

CHAPTER I

INTRODUCTION

Schools operate within the accumulated heritage of the society of which it is a part. When the society changes, when its values undergo a revolution, when communication and transportation shrink the world, when mechanization, industrialization and technology make our society more complex it is time for re-exploration and restatement of educational purposes. The new roles and functions of the school must be charted for the future. It appears that this is where we stand in education today. The new education leader must look beyond the school into the society for the creation of a self-fulfilled citizen. (Appleton, 1983).

Rutter, et. al (1979) stated that 'effective school' were characterized by factors as varied as the degree of academic emphasis, teacher action in lessons, the availability of incentives and rewards, good conditions for pupils and the extent to which children are able to take responsibility. Both Rutter et. al (1979) and Mortimore et. al (1988) suggest that effective schools have similar attributes and these studies as well as the HMI reports (HMI, 1977) state the most significant factor has been the effectiveness of the head-teacher.

Schools that make a difference in students learning are led by principals who make a significant and measurable contribution to the effectiveness of staff and the learning

of pupils in their charges (Andrews, 1987; Bossert et al 1982).

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. The head of the institution holds the key to initiation and managing the process of change. Management of education today has become the management of change. School management today is in many ways different from management yesterday and management tomorrow is likely to be different again. Keeping this in view the role of principals assume special significance. In education a particular focus has to be given on the nature and requirements of the principal's role. Principals are in front-line of the battle to create an environment of quality education.

On the principal's ability and skill as a sound and effective educational leader depends the success of a school. Doubtless the school is essentially a co-operative enterprise in which every member small, high or low has a vital role to play, yet the principal, who is entrusted with the responsibility of co-ordinating and integrating the various school programmes, is the key person. What the school is and what it does is determined largely by the intelligence, scholarship, imagination, initiative, personality and social skills of the principal. Everything in the school, the plant, the staff, the curriculum, methods and technique of teaching,

co-curricular activities, human relationships, bear the impress of the personality of the principal of the institution and reflect his leadership. He or she is the administrator of direct-line action having first contact with the parents and the local community. When schools are effective, it is largely because they have effective principals.

It needs to be remembered however that the role of the principal changes with the time and the changing philosophy of education. Therefore, what might make a good principal in a certain era or a certain social set-up, may fail him in a different situation.

Presently, we are faced with an entirely new situation in education where, to survive prosperously, school principals have to emphasize on the dimension of change in learning strategies and educational enterprises. School managers must realize that the only man who is educated is the man who has learned how to learn, the man who has learned how to adapt and change, the man who has realized that no knowledge is secure, and that only the process of seeking knowledge gives a basis for education. It is through the facilitation of learning that school managers may help develop constructive, tentative, changing process answers to some of the deepest complexities which the international students of tomorrow must face and therefore the emphasis on change becomes increasingly important.

However, it has been observed that very rarely principals possess the competencies for the tasks they undertake. School administrators have encountered considerable turmoil in recent times (Simpkins et al. 1978). As governments have increasingly taken a leading role in introducing change, there has been an urgency for school principals to develop new competencies to cope with changing circumstances and new employment challenges. School systems are currently feeling the effects of major organizational restructuring processes with many systems moving from long established centralized administrative approaches to new decentralized, school-centred administrative practices. Although the attempts by government to enhance the quality of public education by radically altering management structures and practices have varied, there appears to be general agreement by management review committees that the provision and delivery of education needs to be a "a much more fluid and responsive process..... (allowing a) greater degree of initiative for those "within the system" (Scot 1990 : 60). There is now a wide spread agreement that the school is an organizational unit most able to improve teaching and student learning (Bates, 1982 - Beare, 1989). We now recognize the difficulties for a wide range of abilities and interests among students and the challenge of providing them with relevant and useable skills to succeed in an increasingly complex society. As a consequence, managerial reforms are increasingly focusing attention on how well future structures

and practices can support and improve schools (Caldwell, 1989 and Macpherson, 1990 : 5). Most restructuring in schools recognizes the importance of staff development, parental involvement, local decision-making and the critical appraisal of resource allocation. The organizational changes have led to a transformation of the roles and responsibilities of school principals. As these leaders face new challenges there is an accompanying need for them to be more responsive and reflective.

System restructuring has also intensified the complexity and intensity of school principals and has placed new demands on school principals whose roles have expanded to encompass new responsibilities in both management and educational leadership. Both responsibilities require new competencies and holistic two level thinking. Research studies that were previously conducted have illustrated that to pilot a ship called 'principalship' is a complex task that needs not only a number of skills but also essential knowledge (Barth, 1980).

Research on change implementation conducted during the 1970s identified the important role principals play in school-improvement efforts (Berman and McLaughlin, 1978; Fullan 1982, Hall, Rutherford and Griffin, 1982). Similarly research on school effectiveness concluded that strong administrative leadership was among those factors within the school that make a difference in student learning (Brookover and Lozotte, 1977, Edmonds 1979, Rutter, Maugham, MorFimores,

Huston and Smith, 1979). Educational policy makers have been similarly inclined to believe that principal leadership is critical to the achievement of students (Murphy, 1990). It is widely accepted that educational change requires leadership (Fullan, 1994). Further more at the school level, principals are generally expected to provide the leadership needed for meaningful sustained change to occur (Crow and Peterson 1994, Howe, 1994).

The tasks that principals are expected to perform vary greatly in importance. Many of these duties are administrative, others may involve momentous consequences both to the school system and to the principals concerned. Hence, their relative importance must be clearly understood and different competencies exhibited. 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 become critically important.

1.1 POLICY RECOMMENDATIONS

Various commissions and committees down the ages have emphasized on the need of training for principals by highlighting their role in the school system. However these reports fail to mention the competency requirements of effective principals.

Secondary Education Commission (1992-53) emphasizing on the importance of principals states "on him the proper working of school ultimately depends. The reputation of school and the position it holds in the society depends in a large measure on the influence that he exercises over his colleagues, his pupil and the general public. He is always responsible for carrying out the policies and programmes of the Dept. of Education and he acts as a liasion between it and the management of the general local community".

The Education Commission (1964-66) mentions that "special training course be organized for Head-masters. They should include short induction course for those who are newly promoted as head masters as well as periodical refresher courses for others".

National Policy on Education (1986) states "A very important role must be assigned to the Head of an Educational Institution, Heads will be specially selected and trained".

According to the perspective paper on Education prepared by the Ramamurthy Committee (1990) to review NPE (1986) "The head of the educational institution shall have significant role to play in the effective management of the schools. The role of the institutional head is a crucial factor in the management. It is in this view of the critical link between institutional managers and institutional efficiency that training of principals have been emphasized." Therefore the evolving role of the principals has been emphasized.

1.2 THE EVOLVING ROLE OF THE PRINCIPAL IN THE CHANGING EDUCATIONAL SCENARIO

The post independent era saw the opening of innumerable schools in order to quench the thirst of the hungry illiterate masses. The most important tasks were the teaching of the three R's and the socialization of children into the then generally accepted values of the society. Curricula and teaching methods changed very slowly and the schools interaction with parents and neighbourhood it served was very limited.

