

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

During the past decade, several trends have affected the school principalship. They include an increasing emphasis on the principal's role in school effectiveness and a more thorough research for definitions of their effective performance. Traditional approaches to research on principalship have not provided adequate answers to questions concerning the competencies of an effective educational manager. There has however been a substantial amount of research on school organization and the principalship based on a variety of theoretical frameworks, social systems theory, role theory, organizations theory, teacher-morale, innovative institutions, administrative behaviour theories etc. to name a few.

According to Bridges (1982), studies on school principals conducted during the 1960's and 1970's fall into three categories (a) antecedents of principal behaviour (b) the content of principal behaviour (c) the outcomes of principal behaviour. Antecedents refer to person-related and role-related variables and includes studies of attitudes (such as satisfaction) and traits (such as age and experience), Expectation and power (especially sources of power, A'la French and Raven 1959) were research topics emphasized by the role-related approach. Unidimensional

studies of principal behaviour centred on single behaviour such as risk-taking, mobility and evaluation; multi-dimensional studies of behaviour were usually conducted with the Leadership Behaviour Description Questionnaire. A second approach to the study of behaviour the activity approach - examined the actual content and character of principal's work (which include activities that principals carry out). Finally research on out-comes focused on the effect of principal actions, for example, teacher morale and school climate. However studies of principal effects on students achievement have been rare (Bridges, 1982).

Immegart's (1977) and Willower's (1977) review both include that the Quality and Quantity of such research has increased significantly over the last two decades, but very little is known about the competencies required to make a school - principal effective.

Green field (1982) in his review of the literature concluded that with the exception of a few studies (e.s Mcpherson, Salley and Baehr 1975; Woleott 1973) what principals actually do within the socio political cultural and organisational milieu in which they work has seldom been explored.

During the 1980's significant research attention was given to the study of effective school principals. Whereas research in the 1960's and 1970's relied heavily on surveys and statistical methods - in depth case-studies

ethnographies, and longitudinal observation was made during the 1980's (Hall 1992).

2.2 STUDIES ON MANAGERIAL COMPETENCIES OF EFFECTIVE EDUCATIONAL MANAGERS

Lipham (1960) used some attitudinal instruments like the Edward's personal preference schedule together with interviews to determine the personal variables related to the 'judged effectiveness' of public school principals. His findings indicate the conditions and qualities of effective principals in a large school system. The study reveals that the following characteristics are necessary to become an effective principal. (1) Purposefulness in selecting every activity (2) concern for achieving higher status (3) effective communicability (4) feeling of security.

Dempsey (1973) concluded that effective principals provided leadership in the implementation of change in the school programme. They successfully resolved disciplinary problems and gave advise and direction to teachers in solving such problems in school or class-room. They maintained and supported teachers and related successfully to students.

Blumberg and Green fields (1980) studied the profile interview - based study of eight effective principals. They also conducted interviews and found a variety of approaches to effective school leadership and these vary from one setting to another. The findings revealed that their effectiveness was due to problem - solving, political skills

and humanness. All principals emphasized on the importance of building mutually supportive administrative-faculty relations and the ability to "Listen" to teachers. They also concluded that three major factors accounted for all the principal's success : (a) They all wanted to make schools over in their image (vision) (b) they assumed a very proactive leadership orientation (c) they were resourceful in structuring their jobs and time to pursue personal objectives as principals.

Miza, Rita, Lanfenberg (1981) reached the conclusion that the successful principal is a strong dominant leader. He takes initiative in administering the school and working with parents and teachers. The principal is involved with and interested in a wide range of activities at the school and is highly regarded by teachers at the school. He can organize and mobilize the skills and efforts of the teacher. He can define his role as an organizer and integrator of activities, provide teachers with new ideas and is ultimately in control of every facet of the school operation.

Castleberry's Principal's Behaviour Profile (Castleberry, 1983) has one of the most useful sets of performance criteria for the principalship. A forced-choice set of ninety-six principal behaviours is used to explicate eight categories of performance. An original array of 194 descriptors and 156 teachers and administrators were used to validate the behaviours for discriminating between effective and less effective principals. The categories that explicitly

relate to the work of the school principal were found to be community services and relations, evaluation, planning and development of curriculum, financial management, personnel improvement, pupil personnel administration, research and development, innovation and change and school plant management.

