

## CHAPTER V

### DISCUSSION OF MAJOR FINDINGS

#### 5.1 INTRODUCTION

In this chapter the investigator presents the detailed discussion of the major findings of the present study which have emerged from the analysis and interpretation of the data collected for all the objectives. The discussion has been presented section-wise.

#### 5.2 SECTION I

This section discusses the level of competencies of the forty principals in the eight competency areas. The discussion focuses on each area separately.

#### PUPIL DEVELOPMENT

On the whole in the area of pupil development principals were performing in a good way. Further it was found that on the whole principals fared well with regard to following rules and regulations as well as maintenance of discipline in all schools. Dempsey (1973) and Newton (1986) concluded that effective principals successfully resolved disciplinary problems and gave advise to teacher in solving such problems in school or class-room. However it was also found that average principals spent more time on discipline than effective principals (Snyder, 1985). While in case of government-aided schools they motivated students for better learning. High performing principals verbalize personal and

group goal in such a way as to stimulate students to high achievement (Drake and Roe, 1986) where as in private-undiaded and government school they also provided neat and clean environment. Onklin (1990) revealed that principals of distinguished schools were rated higher in maintaining a orderly and studious environment. Total consistency was observed with regard to teachers' and principals' perception in this regard.

The above findings show that all the principals are performing well with one basic competency i.e. maintaining discipline in their schools. This may be due to the high awareness level of parents, awareness on the part of principals for projecting a positive institutional image. As a result of this, problems in school administration would get minimized. The principals of government aided schools found it difficult to provide neat and clean environment. This could be attributed to the lack of adequate finance, inadequate infra-structural facilities and lack of co-operation from the management. But at the same time within these constraints they motivated their students for better learning. In the case of government school the principal did not seem to motivate and counsel students properly which could be due to the reason that their being a transferable job it would be difficult to perform these functions as compared to the principals of government-aided schools, who have a longer tenure in the some institution.

On the other hand principals of government-aided schools need to work on organizing remedial classes for needy students. This is because there is a lack of awareness on the part of the principals themselves and lack of initiative on the part of teachers who are actively engaged in private tutions. The principals do not seem to work much on the development of school guidelines for students and further communicate it to them. Although Erwin's (1986) findings have suggested the need for principals to involve students and teachers in developing rules. This reveals a lack of awareness for a comprehensive perspective planning for the school.

#### **PERSONNEL MANAGEMENT**

The principals of government aided and government schools were following recruitment procedures, preparing balanced time-table and extending courtesies to staff-members.

This is because they have to fulfill statutory requirements regarding recruitment and allotment of work-load to teachers. This is because they are governed by acts and statues of government . More over fulfillment of these things are very important from the point of view of annual inspections from government authorities.

The principals of private-unaided schools provided opportunities to the teachers for participation in decision-making, worked in co-ordination with the staff for formulating plans for student evaluation.

The shared governance principals emphasize teacher's professional development and varying degrees of involvement in school level decision-making specially about curriculum and instruction (Blase and et al., 1995). However researchers have found that several principals set limits on teacher involvement in decision-making which may have a potentially adverse effect on teacher's willingness to participate in school wide decision-making (Blase and Blase, 1994; Brown, 1994; Robertsen and Briggs, 1993). The leadership factors i.e. respect support for shared decision-making and support for collegiality positively affect teacher empowerment (Melenyzer, 1996).

This is because the amount of autonomy enjoyed by principals of these schools in comparison to government-aided schools is more. The principals of government-aided schools do not encourage teachers for taking membership of professional organizations.

This shows a lack of awareness and enthusiasm on the part of principals to motivate their teachers for taking memberships of such organizations. While on the other hand principals of government-aided and private unaided schools did not organize in-service training programmes. Although Parry (1994) revealed in his findings that a manager's effectiveness is influenced by team competencies like training and coaching. There were no self-initiated developmental activities by teachers themselves. Though

studies of leadership characteristics reveal that principals give support for staff-development (Katson, Short and Jarmin, 1989)

They were unable to utilize services of parent Teachers Association. Thus it shows that on the whole although principals work for pupil development and improvement of school climate but as far as, professional development of their own teachers is concerned they do not show awareness or enthusiasm. Similarly because of job-security and private-tutions teachers too are not enthusiastic for their own professional development.

#### **SCHOOL-COMMUNITY INTERFACE**

The principals of government-aided and private unaided school are aware of community needs. This is in consistency with Miza, Rita and Lanfenberg (1981) who concluded that the principal takes initiative in administering the school and working with parents and teachers. Snyder (1985) revealed in his findings that unusually effective principals provide better community relations than average practitioners. This indicates a sensitivity towards community requirements and a high level of socialization on their part.

The principals make great efforts in making parents feel valued and welcome. This is consistent with Odiari's (1986) findings where there was a general agreement that principals should maintain school-community relations and keep the parents informed.

This is because parents in the school are educated and are aware about education of their wards as well as facilities available in the school. This is more so in the case of private-unaided schools where parents pay high fees. This also shows that gradually parents have become an important component of the education system and therefore those who manage the system cannot afford to ignore them. The principals harness all available resources for effective management of school plant. This is due to the reason that irrespective of the type of management principals these days have to mobilize all available resources efficiently on the account of resource-constraint.

