Chapter 2

Review of Related Literature

Chapter 2

Review of Related Literature

This chapter presents the review of related literature for the present study. The review was undertaken to provide an empirical support to the conceptual framework of the study. The literature review was conducted in various phases, commencing with search on task responsibility areas of school principals. Then the researcher further explored into studies conducted on professional development of school heads. Finally, the researcher reviewed studies on e-Learning and its content development. Searches in all phases commenced with databases of academic journals and abstracts including: Educational Research Abstracts (ERA) online databases (www.informaworld.com), A$^+$ Education, Emerald, ERIC, JSTOR Education, SAGE and Springer Link. In addition, Google Scholar, Academia.edu, Microsoft Academic Search, Ebooklibs, Scribd were found to be useful websites. And Dissertation International Abstract proved useful in reviewing studies all around the world. For Indian studies the researcher collected reviews from research abstracts prepared by CASE, The M. S. University of Baroda, Vadodara and Research Abstracts (6th Research Survey) prepared by Devi Ahilya University Indore, M.P and secondary searches of others' bibliographies and searches using citation indexes we also conducted in each phase. Sodhganga was also found useful in searching Indian studies.

Globally there is a growing concern that in the 21st century the preparation and in-service development for educational leaders is inadequate (Brundett & Crawford, 2008,

Hallinger, 2003). The intensity of this statement is further heightened by OECD Report on improving School Leadership (Vol 1, p.16) which states:

There is a growing concern that the role of school principal designed for the industrial age has not changed enough to deal with the complex challenges schools are facing in the 21st century.

International studies have documented the complexities faced by contemporary schools, noting high on list, issues of 'social and population mobility, technological advances and increased focus on schools to perform' (OECD, Vol 2, p.2). In response, over the past two decades many schools have experienced decentralization accompanied by increased autonomy and accountability. Sustainability concerns (particularly the issue of school leadership succession) are also a challenge (Brundett & Crawford, 2003; OECD, 2008; Hargreaves & Fink, 2006). School leaders are now responsible for managing change, building organizational capacity and implementing technological advances as they strive to improve their school effectiveness and student learning outcomes. This position was reached as a result of the last major international paradigm shift in the way school leadership was conceived, and the same occurred in the 1980s and 1990s, when in the West there was almost a universal move to site based management.

The importance of professional development also figures prominently in several policy frameworks and committee reports, in the Indian context. Realizing the importance of secondary education in an educational system the Secondary Education Commission or Mudaliar Commission (1952-53) formulated the following objectives of secondary education:

    a. Development of democratic leadership.

b. Improvement of vocational capability and efficiency.

c. Education for leadership.

d. Development of personality.

And emphasizing upon the importance of Principals, it 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 liaison between it and the management of the general local community".

The Education Commission (1964-66) mentions about the need for headmaster's training and says "special training course be organized for headmasters. 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 management. It is in this view of the critical link between institutional managers and institutional efficiency that training of Principals has been emphasized".

Secondary Education including the Senior Secondary stage has been a crucial segment of Indian Educational Hierarchy. Secondary Education is the "lintel of the entire educational edifice of a country. It has remained largely unrecognized and under-provided among the various sectors and levels of education. This sector has grown much faster than all other sectors of education and is poised for a bigger leap with success in universal primary education. Greater the success in Universalization of Elementary Education, greater will be the pressure on Secondary Education (Mukhopadhyay, 1999).

National Knowledge Commission (2006-09) in its recommendation on school education highlighted the need for training talented individuals for the task for school Principalship by assigning such training responsibilities to existing institutions like SCERT or SIE and effectively leveraging the expertise available in Navodaya Vidyalayas, Kendriya Vidyalayas, Government Schools as well as Private Schools.

In the following section, the reviews of related literature are presented. A total of 68 studies were reviewed out of which 49 were International studies and 19 Indian studies. The studies reviewed are categorized under broader headings as follows:

- Studies on School Leadership and School Effectiveness
- Studies on Professional Competencies of School Principals and Professional Development.
- Studies on Effectiveness of e-Learning in Professional Development.

2.1 School Leadership and School Effectiveness

Negash (2013) in his study "The Instructional Leadership Roles of Principals and their Relationship with School Improvement in Public Secondary Schools of SNNPR,

Ethiopia" found that schools which were found to be relatively low in their instructional leadership practices exhibited minimum result in school improvement. Likewise, those which were rated moderate in instructional leadership practices were also found to be moderate in school improvement ratings. And schools which were rated top in instructional leadership practices was also rated high in the school improvement endeavor.

Fadael (2011) conducted a study entitled "The relationship between school effectiveness and student achievement: A study of middle school performance in Palm Beach County, Florida since the implementation of NCLB". The purpose of this co relational study was to research the relationship between school effectiveness and student achievement among middle school pupils in a high-poverty, high-minority populated area in Palm Beach County, Florida. A five year school grade of A was benchmarked to identify the low performing and high performing schools. The study found that low performing minority schools had lower writing test scores than high performing mixed ethnicity schools and also had lower FCAT Math, Reading and Science scores than high performing minority schools. Teachers' perceived school effectiveness ratings were found to correlate significantly with student achievement. Opportunity to learn and time on task, frequent monitoring o student progress and positive home-school relation indicated significant positive relationships with making learning gains in reading and math.