According to Harris, McIntyre, Littleton and Long (1985:95:96) competencies for education managers can be specified in nine leadership-task areas. They are (A) **Developing curriculum** which include (A1) Setting instructional goals (A2) Designing instructional skills, (A3) Develop and adapting curricula. (B) **Providing material**, (B1) Evaluating and selecting learning materials. (B2) Producing learning materials. (B3) Evaluating the utilization of learning resources. (C) **Providing staff for Instruction** (C1) Developing a staffing plan, (C2) Recruiting and selecting personnel, (C3) Assigning personnel. (D) **Organising for Instruction**, (D1) Revising existing structure, (D2) Assimilating programme, (D3) Monitoring new arrangements. (E) **Relating special pupil services** (E1) Analysing and securing services (E2) Orienting and utilising special personnel, (E3) Scheduling services (E4) Evaluating the utilisation of services. (F) **Arranging for in-service education**. (F1) Supervising in a clinical mode, (F2) Planning individual growth, (F3) Designing in-service training sessions, (F4) Conducting in-service training sessions, (F5) Training of leadership roles, (F6) Assessing

needs for in-service education, (F7) Developing a master plan, (F8) Writing a project proposal, (F9) Designing a training programme service. (G) Developing public relations, (G1) Informing the public, (G2) Planning for remodelling (G3) Utilising public opinion. (H) Providing facilities for instruction, (H1) Developing educational specifications, (H2) Planning for remodelling, (H3) Outfitting a facility. (I) Evaluating Instructional (I1) Observing and analysing teaching, (I2) Designing a Questionnaire (I3) Interviewing in depth, (I4) Analysing and Interpreting data.

The Southern States Co-operative Programme in Educational Administration (1965), identified the following as critical task areas in school administration. They were 1) Instruction and curriculum development. This included competencies like, providing for the formulation of curriculum objectives 2) Providing for the determination of curriculum content and organization, Relating the desired curriculum to available time, physical facilities and personnel. Providing materials, resources and equipment for the instructional programme , providing equipment for the supervision of instruction and proving for in-service education of instructional personnel.

In the area of pupil personnel, competencies like initiating measures for the orientation of pupils, providing counseling services, providing health services, providing for individual inventory services, arranging systematic procedures for the continual assessment and interpretation of

pupil growth and establishing means of dealing with pupil irregularities. are included. Staff personnel includes providing for the recruitment of staff personnel, developing a system of staff personnel records, stimulating and providing opportunities for professional growth of staff personnel.

In the critical task area community-school leadership, competencies like determining the educational services the school renders and how such services are conditioned by community forces, helping to develop and implement plan for the improvement of community life. are included.

In school plant and school transportation competencies like developing an efficient programme of operation and maintenance of the physical plant and providing for the safety of pupils, personnel and equipment are included. The fifth critical task area was organisation and structure which included developing a staff organisation as a means of implementing the educational objectives of the school programme and organizing lay and professional groups for participation in educational planning and other educational activities.

The sixth critical area i.e. school finance and Business management included competencies like preparing of the school budget, accounting for school money and accounting for school property.

Donmoyer (1985) conducted a study on effective principals in which he used ethnographic semantics methodology. He concluded that the principals had the authority to hire new faculty members and he both actively recruited faculty members he believed to be good and transferred teachers who did not measure to his expectations. The principal viewed himself as the schools instructional leader and made time to play this role by either refusing to do bureaucratic chores assigned to district principals or by delegating these chores to subordinates. The principal consciously fostered a sense of team-spirit within the school by either encouraging or mandating involvement in group projects such as grade level theoretical productions. Although the principal's emphasis was on fostering positive interpersonal relationships the principal also understood the importance of creating organizational arrangements that facilitated the development of positive relationships. A positive interpersonal climate was not seen by the principal as a means for promoting more productive staff. The principal was a superb fund raiser.

Snyder (1985) studied the leadership behaviour of high school principals selected as "average" and unusually effective practitioners. His findings revealed that effective principals seemed to communicate more effectively, are more open and accessible, provide better community relations than the average principal. Average principals reported spending more time on 'discipline' than did effective principals.

Students with effective principals felt they were more concerned with academics. Effective principals provide motivation and encouragement to the subordinates through verbal and written recognition and use a verbal approach in discouraging undesirable staff behaviour. They support change within the organisation.

Atughonu (1985) sought to develop a list of critical competencies needed for the secondary school principalship in Nigeria and to determine if significant differences existed between the perceptions of secondary school principals and teachers regarding competencies. The secondary school principals and teachers perceived competencies needed by the secondary school principals differently in the administrative operational area of administration and organisation, improvement of Instruction and staff personnel services. The principals and teachers had the same perception on the competencies needed by the secondary school principals in the administrative operational areas of student personnel services, financial and physical resource management and school community relations.