The principals also withstand pressure from the community. This reveals that principals have strong beliefs and courage of conviction. However involvement of industry and community-leaders in school activities is lacking. This is because till now no effective model has been worked out in this regard. There is also a lack of liaison between community and industry on one hand and principals on the other. Moreover some of the principals are not competent enough in this regard. The awareness and enthusiasm on the part of industry and community to engage themselves in the developmental activities of the school is lacking.

#### **FINANCIAL MANAGEMENT**

The clear trend which emerges from the analysis of data indicates that the principals of all the schools were found to

be performing effectively. However the principals of private-  
unaided institutions were more competent than the principals  
of other two management types. Further it was found that the  
principals of all the schools were competent in the  
judicious use of financial resources.

The principals of government-aided schools did not play  
an active role in budget preparation, planning for purchase  
and advance payment. Though it was found that budget  
preparation and budget management were important management  
needs of school principals (Heystek and Calitz, 1994).

This could be because their powers in this regard could  
be vested with the management. While in private-unaided  
school principals are involved in efficient utilization of  
funds and preparation of budgets. This may be because they  
have more autonomy in this regard and they are also  
accountable to the PTA. Further the principals of government-  
aided and government schools were not active in the  
mobilization of additional resources and in traditional fund-  
raising activities. Although it has been found in Donmoyer's  
(1985) study that effective principals were superb fund-  
raisers. This is because of the statutory restrictions  
imposed on them by government authorities.

#### **CURRICULUM-IMPLEMENTATION AND MANAGEMENT OF INSTRUCTION**

On the whole principals provide instructional resources  
and material. Harris, McIntyre, Littleton and Long (1985 : 95

: 96) state that providing learning material is an important competency amongst the nine leadership - task areas.

Providing materials, resources and equipment for the instructional programme and providing equipment for the instructional programme has been identified as a critical task-area (Southern States Co-operative Programme, 1965).

This shows that they are conscious about the fulfillment of educational objectives of their institutions. They are also aware about maintaining positive institutional image as also evident from the findings on pupil development and school climate. Moreover the modern day education system demands the application of different types of instructional resources and material and principals seem to fulfill this demand. The principal also organize co-curricular activities in their schools. This is because in urban areas importance of co-curricular activities has increased and principals take an interest to see that their schools have representation in different competition. They are also aware about the importance of these activities for all-round development of students.

However principals lack knowledge of teaching methods for different subjects and are unable to provide feed-back for improvement of teaching. Though Drake and Roe (1986) found that high performing principals give adequate and timely feed-back and inform others when work is not up to the standard. This phenomenon takes place because there is

no such in-service training programmes for principals which can orient them for different teaching methods in all school subjects. If it happens it could improve their role as instructional supervisors and would enable them to provide appropriate feed-back for better teaching. Some times principals are unable to provide feed-back on the account of shortage of time at their disposal and large institution size. They are also unable to organize educational excursions. This is due to the shortage of resources as well as lack of co-operation from teachers and management.

#### **SCHOOL-PLANT AND INFRASTRUCTURE**

The principals supervised maintainance of school-complex and made efficient utilization of different resources. This indicates that they perform their role as supervisors of school complex effectively. Their efficient utilization of resources reflects accountability on their part. They provide sports facilities in their school. This is in relation to the finding of organizing different co-curricular activities.

However it has been observed that principals from government-aided and government schools cannot ensure adequate supply of equipments and material. This is because of the financial constraints they face. This also reflects on their incompetency to mobilize resources from the sources other than government.

## SCHOOL-CLIMATE AND SCHOOL IMPROVEMENT

On the whole principals worked to establish a healthy, climate and work towards the improvement of school. Peterson (1993) found that school improvement is a continuous process for principals of exemplary schools. The principals of school rated effective were more likely to exhibit behaviour indicative of a positive school climate than the principals of schools rated as less effective (Bowers, 1993). The principals also worked to create a risk-free, safe-school climates in which teachers would not be criticized for what they said (Allen, 1993; Blase and Blase, 1994; Freeman, Brimhal and Newfel, 1994; Lindle, 1992; MeLenzyer 1990; Reitzeg, 1994).

Donmoyer (1985) concluded from his study of effective principals that principals create organizational arrangements that facilitate the development of positive relationships. The head-teachers role in creating good interpersonal relationships and purposeful climate is seen as crucial (Newton, 1986).

This may be because in an urban set-up due to consciousness of parents and awareness on the part of administrators themselves to build a positive image of their own institutions, they spare no effort in this regard. This is because in the long run efforts in this direction help principals for enhancement of school effectiveness and boosting teacher-morale. These findings are in consistency with those related to the area of pupil-development where the

principals were found involved in different activities to build positive institutional image. Blumberg and Greenfields (1980) studied eight effective principals and found that they all wanted to make schools over in their image (vision).