Maninderjit (2011) in his study entitled "Study of Leadership Behaviour and Human Resource Development in Relation to Total Quality Management is Secondary and Senior Secondary Schools of U.T." found that principals as leaders of high TQM

Schools irrespective of type of school are more effective as compared to those in low TQM schools.

Vaidya (2010) in her study of the relationship between empowerment of secondary school teachers and their perception about leadership qualities of school principal found that in schools' where the principal's leadership qualities where higher, the teachers felt more empowered. Principals with leadership qualities were found to have a clear vision and mission for the organization.

Abgoli (2009) in his study of the leadership styles of head teachers in relation to school effectiveness at secondary stage in India and Iran found a moderately positive correlation between transformational leadership styles and school effectiveness both at Mysore and Shiraz cities of India and Iran respectively. Whereas, a moderately negative correlation between transactional leadership styles and school effectiveness existed in both Mysore and Shiraz cities of India and Iran respectively. The results of the study reveal that transformational leadership style of head teachers were contributing more to school effectiveness.

Korkmaz (2007) examined the effects of leadership style of the head teacher, "transformational leadership and transactional leadership", along with teachers' job satisfaction on schools' organizational health. The study found that transformational leadership has a profound impact on teachers' job satisfaction, and that the transformational leadership directly and, through teachers' job satisfaction, indirectly affects the school health.

Konkle (2007) studied the relationship between leadership style and student effectiveness in a research entitled "An Examination of Leadership Styles of School Principals and

Student Effectiveness in Urban Elementary Schools in the State of Ohio". The study concluded that, although there is no predictive relationship, the data verify that those schools that have shown growth had transformational leaders.

Guttenberg (2006) conducted a study entitled "Urban Principal Leadership in School University and Professional School Partnerships". This was an exploratory study conducted with a purpose to gain understanding of the urban principal's leadership styles. The study found that, most of the effective principal drew from three leadership styles namely value-oriented, transformational and distributive leadership. The other observed leadership style being transactional.

Farrahbakhs (2005) has studied on the leadership behaviour and mental health of secondary school principals and findings of the study indicated that there was strong positive and significant relationship between overall leadership that leads teachers and students, developing favorable attitudes towards organizational achievement and problem solving and creates, maintain and promote an effective organizational climate.

Alias (2005) studied on the Leadership styles entitled Leadership styles and Learner's outcome in Adventist Secondary School Principals. The objective of the study is to show through the use of relevant and appropriate literature that, principals' leadership styles in Adventist secondary school affects learner's outcome. He explored a new, servant leadership style in this study and concludes that the servant leader must first be a servant before he becomes a leader.

Fall (2004) conducted a study entitled "Emotional Competencies as a factor in the Leadership of Elementary School Principals". The study results indicated the agreement of both teachers and the principals to the fact that principals who were rated higher in

emotional competence are likely to lead schools with characteristics of effectiveness, concluded that principals who are emotionally self-aware were more likely to rate themselves similar to how teachers perceive them.

Lesniewski (2003) in his study "School Superintendents' Transformational Leadership Styles and School Climate: Teacher's perception in Western Pennsylvania Small School Districts" found that there is a correlation between school superintendents' transformational leadership style and the school climate. Factors such as school type, size of school districts, number of years the teachers knew their school superintendent and how well the teachers knew their school superintendent had a significant relationship with both school climate and the school superintendents' transformational leadership styles. And that, this relationship can have an impact on the learning environment of the school buildings in his/ her district.

Moore (2003) conducted a study "Teacher's Perception of Principal's Leadership Skill in Selected South Carolina Secondary Schools" with the objective to analyze teacher's perception of the instructional leadership skills of selected South Carolina public high school principals with populations of high poverty students based on South Carolina poverty indices. Her findings reveal significant difference between group of schools rated good and schools rated unsatisfactory. She also found that the teachers in schools with an absolute rating of unsatisfactory on 2012 South Carolina Annual Report card rated their principals higher on skills of supervising and evaluating instruction and coordinating the curriculum as compared to the teachers in schools with absolute rating of good on the 2002 South Carolina Annual report card.

De Stefano (2003) conducted a study "School Effectiveness: The Role of the Principal in a Leading Public Secondary School in Santa Fe Province, Argentina" with an objective to identify the behaviour of the principal that contributed to achieving school effectiveness. Results of the study indicated that the most frequent behaviour of the principal contributing to the effectiveness of the school was placed in the category "exhibits administrative leadership/ governance".

