, 1999). Teachers are more committed to the organizations when they are addicted to sufficient heaven and help from the governor ([Bateman & Bateman, 2001](#)).

Historically, positive principals bear only wanted after appropriate echo managerial yet political skills. However, 21stcentenary expectations of colleges currently require exceptional kinds of presidency potential beyond principals. This stems from the fact up to expectation within run-on after educational then programming pressures; modern principals are also dealing with three challenges to that amount include budgetary reductions, college safety, arrangement administration, supervision, records administration and marketing. Thus, between run-on to superb academic priesthood skills, a principals utility throughout its new academic technology wish additionally require complex expertise or skills related in accordance with organizational lifestyle then management. According to Elmore ([Lashway, 2002](#)), "this requires no longer simply revolutionary practices, but a specific mindset.

Strategies are described as high-level plans after reaping certain and greater dreams underneath conditions over uncertainty. According to imitation of [Pasclae, Millemann, and Gioja \(2000\)](#) fulfil leading strategies are back via effective leadership after flourish level regarding students fulfilment, e.g. vision, cause and faculty improvement practices, focus concerning students' achievement, consultation along with instructors or community, service on virtue staff, strong greatest presidentship team, personal support system, integration about one of a kind cultures, flourishing other leaders/principals, yet environment. The intention concerning that lesson is in accordance with find overseas the challenges facing by principals yet adopted strategies according to beautify performances between distinctive schools.

Principal Leadership and Special Education

Kearns, Kleinert & Clayton (1998) Klingner (2001) heightened results for students with incapacities and for others threatened for school letdown is formed by principals who concentrate on instructional concerns, prove administrative care for extraordinary teaching and afford high quality qualified enlargement for teachers. Embich (2001), Noell & Witt (1999) the point to which teachers and specialists improve and instrument interventions intended to improve student's routine are affected by the extent of administrative provision.

USDOE (2001) the shortage of competent distinct education teachers is one of the extreme encounters in schools. Miller (1999) various mentors

are poorly organized to deliver active academic maintenance for those with frailties; by way of act, anticipations for all students continue to the upswing. For example, it is projected that as many as half of all new distinct educators vacate the pitch within the first three years consequently of deprived administrative provision, pitiable planning, compound occupation responsibilities, and devastating paperwork necessities.

So, a lot of conditions and native schemes need to employ entities to aid as alternative distinctive education teachers who dearth the essential information and talents required to meet the composite challenges they face. For example, there are more than 2,000 provisional distinctive education teachers employed in Virginia.

P.Abrams Virginia Department of Education personal communication (2002) through their job accountabilities and vacate before their provisional certificate time maximum terminates numerous become swiftly stunned, while these educators have three years to broad the compulsory course work vital for official recognition. Gersten and colleagues (2001) invent that structure-smooth maintenance from principals and all-purpose educationalists had solid effects on “almost all serious features of (special education) teachers working circumstances” (page# 557).

Objectives of the Study

The objectives of the studies were to:

1. Find out what challenges are being faced by special school principals.

2. Identify the strategies adopted by principals.

Research Questions

1. What are the challenges faced by special school principals?
2. What types of strategies are adopted by principals?
3. What strategies are adopted by principals regarding parental attitude in special education schools?

Research Methodology

This study was quantitative in nature. The research design of this study was descriptive (survey type). The number of participants in the research was the 34 principals of special education centres in Punjab. The Census sampling technique was used to draw the sample. A self-developed questionnaire was used for data collection. Two questionnaires were developed by the researcher to collect data for principals. The first questionnaire was comprised of 28 items mainly about various challenges factors (Parental Attitude, Instructional Strategies, Physical Facilities, Teachers Training, Financial Facilities Challenges, Technological strategies) used by the heads of the institutions. The second questionnaires were developing about principles adopted by strategies which were comprised of 20 items. The researcher was visited the special schools by herself for data collection. Descriptive statistics were used to analyze the data.