Informing the public and developing public relations is an important competency for educational manager (Harris, McIntyre, Littleton and Long, 1985 : 95 : 96). It is heartening to note that this trend was found in all the schools irrespective of management type and their financial status. However the competency which they lack is conflict management in government and government-aided schools. It has been found that conflict management is an important management need for school principals (Heystek and Calitz, 1994). This could be due the certain privileges they enjoy in statutory terms from the government and the powerful role played by teachers organization in the state of Gujarat.

This makes it difficult on their part to be assertive enough. Further managing conflicts effectively needs knowledge about different methods and techniques in this regard as well as specialized skills for which they presently lack training. The principals of government-aided schools are unable to take independent decisions for the interest of the school. This is because in government-aided schools many times decision-making is in the hands of the management committee rather than the principals. Due to this they are unable to develop vision for the future of the institution nor they are interested in following their duties strictly.

## **ADMINISTRATIVE METHODS AND PROCEDURES**

The principals of government and government-aided schools strictly follow criteria for recruitment of SC/ST persons, opening new classes, admission of students and holding public examinations.

This is because they have to function according to stipulated statutory guide-lines. While in the case of private-unaided schools also principals were aware of all those rules and regulations which they need to follow. Although it needs to be noted that in private-unaided schools principals have less restrictions from the government.

### **5.3 SECTION II**

This section discusses the effect of personal variables on the competency of Secondary School Educational Managers of Baroda City.

It was found that age does not affect the principals' competency significantly. This was supported by the findings of Patel (1972), Ruch (1972), Mahant (1978), Yohn (1985), Koenig (1993). This clearly indicates that although traditionally it has been believed that age is an important factor for enhancing ones competency for managerial position, it may not always be true, This could be attributed to the fact that school principals require special competencies which could be acquired through training rather than age.

It was observed that gender also does not affect the competency of principals significantly. Mahant (1978) found that administrative effectiveness of school principals was not found to be affected by the sex of the principal. Similar findings by Yohn (1985), Stevens (1986), Koenig (1993) support this view. However Burton (1990) concluded in his study that female principals were more effective than males.

It can be inferred that the competency of the secondary school principals is not affected significantly by the years of experience they have. Research findings by Gross and Herriott (1965), Patel (1972), Franklin (1975), Pengau (1975), Mahant (1978), Yohn (1985) support this. However Steven's (1986) and Burton's (1990) findings revealed that effective principals had more years of experience. These findings are in consistency with the findings of Table XII where it was revealed that age does not affect the competencies significantly. Although experience can help one to improve ones performance. However the principal's job entails acquiring competencies in different functional areas, which may not be acquired by sheer experience alone. The principals require to make special efforts to acquire these competencies in actual job-situations and training.

Similarly it was found that the association between principals' qualification and their competency level is not significant. Cross and Herrioth (1965) found that the principals who have the greatest amount of formal education

do not provide the greatest professional leadership to their teachers. Yohn (1985) concluded that the overall effect of educational level was minimal on the principal's competencies. Similar finding was reported by Koenig (1993) who concluded that the demographic variables of experience, age, gender, highest degree held are not statistically significant to the teacher's perceptions of the instructional leadership role of the principal.

The nature of the principal's job is such that his competencies consist of knowledge, skills and attitudes. One of the components of competencies is theoretical knowledge which can be acquired through formal qualifications. However with the highest level of formal education, if skills and attitudes are lacking the competence of principals in day-to-day functioning may not be ensured. On the other hand vital skills, positive attitude and less of formal qualification may attribute to a principal's effectiveness.

Thus it can be concluded that personal variables such as age, gender, experience and qualifications do not affect the level of principal's competency significantly. In other words it is not the personal variables which are important but the knowledge, attitude and skills possessed and exhibited by principals. Hence in such a situation training of principals becomes imperative.

#### 5.4 SECTION III

This section discusses the barriers faced by secondary-school educational managers of Baroda city.

In chapter No. IV after the qualitative analysis of data collected, the investigator has arrived at the findings related to the barriers faced by the principals of secondary schools of Baroda City. These are related to eight functional areas. In this chapter the investigator has discussed some of the major findings under eight functional areas.

##### **PUPIL DEVELOPMENT**

On the whole it was found that a wide range of barriers were faced by school principals with regard to pupil-development. The major reasons were related to the attitude of teachers, parents and students apart from inadequate finance and lack of infrastructure. From the above it is very clear that the function of pupil development needs to be performed with more effectiveness. Although principals themselves are concerned about maintenance of discipline and following rules and regulations. They also motivate students for learning and help students to secure a neat & clean environment. But with regard to the vital functions like counseling the students, arranging remedial classes they are not able to perform their role effectively. Although lack of finance and infra structure facilities certainly act as barrers, but real hindrance is caused due to the attitude of all those who are concened with pupil development i.e.

teachers, parents and students. It has been found that even today majority the parents show an indifferent attitude towards the development of their wards. Similarly with regard to student's attitude it is clear that the attitude of students is purely exam-oriented, due to which teachers too are busy in private tutitions. In the ultimate analysis all these barriers affect functions of pupil development. The findings over here clearly indicate that a lot needs to be done.