Hurakalli (2003) has studies on the topic entitled – A Study of Decision making Styles and Leadership Behaviour of Heads of Schools in Relation to Teacher Moral and Organizational Health in Secondary Schools. Findings of this study were: (i) There was a strong positive and significant relationship between overall leadership behaviour of school principals and their mental health as a whole. (ii) There was a significant positive relationship between leadership behaviour and the five subscales of mental health.

Ali (2003) has carried out a comparative study of leadership styles, interpersonal relationship and Effectiveness of recruited and promoted principals in Delhi. Findings of this study were: (i) The principals selected by the Union Public Service Commission were found preferring authoritarian style whereas the principals promoted from the post of vice-principals have been found preferring democratic style. (ii) The recruited and promoted principals differ significantly at 0.05 level of significance in relation to their leadership styles.

Amoroso (2002) in his study "The Impact of Principal's Transformational Leadership Behaviour on Teacher Commitment and Teacher Job Satisfaction" found that there is significant relationship between principal's usage of transformational leadership and staff morale as well as job satisfaction.

Samantaray (2002) in her study entitled "Professional Responsibilities among Senior Secondary School Teachers in Relation to Instructional Management Behaviour and School Organizational Climate" found significantly positive inter-correlation among three variables namely teachers' professional responsibilities, principal's instructional management behaviour and school organizational climate.

Sruangatamai (2002) conducted a study entitled "Investigation into Time Management Behaviour of Primary School Administrators and its Implication for School Effectiveness" and reported significantly positive correlation between time management behaviour of administrators and the academic achievement.

Radha (2001) in "Leadership Style, Organizational Health and School Effectiveness" revealed that school effectiveness is close related to the leadership style and organizational health of the school.

Jain (2000) in "Leadership Style and Organizational Effectiveness" revealed that Indian head teachers generally use a variety of leadership styles. The most common are authoritarian and task oriented styles. The two styles were found to be significant predictors of organizational effectiveness. She also declared that these two styles have deep roots in Indian culture.

Shaikh (2000) found the effective schools were high on the following variables: (i) Students' motivation towards school (ii) Students' behaviour adjustment to school (iii) Teachers' ego-state level (iv) Classroom Climate (v) School atmosphere (vi) Organizational health (vii) Time management.

Shashikala, Manaharan, Mohan and Venkatchalam (2000) in their study on the leadership profiles of school effectiveness reported that vision and mission, relationship, performance and organizational designs contribute to the effectiveness in school management and effective leaders lead to effective schooling which in turn results in decrease in drop out, increase in retention, universal enrolment and enhance quality primary education.

Arguelles (2000) in her study "The Principal's Role in Changing School Culture" indicates that an effective portfolio assessment program was implemented and that strategies used by the principal emerged as the main factor of influencing and supporting teachers in the implementation of student portfolios.

Selvaraju (1993) found the effective schools high on the following aspects: (i) Students' behaviour in school, (ii) Students' motivation towards school, (iii) Classroom climate, (iv) Students' involvement in classroom (v) Parents' involvement in school activities. (vi) School health (vii) Leadership qualities.

Machura (1991) in his study on indicators of school effectiveness found significant difference between effective schools in relation to ten administrative variables and five specific school attributes that included administrative leadership. Effective schools exhibited strong managerial leadership.

Hmaidan (1991) in his study on characteristics of effective and non-effective schools in Jordan found that factors such as principals who had good management skills, positive school climate, high expectations on academic achievement and participatory decision making distinguished high achieving (effective) from low achieving (ineffective) schools.

2.2. Professional Competencies and Professional Development of School Principals

During the past few decades, 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 substantial amount of research on school organization and the Principalship based on a variety of theoretical framework, social systems, theory, role theory, organizations theory, teacher-morale, innovative institutions, administrative behaviour theories etc to name a few.

Hoekstra (2014) conducted a study entitled "Key Leadership Competencies Demonstrated by Principals in Two Turnaround Schools" found that principals demonstrated competencies of developing others, achievement, and impact and influence in their quest to turn around these failed schools.

Sawyer (2010) conducted a study entitled "Principal on the Rise: A Case Study of Leadership Practices" with a purpose to identify effective leadership practices of an African American principal in a high achieving school. The study identified competencies of the principal as visionary, a builder of community and culture, a promoter of student learning, a developer of teacher leadership and as a facilitator of shared decision making. The most important finding being that the principal placed the needs of the student in the center of all decision making.

Hopper (2009) conducted a study entitled "Elementary Principal Perception on Key Leadership Responsibilities Associated with Increased Student Achievement" with a purpose to determine to what extent elementary principals perceive their practicing 21 leadership responsibility constructs. Also the study explored into the influence of intervening variables on the leadership practices, the variables being (1) adequate yearly progress (met/ or not met), (2) percent of free or reduced lunches, (3) school size, (4) principals' years of experience at current school, (5) the principal's involvement in a professional learning community, and (6) gender. Results using ANNOVA and two-tailed t test indicated significant difference for the variable of gender for schools that met adequate annual progress and schools that did not meet adequate schools progress. Few differences were reported between schools that met the adequate yearly progress and the schools that did not meet the adequate yearly progress based on the intervening variables as they related to the practices of 21 leadership responsibility constructs.