The principal was often the best qualified and experienced teacher on the staff and in some schools he was the only qualified teacher. Apart from teaching he performed a fairly narrow range of administrative and welfare functions; the comparatively stable and unchanging regime of school life made possible for him to carry out all the school's non-teaching tasks himself.

However, in the last two-decades, educational change has been increasingly rapid. School curriculum and teaching methods have been transformed and the school is now more integrated with the community. In general, principals have responded by taking more and more responsibility upon themselves and therefore they require competencies keeping with the needs of the schools today.

It has been widely recognized that most heads are promoted straight from class rooms (Kelsall and Kelsall, 1969).

As things stand, those who assume these duties are in the main, practising teachers who are judged, possibly often on inadequate evidence, to have the experience and capacity to undertake a role in which class-room teaching hardly figures at all.

The heads role is essentially learned 'on the job' and as the internal affairs of the school become more complex and as external links expand, the principal will come under more and more pressure.

The link between schools and the larger society is constantly in flux, but schools are expected to attend to the pace and tones of the world. This is not an easy task in today's complicated world, as educators are called on to deal with broken homes, racial tensions, economic hardships and the like. This requires educational managers to have a world view understanding of the place of schools in society.

In recent years, public interaction and concern about educational matters has steadily intensified and parental interest in education has grown considerably. Schools are now more open to public scrutiny.

Our educational managers need to have a clearer understanding about the impact of change around us. "Change

is not something that happens only to schools. But it is a force educators must learn to manage effectively if they are to recreate schools to meet the needs of the 21st century" (Sparks, 1992).

Schools today are affected by the larger political, economic, social and cultural forces in society. There is a need for educational heads to become much more sensitive to the multicultural communities schools are called upon to serve. School heads must align the school with the needs of the twenty-first century workforce. Beyond that they should keep in mind the global realities as well as the environmental challenges of the 21st century. One challenge is the challenge to the human life world itself and second is educating for mature citizenship (Starrat, 1995).

Major factors have steadily emerged and the impact of these factors can be felt on education today. Some of these factors which are influencing education today have been discussed.

1.3 THE IMPACT OF INDUSTRIALIZATION

Today we find that billions of human-beings in the technology-rich nations, are speeding towards super-industrialism. There has been a revolution in the technological systems of today. Machines are increasingly performing the routine tasks; and requires men who can make critical judgements, who can weave their way through novel environments, who are quick to spot new relationships in the

rapidly changing reality. Tomorrow's individual will have to cope with even more hectic change than we do today. For education the lesson is clear; its prime objective must be to increase the individual's 'cope-ability' (Tofler, 1970). The students of today must learn to make repeated, probabilistic increasingly long range assumptions about the future and so must the teachers and principals of educational institutions. Halbert (1994) states that the positive major trends which influence international education today include 1) man's exploration in moon and space and (2) the explosion of scientific knowledge will continue to increase thereby benefitting all man-kind and negotiations continue to reduce bomb and missile threats. He further states that a number of problems or areas of concern will affect the world community during the 21st century, the impact of our land and water pollution being one of them.

New and complex forces are imposing entirely different demands on the principalship. The social and technological contexts of schools are more complex today (Goldring and Rallis, 1993).

Tofler (1970) states that to create a super-industrial education, we first need to generate successive, alternative images of the future-assumptions about the kinds of jobs, professions and vocations that may be needed twenty to fifty years in the future, assumptions about the kind of family forms and human relationships that will prevail; the kinds of

ethical and moral problems that will rise, the kind of technology that will surround us and the organizational structures with which we must integrate. Therefore it becomes imperative for the principals of educational institutions to possess adequate competencies in order to equip the students with cognitive and affective skills for tomorrow for their survival.

1.4 THE IMPACT OF SOCIOLOGICAL DIMENSIONS

The impact of industrialization, science and technology, mass-media, the rapidly changing ethical and moral values can be felt on our social relationships and family life. The family which had always been known as the 'giant shock absorber' of society, which gave strength and solace to the bruised and battered individual has undergone a drastic change. As the super-industrial revolution unfolds, the 'shock absorber' will come in for some shocks of its own (Tofler, 1970).

The so-called 'nuclear' family of today has emerged with its own set of problems. Neglect of off-springs has given rise to fuvvenile delinquents, school drop-outs, student-unrest and various problems of the youth. A high divorce rate exists in most of the techno-societies and its impact can be felt on the Indian society as well.

Problems related to parents was an important category of administrative problems faced by school principals. It included :

- 1) Parent's indifference in providing guidance to their children.
- 2) Illiterate parents
- 3) Never-ending flow of parents for admission (Bhagia 1981).

Halbert (1994) states that the major positive trends that are influencing international education today include :

- 1) The standard of living within the global community which continues to rise and there is an increase in the employment opportunities.
- 2) Education to all students becomes more accessible thereby increasing the enrolment of students in institutes of higher education. Halbert further states that the important issues which will have an impact on the role of the school managers would include (1) the occurrence of war in certain global communities. (2) Increase in crime and violence. (3) Improper living conditions and lack of nutrition among many of the world's children.

As one examines the problem of global community today, it is very difficult to believe that school managers can allow the educational enterprise to remain static. Major forces, some internal to the school and some external have an impact on the principalship. New and complex forces are imposing entirely different demands on the principalship. Teachers are becoming teacher-leaders and student bodies are

more diverse with a variety of needs. Parents are becoming more vocal and action oriented advocates (Goldring and Rallis, 1993).

Sociological factors are responsible in the present era for the numerous activities of the present day principal which his predecessors did not experience some years ago.

1.5 THE IMPACT OF THE NEW EDUCATIONAL REVOLUTION

It has been extensively felt the organizational structure of our educational system needs to be transformed, its curriculum revolutionized and a more future - focussed orientation should be encouraged. The seeds for change have been sown and the winds of change are sweeping in our schools today, and they are experimenting with innovations in the area of instruction, pedagogy, educational technology, computer assisted education, curriculum, school management etc.

Curriculum specialists are trying to make curriculum need-based and Tofler (1970) states that nothing should be included in a required curriculum unless it can be strongly justified in terms of the future. Today the fixed disciplines and the obsolete curriculum is slowly giving away to a more realistic curriculum which is not divided into air-tight compartments but is based on contemporary human needs.

Harmon (1970) predicting the future of education in the United States predicted that there will be an increase in

(1) the use of flexible modes of instruction, including multigroupings and individualized instruction and also in the range and choice of instructional media like audiovisual aids, programmed materials, computer based devices as well as conventional material. (2) The establishment of co-operative working relationships since the current stress on competition may operate to lower both self-respect and self-expectations. (3) The involvement of staff and students in making educational decisions perhaps in response to a concomitant increase in staff and student militancy. (4) The involvement of 'external' citizen advisory groups in making policies, setting goals and resolving issues. (5) The decentralization of schools districts, particularly in large urban areas.

