CHAPTER - VI

SUMMARY

6.1 INTRODUCTION

Schools operate within the accumulated heritage of the society of which it is a part. When mechanization, industralization and technology make our society more complex it is time for re-exploration and restatement of educational purposes. The effective management of schools is the vital component of the educational system. School effectiveness to a large extent depends on the nature and the quality of leadership and management exhibited by school principals.

Presently we are faced with an entirely new situation in educationa where, if we were to survive prosperously, school principals have to emphasize the dimension of change in learning strategies and educational enterprises.

However it has been observed that very rarely principals possess the competencies for the tasks they under-take. School administrators have encountered considerable turmoil in recent times. There has been an urgency for school principals to develop new competencies to cope with changing circumstances and new employment challenges. It is now widely recognized and agreed that one of the key factors affecting school effectiveness is the nature and quality of the leadership and management provided by each head. In the light of the above, competencies of principals becomes critically important.

6.2 RATIONALE

There seems to be an increasing awareness among schools about the concept of effectiveness on the account of a number of reasons. The dwindling allocations of resources from the government on one hand and increase in parental awareness has made it necessary for the principals to utilize available resources optimally for achievement of their institutional goals. Over the years with the development of a sense of professionalism, consciousness for a high quality performance is going up.

In the light of the above when one looks at the role of principals, it is felt that it needs to undergo a significant change if they have to meet the challenges of the twenty-first century. The school needs a new breed of principals and their new role would encompass all those competencies and abilities which can lead the institutions for a better change.

Educational managers will be faced with a multitude of management challenges. Schools today are being called upon to be increasingly responsive in an operating environment only at times having to face accelerating and at times discontinuous change (Parkes, 1982; Shackleton, 1989).

Faced with the plethora of changing demands managers have to balance the twin demands of implementing change and providng a bulwork against too much change so as to create a

stable working environment for their colleagues and those they teach.

In developing countries, there exists a growing need amongst educational managers to revisit their competencies needed to manage their institutions effectively. Like any organization they need to be adaptive (Toffler, 1985) flexible (Turner 1983, McCoy 1987) innovative (Geters 1988) and responsive (Theoclossin 1989, Saunder 1989).

School heads and staff have started realizing the importance of effectiveness in the school setting as a part of the development of professionalism.

The accountability movement and other developments in and out of the school arena have converged to focus attention on people's actual performance in contrast to credentials or other artifacts of performance. The natural evolution of any professional specialization seems to be to give more attention to standards of performance.

The competency based approach to the principalship provides a systematic means for analyzing and synthesizing the conceptual, human and technical skills required for effective and efficient performance in the principal's role. Competencies need to be developed to promote the professional development of principals, to provide information for use in making decisions about advancement within the district, to ensure uniform practices among principals in the district, to

improve student performance and to provide accountability (Duke and Stiggins, 1985).

It becomes essential to measure the level of competencies of principals. It is not always possible to gauge the administrative skill of a person who desires to step up from the position of a teacher to that of a Headmaster. Even when a person has already held position of executive responsibility, it may not be possible to predict his or her success under new conditions.

According to Jacobson, Reavis and Logsdon (1963) an analysis of the findings by school surveys shows that in the school system surveyed, many school principals still possess inadequate specific training for their work. Education managers in India, even to this day are promoted to the post of principals according to their expertise as a teacher. Apart from this promotional approach, they also receive no prior training in those skills and competencies which would enhance their managerial abilities. In a later development Competency Based Institutional Management Education Programme (COMBIME) was introduced by NIEPA to improve the management skills of practising education managers.

Therefore it is necessary to study principals' competencies in different functional areas. This would throw light on their strengths and weaknesses in each of these areas. Further, it needs to be studied whether personal variables such as gender, experience, age etc. affect their competencies or not.

In light of the above, the research scenario reflects that though some work has been conducted in the west in this area, it is lacking in India. The work carried out till now indicates that there is an absence of researches where competencies were studied in more than one functional area. If such researches are conducted they would be quite useful to present a Gestalt's view. Further it would also be helpful for identification of training needs of school principals in those areas where it is urgently needed.

The investigator therefore embarked upon this study where it was decided to study the principal's competencies in eight functional areas. It was also decided that the effect of personal variables on principal's competencies and the barriers faced by them should be examined. Further the investigator also thought of constructing profiles of four most effective principals with the help of different techniques.