Results

Table 1. Responses of Principals about Challenges and Its Factor Parental Attitude

S. No	Statement	M	SD
1	Parents' behavior with you is satisfied.	4.03	.904
2	Parents attend meetings regularly with teachers.	3.47	1.134
3	Parents have good co-ordination with you.	3.50	1.080
4	Parents participate in meetings for the betterment of school performance.	3.61	.998
5	Parents discuss personal problems related to their kids with you.	4.12	.729

The above-mentioned table shows that the Mean values of principals' responses about challenges and strategies adopted by principals to enhance school performances in special education institutions. Mean value about parents' behavior is satisfactory (M=3.98,

SD= .795) whereas Parents attend meetings regularly with teachers (M = 3.30, SD = 1.249). Whereas Parents who participated in meetings for the betterment of school performance showed the highest percentage (M = 3.40, SD = 1.010).

Table 2. Responses of Principals about Challenges and Its Factor Instructional Strategies

S. No	Statement	M	SD
6	You discuss different issues of teaching with your subordinates.	4.18	1.029
7	You arrange meetings about the problems of students about their learning with whole institutional staff at regular intervals.	4.29	1.031
8	Teachers are technically involved in teaching activities for the learning of students.	4.24	.699
9	Institutional staff is being allocated to perform duties to resolve issues of students according to their teaching.	4.09	.570
10	Instructional supporting material is provided and managed by principals.	3.97	.797
Total		20.92	4.423
		4.184	0.8846

The table showed the Mean values of principals' responses about challenges and strategies adopted by principals to enhance school performances in special education institutions. The mean value of principals discusses different issues of teaching with their subordinates (M=4.22, SD= .910) while principals

arrange meetings about the problems of students about their learning with whole institutional staff by regular intervals (M = 4.32, SD = 1.077). Whereas Institutional staff is being allocated to perform duties to resolve issues of students according to their teaching (M = 4.06, SD = .793).

Table 3. Responses of Principals about Challenges and Its Factor Physical Facilities

S. No	Statement	M	SD
11	Sports equipment is provided to the special needs children.	3.76	.987
12	It ensured safe ground with boundary walls for children with special needs.	4.41	.701
13	Least restrictive environment is provided to fulfil the needs of special students by the principals.	4.03	.834
14	You monitor the canteen for quality food in the institute.	3.91	1.026
15	You maintain a healthy environment through knowledge, planning, and regular monitoring of special children.	4.47	.706

Table exhibited the Mean values of principals' responses about challenges and strategies adopted by principals to enhance school performances in special education institutions. Mean value about sports equipment is provided to the special needs children (M=4.22, SD= .910) whereas, ensured safe ground with boundary walls for children with special needs (M

= 4.32, SD = 1.077). Similarly, the principal's monitor canteen with quality food in the institute (M = 4.06, SD = .793). So, it is concluded that statements 11 to 15 express that most principals strongly agreed about the factors of physical facilities they adopted to enhance the school performance.

Table 4. Responses of Principals about Challenges and Its Factor Teachers Training

S. No	Statements	M	SD
16	Teachers attend training programs regularly to enhance the performance of special needs students.	4.06	.851
17	You arrange training programs for teachers in the institutions according to the needs of special children.	3.59	.857
18	You develop programs for teachers' professional development.	3.64	.994
19	You observe the effect of trainings on the classroom performance of teachers.	4.09	.965

The table shows the Mean values of principals' responses about challenges and strategies adopted by principals to enhance school performances in special

education institutions (M=3.82, SD= 1.063), while principals arrange training programs for teachers in the institutions according to the needs of special children

(M = 3.54, SD = 1.03). Whereas principals arrange training programs for teachers in the institutions according to the needs of special children (M = 3.44, SD = .1.110) showed a high percentage.

Table 5. Responses of Principals about Challenges and Its Factor Financial Facilities

S. No	Statement	M	SD
20	Enough funds have been provided by the Government to enhance the performance of the special institutions.	3.41	1.438
21	Available funds have been used properly for the betterment of special students by principals.	4.18	.716
22	You approach the donors to fulfil the financial needs of special institutions.	3.56	1.078
23	NGO's co-ordinate with principals to overcome financial problems.	2.91	1.164
24	You handle some school financial matters by yourself.	4.18	.716

The above table shows the Mean values of principals' responses about challenges and strategies adopted; enough funds have been provided by the Government to enhance the performance of the special institutions (M=3.41, SD= 1.438), So, NGO's co-ordinate with principals to overcome the financial problems. (M = 2.91, SD = 1.164). Whereas principals handle some

school financial matters by themselves (M = 4.18, SD = .716) showed a high percentage. So, it is concluded that statement 20 denotes that most principals were undecided and statement 21 and 24 signified that strongly agreed about the factors of financial facilities they adopted the enhance the school performance.