#### **PERSONNEL MANAGEMENT**

In this area the barriers found were related to the recruitment of teachers and allotment of work as well as their professional development. It was revealed that one of the major hurdles in the area of personnel management was the recruitment procedure. Due to statutory rules and regulations the whole process becomes cumbersome and time-consuming. This many times results into a situation where a vacume is created in an institution because of non-availability of candidate form a particular category. Moreover many-times they have to compromise with the quality of the candidate due to the rigid recruitment criteria which focuses on the percentage of marks secured by the candidate with a negligible weightage on the interview performance.

Further with regard to the professional development of the staff, it was found that this function is becoming difficult day by day. There are different reasons for it..One

of the major reasons is the involvement of teachers in private tuitions as was revealed in the findings of the previous area. Thus the teachers do not show much enthusiasm to attend in-service training programmes. This lead to a lack of motivation and initiation on the part of principals to organize such programmes. Teachers organizations are very powerful in the state of Gujarat but they too do not extend their services for the professional development of the teachers. Although in some schools PTA, exist but their functioning too needs to be improved. Thus on the whole principals have been unable to do much with regard to professional development of their staff. At the same time it must be mentioned that the entire blame cannot be put on their shoulders as in Gujarat due to excessive job-security and private tuitions, teachers hardly show initiative on their part for their own self development.

#### **SCHOOL-COMMUNITY INTERFACE**

On the whole principals face certain barriers regarding the involvement of community, industry and parents. This has been further substantiated by principals' and teachers' perception. It seems that the principals are not able to convince and motivate parents to contribute to school activities, similarly they do not take initiative to contribute to school funds. In this regard the principals further encounter hindrances due to government policies which prohibits mobilization of finances in the form of cash. The

concept of school-community interface has still not become a reality. Although in some schools PTA exists, but as principals have revealed that PTAs have not been able to achieve the desired goals. This can be observed through poor turn-outs in PTA meetings and it becomes a forum for the expression of parental grievances. Thus principals are unable to involve parents as well as community for the achievement of educational goals.

#### **FINANCIAL MANAGEMENT**

In this area the problems are mainly faced by principals of government-aided schools. The problems are due to government policies. The schools which receive government-grants face problems related to inadequate finances and delay in the receipt of it. This causes problems in terms of its efficient and timely utilization. Further because of rigid rules and regulations, interchangeability of expenditure under different heads is not permitted. This curbs financial autonomy. Moreover due to inadequacy of grants the principals are not able to undertake various developmental activities. With regard to the preparation of budget and advance financial planning the authority in real practice is in the hands of the managing committee. Thus although they are Heads of institutions they are unable to exercise due power in the area of financial management. In the majority of schools principals are merely figure-heads.

## **CURRICULUM IMPLEMENTATION AND MANAGEMENT OF INSTRUCTION:**

With regard to this functional area three major sets of barriers have emerged. One of them is related to text-books. In this regard, the quality of text-books is not up to the mark as they are many times not designed by experts from the school system and no linkage is found between the syllabus of tenth and twelveth standard and the time available at the disposal to complete the syllabus is less. All this makes it difficult for the principals to implement curriculum effectively. Further with regard to the instructional process management it is not effective on account of the teachers' attitude. Due to the involvement of teachers in private tutions, they lack initiation to innovate in the area of teaching methods, teaching aids and preparation of instructional materials. Due to this the whole instructional process becomes exam-oriented and principals find it difficult to improve the instructional process through discussion of new syllabus and providing feed-back to the teachers. Thus on the whole the implementation of curriculum becomes a mechanical process and the instructional process too is exam-oriented. Therefore the all-round development of students in a school system becomes difficult.

## **SCHOOL-PLANT AND INFRASTRUCTURE**

The findings with regard to government-aided and government schools reflect that lack of supportive attitudes of management and lack of adequate funds create different

barriers. Lack of supportive attitude of management results into problems in optimum utilization of school plant and infrastructure. As the findings related to the principals' competencies in this area indicates that they are not able to utilize their resources effectively. Due to inadequacy of funds they are unable to supply sufficient equipments and materials to their staff-members. They are also unable to develop library and sports facilities. In some cases grants were unavailable for furniture and fans. Not only this, but a lack of flexibility in utilizing government grants makes it difficult to spend money on maintenance, repairing and extension purposes. Further due to paucity of funds and inadequate co-operation of the management they face problems in terms of lack of common-rooms and playgrounds in many schools.

Thus on the whole these barriers are a result of lack of funds, improper government policies related to utilization of grant and unsupportive attitude of the management. This along with the inability of principals to mobilize resources from the community led to problems related to school-plant and infrastructure.

#### **SCHOOL-CLIMATE AND SCHOOL IMPROVEMENT**

Principals on the whole are unable to resolve conflicts among teachers. They also do not have a clear vision for the development of school. Many times they are unable to take decisions for the institution which are in its interest. This

is because the real authority in many instances rests with the management committee. Moreover due to frequent absentism of teachers, gossiping as well as conflicts among teachers makes it difficult for them to improve school climate. Teachers are unable to engage in team-work. Moreover resistance to change and indifferent attitude on the part of the senior teachers also function as barriers. Liberal promotion policies leads to a casual attitude on the part of students and misunderstanding the concept of free-discipline. They provide hindrance in the school-climate which further comes in the way of school improvement.