Hawkins (1985) conducted a study to determine if a significant difference existed between perceived importance and perceived performance competencies of secondary school principals. He concluded that secondary school principals do not perceive themselves as performing all of the competencies that they perceived to be important. Competencies dealing with organization, supervision, decision-making and handling

discipline problems should receive a high priority in curriculum construction in courses in Educational Administration. Competencies dealing with interpreting research, designing research studies, being skilled in purchasing, having knowledge of theories of learning and historical trends in the development of a school system could have a low priority in curriculum construction courses in Educational Administration.

Drake and Roe (1986) found the special competencies which mark the high-performing principal. In the area of commitment to school mission and concern for its image, he helps identify values, goals and mission for the school and continuously enunciates them. He presents a modeling behaviour consistent with these values, and encourages staff and students to present a positive image both inside and outside the school.

The pro-active leadership orientation includes him freely initiating proposals, plans, and actions for self and group to accomplish tasks, behaves with the full assumption that he or she can be the "cause" can create changes and achieve goals; accepts overall responsibility for staff, students and teachers : recognizes when the group needs direction and will effectively interact with the group to guide them.

In the area of 'decisiveness' the principal exhibits a readiness to make decisions and has the ability to recognize

when a decision is required. He makes thorough preparation to arrive at a decision and is forceful and confident when a decision is made.

The different competencies under inter-personal and organizational sensitivity includes his consideration for the needs and feelings of others, uses encouraging processes to get others to express their point of view, and is able to verbalize ideas and opinions so that they are understood. He is aware of the effect of ones behaviour and decisions on other people and groups in and outside the organization.

Information search, analysis, concept formation competencies include gathering background information from a variety of sources before forming an opinion about an event or problem. He continually strives to be well informed and perceives relationships between various pieces of information : finds meaning in action and events that will provide a broader understanding of various developments; can reorder pieces of information into ideas, and from these develop possible courses of action for the future.

In the area of intellectual flexibility the principal is capable of using a variety of concepts and perspectives when solving problems or making decisions. He has the ability to view an event from multiple perspectives simultaneously, is at ease with conflicting situations and considers all the pros, and cons when solving problems and when planning.

Persuasiveness and managing interaction includes competencies like demonstrating good group-process skills and facilitation skills. Ability to stimulate others to work together and interact in a positive, productive manner is also included. He facilitates dialogue and interaction in a group situation and is skillful in resolving conflicts and in assisting groups with divergent opinions to co-operate. He has ability to build a net-work of support for the school, both inside and outside the organization. In the area of Tactical adaptability the principal is able to determine and verbalize the rationale for using a particular strategy; gears strategy and style to the audience, has ability to adjust and/or adapt a different strategy when a particular approach is not successful.

Motivational and developmental concern includes the ability to verbalize personal and group goals in such a way as to stimulate faculty and students to high achievement. He has high regard for the ability and potential of others, and expresses confidence in their superior achievement. He Instills a value for developing other staff-members and provides support, approval and recognition for inservice achievements.

In control and evaluation, the principal arranges for adequate and timely feed-back on work accomplishments of others plans, schedules activities, informs others when their work is not meeting standards and makes sure that the faculty conducts adequate and continuous evaluation of student

achievement. In organizational ability and delegation the important competencies are to provide for the most efficient use of human and other resources. He organizes activities of a group in order to implement a plan, establishes priorities and handles priorities in logical order. He reviews completed tasks and then plans appropriate next steps and delegates authority and responsibility clearly and appropriately in order to accomplish organizational goals.

Communication includes competencies to clearly present ideas, in both written and oral communication, ability to share ideas in an open, genuine and non-threatening manner. He is effective in using technical, symbolic and visual aids or graphics in order to get ideas across and is clear, concise, properly structured and grammatically correct in written communication.

Newton (1986) studied the work-patterns and understandings of the work-world of secondary school head-teachers in Barbados. Four data-collection methods used were (1) Self Accounts - the head teachers wrote a short essay 'A Typical year in my life as Head Teacher' (2) Self Monitoring - the head-teachers were asked to record over 5 days of every activity or contact in which they were involved, its nature and duration and other relevant details (3) observations (4) structured interviews. Three features stand out (1) The headship is seen and operationalized as a service position. (2) The head-teacher's role in creating good interpersonal

relationships and purposeful climate is seen as crucial. (3) The head-teachers have a serious interest in the discipline and control of students. However there was a discontinuity between their conception of their role and their performance. They believed that administrative managerial and educational leadership functions were important, they engrossed themselves in the former and neglected the latter. They experienced feelings of powerlessness and ambiguity as a result of being controlled by policies and rules. The head-teacher spent long hours on the job, interacting mainly with members of schools community. They found themselves reacting to presented ideas and problems rather than initiating thought or action.