Table 6. Responses of Principals about Challenges and Its Factor Technological Strategies

S. No	Statement	M	SD
25	Different assistive technologies have been used for different disabilities in institutions.	3.82	1.058
26	You arrange computer labs in the institutions.	3.44	1.078
27	You arrange music labs in the institutions for the intellectual development of special needs students.	3.24	1.156
28	You ensure the use of digital software in the institutions.	3.35	1.152

Table shows the Mean values of principals' responses about challenges and strategies adopted by principals. Different assistive technologies have been used for

different disabilities in institutions (M=3.82, SD= 1.058); therefore, they arrange computer labs in the institutions (M = 3.44, SD = 1.078).

Strategies for Principals

Table 7. Responses of Principals about strategies and Its Factor Parental Attitude

S. No	Statement	M	SD
29	The parent's behavior with you is satisfied.	4.12	.880
30	Time to time meeting has been arranged to create parents' confidence.	4.26	.511
31	Provide a platform to parents to show their concern.	4.15	.558
32	Students related problems are being solved at the moment.	4.26	.666

The above table shows the Mean values of principals' responses about strategies adopted by principals in special education institutions. Parents behavior with them is satisfactory (M=3.58, SD= 1.1278), So, from time to time, meetings have been arranged to create

parents' confidence. (M = 3.92, SD = 1.136). So, it is concluded that statement 29 shows mostly principals agreed and statements 30 and 32 expressed undecided about the factors of parental attitude strategies they adopted to enhance the school performance.

Table 8. Responses of Principals about strategies and Its Factor Instructional Strategies

S. No	Statement	f	M	SD
33	Suggestions from teaching staff are valued.	23	4.20	.926
34	Professional development activities have been arranged regularly.	27	4.06	.935
		50	8.26	1.861
Total			4.13	0.9305

The above table shows the Mean values of principals' responses about strategies adopted by principals in special education institutions. Suggestions from teaching staff are valued. (M=4.20, SD= .926). Whereas Professional development activities have

been arranged regularly (M = 4.06, SD = .935) showed a high percentage. So, it is concluded that statements 33 and 34 suggest that principals strongly agreed about the factors of instructional strategies they adopted to enhance the school performance.

Table 9. Responses of Principals about Strategies and Its Factor Physical Facilities

S. No	Statement	M	SD
35	Approaches other organizations for the requests of donations to facilitate students with special needs.	3.34	1.437
36	Assistive devices have been provided according to the disability.	3.80	1.050
37	Equipment's and A.V aids have been used to enhance learning.	4.12	.799
38	The importance of technology has been used to enhance students learning.	3.74	1.026

The above table shows the Mean values of principals' responses about strategies adopted by principals in special education institutions. Approaches other organizations for the request of donations to facilitate students with special needs (M=3.34, SD= 1.437), whereas equipment's and A.V aids have been used to enhance learning (M = 4.12, SD = .799). Whereas the

importance of technology has been used to enhance students learning (M = 3.74, SD = 1.026) showed a high percentage. So, it is concluded that statement 35 suggests most principals were undecided, and statements 36 and 38 show that they agreed about the factors of physical facilities they adopted to enhance the school performance.

Table 10. Responses of Principals about Strategies and Its Factor Teachers Training

S. No	Statement	M	SD
39	Teachers implement training outcomes in classroom activities.	3.88	.940
40	Self-based programs are being arranged for the teachers to resolve classroom issues.	4.08	.900
41	You give instructions that classroom activities are based on training courses.	3.92	.853
42	You provide training opportunities for your teachers to improve their classroom management to integrate transversal competencies.	3.60	1.143

The table shows the Mean values of principals' responses about strategies adopted by principals in special education institutions. Self-based programs are being arranged for the teachers to resolve classroom issues (M=4.08, SD= .900), whereas principals give instructions that classroom activities are based on

training courses (M = 3.92, SD = .853). Whereas principals provide training opportunities for their teachers to improve their classroom management to integrate transversal competencies (M = 3.60, SD = 1.143) showed percentage.