#### **ADMINISTRATIVE METHODS AND PROCEDURES**

The barriers in this area are as a result of the problems in communication with the District Education Office, complex and cumbersome government procedures and problems related to statutory rules and regulations.

The problems in dealing with the District Education Office results due to the lack of clarity in the language of the statutory rules and regulations which makes interpretation of it more difficult. The excessive paper-work in dealing with the DEO's office makes the whole process complex and cumbersome. It is further seen that many of the latest statutory amendments are not made available to the schools.

Undue delay from the DEO's office in the despatch of grants as well as in the recruitment of persons of different

posts cause a lot of problems to the schools. Principals do not have any training in the interpretation and implementation of government rules and regulations which makes their task more difficult. On the whole it seems that a lack of flexibility in government policies and procedures create a number of hindrances for effective functioning of the school. Although the rules and regulations are existing for the smooth functioning and for some sort of a check on schools from the government, the purpose does not seem to be served. Therefore it seems that some of these procedures need to be modified.

#### **5.5 SECTION IV**

This section discusses the findings of the case studies conducted on four effective principals of Baroda city.

The researcher made an in-depth study of four most effective principals out of forty from whom data was collected. Their style of functioning was studied in the actual work situation. They were studied with regard to the eight competency areas and different others which rendered them effective. The following discussion focuses on the commonalities and differences which have emerged from the case-studies.

#### **PUPIL DEVELOPMENT**

It was found that all four principals were conscious about the all-round development of pupil. They had frequent

interactions with students to get regular feed-back. This is consistent with McDaniel's (1984) finding that the welfare of the student is most important and all efforts should be made to make his or her total schooling more productive.

They made frequent rounds on the school premises, made class-room visits and monitored class-room activities. High performing principals arrange for adequate and timely feed-back on work accomplishments of others and inform others when their work is not meeting standards and monitor student and staff performance within school programmes (Drake and Roe, 1986; Richkman, 1986). They motivated students by rewards and recognition for their achievements in curricular and co-curricular activities. Drake and Roe (1986) found that the motivational and developmental concern of high performing principals included the ability to verbalize personal and group goals in such a way as to stimulate students to high achievement.

An important task perceived by teachers was that principals should engage in praising and recognizing student with positive feed-back (Erwin, 1986). The students, participated in the decision-making process through the elected student councils.

The principals followed an open-door policy in the actual sense by virtue of which they were approachable to the students. The problems of students were looked into and remedial measures were offered. The students had access to

their principals even after school hours. This is consistent with Crowson , Porter and Geherie's (1980), Conklin's (1990) findings that one of the principals they observed personally tutored a child everyday.

The principals had an informal healthy and friendly relationships with their students. This is consistent with Williams (1990) finding that effective principals exhibit significantly high scores in student relations.

Three of the principals provided guidance and counseling services in their school. Principals provided merit-scholarships to needy students. Thus on the whole the most effective principals were aware about the importance of pupil's development.

#### **PERSONNEL MANAGEMENT**

All the four principals had different recruitment policies, but all were a member of the selection committee. The interest, ability and potential of the staff was kept in mind for allocation of work. The teachers were motivated through a problem-solving climate. According to Parry (1994) manager's effectiveness is influenced by competencies like identifying and solving problems.

The principals put an emphasis on goal-setting, consensus building and participatory decision-making of the staff. Researches on effective principals indicate that principals support teacher participation in decision-making

and more collaborative decision-making was associated with higher-achieving secondary schools. (Weil et al., 1984; Cliff et al., 1992; Heck, 1993).

The principals followed an open, two-way communication channel. This is an accordance with the researches which indicate that effective principals communicate effectively and encourage two-way communication with the faculty. (Jhonson, 1990; Riggs, 1992; Parkay and Hall, 1992)

The principals believed in the principles of delegating authority and work and emphasized on team-work. This is consistent with Drake and Roe (1986) and McDaniel's (1984) finding that the high performing principals should have the ability to stimulate others to work together and develop them to act like a team.

In the staff-meetings, a democratic climate prevailed and the staff was allowed to express themselves and their suggestions were valued. Researches indicate that several principals promote the development of formal and informal group structures through which teachers communicate, brain storm, problem-solve and make decisions about a wide range of issues (Allen, 1993; Blase and Blase, 1994; Bredson, 1989; Melenyzer, 1990; Reitzug, 1994).

The teachers were appreciated for their good work. This is an congruence with the researches by Bredson (1989), Blase and Blase (1994) which revealed that effective

facilitative democratic principals gave praise, rewards, feed-back and support. They emphasized on the development of staff. Harris (1986), Pashiardis (1996), revealed that effective principals are eager to see their teachers improve through developmental and formative approach to teacher supervision. They also sent staff members for programmes of professional development. They also hosted such programmes in their own institutions.