Rickman (1986) conducted a study to describe and interpret in context the administrative behaviour of a rural secondary school principal in relationship to criteria associated with effective schools. The study also defined the specific behaviours of broader principal functions. The major findings of the study described the context of the principalship as; time intensive, people intensive and dominated by staff reactions; fragmented disjointed and varied, intellectually and emotionally volatile; peripatetic; preoccupied with mediation events; preoccupied with non-instructional issues and dependent on ritualized routines to organize and allocate administrative attention to the instructional programme and other priority tasks. The administrative behaviours that suggested a pervasive

relationship to effective school criteria included; management and decision making, nurturing and caring for staff through the mediation of problems and facilitation of needs : articulation and focusing of school programme goals, issues and resources, monitoring of student and staff performance within school programme and enforcement of school standards and expectations.

Griffin (1986) analysed how a school principal interacted with his school's external environment and how this affected his role and actual work habits. Several implications evolved from the study (1) Organizational/environmental conditions and a school's interaction with its external environment were significant variable in a school's success. (2) The leadership of the principal was the key factor in a school's success and a positive interaction with the external environment. (3) Each principal demonstrated similar leadership strategies to affect the internal dynamics of his school which influenced the school's interaction with the external environment. (4) Each principal acted as a 'boundary agent' capturing the allegiance of 'insiders and outsiders' and linking the school to external environment leadership style, which reflected a distinctive image and mission appropriate to the situational factors inherent in each school and the community.

Erwin (1986) investigated the tasks performed by secondary principals. The tasks chosen for this study were categorised into five areas : Administrative, Evaluation,

Public Realties, Interpersonal and Organisational. The findings indicated a discernable pattern in the tasks that teacher perceived as important to their instructional practices. The following tasks were shown to be most important : developing an annual plan for the school, praising and recognizing students with positive feed-back, communicating the purpose of observations, and class-room visitations, praising outstanding academic achievements, and allocating time for planning, preparation and evaluation. The findings further suggested the need for principals to involve students and teacher in developing rules, to participate in community programmes, to counsel teacher regarding observable strengths and weakness, to participate in the promotion of teachers who demonstrate effective instructional practices and to balance expenditures for instructional materials.

Odiari (1986) investigated the role of the principal in school community relations and to compare this role with the perceptions held about it by parent and teachers so as to draw conclusions regarding the parent and teacher perceptions for the principal. His study gave rise to the following conclusions : (1) While the majority of parents favoured parent involvement in all school programmes, the teachers and the principal feel that parents should be encouraged in some activities and discouraged in others. (2) There was general agreement that the principal should maintain a school community relations programme that kept the parents informed about what their children were doing in school and that

identified various programme that parents wanted for their children. (3) The majority of the population sample - expected the principal to work closely with the community to determine its expectations for the school. (4) The majority of those sampled expected the principal to encourage the formation of local committees to co-operate with the social committee in studying school problems.

Chung (1987) observed 5 Korean secondary school principals during 27 days using structured observation techniques and in-depth interviews. The analysis of the observational data revealed that principals were involved in great number of activities. The principals gave 26% of their time to desk work. The next greatest percentage were trips, unscheduled meetings and personal time. They spent a relatively small portion of their time on activities that included, touring, exchanges, telephone calls, class-room observing, processing and monitoring. They spent no time in teaching. More than one third of the principals time was spent in verbal contacts. Principals received more mail than they originated. The principals believed that their instructional role was important and that they spent a considerable amount of their time in instructional functions; however in reality they spent most of their time in the office dealing with management functions. They listed programme development, personnel and school management as three top priorities.

Morris (1987) presented a holistic portrayal of a successful elementary school principal. It was seen that particular emphasis is placed on portraying the atmosphere for teaching and learning promoted by this principal. Also depicted are the successful principal's many roles as instructional leader, dreamer, cheer-leader, public relations director, communicator, peer, community link and decision maker. The successful principal used a knowledge of context dynamics discussed by Wiener (1986). Her strong personality also contributed to her successful principalship. The subject appeared to see the school as an extension of herself.

Bredson's (1989) study of facilitative democratic leadership and its effect on teacher empowerment lists out several factors that enhance teacher empowerment. They are listening, providing supportive resources, being visible, having trust, giving praise and feed-back, following through on teachers decisions and being involved.