Rethinam (2008) conducted a study entitled "A Study of Educational Management of Elementary and Middle School Headmasters in Tiruchirappalli District". This study found that there is no correlation between experience of the headmaster and dimensions of management. He observed that the performance of the headmasters in terms of their managerial proficiency remained at the same level and hence suggested that managerial training should be given to all headmasters in periodically in order to enhance their performance as a school head.

Kalai (2006) conducted a study entitled "A Study of Educational management Practices in Secondary Schools and their Implications for In-Service Training of Head teachers: A Survey of Kitui and Machakos Districts, Kenya". His study found that there was

significant difference in educational management practices in (i) curricular design and planning (ii) curricular transaction and evaluation (iii) research development and extension (iv) infrastructure and learning resources (v) student support and progression service and (vi) school organization and management, based on school categories. This study therefore concluded that head teachers' exposure to management training has effect on kind of practices that secondary school engage. Even in cases where other variables could account for the differences, the consistency seems to suggest a significant difference based on exposure or lack of exposure to management training.

Knuth & Banks (2006) stated that when a school principal fails, it comes at a great social cost to the school's students and families, at significant economic and often political costs to the school district, and an extreme personal cost to the principal. A failed Principalship destabilizes the school and often disrupts the school district and community. Furthermore, early-career principals who are unsuccessful are frequently lost to the profession forever.

Some of the traits that principals require are not unique to them, but are traits shared by all successful administrators. Thus, while each individual school district is unique, there are some general characteristics necessary in an administrator to make that district function at its peak level.

Scott (2005) conducted a study entitled "Educator Perceptions of Principal Technology Leadership Competencies" with a purpose to investigate educator perceptions of principal technology leadership competencies. Thirty five assistant principals and principals and 117 teachers responded to a survey about principal technology leadership competencies.

The results indicated that competencies across the leadership domains are critical for effective technology leadership.

Morrison (2005) conducted a study entitled "Principal leadership Competencies in a Successful School Reform Effort" with a purpose to examine the relationship between principal's involvement in a system change effort and the successful implementation of a building based reform initiative. Case study method was employed for the study to address educational change effort from a systems approach, and the role that the building principal plays in implementation of this reform effort.

Kathleen Cotton (2003) conducted a study in which she critically reviewed 81 research articles on administrative leadership that were published in the last 20 years. Based on that review she ascertained that 26 distinct traits and behaviours can be attributed to effective principals: Principals of high-achieving schools are effective in the following areas, among others: safe and orderly school environment; goals focused on high levels of student learning; high expectations of students; self-confidence; responsibility; perseverance; visibility and accessibility; positive and supportive school climate; communication and interaction; interpersonal support; community outreach and involvement; rituals, ceremonies, and other symbolic actions; shared leadership and staff empowerment; instructional leadership; norm of continuous improvement; classroom observations and feedback to teachers; teacher autonomy; support of risk taking; and professional development opportunities and resources. She found that these distinct traits were the same regardless of gender and socioeconomic structures in both elementary and secondary settings. With regard to traits that directly affect student achievement, Cotton determined that principals who foster these traits generally have the highest level of

student success. In her model, there was a direct correlation between traits and behaviours of the administrator and student success. Another way to foster student success is to build strong relationships with teachers.

At the end of the day, it is the administrator who is accountable for standards being met in his or her school. The principal is expected to oversee the implementation of curriculum standards. Schools [administrators] must provide teachers with strategies they can use to efficiently turn school standards resources into standards-achieving instruction (O'Shea, 2005). Principals also need to find resources to support on-going improvement in their buildings. As we can already see in this brief introduction to the roles of principals, the job encompasses improvements to buildings, building relationships with teachers, and promoting student achievement. Regarding student achievement, the principal must walk a fine line between collaborative instruction and authoritative control. Maintaining this balance for better student achievement is largely a function of teacher acceptance and participation in reform.

Research findings have indicated that teacher perceptions of principal behaviour can be predictors of student achievement (O'Donnell & White, 2005). It is evident that communication between principals and staff is imperative for student success. The fostering of student success by effective administration occurs both directly and indirectly. State standards and test scores are used as measures of administrative effectiveness.

Onyango (2001) observed that much of what was done during pre-service training was aimed at preparing teachers and not educational managers. To reverse the trend, there is a need to have teachers grounded in such of educational management as financial

management, human and public relations, legal aspects of education and modern supervision and inspection approach. Onyango identified the following operational areas as constituting what head teachers do: (i) Curriculum and Instruction (ii) General School Management (iii) Finance and Business (iv) Staff Personnel (vi) Student Personnel and (vii) School Community Relations.

Okumbe (2001) posits that educational administrators attend to the following task areas: (i) Curriculum and Instructions (ii) Student Personnel (iii) School Plant (Physical facilities) (iv) Business Management (v) Staff Development (vi) School Community Relation and (vii) Evaluation. Staff Development and Evaluation are such key tasks of a head teacher that they need highlighting on their own.