Therefore, it can be predicted that drastic changes will alter the environment and the principal will need competencies to understand the relationship between the cultural values and the expectations for the school as an institution. Principals and schools cannot escape the challenge of changed circumstances so it becomes imperative that schools have to be restructured and school principals require new competencies. The challenges of school restructuring have been cited as reasons for advocating a move from instructional to transformational forms of leadership (Leithwood, 1992, 1994) specially for those in senior administrative roles such as principals.

It is important to understand that unlike the past, instead of all schools being guided by a single set of goals,

individual schools need to develop multiple and sometimes competing set of goals, within the broad-guidelines of the system. Drucker (1989) refers to the new world view necessitated by the new global order, paradoxical limits and new functions of government and "post business society" which has been superceeded by the knowledge society. In the knowledge society, knowledge is the economy's foundation and its true capital and is what will guarantee any institution a future. Vaill (1989) observes that the rapidly changing social, technological, economical and political scenario makes it impossible for managers to develop long-term plans, stay with fixed organization patterns, and measure institutional effectiveness by the familiar standards.

The leaders of tomorrow's institutions will have to live with the tension, contradictions, ambiguities and unpredictability of prepetual turbulence. The whole view of change has changed. No longer is change viewed as a time of turmoil and inventiveness between long periods of stability and predictability (Fullan, 1993). Change is seen now as the only thing that is predictable, with this new definition of the status quo, Senge (1990) reminds us that for organizations to remain effective in the turmoil of rapidly fluctuating expectations and demand, they must be learning organizations. They must constantly nurture learning about new developments in their environment, study how to improve their technology and their service and reflect on the nature of what their members believe they are supposed to be doing

and to what purpose. Senge (1990) calls our attention to a role of leadership necessary for any self-renewing organization and what is the role of teacher. This role of leadership requires principals to know their level of competencies and require new ones.

1.6 THE SEARCH FOR COMPETENCIES

During the 1970s the search for management competencies began. Competency, as applied to sub-related behaviour was the term first used by Boyatzis (1982) for the American Management Association. The AMA (1970) was a forum where the ideas of leading American companies could be shared and they launched a project, based on observation and analysis of 1800 management jobs to discover generic competencies. These were then assembled into the AMA managerial competency model then organizations began to recognize the benefits of competence - based approaches to development in training and human resource management (Boam and Sparrow 1992).

Within the sphere of management, the Management Charter Initiative was given the responsibility of devising a set of generic standards or competence statements for managers and after extensive piloting these were first published in 1990. Two sets of generic standards were produced - 'Management I' aimed at individuals taking up their first management position, 'Management II' for middle managers (Day, 1990; MCI 1990).

A series of Commonwealth reports endorsed competency - based models as a way of better aligning the needs of education and of reskilling the Australian work-force.

The concept of 'competencies' is also used increasingly in European discussions of vocational training as the Western countries are conscious that they operate in an increasingly competitive economic environment. A key component of Clinton administration's education and training policy is to develop national standards for school pupil's learning, and also establish a National Skills Standards Board to promote the development and adoption of occupational standard to ensure that American workers are among best trained in the world (US Department of Education and Labor 1993). The aim is increased participation and higher attainment in higher education and hence an improved skills base; as they have 'a key role to play in building a world-class work force' (HMSO, 1993).

Within education, although competence - based approaches are still far from common, there is a growing body of literature on their uses and potential. There are however a variety of approaches to competencies and its definition currently in use; for example, those associated with assessment centres (e.g. Ewers, 1991; Green 1991); behavioural events and high performers (e.g. Robinson, 1991) and profiling (e.g. Cooper 1992, Quinlan, 1991).

Concern for the capabilities of school principals has persisted in various forms since the 1950s at least, when the

Kellogg Foundation Year made large grants to various universities to promote both in-service training and improved graduate preparation. The University Council on Educational Administration devoted much of its energies in the sixties to studies and proposals for improving the principalship. The emphasis on performance competency "programming" for school administrators continued to gain much attention into the 1970s (Craigmile and Kerr 1974; Culbertson et al., 1974, Hilston 1970; Wochner 1976). Renewed interest in the assessment of principal performance was generated by the Assessment Center Project of the National Association of secondary school principals (Hersey 1977). Here, Assessors evaluate participants on twelve skills dimensions problem analysis, judgement, organizational ability, decisiveness, leadership, sensitivity, stress tolerance, oral communication, written communication range of interest, personal motivation and educational values. However the 1980s also produced a dramatic shift in focus from detailing the assessing specific competencies to general "characteristics of principals in effective schools" (Ubben and Hughes 1987,).

1.7 COMPETENCIES DEFINED

Competencies are a combination of attitudes knowledge and skills.

Competencies are descriptions of performances anticipated. Competencies when specified as performances in realistic, task-relevant situations, assist in focussing on

behaviour. Competency statements define the behaviours associated with performances desired and also describe the on the job context within which such behaviours need to be manifest, expectations for performance become clear (Harris and Monk, 1992).

If the description of performance matches the actual, demonstrated, observable performance, no problem exists. Often competencies are not identical with actual performance. In fact we have to describe competencies in the absence of a specific-performer. Competencies are efforts to describe, what is expected, hoped for, desired, anticipated, recruited, being trained for and so on. Job analysis techniques identify tasks but competencies make performance explicit (Harris and Monk, 1992).

Competency means that an administrator has the knowledge and skills necessary to manage the people and resources, (What people need to fulfill their responsibilities) to attain a desired out-come. Having good intentions and being a successful teacher do not necessarily make an individual a competent administrator (Rebora, 1985).

Competency is defined as an underlying characteristic of a manager causally related to superior performance on the job (Boyatzis, 1982).

Competency is the ability to perform the activities within an occupation or function to the standards expected in employment (Training Agency, 1989). It is a wide concept

which embodies the ability to transfer skills and knowledge to new situations within the occupational area (BTEC, 1990).

1.8 COMPETENCIES VERSUS SKILLS

For Constable (1988) competencies are the effective performance of skills. However during the past decade or so, management development programmes have moved away from skills training and have focused instead on the development of competencies. Skill is the task - related behaviour that can be acquired through learning and improved with practice and help (Dale, 1993).

In simplest terms skills are specific, situational and probably account for a small segment of the 1700 hour per year (average) that supervisors and managers spend at work. In contrast, competencies are generic and account for a significant part of one's day.

The Table below compares the two :

SKILLS	COMPETENCIES
1) How to do it procedures and techniques with emphasis on skills.	1) Combination of knowledge attitude and skills taught as an integrated whole.
2) Specific to certain types of situation.	2) Generic and broader applicability.
3) Often taught without background, theory or understanding.	3) Foundation for building of skills.