Melenyzer (1990) produced a lengthy list of principal leadership factors i.e. vision, recognition, visibility, decisiveness, respect, support for shared decision-making and support for collegiality that positively affect teacher empowerment.

Conklin (1990) indentified efective leadership behaviours of principals at selected distinguished elementary schools and a control group of elementary schools, as perceived by the supervisors of principals of those schools.

The findings revealed that the principals of distinguished schools were rated higher in a) maintaining an orderly and studious environment b) having higher expectations for performances of students c) emphasis upon instructional leadership and monitoring of student progress d) improving home-school relationship e) demonstration of strong leadership. It was therefore concluded that (1) the principals of distinguished elementary schools knew their community better and shared their power by building a sense of trust with teachers. These principals better communicated a sense of vision to the school and the community.

Kleine - Kracht (1990) investigated to what extent and in what manner the secondary principal can integrate a faculty's diverse educational orientations and influence a school's educational vision. Three sub-urban high schools were selected on the basis of excellence and data was collected through observations, document analysis, semistructured verbatim interviews etc. The principal in the study clearly demonstrates an organizational, personal and strategic vision but less clearly models a future vision. The study indicates that the principal can be the primary instructional leader or can facilitate other administrators playing the role.

Williams (1990) compared teachers' perceptions of principal effectiveness in secondary schools nominated for the National Secondary School Recognition Programme and randomly selected schools not nominated. He found that scores on organisational development, organisational directions,

organizational procedures, student relations, affective processes, educational programme, instructional improvement and curriculum improvement of principals in high schools nominated for the School Recognition Programme were significantly higher than scores of principals of un-nominated schools.

Johnson (1990) reported personnel management strategies of heads of schools that included inducting new staff, involving staff in management, communicating effectively with staff, modeling optimism and determination etc.

Riggs (1992) determined the level of congruence among the perceptions of elementary class-room teachers, elementary school principals, public school superintendents, school board presidents in Indiana regarding what competencies are essential to enable the elementary principal to be an effective educational leader. The group rated nine of the competencies i.e. leadership communications, management of group processes, development and implementations of curriculum, supervision of instruction, supervision of performance, evaluation, administrative functions and fiscal management as important and crucial to the effectiveness of an elementary principal as an educational leader. The political arena was identified as the least important competency.

Parkay and Hall (1992) and associates on the research team of the beginning principal study examined the leadership

of effective beginning principals. One of these principals was identified as an exemplary 1990's principal and subsequently described by Hall (1992) as a believer in strong administrative leadership as advocated by the effective schools research of the 1990's (Edmonds, 1979). Hall's principal set expectations for the school, encouraged two-way communication with the faculty, used data to make decision and was highly visible and caring. For this principal, empowerment meant listening to the teachers and enhancing the authority of his administrators. The principals showed a strong, control-oriented approach to the principalship. The principal's expectation shaped much of which occurred in the school.

Peterson (1993) analyzed the role of the principal in affecting educational out-comes in exemplary schools. The study concludes that the principal's judgement, oral communication skills, and educational values frame optimum learning experience for all student. Principals operationalize this leadership through (1) core values that shape the direction and form the schools goals and objectives, (2) a vision that is focused, clarified and articulated among all groups, (3) involvement of people who share in the process for improvement, which infuses the belief system, (4) school improvement as a continuous process, and (5) establishment of mutual trust, love, warmth and respect within the environment among all people.

Bowers (1993) conducted a study to determine if principals of public elementary schools in Alabama rated as effectively by their superintendents would report more effective school practices than would principals of schools rated as less effective by their superintendents. The results showed that there was a significant difference between the two groups of schools in the areas of climate and parent/community involvement in favour of schools ** rated as effective by the superintendents. Principals of schools rated effective were more likely to exhibit behaviour indicative of a positive school climate and parent/community involvement than were principals of schools rated as less effective.

According to Parry (1994) manager's effectiveness is influenced by competencies and by qualities. Four major competency clusters have been identified in studies undertaken in the 1980's by organizations seeking to identify the components of managerial excellence. Four major competency clusters emerged from the study. Two of the four deal with people handling competencies : Communication and supervision. The other two deal with the task-handling side of management : administrative and cognitive. The findings also indicated that people-handling competency cluster i.e. relating to others, include competencies like listening and organizing, giving clear information and getting unbiased information. This cluster also includes that for building your team competencies like Training, Coaching, Delegating, Appraising people and performance disciplining and

counseling. The task-handling competency cluster in managing the job includes listening and organising, giving clear information and getting unbiased information. This cluster is also related to thinking clearly which includes identifying and solving problems, making decisions, weighing risk, thinking logically and analytically.