The principals have a code of conduct for teachers. However research by Erwin (1986) reveals that teachers' perceive that teachers should be involved in developing rules. The principals have different techniques for teacher evaluation. Researches by Braughton and Riley (1991) indicate that principals are much more directly involved in the classroom supervision and support of teachers who had lower skills and it had a significant effect on school-outcomes. Erwin (1986) revealed in his study that teachers' perception shows that counseling of teacher's strength and weakness is an important task of principals.

#### **SCHOOL-COMMUNITY INTERFACE**

On the whole principals maintained a healthy school-community interface. They play an active-role in community development programmes. They involve community in school programmes and activities.

Researches on school-community relation indicate that unusually effective practitioners provide better community

relations, support parental involvement and believe that parent-school relationships can be a mutually advantageous partnership and have a beneficial result on student achievement and overall climate (Snyder, 1985; Steinberg, 1979; Faskett, 1979; Golding 1990, 1993; Heck et al, 1990).

They have PTA executive committees where planning for different school activities is discussed and critical issues are resolved. The PTA meetings are held in a friendly and democratic atmosphere wherein parents can express their views freely and are involved in decision-making. However the effective principals are assertive. Research on effective schools reveal that principals solicit parental inputs on some decision issues, parents were actively involved in team decision-making, there was open dialogue give and take and principals tried to translate parents interest into viable school programmes (Wohlstetter et al., 1994; Reitzug and Cross, 1994; Barth, 1980). Principals use different techniques in making the community aware of school mission and programmes. Wohlstetter et al. (1994) found that principals communicated information to parents via newsletters. The principals themselves participate in different community activities. They are able to withstand the pressures from the community for admission.

They involve parents to act as resource persons in school. However Odiari (1986) found that while majority of the parents favoured parental involvement in all school

programmes the principals and teachers feel they should be encouraged in some and discouraged in others.

The problems of the parents are listened with concern. Scarnati (1994) found that an important competency required to become an effective education manager is listening skills. The principals tried to build a positive image of the school in the community. This is in congruence with Griffin's, (1986) and Conklin's, (1990) study which revealed that school principals interacted with the school's external environment, reflected a distinctive image and mission and communicated a sense of vision to the community.

#### **FINANCIAL MANAGEMENT**

The principals are cost-effective as the available financial resources are inadequate. Kalra (1996) discovered that an important competency required for secondary school principals was supervision of financial aspects and audit. They mobilize resources from different sources. Donmoyer (1985) found that effective principals were superb fund raisers. The budget is prepared at the beginning of the academic session. It is revealed by Heystek and Calitz's (1994) study that school principals needed competencies like drafting a budget and budget management.

#### **CURRICULUM IMPLEMENTATION AND MANAGEMENT OF INSTRUCTION**

On the whole principals encourage risk-taking and experimentation on the part of teachers. This is consistent

with the researches that indicate that a manager's effectiveness is influenced by competencies like weighing risk, flexibility, adaptability and risk taking (Parry, 1994; Scarnati, 1994; Pashiardis, 1996; Smith, 1995). They encourage teachers for using audio-visual aids and activity centered teaching methods. Researches systematically indicate that effective principals know how to assist teachers in planning, implementation of the most suitable teaching strategies in order to help students search their fullest potential (NASSP, 1986). Principals give autonomy to teachers to suggest and use supplementary, books. This is congruent with Blase and Blase's (1994) finding that effective facilitative leaders encourage teacher autonomy. The parents are informed about the changes in the curricular and instructional programmes. Odiari (1986) concluded from his study that parents agreed that principals should maintain a school-community relation programme that kept the parents informed about the children's activities in school. Remedial programmes are carried out in their schools.

#### **SCHOOL-PLANT AND INFRASTRUCTURE**

All the principals are involved in the continuous appraisal of existing school facilities. They ensure that equipment and materials are supplied to staff members which can be used by them effectively and economically. They are responsible for day so day maintenance of the building and replenishment of supplies. They mobilize resources from different sources. They monitor use and replacement of

capital equipments. The principals develop additional resources for their institutions.

#### **SCHOOL-CLIMATE AND SCHOOL IMPROVEMENT**

The principals have created an open, informal and caring culture in the schools. The students and teachers feel a sense of belonging to the institution. The conflicts are resolved through open-talks and discussions. Researches by Eberts and Stone (1988) indicates that principals resolved conflicts adequately in more effective schools.

They support activities and programmes which facilitate a good climate. Weil et al's (1984) study reveals that effective schools promoted instructional improvement and principals were seen to be more supporting of teachers. They take expert advise for school improvement. The teachers are empowered for shared decision-making and shared goals. This is congruent with the liberal approach to teacher empowerment which includes enhancing teacher participation in school-wide decision-making (Glickman, 1993).

The climate is conducive for problem-solving and school-improvement programmes. Researches reveal that effective schools emphasized on group processes in solving problems to create a learning climate and principals made efforts in improving the educational environment of the school (Weil et al, 1984; Heck et al, 1990).

## **ADMINISTRATIVE METHODS AND PROCEDURES**

The competencies in this area have been learnt by the principals on the-job and through their day-to-day experiences. The office staff also provided great help to them. The principals have developed their competencies reading literature and discussion with other principals.