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| <p>4) Low transfer to situations different from those dealt with during training.</p> <p>5) Prepares an individual for a given task or procedure or job. e.g. behaviour modelling.</p> | <p>4) Higher transfer of training from work-shop to work-place due to universal nature of competence.</p> <p>5) Prepare an individual for many tasks, jobs and for a life. e.g. behaviour modification.</p> |
|--|---|

1.9 COMPETENCY TYPES

Competencies are broadly of two types :

Generic or Common Competencies

The Mayer Committee's work in Australia is on the development of work-related generic competencies. Competency is about what people can do. Generic competency means a broad cluster of abilities or attributes. Work-related generic competencies are abilities or attributes used in the work-place.

The Mayer Committee assumes that there are certain universal attributes/abilities formed in education that are useful across all work-places e.g. setting a goal for the school is a generic competency because job competencies are underlying characteristics they can be said to be generic. A generic characteristics may be apparent in many forms of behaviour or a wide variety of different actions. Baldwin (1958) explained that when a person perform's an act (i.e. demonstrates a specific behaviour) which has result or

several results (i.e. outcomes) it is also expression of a characteristics or of several characteristics. The action or specific behaviour is the manifestation of a competency in the context of the demands and requirements of a specific job and particular organizational environment.

Specialized Competencies

Specialized competencies are related to specific situations into which individuals go, the specific job requirements, expectations and job-title. For e.g. knowing Gujarati for a principal of a particular area would come under specialized competency. Specialized competencies tend to get ignored by Training institutions as they seldom know the specific situations into which individuals go.

1.10 CLASSIFICATION OF COMPETENCIES

Cognitive competencies : This defines knowledge and intelligence skills and abilities that are expected of a learner. They are context-based and help enlarge the sphere of activities.

Affective Competencies : They define the expected attitudes and values and tend to resist specificity. These competencies are expressed in terms of behaviour rather than by precept.

Consequence based competencies : To demonstrate this competency a person is required to bring a change in others. The level of success is not measured by what one knows or performs but what he can accomplish. e.g. the achievement of pupils is a standard measure of consequence based competency.

Exploratory Competencies : The activities provide opportunities to students to learn, but specific nature of outcome cannot be desired. They are referred to as experience objective or expressive objectives. The specific outcomes are yet to be explicated.

Performance based competencies : Instead of mere knowledge the individual demonstrates that he/she can perform some activity rather than being simply aware of facts. Performance based competencies are skill-based and overt-action oriented.

Employment Related Key Competencies : Applied to principals, competency means the right way of conveying units of knowledge, application and skills to the students. The right way includes knowledge contents as well as the processes, methods and means of conveying them in an interesting way, involving the activities of students.

Employment related key competencies are competencies which are essential for effective participation in work. They focus on the capacity to apply knowledge and skills in an integrated way in work-situations. The key competencies are generic in that they apply to work generally rather than being specific to work in particular occupations or industries. This characteristic means that the competencies are not only essential for effective participation in work but are also essential for effective participation in other social settings (Marginson, 1992).

A job competency is "an underlying characteristic of a person which results in effect of superior performance in a job" (Klemp 1980). A job competency is an underlying characteristic of a person in that it may be a motive, trait, skill, aspect of ones self-image or social role, or a body of knowledge which he or she uses. The existence and possession of these characteristics may or may not be known to the person. In this sense the characteristics may be unconscious aspects of the person (i.e. he or she is not aware of or is unable to articulate or describe them).

To define a competency, we must determine what the actions were and their place on a system and sequence of behaviour and what the results or effects were and what the intent or meaning of the actions and result were.

It is through such a definition that the concept of a job competency represents an ability. A person's set of competencies reflect his or her capability. They are describing what he or she can do, not necessarily what he or she does, nor does all the time regardless of the situation and setting.

Competencies are characteristics that are causally related to effective and/or superior performance in a job. This means there is evidence that indicates that possession of the characteristics preceedes and leads to effective and/or superior performance in that job. In addition to a theoretical prediction as to the causal relationships between

a characteristic as an independent variable and job performance as a dependable variable should exist.

1.11 HISTORICAL BACKGROUND OF COMPETENCE

At the outset it is to be recognized that 'Competence' is essentially nothing more than an improved modern term applied to a very ancient human value. From the beginning of recorded history, and logically even before that time man has always been interested in the 'right' way of doing, the competent way. The right way to perform a job, to live and work in association and co-operation with others these are but a few examples. As soon as it is recognized that there are behaviours which represent different levels of excellence the search for quality (i.e. competent) behaviour is given great impetus.

From earlier times the notion of competence has been inextricably interwoven with ideas concerning what constitutes proper and high quality behaviour. Persons displaying such behaviour were accorded positions of leadership and power. The tribal chieftain became chief because of his competence in those activities considered important to the members of the tribe. He was the best man of the group. Later with the development of a wider scope of activities it was recognized that a person might possess great competence in a limited area of work. Then came the division of labour with groups with their specialized tasks.

1.12 COMPETENCE DEFINED

The Oxford Dictionary of Current English describes the word competent "adequately qualified or capable or effective'. Competence can be regarded as the demonstrated capacity to perform in ways that are regarded as satisfactory. As such this term refers to actual performance at a measured level of quality. Competence exists within an individual person. As the capability to perform, it refers to actual patterns of behaviour that are observable at least under certain conditions and at certain times (Harris, Monk, McIntyre, Long 1992). Assessing competence calls for attention to a specific individual and the demonstration of a performance capability.

'English Competence' means someone who is capable, or adequately qualified or effective (Dale, 1993).

With a standard-based approach competence is defined as the ability to perform work-activities to the standards or expectations required in employees. Standards are expressed as out-comes and provide behaviours or specifications against which competent performance can be assessed. Performance criteria define explicitly what is expected of effective performance in work (Mitchell, 1991). Occupational standards have formed the foundation of the emerging government funded, national system of vocational qualifications (Fletcher, 1991; Jessop, 1990).

Competence is a desired quality of job performance. An individual who will produce work that is up to a desired or required standard will achieve a certain quality of work in the performance of his duties.

Competence can also be defined as a patterned behaviour - a pattern of general action which tends by and large to repeat itself as similar situations arise. Habits knowledge, principles and theories are important but not unless they are integrated into the pattern of behaviour. In other words it is a desired quality of job performance. Competence does not result from possession of great amount of knowledge. It must become functionally operative and the knowledge must be integrated into a pattern of behaviour to serve a useful purpose.

Competence is not so much to be determined by a single and discrete act as is to be identified in a summation of behavioural incidents. As a person goes about the business of living, working and playing, his competence is judged by himself and others. There is no such thing as competence in the present tense. Real evaluations of behaviour are possible only after an act has taken place and its consequences have been revealed. Future estimates of competence can be projected from past behaviour, but they remain estimates until actually demonstrated.