According to Cheng (2000), principals in Hong Kong were strong in structural and educational aspects, moderate in human leadership but relatively weak in political and cultural dimensions. Given Hong Kong's centralized system of education, and the nature of its past preparation and induction programme for principals, it is not surprising that Cheng concludes that most of the principals tend to be 'manager' types. This called for preparation of school leaders rather than just mere managers who maintain status quo.

According to Wong (1999), there has been a general concern with regard to the approaches to principal preparation programme. The changing context of education in many countries has created a need for different type of school leader and calls for more flexible forms of leadership preparation and development unlike in the past when head teachers were viewed as only main player in the management of a school.

Sujata Srivastava (1999) studied the managerial competencies of effective educational managers explored into the level of competencies in the following eight competency areas.

    i. Pupil development.

    ii. Personnel management.

    iii. School community interface.

    iv. Financial management.

    v. Curriculum implementation & Management of instruction.

    vi. School Plant Infrastructure.

    vii. School Climate and School improvement.

    viii. Administrative methods and procedures.

Leithwood (1996) noted that emphasis on leadership implies a shift in role behaviour away from implementing system policies and rules towards supporting and developing the organization's capacity for change.

Kalra (1996) scientifically explored the competencies required by senior secondary school principals for managing their school efficiently. The findings revealed that the principal should possess 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 audits. It was further found that competence for job success, varied as one possesses appropriate manipulative skills, technical knowledge, occupational information judgment and morale.

Mumtaz (1995) analyzed the task of 19 principals in Srinagar and found that to be effective; they need training in managerial areas.

Deka (1994) gave stress on eleven training areas for the principals of elementary schools i.e Financial Management, General Administration, Academic Management, Personnel Management, Supervision, Library, Decision Making, Institutional Planning and Leadership.

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 educational manager. It includes: 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 and 9) practice humility.

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 1980's by organizations seeking to identify the components of managerial excellence. Two of the four deal with people handling competencies: communication and supervision. The other two deal with task handling side of management: administrative and cognitive.

Konwar (1990) had some more areas like Discipline, Performance Appraisal, Human Relations, Staff Development and motivation.

Johnson (1990) recommended 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.

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 leaders, dreamer, cheer leader, public relations director, communicator, peer, and community link and decision maker. The successful principals use knowledge of context dynamics discussed by Weiner (1986). Her strong personality also contributed to her successful Principalship. The subject appeared to see the school as an extent of her.

MacDonald (1986) conducted an exploratory study entitled "The Impact of Intensive Training on the Professional Development of School Principals (Elementary, Academy, Secondary and Professional Growth)". The major conclusions of this study are (1) The Academy employed professional staff development practices identified as effective through a review of literature (2) The 57 participants appeared to be demographically representative of Texas principals in general. They might differ from the general population of Texas principals in that they demonstrated predisposition to value their own professional growth and development (3) Immersion in a well structured learning experience can (a) do much to keep a principal current in their profession; (b) focus attention on the quality of individual practice; (c) provide principal with safe environment to apply quality research and application to his/her own setting. (4) The idea of the principal being "obsessed with learning" and modelling learning in the school setting for

the benefit of staff and students, appeared to be a new concept that truly impacted this group of principals. (5) Principals can get excited and motivated regarding their own professional growth during an intensive one week learning experience. It was opined that the Academy approach with effective follow-up activities can be a highly productive vehicle for providing meaningful support and assistance to the practicing principal.

Erwin (1986) investigated the tasks performed by secondary principals. The task chosen for this study was categorized into five areas: Administrative, Evaluation, Public Relation, Interpersonal and Organizational. The findings indicated a discernable pattern in the task that the 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 feedbacks, communication the purpose of observations, and classroom 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 teachers 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 expenditure for instructional materials.

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.

Hawkins (1985) conducted a study to determine if a significant difference exists between perceived importance and perceived performance competencies of 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.

Atughonu (1985) sought to develop a list of critical competencies needed for secondary school Principalship in Nigeria and to determine is significant difference existed between the perceptions of secondary school principals and teachers regarding competencies. The secondary school principals and teachers perceived competencies needed by secondary school principals differently in administrative operational area of administration and organization, improvement of instruction and staff personnel services. The principal and teachers had the same perceptions on the competencies needed by the secondary school principals in administrative operational areas of student personnel services, financial and physical resource management and school community relationship.

Casterberry's Principal's Behaviour Profile (Castelberry, 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. A 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.

Miza, Rita, Lafenberg (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 the 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 teacher with new ideas and is ultimately in control of every facet of the school operation.

Blumberg and Greenfields (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 humanism. All principals emphasized on the importance of building mutually supportive administrative-faculty relationship and the ability to "listen" to teachers. They also concluded that three major factor 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.