### **THE PRINCIPAL : A CHANGE-AGENT**

The principals were found to be innovative in their practices. They faced initial resistance to change and overcome it successfully. Researches systematically show that effective practitioners support change and innovation within the organization (Snyder 1985; Fullan and Steigelbauer, 1991; Fullan, 1994; Pashiardis, 1996; Blase and Blase, 1994). These changes have brought in, improvement in the school environment.

### **COMMUNICATION**

The most common media used by the principals are staff-meetings, small group discussions, PTA meetings, circulars, notices, news-letters, news magazines etc.

The effective principals expressed themselves with clarity and concern and had good communication skills. The findings of several researches have indicated that effective principals communicate more effectively (Snyder, 1985; Drake and Roe, 1986; Johnson, 1990; Riggs, 1992; Parkay and Hall 1992; Peterson, 1993; Parry, 1994).

They had consideration for others but are assertive. They took feed-back well. They disseminated information in time, Lacy (1981) found that principals were rated highest of all managers on 'expresses with warmth and concern' and second on assertiveness.

#### **DECISION-MAKING**

The principals followed participatory decision-making techniques and brain-storming was popularly used. Researches reveal that principals encouraged teacher expression /voice through government structures that deal with instructional and non-instructional class-room and school-wide problems and issues. (Blase and Blase 1994; Duke, showers and Imber, 1980; Etheride & Hall, 1991; Hallinger & Richardson, 1988; Murphy and Louis, 1994)

Decision were based on the consensus depending upon the context and situation. They took, individual decisions as and when needed. Researches reveal that high-performing principals exhibit a readiness to make decisions and use data for it. (Drake and Roe, 1986; Parkay & Hall, 1992; Parry, 1994).

#### **TIME MANAGEMENT**

The principals made optimum utilization of their time by delegation of work. Their planning was target oriented and activities prioritized. They identified time-wasters and

time-savers. Pashiardis (1996) found that effective principals are good time managers.

#### **SELF-DEVELOPMENT ACTIVITIES**

The principals read professional literature, met people and shared their experiences in formal and informal forums. They attended programmes for professional growth.

#### **PERSONAL QUALITIES**

The effective principals were visionaries, were innovative, change oriented and trend-setters. This is in consistence with the finding of researches on effective principals that principals are visionaques and support change (Snyder, 1985; Conklin, 1990; Kaleine and Kracht, 1990; Peterson, 1993; Blase and Blase, 1994).

They ware democratic and supportive of staff activities. They were friendly, informal and approachable and had good interpresonal skills. Rutter et. al (1979) and Blumberg and Greenfield (1980) found that interpersonal skills were important for heads of successful schools. They were frank, forth right and had courage of conviction. They were enthusiastic, committed and dedicated to their profession, Nickerson(1972) considered the quality of commitment to educational and social reform important for principals. They had effective communication skill and problem-solving was one of their strengths. They were practical in their approach.

5.6 EDUCATIONAL IMPLICATIONS OF THE FINDINGS OF THE STUDY  
I IMPLICATIONS FOR STATE DEPT OF EDUCATION

(1) Pre-Service Training

The findings of the study reveal that the principals of the secondary schools of Baroda city possess good competencies in the eight functional areas which have been studied.

However it was found that they lacked some of the important competencies in the respective functional areas.

It has also been accepted that principals and teachers do not require identical competencies. Very often people become principals by sheer seniority and may not have the necessary training, aptitude and skill for the proper discharge of executive responsibility. Therefore it is recommended that pre-service training be imparted to secondary school principals.

The responsibility of this programme can be given to the state Department of Education which can start Regional Management Centres to conduct such programmes. The District Institute of Education and Training (DIET) and Gujarat state Council of Educational Research and Training (GSCERT) can conduct such programmes. Certification should be introduced for the training programme and it should be a mandatory requirement for the recruitment of principals.

## **(2) In-Service Training Programmes**

The process of acquiring administrative skill is continuous and does not stop at any point. Even the most experienced principal must keep him self receptive to new ideas, learn new techniques and work out new adjustment in line with the changing philosophy of education and changing requirement of a dynamic society.

Therefore the the Dept of Education must ensure that effective In-Service programmes are provided and they embody the spirit of the new democratic education policy (Education White Paper 1996). Enrichment opportunities for principals should be provided in the form of orientation programmes, seminars, conferences, work-shops and capacity building programmes.

## **(3) Development of Self-Instructional Modules**

The state Department of Education should initiate the development of self-instructional modules by identifying competent agencies and resource centres. This type of training would serve as an Independent study model for secondary school principals.

## **(4) Performance Appraisal**

A system of performance appraisal should be made mandatory for secondary school principals. The performance appraisal process should include two components (1) assessment of recent performance and (2) identification of

future development needs. Therefore there is a felt need for the officials from the District Education office (DEO) to be oriented in order to conduct such appraisals effectively.