1.13 COMPETENCE VERSUS COMPETENCIES

Therefore the term competence really means competent human behaviour; competent human behaviour is nothing more or less than quality behaviour and the quality of behaviour is to be found in the dynamic pattern of performance. Therefore we may logically identify competence with a pattern of quality behaviour that is competence is a quality of behaviour and the quality of behaviour is to be found in the pattern of behaviour. So competence has been described in terms of behaviour pattern which will produce the required quality of performance needed for a particular job. In the light of modern knowledge competence refers to a specific task performance. A person does not act with the same degree of competence in all things he does. During a day's activities, he will be competent, partially competent and incompetent several times.

It is evident that competencies are description of performances desired, or hoped for. So competencies may be stated even when competence does not exist among the staff. Competence for which no competency is stated may exist. Competencies refer to individuals but competence is observed in individuals. These two terms are related but differ in meaning and numerous ways (Sternberg and Kolligian, 1990).

1.14 THE ROLE OF THE PRINCIPAL AS AN EFFECTIVE EDUCATIONAL MANAGER IN DIFFERENT FUNCTIONAL AREAS

School principals can be compared to the captain of a ship. Captain of ships are essentially managers. The captain of the ship is the leader of a team of highly trained professionals whose welfare is one of his main concerns. The prime function of the captain is however to take the ship somewhere. In a fast, changing world, one of the prime functions of the principal is to take the school somewhere. Schools which do not change are not stable, they are stagnant. The head has to consult with, and above all, listen to his colleagues, once the course has been set, however the head like the captain of the ship assumes responsibility for all that takes place.

In rapidly changing times, effective managers and professionals in all walks of life need to be skilled in the act of "reading the situations that they are attempting to organize and manage" (Morgan, 1986). He also argued that they must have a capacity to remain open and flexible.

A school that is truly changing needs a principal who can articulate a vision, provide direction, facilitate those who are working for the change, coordinate the different groups, and balance the various forces impacting schools today. Effective principals are such leaders. An effective principal must be much more than "keeper of the vision". She must foster a faculty capable of marshalling itself to keep

the vision and to go forward as a governance system (Cushman, 1992).

The role of the principal has become one of the most demanding in terms of time and responsibilities and the principal must remember that whereas direct implementation of the programme may be delegated to others, it is he who is ultimately responsible for the success or failure of both instructional and staff improvement (Lloyd, Trup et al. 1967).

Analysis of the school as a work setting by Greenfield (1991) suggests that five interrelated types of role demands characterized the principal's world of work : they include managerial, instructional, political, social and moral aspects. According to Greenfield (1987) these five dimensions are constitutive of the character of the principals world of work; they might be attended ineffectively, or only to a limited degree but they cannot be ignored. The four main roles of a principal within the school include school management, instructional supervision, school-community relationships and school-ministry communication (Chapman and Buchfield, 1994), this role also includes categories like management of staff, external relations, managing boarding, pupil control and discipline and any other business which is taken to include curriculum matters (Dadey and Harber, 1991).

PUPIL DEVELOPMENT

Students are comprised of four interacting "selves" an intellectual self (inquiring mind in need of systematic development); a physical self (a developing body); an emotional self (a psychological dimension); and a social self (a need to be encultured and to be accepted by groups of interacting humans). All of these selves come to school with the students and affect individual growth. Thus there has to be developed in a school system a variety of services designed to facilitate an integrated approach to the education of young people. Here the principals role becomes crucial.

The change in student attitude from passive acceptance to active involvement in decisions concerning their educational growth has altered considerably the traditional role of the principal vis-a-vis the students. The principal has to initiate changes in the organization to meet the different student and community needs, and learning opportunities have to be provided. The inclusion of additional learning opportunities within the total school programme is generally accepted and in many communities is enthusiastically supported (Downey, Seager, Slagle et al. 1960).

The primary aim of co-curricular activities is to develop interests, capitalize on existing talents and to reinforce the instructional programme. The student's greatest

satisfaction with the school results from experiences outside the traditional curriculum i.e. athletics, clubs and student interest groups (Harris, 1969, Willis and Halpern, 1970).

Students, typically desire a principal who is visibly available for consultation, interpretation, and explanation of school policy as well as for giving friendly advice rather than a strict disciplinarian.

Student participation in decision-making concerns not only the content of decisions to be made but also the type or extent of involvement. Regarding the content of decisions, students, particularly desire additional involvement in decisions having to do with improvement of the educational programme as well as improvement of staff and student personnel services. In many schools it has been seen that one of the important decision-making bodies is the student Government or the student council. However many of these student council have not been able to bring about change. Some insist that to change student government and make it a viable means of student involvement we ought first to renounce student councils for "the hoaxes they are" (Chesler 1970). Like any other group in the society with political demands, students who lack appropriate institutional structures for effective participation will become alienated (Meyer and Rubinson 1972). If the principal hopes to maximize the potential of student government, he must encourage its active participation in the identification and solution of significant school problems.

The guidance programme is central to the effectiveness of the school as a social system and to the efficiency of the student as an individual. The basic purpose of the guidance programme is to increase the students feeling of satisfaction both in present and projected life situations. In larger schools the guidance and counseling services are provided by specialists but in smaller secondary schools the principal may have to assume guidance and counselling duties. In all cases the principal must give leadership in co-ordinating the inputs of all who play integral parts in the guidance of students.

The principal plays an integral role in student discipline. The school philosophy, its value orientations have an impact on the student discipline. The principal has to treat discipline problems expeditiously and fairly. Well defined written policies dealing with discipline problems can be of considerable value. Thus, the principal has to make efforts to develop in a school-system a variety of services designed to facilitate an integrated approach to the education of young people.

PERSONNEL MANAGEMENT

The role of principals in providing leadership to professional staff has changed drastically during recent years. As schools have become larger, the opportunities for the principal and the teachers to interact have become less

frequent and interpersonal relationships have become more formalized, professional negotiations also have altered substantially the traditional, power relationship in the bureaucratic structure of the school (Timothy et al., 1966).

These factors together with a more demanding requirements and improved teacher training programmes / have generated a feeling of autonomy and self-reliance among teachers. This emerging professionalism of teachers holds numerous implications for the leadership role of the principal.

Role theory which is concerned with the effectiveness and efficiency of each staff-member offers a particularly productive perspective for viewing the principals' functions in orchestrating the complementary components of a well-planned staff-personnel programme. As the instructional improvement and staff development are intimately entwined, again we are concerned less with maintenance activities than with leadership activities of the principal in this domain. These activities may be grouped under the following five functions (Lipham and Hoeh, 1974) :

- (1) The identification of new staff-members whose personal values are in congruence with community values and school objectives.
- (2) The orientation of new staff-members conducting activities that clarify the major institutional role demands.

- (3) The assignment of staff-ensuring maximum compatibility between role demands and individual needs.
- (4) The staff improvement programmes.
- (5) The evaluation of staff to assess their performance in accordance with role-expectations.

The principal, is ultimately accountable for organizational effectiveness and individual efficiency. To implement a systematic method of class-room observation constituting the nucleus of the staff-improvement programme, the principal must have sufficient time and assistance at his disposal (Lipham and Hoeh, 1974). Of central importance is the leader's role of motivating teachers. A leader needs "to ensure that teachers have the resource and learning opportunities they need, and create conditions within school that allow students and teachers to use their motivation and capabilities to be productive learners and managers" (Hawley, 1989).