Table 11. Responses of Principals about Strategies and Its Factor Financial Facilities

S. No	Statement	M	SD
43	External sources are used to manage budget constraints.	3.16	1.405
44	The School management committee helps.	3.40	1.161

S. No	Statement	M	SD
45	Motivate the parents' community to help schools in case of inadequacy of budget.	3.38	1.227

The above table shows the Mean values of principals' responses about strategies adopted by the principal in special education institutions. External sources are used to manage budget constraints (M=3.16, SD= 1.405), whereas School management committee helps. (M = 3.40, SD = 1.161). Whereas Motivate the

parents' community to help schools in case of inadequacy of budget (M = 3.38, SD = 1.227) showed percentage. So, it is concluded that statements 43 to 45 show mostly principals were undecided about the factors of financial facilities they adopted to enhance the school performance.

Table 12. Responses of Principals about Strategies and Its Factor Technological Strategies

S. No	Statement	M	SD
46	Explore technology helps in increasing academic achievements.	4.00	.926
47	You annually arrange professional development activities focused on technology.	3.58	1.126
48	Motivate students and teachers to get more involved in technological devices for learning.	4.00	.782
49	Encourage teachers and students training in the uses of technology for learning.	3.92	.922

The above table shows the Mean values of principals' responses about strategies adopted by principals in special education institutions. Explore technology helps in increasing academic achievements (M=4.00, SD= .926), whereas principals annually arrange professional development activities focused on technology (M = 3.58, SD = 1.126). Whereas principals motivate students and teachers to get more involved in technological devices for learning (M = 4.00, SD = .782) showed a high percentage.

Discussion

The purpose concerning the present study was in conformity with a look at the challenges and techniques adopted by principals after enhancing college workings of extraordinary lesson institutions between Punjab. The end result of descriptive analysis usually s up ported the proposed principal's school overall performance between extraordinary study schools. Looking at the motivational strategies associated according to empathy, supportive and caring attitude regarding the principals, it is considered that principals acknowledge teachers' achievements, significant because of their egos, consign appropriate workloads for teachers, motivate hardworking teachers or practice namely role fashions in conformity with instructors among others.

As seen above, the motivational techniques engaged via school principals within Cameroon Secondary schools, answered Van Wart (2008, p. 218) digest into literature, he administration that, moneymaking as like certain of the motivational

strategies, does now not necessarily have in conformity with lying a pecuniary certain but such do additionally stand committed of special ways. Greenberg/Baron (2003, p. 2003) posits that the first venture regarding a manager is to find overseas what motivates his/her employees then accomplish stability within the employee's wants and the offered rewards. The study raised an average mean regarding lookup query one. This ability in accordance in accordance with the association presented formerly of the discipline that the stakeholders are inclined in accordance with embracing vile societal friendly means regarding dictating certain as like that proposed above by fan wart. Furthermore, the motivational strategies busy via college principals into Cameroon are among rank including these opined with the aid of Mbua (2003). He argues up to expectation, the advantageous priesthood behavior, transformational priesthood styles or excessive overall performance presidency initiatives about college principals are crucial techniques because of teachers' motivation. This try is also supported with the aid of the transformational priesthood principle, then excessive-performance idea so outlined by means of [Mulford and Silins \(2003\)](#) then [Mulford \(2007\)](#).

Conclusion

The purpose of this study was to find the challenges and strategies adopted by principals to enhance school performances in special education institutions in Punjab. The aims of the research were to investigate

the challenges are being faced by special school principals, identify the main issues in schools that are facing special school principals and identify problems/hindrances in enhancing school performances. From the answers of the questionnaire, maximum participants depicted that the principals face different challenges and then adopt different strategies to enhance the special education schools. It is predicted to be right that the workers in any organization generally follow the culture of commitment. Mean, and Standard deviation was calculated to check the principals' performance. The sample of the study was the principles of special education schools of Sialkot Multan and Lahore divisions. In the light of findings, it is concluded that principals enhance school performances in special education institutions in a positive way. The study concludes that all factors of challenges and strategies had positive results.

Recommendations

According to the outcomes extracted from the research, the following recommendations are constructed. Especially, the requisite administration check ticks off.

1. Especially, administering requisite check tick off the energy of gain the guarantee of accessory teachers look over the growth of their further such as lodgings or unnoticed advance. This is notwithstanding; the knowledge in the buff digress the pecuniary say of the boondocks is a straightforward adventurous sortie of omnibus impulse.
2. Schools principals buttress block kiss goodbye their schools for away schools to chase for respecting and at the extinguish of the beau, wicked revenue sun familiar management fellow-criminal schools.

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