2.3 e-Learning and its Effectiveness

Tongdecharoen (2014) conducted a study titled "A Study of Effectiveness of e-Learning on the Learning Achievement ad Research Skills in Educational Research Methodology for University Students". The study concluded that e-Learning proved as more effective method to enhance the learning achievement and research skills in educational research methodology of university students.

Abbassi (2013) conducted a study titled "The Effect of e-Learning versus Lecture Teaching Method on the Knowledge and Practice of Oncology Nurses about Safety Standards with Cytotoxic Drugs in Shiraz University of Medical Sciences". The results of the study revealed that there was no significant difference between the mean scores of students' classified by age, marital status, works experiences. It was found that there was no significant difference between the mean scores of the students' achievement in lecture group and e-Learning group in the increase of knowledge and improvement of practice. It was concluded that both the groups (e-Learning and lecture method) have similar effects on improving the knowledge and practice of nurses in oncology wards.

Abbas (2011) conducted a study titled "A Comparative Study on Effect of e-Learning and Instructor-led Methods on Nurses' Documentation Competency". The results of the study indicated that there was no significant difference between the two groups. The findings also revealed that there was no significant correlation between the two groups towards demographic variables. However, it was believed that due to the benefits of e-Learning against traditional instructor led method, and according to their equal effect on nurses' documentation competency, it can be a qualified substitute for traditional

instructor-led method. Results of this study showed that e-Learning method was a wide learner-centered educational method and that it could increase the competency of the nurses in documentation in a similar manner as was done by the traditional instructor-led method.

Matthew (2011) conducted a study titled "Impact of Information and Communication Technology (ICT) on the Professional Development and Educational Needs of Library Professionals in the Universities of Kerala". The study found that 23.2% of the library professionals have accessed online modules or e-Learning modules from IGNOU, NPTEL and MIT. Majority of such users were found to be the younger library professionals.

Poonchai (2010) conducted a study titled "Effect of e-Learning on Secondary School Students' Performance in Biology". Major findings reported were: (i) There was a significant difference in the performance of students in biology when they are exposed to e-Learning and textbooks. (ii) There was no significant difference between the performance of boy and girl students when they are exposed to both type of treatments.

Pradubploy (2008) conducted a study titled "Effect of e-Learning in Teaching English Grammar on Achievement of Secondary School Students". The results of the study revealed that the student of the experimental group were more successful than he students in the control group.

Fetaji et al (2007) defines e-Learning indicators as the important concepts and factors that are used to communicate information about the level of e-Learning and used to make

management decisions when planning e-Learning strategy for an institution or University. The e-Learning indicators were defined as:

1. Learner education background

2. Computing skills level

3. Type of learners

4. Their learning style and multiple intelligence

5. Obstacles they face in e-Learning (e-Learning barriers)

6. Attention

7. Content (suitability, format preferences)

8. Instructional design

9. Organizational specifics

10. Preference of e-Learning logistics

11. Preference of e-Learning design

12. Technical capabilities available to respondents

13. Collaboration

14. Accessibility available to respondents

15. Motivation

16. Attitudes and interest

17. Learning outcomes.

Sothorn (2006) conducted a study titled "Effect of e-Learning on Achievement in Teaching of Social Studies in Higher Education". The results of the study revealed that the experimental group is more successful with respect to the level of knowledge and application that traditional method. Sothom concluded that e-Learning in social studies is

more effective for acquiring knowledge, comprehension and application level behaviours then traditional instruction.

Gatling et al (2005) emphasizes that students today come from a variety of cultural backgrounds and educational experiences outside of traditional classroom. Based upon the question about how do students construct meaning from prior knowledge and connect it with new experiences, Fetaji et al (2007) explored into how learner's education background impacts e-Learning.

2.4 Implications of the Review for the Present Study

A total of 67 studies were reviewed out of which 49 were International studies and 18 Indian studies. The research studies related to aspects such as school leadership, school effectiveness, professional competencies of school heads, professional development of school heads, and effectiveness of e-Learning in professional development etc.

Under the category of school effectiveness and school leadership a total of 25 related studies including 15 studies conducted abroad and 10 Indian studies. The researcher came across studies related to the leadership behaviour of the school head and its impact on the school improvement, school climate and organization health. Studies also explored the relationship between the school leadership and school effectiveness, between school leadership and students' achievement, between school leadership and teachers' job satisfaction and organizational health. Review of studies related to different leadership styles and its impact on school effectiveness were also carried out by the researcher. Researcher also came across studies related to transformational leadership styles and school climate.

Under the category of Professional Competencies and Professional Development of School Principals a total of 36 related studies including 27 studies conducted abroad and 9 Indian studies. The researcher came across studies related to a wide range of themes namely key leadership competencies, leadership practices, leadership responsibilities, educational management practices, accountability of school administrators, introduction of educational management in teacher education programs, task responsibility of school principals, technology leadership competencies, emotional competencies and preparation for Principalship. Specific studies on personnel management strategies of the school principal, problem solving and political skills, implementation of change etc were also reviewed.