It is the principal who co-ordinates school tasks and creates the necessary conditions to enable teachers and students to succeed (Kelly 1980). As Rallis (1988) reminds us that it is the principal who must see the larger school picture and keep the whole machine greased and in total working order. This skill requires important knowledge in the areas of team-building, group decision-making, co-ordination and control mechanisms and performance appraisal. The role of the principal-in-charge is to "balance efforts to empower others with maintenance of a leadership presence"

(Prestine, 1991). The principal draws the members of the school organisation together to build a culture within which they define and pursue their mutual goal (Rallis, 1990).

SCHOOL COMMUNITY INTERFACE

The notion that schools belong to the people has long been accepted. However, the citizens in many communities are abysmally ignorant of the operation and the programme of the school. Carr (1969) discovered that the principal's role and responsibilities in this functional area traditionally have been "assumed rather than defined". There are new configurations today which include teacher-leaders, parent advocates, expanded communities and services, diverse student bodies and external regulations. Public school principals are being called on to be more responsive to their parental clientele (Epstein and Connors, 1992). Jinning's (1969) findings lead him to suggest that the lack of understanding of school issues is constant for all socio-economic strata. The principals should involve themselves in the community. Frequently it is urged that principal maintain a high profile - that he be a joiner and assume an active leadership role in many community organizations and activities. This is because of the strong assertion that educational organizations are interconnected with their environments (Meyer and Rowan, 1977). The principals as boundary - spanning incumbents link the internal functioning of the schools with their environments (Thomson, 1967). Lipham (1960) revealed in his

research that there are desirable upper and lower limits to such participation if the principal would be effective. One trend emerges from the research that maintains parental participation is an important component of the effective school (Clark, Lotto and McCarthy, 1980). The principal is frequently called on to represent the viewpoint of schools concerning multitude of issues and problems. The effective principal must clearly and accurately communicate values, views and expectations, since openness of communication is a significant element in the development of mutual understanding (Lipham 1960). It was found that parents were extremely interested in their children's schools and wanted a variety of information grouped around curriculum, methods of teaching, school services, the details of school operation, the teacher and other relationships in the school (Stout and Langdon 1957). The principals incharge guide their schools using environmental management strategies, because only those schools that adapt sufficiently to their new environment will flourish in the new circumstances created by a changing context (Goldring, 1986). Effective principals build bridges between the school and the surrounding world and then bear the school's flag across those bridges.

Crowson and Porter-Gehrie (1980) describe the need for the principal in a large urban city to cope with parental demands. "The school does not exist in a void" (Cunningham, 1990). He also has to project a positive institutional image.

Gerard (1990) refers to creation of a positive image and its ramifications for the class room, for teacher morale, and for job satisfaction and enhancing the functioning of the school and community support, thereby leading to improvements in student learning. This requires a principal to resort to strategic planning by involving stakeholders, identifying strengths and weaknesses and available resources.

The possibility of tapping the expertise in the community and within the staff has led to a better collaboration resulting in efficient and effective utilisation of available resources while building a true partnership.

Studies of effective managers in the business community indicate they spend their time on two key activities : setting an agenda for their organization and building networks to implement this agenda (Kutter 1982). Others refer to this as vision. Beyond having vision, principals must facilitate the implementation of such vision, in which school community partnership place an important part.

Many observers of the age of restructuring have indicated that principals must begin to take on a new role, that of entrepreneur (Crow, 1991; Kerchnee, 1990; Slater and Doig, 1988). Guthrie (1990) has labeled it enterprising. This aspect of the principal's role includes such responsibilities as defining programmes and mission for the organization and explicitly explaining and publicizing this mission to

external constituencies, developing and nourishing external support for the school's mission, mobilizing resources and bridging the gap between internal and external needs and interests.

The stronger is the school council and parent and teacher involvement in the school, the stronger will be the school community. It will mean that people will feel that they know what is going on, so they will volunteer for a variety of practical things like canteen, fund raising, etc. more readily. The school council means a better informed, more co-operative school community.

Caldwell (1990) maintains that managing the school with an eye to the external context is crucial for principals. He has to take account of the general environment for education in the country at all levels before formulating policies and establishing priorities.

FINANCIAL MANAGEMENT

In the emerging era of accountability, the leadership required in planning, programming, budgeting, monitoring and evaluating financial and physical resources represents a dynamic and demanding aspect of the principalship. In fact it has been increasingly realized that if a resource management system is to become viable in the field of education, it must work at the individual school level. Hence it is the principal who is responsible for orchestrating the material inputs with the human inputs to the schools, for monitoring

programme progress and implementation, and for evaluating educational outcomes in programmatic terms. Financial management encompasses those jobs that relate to the efficient and effective handling of finances and material within the school. Lipham and Hoeh (1974) state that there exists a relationship between the stages of resource management to the other stages in the administrative process. The stages in this systems views include 1) Manning 2) Programming 3) Budgeting and 4) Evaluating.

The role of the principal in fiscal planning and management is crucial. Leading a staff in creative, for-sighted budget development requires well-hored human relations skills, intimate knowledge of curriculum needs, skill in systematic planning, and a good understanding of the fiscal realities of the school as a whole. At the individual school level, principals have the responsibility for administering sizeable financial resources - resources which come from DEO's office and smaller sums which come from places such as PTA's, Fun Fairs, plays etc. Budgeting and managing financial resources is a major responsibility accruing to most secondary principals, even through the District Education Office has the overall responsibility for the legal distribution and accounting of money.

The degree of autonomy that the secondary principal has with respect to the final operation of the school will vary from school to school. In some systems, virtually all school

financial decision-making is made by the school Management Trust. In other systems, the principal has wide latitude in the construction of budget and the expenditure of funds for personnel, operations and capital outlay. Webster (1972) has cautioned that the building principal who would fulfill the requirements of the two-way street of accountability must have the autonomy to make decisions in implementing learning programmes; he needs to decide day-to-day changes in programme design, and he needs enough latitude to make local financial decisions affecting the immediate implementation of programme changes.

Stoner and Freeman (1992) emphasizing the different types of control required for the effective running of an organization have expressed that financial controls have a special programme since money is easy to measure and tally. Everard and Morris (1990) are of the opinion that effective managers of resources will constantly be asking two questions firstly looking at the present and past, is he making effective use of the resources available to him and secondly looking at the future, what is the most cost-effective way of achieving his goals. For good financial management it is necessary to invest the limited financial resources in such a manner so as to maximize the benefit to the school. For this there should be a long term planning educationally and financially, with close coordination between the two.

We find that although the teacher's may be quite well informed about resource allocation, individual teachers may

not be involved. This is unfortunate because those processes affect each teacher directly. Hence the principal must take steps to inform and involve the total staff, permitting a better understanding of planning programming, budgeting and evaluating.