Scarnati (1994) adds to the list of competencies presented by Murphy (1994) and states that in addition to the technical competence the following competencies are also necessary to become an effective education manager. His list of competencies include 1) practicing honesty and integrity 2) work to eliminate fear 3) demonstrate care and understanding 4) accept responsibility 5) Develop a service mentality 6) develop loyalty 7) flexibility and adaptability 8) develop listening skills 9) practice humility.

Heystek and Calitz (1994) did an investigation on the management needs of school principals. The school principals indicated their need for training in management competencies in the following order. Drafting a budget, budget management and budget control and marketing were considered most important. These were followed by change and renewal, setting objectives, staff development, staff training and staff evaluation / appraisal. Conflict management, team management, class visitation and negotiation skills were also considered important.

Blase and Blase (1994) revealed in their study the descriptions that comprise effective facilitative democratic leadership. They produced detailed description of different major strategies: a) demonstrating trust in teachers, b) developing shared-governance structures, c) encouraging teacher input, d) encouraging teacher autonomy e) encouraging teacher innovation f) giving rewards and providing support. Effective leaders also have personal characteristics like caring, enthusiasm, optimism, honesty and friendliness.

Based on recommendations of the league of professional schools participants and facilitators, Georgia State Government of Education Personnel, and University of Georgia, Blase and et al., (1995) conducted a study on eight effective principals, known for their effectiveness and modeling of democratic leadership principles in public schools setting in Georgia. Their selection also depended on other factors like broadest possible representation of race and gender and school setting diversity across the elementary, middle school and high school levels.

Their findings indicated that personal and professional socialization affect the perspective of the eight principals studied. Personal factors like recognition, confidence and support received from family had their impact on them. This led to giving respect and support to other and leading by example. Professional experiences like being a member of a leadership team, chairman of the schools faculty council, president of local teacher union contributed to their

leadership orientation, mentoring of former principals also influenced them. Shared governance principals emphasize teacher's professional development and varying degrees of involvement in school-level decision making, specially about curriculum and instruction. School-governance structures have not yet achieved the inclusiveness of parents, and students in decision-making. Principals reported letting go of power was a pre-requisite to empowering others. It was believed that principal should relinquish all the power necessary to facilitate shared decision-making. They refused to use a veto under any circumstance to countermand decisions made by teachers. Principals used a range of strategies to enhance teacher empowerment and to implement shared-governance structures and processes. Major strategies were building trust, encouraging expression, setting limits, hiring, encouraging group development, providing information, supporting teachers in confrontations, including parents / students and using action research.

This study also emphasizes positive outcomes associated with relationships between principals and teachers - specially improvement in communication and collaboration, school efficiency, and the development of common visions. Positive outcomes for principals themselves related to motivation, commitment, satisfaction, openness, risk-taking, facilitation and a sense of belonging. It was found that shared governance led to greater efficiency because teachers were more likely to implement decisions in which they were

involved. Shared governance resulted in positive outcome for students. Blase and Blase (1994) found facilitative leadership and teachers class-room autonomy, reflection, motivation and work effort.

Pashiardis (1996) analysed the characteristics of 49 effective primary school principals in Cyprus. They were characterized effective by a panel of Inspectors from Ministry of Education and concluded that effective primary school educational leaders in Cyprus have distinct characteristics. They have great love and ambition for their profession which they regard as a sacred and holy duty. They are deep thinkers and constant learners, can influence from their position of leadership and are good bureaucrats. They are self-confident, risk-takers and good time managers. Innovative ways to reward both their teachers and students are found by them and they are honest and truth lovers. They found favours for creating and maintaining good parent relations, are ambitious and mostly believe in trait leadership theory.

Kalra (1996) scientifically explored the competencies required by senior secondary school principals for managing their schools efficiently. The findings revealed that the principal should profess some desired roles including preparation of institutional plan, use of administrative powers, academic leadership, staff welfare and development activities, and supervision of financial aspects and audit.

It was further found that competence for job success, varied as one possesses appropriate manipulative skills, technical knowledge, occupational information judgement and morale.