6.3 STATEMENT OF THE PROBLEM

A STUDY OF MANAGERIAL COMPETENCIES OF EFFECTIVE EDUCATIONAL MANAGERS

6.4 OBJECTIVES OF THE STUDY

1. To find out the level of competencies of educational managers of secondary schools.

2. To study the effect of personal variables like age, gender experience and qualifications, on the competencies of education managers

3. The study of the factors acting as barriers on the effectiveness of educational managers.

4. To conduct case studies on selected effective educational managers of secondary schools in order to find out the reasons for their effectiveness.

6.5 OPERATIONAL DEFINITIONS OF THE TERMS

Competencies

Competencies are a combination of attitudes, knowledge and skills.

In the present study competencies have been refered to attitudes and knowledge possessed and the skills exhibited in the actual work situation. They fall under the eight functional areas namely Pupil Development, Personnel Management, School-Community Interface, Financial Management, Curriculum Implementation and Management of Instruction, School Plant and Infrastructure, School Climate and School Improvement, Administrative Methods and Procedures and those identified in the case-studies.

Effective

It is the level of functioning at which progress towards organizational goals is facilitated to a high degree. Hoy and Miskel (1991) state that an action is effective if it accomplishes its specific objectives.

In the present study the effective principals are those who have attained the top four positions on the basis of the

top four scores. The scores have been calculated taking the Mean of the self-perception of 40 secondary school principals and the teachers' perception of their principals. This is regarding the pricnipals' competencies in eight functional areas on a five point managerial effectiveness scale (MES).

Educational Managers

They are the principals of secondary schools of Baroda city. School principals have been called managers because in a time of rapid change they have to be managers, to manage the situation and even try to influence it.

6.6 DELIMITATION OF THE STUDY

The present investigation is restricted to the managerial competencies, barriers to principal effectiveness and the effect of personal variables on managerial competencies.

It is limited to secondary school principals of Baroda city. The study is limited to competencies possessed and exhibited in different functional areas in the formal school context. It does not take into consideration the leadership behaviour and values of school principals which are also important in school management.

6.7 POPULATION

The population of the study consisted of 140 educational managers i.e. school principals of secondary

schools of Baroda city. This included English, Hindi, Gujarati, Marathi and Sindhi Medium schools, under different management types like government, government aided and private-unaided.

6.8 SAMPLE

Random sampling technique was adopted by the investigator and 40 schools were selected. These 40 schools were of English, Gujarati, and Hindi medium and under different management types i.e. government, government-aided and private-unaided. The sample consisted of 40 principals of these schools. It also consisted of 6-10 teachers from the secondary section of each school. The case study schools consisted of a sample of 4 effective school principals selected from the above 40 principals, 4 students from the student council, 4 parents from the Parents Teachers Association (PTA). and four secondary school teachers.

6.9 TOOLS FOR THE PRESENT STUDY

The following tools for measurement were developed for the present study :

(1)   In order to meet objective number one, a tool to measure the level of competencies of secondary school principals i.e. a Managerial Effectiveness Scale (MES) was developed by the Investigator.

(2)   To meet objective number two, a tool to collect personal information about the principal i.e. Personal Data Questionnaire was developed.

(3)   To meet objective number three an un-structured intenview schedule was developed to find out the barriers faced by secondary school principals.

(4)   For objective four, a tool to collect basic data about the school i.e. School Profile was developed.

(5)   For objective four, shadowing technique was used, principals were shadowed in their respective work situations.

(6)   For objective four, semi-structrued interview schedule was developed by the investigator. It was used for the four effective principals, teachers, parents and students of the same school.

6.10   PROCESS OF DATA COLLECTION

The data for the study was collected in two phases :

PHASE - I : The Managerial Effectiveness Scale (MES) was distributed to 40 secondary school educational managers of Baroda city in October 1996 and they were asked to rate themselves. The secondary school teachers (6-10) of each school were asked to rate their respective educational managers on the same scale.

In the same phase Personal Data Questionnaire was distributed to the 40 secondary school educational managers, in order to collect data pertaining to the personal background of the educational managers.

The investigator conducted in-depth interviews on the

40 educational managers in the month of February and March'97. An un-structured interview schedule was used to collect data regarding the problems encountered by them in their day-to-day functioning, under different functional areas.

6.11 TECHNIQUES FOR DATA ANALYSIS

(1) The level of competencies of 40 secondary school educational managers of Baroda City was found by computing mean scores of teacher's perception about their principals and the principals own perception in the eight competency areas.

(2) In order to find out the effect of personal variables on the competencies of school educational managers, mean and chi-square were used.