CURRICULUM IMPLEMENTATION AND MANAGEMENT OF INSTRUCTION

The major function of the school manager is the concern for the developmental growth of students. There is a need for a substantial revision in education today if the developmental growth of today's youth are to be met for the 21st century.

Almost everyone agrees that the principal should be the "instructional leader" of the school. But what does this mean? We should distinguish between the administration of the instructional programme which implies maintenance activities and the improvement of the instructional programme which connote leadership activities - that the existing educational programme will be altered or changed (Lipham, 1964).

The concern here is less with instructional maintenance and more with instructional improvement. The principal is the one who is responsible for implementing and evaluating changes in the instructional programme of the school. The principal as a scholar must provide the linkage between the knowledge produced in the university and the knowledge utilized in the elementary and secondary class rooms. In

addition to serving as a synthesizer and communicator of knowledge, the principal should also encourage the staff for innovations and experimentation.

To succeed in facilitating and integrating teaching and learning processes in schools, principals must have wide spread knowledge about numerous approaches to teaching and learning (Caldwell 1990; Hallinger, Murphy, Weil, Mesa and Mitman, 1983).

Effective principals have to ensure that "schools be fit for pupils than the pupils be fit for the schools" (Miller, Madden and et al 1972).

One of the primary responsibilities of school managers is to provide a flexible educational programme for the new kind of citizen who require a new kind of education. The curriculum should be based more upon process and less upon content. Processes such as problem-solving, discovery, experimentation and evaluation need to be transmitted to the student. If the student is capable of handling these types of processes, then he will be able to gain the knowledge he needs, when he needs it, for a particular task (Halbert, 1983).

Technology also has important implications for principal as leaders and managers. "The link between leadership and the work of teaching depends upon the management of one resource : information" (Rhodes, 1988). The rapidly changing job-market requires changes in the ways

students are prepared. Students need to know how to interact with technology. The electronic class room is just one essential aspect of meeting these demands and pressures. Other changes include teaching foreign languages, promoting interdisciplinary programmes and developing multiple-career preparation (Cromer, 1984).

Student's participation in decision-making in schools has a positive impact on the effectiveness of school programmes. However research on the decision-making structure of the schools reveal that of all the important reference groups within the school, the students are the least involved in the making of way or educational decisions (Eye et al, 1966). The principal should recognize that the demand of students for significant involvement in the educational decision-making process are a natural outgrowth of their basic value orientation rather than a phenomenon to be described or denied.

A review of the literature reveals that their demands focus on decisions concerning the following (1) improvement in the formulation of rules and policies that affect them (2) Involvement in the adoption, revision and improvement of the instructional programme (3) Involvement in the evaluation and improvement of the professional staff (4) Involvement in the planning and implementation of the co-curricular programme. It is imperative that effective principals work for curriculum and instructional improvements.

SCHOOL-PLANT AND INFRASTRUCTURE

"To serve its function well and to meet the educational expectancies of its students and the community, to be truly great, the school building must be more than a container for educational programme", declared the commission on Buildings of the American Association of school Administrators (1967). The commission further stressed that the school building should not be only a functional servant of the educational programme but also a friendly, attractive and stimulating place - imparting a feeling of security and a sense of pride to all whom it serves. The principal's role in achieving this ideal includes leadership activities in planning and maintaining the school plant.

Planning for school buildings is a complex time-consuming process that begins with the conduct of a school survey. Castalds (1969) has categorized surveys according to studies of the community and pupil population trends, financial and educational resources, the educational programme itself, and the quality of existing school buildings. The planning for educational facilities is a task of great magnitude and a systematic means for implementing the building programme require the involvement of many people (Taylor and McIssac, 1964). These educational facilities may include the library, laboratory and sports facilities. The effective and economic use of equipments, supplies and materials by the staff members are emphasized. McEnroe (1969)

discovered that whereas many milestones at the district level are clearly understood, those at the individual school level which involve the principal and teachers in the school plant planning process - are much less clearly understood and less appropriately implemented.

The principal is responsible for maintaining a safe and healthy school environment. A well planned, well constructed and easily serviceable building will reduce the number of subsequent building maintenance problems. In short, "Contrary to public opinion, a good school is cheaper in the longer run than a bad one" (Gores, 1970).

SCHOOL-CLIMATE AND SCHOOL IMPROVEMENT

It is beyond doubt that the organizational or school climate can effect to a large extent the success of new school programmes. Climate can be used as a strategy to ensure the success of a new programme. The school climate is the inner spring of motivation for school principals and school teachers. According to Sarson (1967) organizational climate is a concept which embraces the milieu of personalities, principals and teachers interacting within the sociological and psychological frame-work of an institution. Schools can be placed on a climate continuum with open climate at one extreme and the closed climate at the other extreme. It is the openness of climate which would help the transformation process or closeness of climate which would delay or damage this process.

The co-operative efforts of the personnel working within the organization, its unifying impact without any conflicts contribute to its climate. Effective communication on the part of the personnel and the leader, personal willingness of the personnel to maintain the unity and continuity of the organizational purposes are other factors which contribute to the climate of the organizations (Barnard 1938).

There are many factors associated with an organization such as its goals, policy, input-output ratio, the prescribed procedures of operation, the rules of conduct and discipline etc. that create an environment in which the group members react; the accumulated effects of this on-going interaction result in the creation of organizational climate (Cornell, 1955).

The variables like sex, age, academic and professional qualifications, teaching experience, in-service training of teachers and material inputs like school plant, instructional materials and aids etc. also have an impact on the climate. They are reflected in the interaction process that goes on in the school and the relationship that occurs within the school community.

The climate or culture of the school is deeply linked with school improvement. The school climate affects school improvement and the changes which take place in school have to fit and adapt the organization's climate. School

improvement is defined as a systematic, sustained effort aimed at change in learning conditions and other related internal conditions in one or more schools, with the ultimate aim of accomplishing educational goals more effectively (Van Velzen et al, 1985). Hargreaves and Hopkins (1993) envisage the school at the centre of change and state that curriculum priorities be linked to managerial change and would like to see schools operating within a supportive environment.

Fullan (1988) commented that without a direct and primary focus on changes in organizational factors it is unlikely that single innovation, and specific projects will have much of a reform impact, whatever reform impact there is will be short-lived. School improvement efforts should not ignore these deeper organizational conditions. We can say that strategies for school improvement are only successful to the extent they satisfactorily address the complexities of school culture.

ADMINISTRATIVE METHODS AND PROCEDURES

The success of every school depends on the way it is managed. The principal who is the educational manager does not act on his own authority, but rather carried out his assignments within the context of laws, regulations, administrative instructions and directives originating from the government, which as the representative of the people, has the original authority to determine the type of education a country should provide to its citizens. The different types

of laws, regulations and instructions within the context of which the school is run are education acts or ordinances, by-laws on education, legislative, administrative instructions and directives. These laws and regulation are operationalized through policy guidelines which issue from the Ministry of Education at the state-level, District Education Office at the District level. It is these laws enacted by the government which constitute the legal basis for school governance.