RESEARCH TRENDS

After the review of related studies the following trends emerged :

- (1) Although in the field of educational administration/ management researches have been conducted on a number of sub-themes, but a lot needs to be done in India on the role of school-principals in different contexts. In India, whatever work has been carried out in this regard, is related to administrative behaviours, organizational climate, leadership behaviours, teacher morale, teacher motivation etc. But researches in the field of measurement of principal's competencies at secondary school level is lacking in India, though it has been explored to some extent in the west.
- (2) It can be seen that researches have been carried out in western countries on competencies of effective school principals but certain vital aspects have not been explored. Studies have brought out the characteristics necessary for effective principals and factors which affect their effectiveness but their number is very less.
- (3) Researches have been carried out to understand the competencies needed in different functional areas among

secondary school principals. However the number of functional areas in one individual study is few. Due to this one cannot get a holistic view from these findings. This further restricts the scope for their educational implications. Further in very few studies researchers have attempted to measure the principal's level of competencies in each functional area. These researches would have helped an individual principal to concentrate on his or her weaknesses and strengths.

- (4) In a few studies only, perceptions of both the components of the school i.e. teachers and principals were studied. Hence cross-validation of data was not ensured.
- (5) The principal's competencies have not been studied taking the different management-types into consideration although it is an important variable.
- (6) The principal's leadership roles and competencies required in different functional areas have been studied but areas like conflict management, team management, stress management, have not received due attention from researchers, similarly the list of task-areas studied so far conveys an impression that principals seem to be more engrossed in routine-administrative functions rather than acting as educational leaders of their own institutions.

- (7) In studies conducted so far, various competencies for principal's effectiveness have been studied in an isolated manner. However no systematic and in-depth study has been made on different functional areas and their related competencies. Such type of studies would also help to identify the different barriers principals face in each functional area.
- (8) With regard to methodology, it is evident, over the years survey-studies were the largest in number. Most of them were status-quo surveys. They have used rating-scales, interview schedules, questionnaires and sometimes observation technique for data collection. It is high time that researchers in the field should use multiple techniques for data collection and specially shadowing-technique needs to be used on a larger scale. This would help researchers to observe principals in actual work-setting under different situations. Similarly in-depth case-studies, ethnographic studies should be conducted in greater numbers. In the long run they would help to arrive at useful generalizations which can also help at theory building.

2.3 STUDIES RELATED TO THE EFFECT OF PERSONAL VARIABLES ON PRINCIPALS' EFFECTIVENESS

Gross and Herriott (1965) studied the Executive Professional Leadership (EPL) behaviour of 175 elementary

school principals in 40 large school system. Some of the major findings were that the principals who have the greatest amount of formal education do not provide the greatest professional leadership to their teachers. More experienced principals do not generally demonstrate greater Executive Professional Leadership than their less experienced colleagues. The weakest Executive Professional Leadership is exerted by principals appointed to their first principalship at the age of 45 or older. Those appointed between the ages of 36 and 40 exhibit the strongest Executive Professional Leadership and the professional Leadership of this last group is higher than that of principals appointed when they are 30. Sex and marital conditions have no significant relationship with the executive professional leadership behaviour of principals.

Patel (1972) revealed that the school principal's age and seniority do not contribute to his effectiveness of leadership in moving a traditional school towards progressiveness. Similar findings were recorded by Franklin (1975) Pengnu (1975).

Ruch (1972) also found that principals age and experience are not significantly related to adoptiveness to educational innovativeness and academic change in school.

Mahant (1978) studied administrative behaviour of school principals of Central Gujarat. He used a self-devised questionnaire to measure principal's administrator behaviour

and categorised the schools taken for study as schools with principals having most effective administrator behaviour, moderately effective administrator behaviour and least effective administrator behaviour. He found that administrative effectiveness of school principals was not found to be affected by the sex of the principals. The coefficients of correlation of the variable 'sex' with each of the six dimensions of administrator behaviour were found to be low and insignificant. Age was not found to be a determinant factor in making either the principals effective or ineffective. The length of the experience also did not influence the administrator behaviour of school principals.

Yohn (1985) tried to determine in his study which of the many competencies needed by the Junior High Principals are most critical as perceived by California Junior High School Principals. The findings revealed that all the forty-five competencies in the questionnaires were important. However the competency which dealt with the importance of communication, interaction with individuals and groups, strong leadership and motivation, were considered critical. The most critical competency area identified was to develop a programme that leads to responsible student behaviour. Human relations ability was identified as the most critical competency category, followed closely by leadership and instructional leadership. The least critical competencies dealt with budgeting, laws, etc. Variables like gender, experience, educational level had a significant effect on at

least one of the competency areas, however the overall effect was minimal.

Stevens (1986) identified the qualities essential for effective instructional leadership in middle schools. The findings of this study revealed that the effective principals were slightly older and more experienced as principals. Their major strengths were in human relation skills, communication skills, availability and a firm but human control of students and schools. The effective principal values his or her school work and is seen as a good problem-solver by teachers and parents. In almost all cases, the principals see themselves as they are seen by the community.