**(5) Selection and Promotion Systems**

The most critical implications of the findings is that there are competencies that are directly related to effectiveness in management jobs. Assessment of these competencies can be incorporated into selection systems. By tapping generic characteristics, rather than specific manifestations of them (i.e. specific behaviors) new groups of people in the work force can be identified who have the capability to perform management jobs effectively.

**(6) Strengthening of Principal's Functional Areas**

- (A) A separate allocation should be made in the school grant for ' pupils fund' to carry out pupil development activities.
- (B) A change needs to be brought in the existing recruitment policy for aided institutes. The weightage on interview-performance should be increased and the practice of demonstration lessons at the time of interview should be introduced.
- (C) Private tuitions by school teachers should be legally banned as it leads to demotivated class room teaching and mal practices.
- (D) Disbursement of school grants should be timely and not at the year end. The entire grant should be given in one instalment for systematic management of finance.

- (E) Flexibility should be allowed in the interchange of 35 percent of maintenance expenditure and 65 percent of maintenance expenditure.
- (F) Text-books should be designed mostly by school level experts rather than university level experts.
- (G) Reference and supplementary books for the state prescribed text-books should be made available.
- (H) Teacher hand-books for using audiovisual aids should be developed.
- (I) Care should be taken in the designing of text-books so that a link between the course content of classes tenth and twelveth is maintained.
- (J) The Gujart Secondary Education Act should be made available in english. Simple and unambiguous language should be used in the Gujarat Secondary Education Act. The latest amendment in the Acts should be made duly available to the school.
- (K) The District Education office should be prompt in the issuing of No objection Certificate (NOC) to the schools for the recruirment of teachers.
- (L) There shouldd be in no delay in the granting of permission for opening of new classes.

## II IMPLICATIONS FOR UNIVERSITY DEPARTMENTS OF EDUCATION / COLLEGES OF EDUCATION

The university departments of education and colleges of education should conduct pre-service and in-service training

programmes for secondary school principals as a part of the extension activities.

### III IMPLICATIONS FOR NON-GOVERNMENT ORGANIZATIONS (NGO'S)

At present the involvement of NGO is confined to the qualitative improvement of education. Their role should now be expanded to include training programmes for secondary-school principals.

#### 5.7 IMPLICATIONS FOR FUTURE STUDIES

1. A study of the factors to improve managerial effectiveness of Secondary School Principals can be undertaken. A number of studies have been undertaken to study the leadership behaviour of school principals which were status quo survey in nature. However the variables which affect managerial effectiveness needs to be studied as these can improve managerial effectiveness significantly. There can be a series of experimental studies in this regard.
2. Indepth case studies of the effective institutions at primary and secondary level needs to be increased in number. This is required in order to arrive at generalisations which can be useful for theory building in future.
3. Managerial competencies of principals are vital for the progress of the institutions. Therefore, it is necessary to develop them through leadership training programmes. This can be achieved through developmental studies.

4. The present study aims at studying the competencies of secondary school principals in eight functional areas. The studies should be conducted in other functional areas also so that one can get a comprehensive picture about a principal's effectiveness.
5. Although the primary schools are the foundation of the entire education system, it is being ignored in the matter of researches in this area. The studies should be conducted on effectiveness of primary school principals under private and government managements separately. Similarly the competency level of college principals too needs to be studied with reference to different types of management.
6. Over the last few years, school education has grown considerably in the rural areas of Gujarat. This study has a sample of urban school principals. Therefore it is necessary to study the competencies of principals and barriers faced by them in rural schools of Gujarat.

#### 5.8 IMPLICATIONS FOR RESEARCH METHODOLOGY

When one takes a stock of researches in the area of educational administration and management specially with regard to principals, one finds that in the majority of studies, surveys or case studies have been conducted. The survey studies present status quo regarding role functions of principals. In some studies, one or more institutions were studied in depth. The tools used were questionnaires,

interview schedules and rating scales. Some case studies which were conducted in the past have reflected on growth and development of those institutions over a period of time.

One cannot deny the contribution of these studies in the field of educational management. However, the methodology followed in the studies conducted has not been able to reflect on the competencies of the principals which makes them effective. The shadowing technique which was used in this study helped the researcher to observe the principals in actual work situations. Therefore, it is felt that the future researches in this area must rely more on observations/ shadowing techniques so that comprehensive data can be collected. This data, when analysed qualitatively can present information in detail. It is high time that the quantitative approach paves the way for qualitative methodology in the years to come. Moreover with this approach, more number of longitudinal studies need to be taken in the future.

## 5.9 CONCLUSION

This research study has brought out certain, important findings. They have importance for all concerned with the management of school education. The study has revealed that the competencies in different functional areas are vital for the principals' effectiveness. The effectiveness is not affected significantly by personal variables of principals. At the same time, they face a number of barriers in different

functional areas. However it has been observed that even under such circumstances, some educational managers have been performing effectively. This is due to a number of factors which have been studied by the researcher.

In a nutshell, at the end of this study it becomes quite clear that the principals, in order to become educational managers in the real sense need "Training". The training can be provided through pre-service, in-service training programmes and with the help of self-instructional modules. These efforts have to come from administrators at the macro level. It would help to enrich the principals and that would strengthen the entire school system.