Under the category of e-Learning and its effectiveness a total of 7 studies were reviewed including 5 studies conducted abroad and 2 Indian studies. The researcher came across studies related to effectiveness of e-Learning Vs lecture methods, impact of ICT in transaction of lessons on various subjects at the secondary level, effect of e-Learning on learning achievement and impact of ICT on professional development and educational needs of library professionals.

From the studies reviewed it is clear that the position of Principal is immensely important in providing for educational standards in schools and making the school effective. In doing so the principal enacts various roles, that of a leader, facilitator, motivator, organizer, governor, business director, coordinator, superintendent, teacher, guide, philosopher and friend. He/ she assume the role similar to the captain of a ship or the pilot of an aircraft. The researcher came across a number of studies which examined the leadership roles of the school principal in making the school effective in terms of school

improvement, enhanced students' achievement, and learner's outcome (Negash 2013; Fadael 2011; Alias 2005; De Stefano 2003; Radha 2001; and Jain 2000). Studies also related to the various leadership styles namely transformational and transactional, and its impact on school effectiveness (Abgoli2009; Korkmaz 2007; Lesniewski 2003; and Ali 2003). Researcher also explored into studies to derive the meaning of effective schools and reviewed related literature which examined school effectiveness (Fadael 2011; De Stefano 2003; Shaikh 2000; Selvaraju 1993; Machura 1991; and Hmaidan 1991). A competent school principal exhibited his/ her leadership in carrying forward school reforms (Morrison 2005) and in doing so the principal is successful in creating a positive school climate, enhanced job satisfaction among teachers and overall organizations' health (Korkmaz 2007; Morrison 2005; Lesniewski 2003; Hurakalli 2003; Amoroso 2002; Arguelles 2002; Radha 2001; and Hmaidan 1991). The principal is not only expected to be the main agent of change but also facilitate organizational growth by ensuring timely professional development of his/ her staff and empower them, and provide instructional leadership (Negash 2013; Vaidya 2010; and Moore 2003).

Having developed a strong based on the leadership role of the school principal and the impact it has on the overall school development, the researcher explored further into studies that examined the key competencies that are possessed by successful school principals. Competencies in the field of developing others, achievement of set goals, and impact and influence that the principal (Hoekstra 2014) is able to exercise among various stakeholders towards fulfilling school development plans. This also necessitated the principal to possess certain specific competencies in cultural and political dimensions (Cheng 2000), special competencies which mark the high-performing principals in the

area of commitment to school's mission and concern for its image (Drake and Roe 1986). Effective principals provide leadership in the implementation of change and carry forward school reforms (Morrison 2005).

Also studies reveal that in performing/ enacting such roles, an effective Principal must possess certain cognitive, affective and behavioral characteristics to become successful. Principals today are required to shift their energies to facilitating and integrating staff work activity. The necessary vision, knowledge, role orientation, goals and commitment of leaders must be dedicated to school productivity.

In order to do so, studies reveal the engagement of principal in a wide range of activities, a collective set of tasks well defined and spread across various areas. This led researcher to explore into those studies that identified the task responsibility areas of the school principal. School Principalship is associated with relentless effort towards translating the school's vision into reality, building community and culture, promote student learning, develop teacher leadership, and facilitate shared decision making (Sawyer 2010). The position of Principalship is associated with a myriad of responsibilities and hence, it is the principal who is accountable for the success or failure of the school. Principals of high achieving schools were reported to be effective in areas such as: creating safe and orderly school environment; goals focused on high levels of students learning; high expectations of students; self-confidence; responsibility; perseverance; visibility and accessibility; building positive and supportive school climate; communication and interaction; interpersonal support; community outreach and involvement; rituals, ceremonies and other symbolic actions; shared leadership and staff empowerment; instructional leadership; norm of continuous improvement; classroom observation and

feedback to teachers; teacher autonomy; support of risk taking; and professional development opportunities and resources (Cotton 2003).

Operational areas of the school principal included: Curriculum and instruction, general school management, finance and business, staff personnel, student personnel, school community relation (Onyango 2001), school plant (physical facilities), staff development, evaluation (Okumbe 2001). Competency areas as identified in Indian context are: Pupil development, personnel management, school community interface, financial management, curriculum implementation and management of instruction, school plant infrastructure, school climate and school improvement, administrative methods and procedures (Srivastav 1999). In context of Assam also reported the areas of: financial management, general administration, academic management, personnel management, supervision, library, decision making, institutional planning and leadership (Deka 1994), discipline, performance appraisal, human relations, staff development and motivation (Konwar 1990).

The above task responsibility areas as identified by various studies broadly can be categorized into areas of General Administration and Management Tasks, Curriculum Management Tasks, Personnel Management Tasks, Community Partnership Tasks, Financial Management Tasks, Materials Management Tasks, and Management of Information Tasks. And imparting in-service training to the school principals have reported in enhancing their professional competencies (Kalai 2006). Performance of principals over a period of time ranging from their joining as principal and leaving, in terms of managerial proficiency and hence imparting managerial training becomes a

necessity (Rethinam 2008). Studies also reveal that inclusion of educational management in pre-service teacher education program (Onyango 2001; Cheng 2000).