Richards (1986) studied the principalship in elementary school with an enrolment of 100 or more students. He wanted to determine the type of person presently in the position, the environment in which they work, and the duties, skills to problems associated with the position. His findings revealed that principals of large elementary schools in Indiana are mainly men between the age of 50-64, they have 15-24 yrs of administrative experience, hold master's degree. Their major duties include; supervision and co-ordination of instruction, building management, discipline and meetings. The skills needed for the principalship are : good organisation, the ability to communicate to others, strong leadership abilities, good interpersonal skills and patience. The problems related to this principalship are : not getting to know students and staff, evaluating and dismissing staff

members, the vast amount of people to deal with, staff morale and clique and lack of support personnel.

Bankson (1986) examined and compared the perception of the role of the principal in Alabama as perceived by principals. The study sought to provide a profile of the principal in Alabama as indicated by demographic and situational variables like sex, race, age, marital status, educational preparation, size of school, and to determine if the perceptions of principals regarding their role differed according to the organizational level of the principals school and the geographic location of the principal's school. The principals were given a questionnaire divided into ten areas namely school programmes, management, climate, personnel administration, student affairs, professional development, self improvement, school community relations, school law and personal attributes. The findings indicated among all the principals 'Personal Attributes' ranked first. Then climate, school and the law, curriculum development and interaction with students and Faculty ranked fifth.

Burton (1990) produced a profile of the perceived strengths and weakness of North Carolina principals on eleven different administrative skills and to examine the results of the skill assessment for implications for training. The interaction of variables were based upon the number of year of experience and the gender of the principal, the level and size of student enrolment of the school to which the

principal was assigned, the type of community and region of state in which school was located was examined to determine the effect upon the perceptions of principal effectiveness. The findings revealed that 'Demonstrating Professional Commitment' and Building and maintaining Relationship were perceived as the strongest skills and 'Making Decisions' and 'Solving problems' was considered as the weakest skill for the principals in North Carolina. Principals with fewest years of experience and those with most years of experience were perceived as more effective than principal with mid-range experience. Female principals were more effective than males.

Koenig (1993) analyzed the perceptions of Alabama teachers and principals regarding the role of the principal as an instructional leader based on the established competencies outlined in the professional Education Personnel Evaluation Programme of Alabama. He concluded that 87.5% of teachers perceived the principals most important role expectation was instructional leadership. The teacher's perceptions of the principals as an instructional leader failed to correlate with the principals self-assessment, however it correlated with the results conducted by peer and supervisor evaluations. The demographic variables of experience in present position, age, gender, highest degree held are not statistically significant to the teacher's perceptions of the instructional leadership role of the principal. The role of principals is received more as the

person who maintains the institution rather than one who leads the institution, more over in majority of the cases in the selection of principals, the length of the teaching experience is the major criteria. This practice reduces the importance of other variables right from the beginning.

RESEARCH TRENDS

- (1) The studies related to the effect of personal variables on principals effectiveness are less in number in India and abroad. This is because very few researchers laid due emphasis on importance of personal variables on principals effectiveness. In India, the role of a principal is perceived more as the person who maintains the institution rather than one who leads or develops a institution. Moreover, in majority of the cases, in the selection of a principal, the length of the teaching experience is the major criteria. This practice reduces the importance of other variables right from the beginning. Moreover, the functional autonomy enjoyed by the principal in most of the cases is less. All these perhaps have led to situations where researchers did not concentrate much on the effect of personal variables on principals effectiveness.
- (2) In the majority of the researches the effect of personal variables such as sex, experience, marital status, have been studied. However it is surprising to note that the socio-economic status of the principal

was not studied though it assumes great significance in a country like India.

- (3) On the whole in India over the last decade and a half, there is a virtual absence of studies in this area. The findings of studies conducted so far indicate that personal variables did not effect principal's effectiveness significantly. This clearly indicates that professional competencies are more vital than personal variables for principal's effectiveness.

2.4 CONCLUSION

It can be concluded from the review of the related studies that researches conducted in the field of managerial competencies of school principals are not many in number and their absence in the field is more prominent in India. The measurement of competencies in different functional areas still needs to be carried out on a larger scale. Looking at the present scenario, it is of utmost importance to undertake in-depth case-studies where profiles of effective principals can be constructed. In order to do this we need to adopt due changes in methodologies of our future studies. The methodology of the present research was adopted as per the objectives of this study. The details related to it are presented in the next chapter.