(3) In order to find out the barriers faced by principals of secondary schools, data was anaylysed qualitatively by content analysis.

6.12 CASE STUDY

The case studies were conducted on the four effective educational managers from November'97 to April'98. The investigator spent forty hours with each principal within a duration of ten days in each school.

Selection of the Effective Educational Managers

This was done in the following manner :

The Managerial Effectiveness Scale (MES) was distributed to 40 secondary school principals of Baroda City

and they were instructed to rate themselves. Secondary school teachers (6-10) of each school were asked to rate their respective principal's competencies on the same scale. The scores of teacher's perception and principal's perception was analysed. The mean score in each competency area of the teacher's rating and the principals self-rating was found separtely. Then the mean score of the total eight competency areas of the teachers rating and the principal's self-rating of each school was tabulated.

The four school principals having the highest competency scores were taken for case-studies as they indicated the effectiveness of the principals and these principals were characterised as effective by the investigator.

Tools and Techniques

(1)   **Shadowing and Observation** : The effective educational managers were shadowed in their actual work-place thus providing a more authentic environment for a more realistic description of the competencies which characterised them as effective.

(2)   **In-depth Interviews** : In-depth interviews were conducted on the effective educational managers, their secondary school teachers, student representatives from the student-council and parents.

(3)   **Documentary Analysis** : Documentary evidence basically consisted of official and semi-official data. In this study

it included circulars, memoranda, minutes of meetings, official correspondence, financial reports, education ordinances, student exercise book etc.

(4)   **School profile** : In order to collect basic information data of the school, School Profile was developed by the investigator. This profile includes the items which provide information about the school.

Data Analysis

The data collected during the case studies conducted on the effective educational managers was analyzed qualitatively by the method of content analysis.

6.13 MAJOR FINDINGS OF THE STUDY

The discussion of the major findings have been presented section-wise hereunder :

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. While in case of government-aided schools they motivated students for better learning.

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. In the case of government school the principal did not seem to motivate and counsel students properly. 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.

Personnel Management

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

This is because they have to fulfill statuary requirements regarding recruitment and allotment of work-load to teachers.

The principals of private-unaided schools provided opportunities to the teachers for participation in decision-

making, worked in co-ordnation with the staff for formulating plans for student evaluation.

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.

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.

School-Community Interface

The principals of government-aided and private unaided school are aware of community reads. The principals make great efforts in making parents feel valued and welcome.

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.

Financial Management

The principals of all the school 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.

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.

Curriculum-Implementation and Management of Instruction

On the whole principals provide instructional resouces and material. 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 resourcees and material and principals seem to fulfill this demand. The principal also organize co-curricular activities in their schools. However principals

lack knowledge of teaching methods for different subjects and are unable to provede feed-back for imporvement of teaching.

School Plant and Infrastructure

They perfom 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.

School-Climate and School Improvement

On the whole principals worked to establish a healthy, climate and work towards the improvement of school. 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. However the competency which they lack is conflict management in government and government-aided schools.

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. While in the case of private-

unaided schools also principals were aware of all those rules and regulations which they need to follow.

SECTION II

The findings related to the effect of personal variables on the competency of secondary school educational managers of Baroda city have been presented below :

It was found that age does not a affect the principals' competencies significantly. 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. It was observed that gender does not affect the competency of principals significantly. The competency of the secondary school principals is not affected significantly by the years of experience they have. Similarly it was found that the association between principals' qualification and their competency level is not significant. Therefore it can be concluded that the personal variables do not have a significant effect on the principal's competency.

SECTION III

The findings related to the barriers faced by the secondary school educational managers in their different functional areas have been presented below.

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Pupil Development

The wide range of barriers which were faced by school principals in this area could be attributed to the attitude of teachers, parents and students, inadequate finance and lack of infrastructure.

Personnel Management

In this area the barriers were related to the recruitment of teachers and allotment of work as well as their professional development. Due to statuary rules and regulations the recruitment procedure is cumbersome and time-consuming. The professional development of staff is adversely affected by their involvement in private tutions, lack of organization of training programmes etc.

School-Community Interface

Principals face certain barriers regarding the involvement of community, industry and parents. The principals are not able to convince and motivate parents to contribute to school activities and school funds. The concept of school-community interface has still not become a reality.

Financial Management

In this area 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. Further because of rigid rules and regulations interchangability of expenditure under different heads is not permitted. This curbs the financial autonomy. In majority of the schools principals are merely figure-heads.