Some of the ways in which school structure and programmes have been determined by state government by laws and policies include, the content and selection of subjects taught at each level, the minimum qualifications of teachers, the nature and level of school funding, the opening of new classes, board exam procedure. Recruitment and termination procedure admission criteria posting and promotion of teachers, inspection of schools, budget allocation and control.

1.15 RATIONALE OF THE PRESENT STUDY

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. For private-unaided schools the major source of funds

is parents. Therefore, if the schools want to have a quality teaching-learning process they ought to ensure higher standards of efficiency and effectiveness. Over time, along 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 can be mentioned, it needs to undergo a significant change if they have to meet the challenges of the twenty-first century. The changing social scenario all over the world which includes socio-economic, technological and political changes have affected student psychology. 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. The skills in being an effective change-leader is the core of management competencies needed for the twenty first century (Bennet, Glatter, Leavacic, 1994).

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).

Given the complexity of schooling and the unclear and turbulent policy environment in most countries, it is necessary to pay attention to the special character of the schools as an organizational type and correspondingly to the

particular challenges and constraints that differentiate the work of principals from that of leaders in other organizational settings (Vanden, Berghe, 1995).

Faced with the plethora of changing demands managers have to balance the twin demands of implementing change and providing 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. In order to cope with this change, a manager has to be effective and his effectiveness is influenced by competencies and by qualities. Like any organization they need to be adaptive (Toffler, 1985) flexible (Turner 1983, McCoy 1987) innovative (Getters 1988) and responsive (Theoclossin 1989, Saunder 1989).

Schools and education authorities have become increasingly aware of the need to be effective. This is partly due to the pressures of accountability brought about by government at the national, state and local government levels and the parents, and by the economic downturn and resulting reduced resource allocations. At the same time a realization of the importance of the issue has grown as school heads and staff have sought to increase effectiveness in the school setting as a part of the development of professionalism.

The public call for accountability in public education, as in other public services, is often credited with fostering the recent strong interest in competency specification. In fact 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 and less to rituals and superficial image-building activities associated with more primitive specialities.

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. Katz (1955) called attention to the need for a competency - based view, indicating that when we concentrate on performance or "what a man accomplish's we must become concerned with the kinds of skills that administrators exhibit in performing their job. Weighing the complexities of the roles and the enormous pressures on schools today the principal must be strong and 'in charge'.

Competencies need to be developed to promote the professional development of principals. To provide the evidence needed to determine merit salary increases. To provide information for use in making decisions about

advancement within the district. To ensure uniform practices among principals in the district. To provide evidence needed to remove incompetent principals. To improve student performance. To provide accountability (Duke and Stiggins, 1985).

It becomes essential to measure the level of competencies of principals. Though the appointing authorities normally do exercise proper care in the selection of the Head-master who would make a success of his job, yet 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 Head-master. These two jobs do not require identical skills. 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. A person may be a very successful Head master in one school system, yet he may find it hard to adjust in a new system.

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. The principals have been found to be non-progressive individuals whose chief qualification was long experience in teaching. Education managers in India, even to this day are promoted to the part of principals according to their expertise as a teacher. This outdated approach to promotion leaves them virtually without any prior knowledge or skills necessary to manage their

institutions effectively. 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 strength 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 the 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 principal's competencies in eight functional areas. The major competencies in these functional areas have been studied. 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. This was with a view to present details regarding their functioning in the actual job-setting.

Thus, this study was planned, the methodological details of which is mentioned in chapter three.

1.16 THE PRESENT STUDY

The present study has been conducted in two phases. In the initial phase a survey has been carried out to arrive at the case studies. These case-studies have been conducted and presented in the form of profiles of four effective principals of secondary schools of Baroda city. This research study assumes school principals as educational managers, who perform the functions of academics and administration at the apex position at the school level. It is an attempt to investigate in depth the principals and the competencies they exhibit in the organizational context while managing schools. The analysis of managerial competencies of school-principals was done by using a "Managerial Effectiveness Scale" developed by the investigator. This kind of investigation provides a deeper insight into the managerial competencies possessed by principals in the light of the school situations they are placed in. It would give an opportunity to school principals to introspect and make a self analysis of the

competencies they possess and exhibit in their respective school situations on the basis of the result of the study. This experience of school principals may serve as an eye-opener to all the principals functioning in the whole of Baroda city.

The researcher conducted the study during the month of October'96-January'1997 (First Phase) and November'97 to April'98 (Second Phase). Thus the data presented in this study is upto date and meaningful for understanding the importance of managerial competencies of principals functioning as educational managers.

1.17 STATEMENT OF THE PROBLEM

A STUDY OF MANAGERIAL COMPETENCIES OF EFFECTIVE EDUCATIONAL MANAGERS.

1.18 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 educational managers.
3. The study 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.

1.19 OPERATIONAL DEFINITIONS OF THE TERMS

Competencies : Competencies are a combination of attitudes, knowledge and skills

Competencies are descriptions of performances anticipated. Competencies when specified as performance in realistic, task-relevant, situations, assist in focusing on behaviour. Competency statements define the behaviours associated with performance desired and also describe the on-the-job context within which such behaviours need to be manifest, expectations for performance become clear (Harris and Monk, 1992).

In the present study competencies have been referred 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.

According to Getzel and Guba (1957) effectiveness is the extent to which the observed social behavior is congruent with expectations held for the role. In assessing effectiveness, the measurement of behaviour alone is insufficient; the criterion must be behaviour relative to the expectations held by the latter.

Effective school principals typically are described as strong, decisive, directive take-charge visionaries who tend to be predominantly control-oriented in their relationship with teacher (Blase, Blase and et al., 1995).

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 principals' 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. With the change all around us and a consequence of it, the individual school has become a unit of 'Management' rather than a unit of administration. The principal and the Management Trust are

responsible for the management of material, financial and human resources available to the school, for staffing policy, for staff development etc. Principals have to extend their awareness and concern to embrace not only long-established educational and development issues, curriculum-renewal, pedagogical updating, classroom management, providing pupils with special educational needs, time-tabling and staff development but also monitoring the school finance, fund-raising, staff-appraisal skills and procedures.

1.20 DELIMITATION OF THE STUDY

The 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.

1.21 SCOPE OF THE STUDY

The present research offers an opportunity to school principals to introspect and make self analysis of their competencies in their respective school situations.

They will become more aware of their surrounding situations and the competency required for their system.

Accordingly they will make efforts for improving relationships with their group members in order to bring a change within their school situation. The study is limited to Baroda city only.

In order to study the competencies of school principals in the organizational context, the tool was developed by the investigator.

The investigation presents in-depth profiles of school principals on their possessed and exhibited competencies in the organizational context. It also gives reliable information based purely on the perceptions of teachers, students, parents etc. Hence the study offers a wide scope for educational managers to understand the competencies needed to become effective school principals.