Professional development programs across several fields from nursing education (Abbassi 2013; Abbas 2011) to developing and catering to the educational needs of library professional (Matthew 2011) have been reported to be highly successful and presented similar results about learning outcome when compared to the transaction of teaching and learning using lecture method. A recent study on the effectiveness of e-Learning on the learning achievement and research skills in educational research methodology for university students (Tongdecharoen 2014) also reported to be more effective method. Other studies related to the application of ICT and e-Learning in imparting lessons on specific subjects to secondary students also reported its effectiveness.

School leadership as an area has not been studied extensively in the Indian context, with limited studies and research exploring the leadership behavior, leadership styles, leadership and its impact on the job satisfaction, morale and organizational climate. Certain researches reveal the roles and responsibilities of the school principal and few studies relate to the identification of task responsibilities. Leadership preparation, preparation for Principalship, creating continuous learning environment and thus creating a learning community within the school context are areas which are the need of the hour in order to realize developmental goals of the nation as a whole.

Also the fact that not much studies related to professional development of school principals has taken place in India. At present only a few institutions like National University of Educational Planning and Administration (NUEPA), National Council of

Educational Research and Training (NCERT) and Center of Advanced Study in Education (CASE) in few select Universities in India have taken up professional development of school principals. As per DISE data 2009 out of 1303812 schools covered, 462772 schools do not have a regular or acting head teacher. Only 616477 schools have regular appointed head teachers. The data also reveals that the qualification of majority of such appointed school heads is higher secondary or below. Therefore, equipping the school head teachers with required inputs on managerial competencies and leadership development becomes necessary. In a country as vast as India, it will take years to realize the same.

Hence, keeping in mind the success of e-Learning as a medium to cater to the requirement of professional development in various fields and profession has resulted in the desire of the researcher to use the same for developing professional development program for school principals. The researcher is of the opinion that an e-Learning professional development program for school principals would be of immense help in providing school principals relevant learning experiences to develop their professional competencies.

Hence the researcher undertook this study to develop an e-Learning program for enhancing the professional competencies among secondary school principals in the state of Assam.

2.5 Conclusion

During the past few decades, 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 substantial amount of research on school organization and the Principalship based on a variety of theoretical framework, social systems, theory, role theory, organizations theory, teacher-morale, innovative institutions, administrative behaviour theories etc to name a few. International studies have documented the complexities faced by contemporary schools, noting high on list, issues of 'social and population mobility, technological advances and increased focus on schools to perform' (OECD, Vol 2, p.2). In response, over the past two decades many schools have experienced decentralization accompanied by increased autonomy and accountability. Sustainability concerns (particularly the issue of school leadership succession) are also a challenge (Brundett & Crawford, 2003; OECD, 2008; Hargreaves & Fink, 2006). School leaders are now responsible for managing change, building organizational capacity and implementing technological advances as they strive to improve their school effectiveness and student learning outcomes. This position was reached as a result of the last major international paradigm shift in the way school leadership was conceived, and the same occurred in the 1980s and 1990s, when in the West there was almost a universal move to site based management.

Also studies reveal that in performing/ enacting such roles, an effective Principal must possess certain cognitive, affective and behavioral characteristics to become successful. Principals today are required to shift their energies to facilitating and integrating staff work activity. The necessary vision, knowledge, role orientation, goals and commitment of leaders must be dedicated to school productivity. ANTRIEP (2002) examined the role

of head teachers in school management in 6 states in India. It analyzed various roles, functions and performance of Head Teachers of different stages and different types of schools in the states. It also suggested induction training and in-service and needed to equip them. As the study was conducted in 6 different states, the results varied. Some states reported that Head teachers who could effectively manage the school are found to have made personal efforts for improving the school situation in all respects with the constraints. It also suggested that more autonomy needs to be given to Head Teachers.

In short, the successful principal exhibits certain professional competencies which can broadly be categorized into: General and Specific. And such competencies can be developed through effective training and development programmes.

Added responsibilities for school leaders often involved putting policies into practice. Initially, particularly through 90's, these led to programs by which leaders were trained mainly as finance and resource managers. However the shift to site based management brought student outcomes or results into far greater prominence than before. As such apart from exhibiting administrative leadership qualities the leader is also expected to exercise instructional leadership. Further, the principal is also required to maintain a healthy relation with the immediate community and evolve partnership directed towards overall improvement of the school. In today's context, knowledge of distributed intelligence as a result of information technology is required to be put to use in the decision making process, and this requires principals to be aware about the application of management information system in the school context.

The following Chapter 3 includes the research design and deals with the strategies adopted for developing and implementing the e-Learning program, the tools and

techniques used for data collection and the methods adopted for analyzing the data so obtained.