Curriculum Implementation and Management of Instruction

In this area the barriers are related to the quality of text-books, which is not up to the mark, a lack of linkage between the syllabus of tenth and twelveth classes and inadequate time to complete the syllabus. Due to private tutions teachers lack initiative to innovate in the area of teaching methods, teaching aids and preparation of instructional material. Thus on the whole curriculum implementation becomes a mechanical process.

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. A lack of flexibility in utilizing government grants makes it difficult for them to spend money on maintenance, repairing and extension purposes. On the whole the barriers are a result of lack of funds, improper government policies related to utilization of grants and insupportive attitude of the management. This along with the inability of principals to mobilize resources from the community lead to problems related to school plant and infra structure.

School-Climate and School Improvement

The 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 Trust.

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, problems related to statuary rules and regulations. The problems in dealing with the District Education Office results due to the lack of clarity in the language of the statuary rules and regulations which makes its interpretation very difficult. Undue delay from the DEO's office in the despatch of grants as well as in the recruitment of persons of different parts cause a lot of problems to the school. Therefore some of these procedures need to be modified.

SECTION IV
CASE-STUDIES

The researcher made an in-depth study of four most effective principals out of forty from whom data was collected and the findings have been presented below :

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. They motivated students by rewards and recognition for their achievements in curricular and co-curricular activities. The principals had an informal, healthy and friendly relationships with their students. On the whole the most effective principals were aware about the importance of pupil's development.

Personnel Management

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. The principals put an emphasis on goal-setting, consensus building and participatory decision-making of the staff. The principals followed an open, two-way communication channel. The principals believed in the principles of delegating authority and work and emphasized on team-work. In the staff-meetings, a democratic climate prevailed and the staff was allowed to express themselves and their suggestions were valued. The teachers were appreciated for their good work. They also hosted such programmes in their own institutions. The principals have a code of conduct for teachers.

School-Community Interface

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

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. They involve parents to act as resource persons in school.

Financial Management

The principals are cost-effective as the available financial resources are inadequate. They mobilize resources from different sources. The budget is prepared at the beginning of the academic session.

Curriculum Implementation and Management of Instruction

On the whole principals encourage risk-taking and experimentation on the part of teachers. They encourage teachers for using audio-visual aids and activity centered teaching methods. Principals give autonomy to teachers to suggest and use supplementary books. The parents are informed about the changes in the curricular and instructional programmes.

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 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. They take expert advise for school improvement. The teachers are empowered for shared decision-making and shared goals. The climate is conducive for problem-solving and school-improvement programmes.

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 by 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 overcame it successfully.

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. They had consideration for others but were assertive. They took feed-back well. They disseminated information in time.

Decision-Making

The principals followed participatory decision-making techniques and brain-storming was popularly used. The decisions were based on the consensus depending upon the context and situation. They took, individual decisions as and when needed.

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.

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. They ware democratic and supportive of staff activities. They were friendly, informal and approachable and had good interpersonal skills.

6.14 EDUCATIONAL IMPLICATIONS OF THE FINDINGS OF THE STUDY.

The findings of the study have implications for the State Department of Education. Pre-service training and in-service training programmes can be organized under the leadership of the State Dept of Education. It can also initiate the development of self-instructional modules, and make the system of performance appraisal mandatory for school principals. The findings indicate that there are certain findings directly related to effectiveness in management jobs. Assessment of these competencies can be incorporated into the selection systems. The Department of Education can further strengthen the principal's functional areas by bringing in modifications in recruitment policy, private tutions, disbursement of school grants, quality of text-books, bureaucratic procedures etc.

The University Department of Education and colleges of Education should conduct pre-service and inservice training

programmes as a part of their extension activities. The role of Non Government Organizations (NGOs) can be extended to include training programmes for secondary-school principals.

6.15 IMPLICATIONS FOR FUTURE STUDIES

Experimental studies can be undertaken to study the factors which can improve managerial effectiveness significantly. Indepth case-studies of effective institutions at primary and secondary level need to be increased in number. In order to develop managerial competencies through leadership training programmes a number of developmental studies need to be carried out. Studies can be conducted to find out competencies of primary school principals and rural principals in different functional areas.

6.16 CONCLUSION

The study has revealed that the competencies in different functional areas are vital for a principal's effectiveness. The effectiveness is not affected significantly by personal variables and they also face barriers in different functional areas. However many educational managers have been performing effectively. If training is imparted to educational managers it would go a long way in strengthening the school system.