

## **1.0 INTRODUCTION**

If there is a dire need for significantly ramping up the academic support system, then there is an equally desperate need to strengthen the quality of leadership of our schools and education administration.

All teachers work in the contexts of their environment the people, the resources made available to them, the nature of support provided to them, the vision of the organization (or the lack of it), the content of training and support made available at the school level, economic compensation for their work, and opportunities to read, reflect and share.

Management is increasingly considered a body of knowledge and practice, a process comprising of planning, organizing, staffing, directing and controlling. Large school systems have come into being which present complexities, requiring considerable energies or administration. A 'school head', thus is seen to need management skills, how to make school plans, organize required resources to implement these, assess implementation and feedback for planning the next period. This skill set is seen as a full time specialization distinct from 'academic' tasks like teaching learning, preparing to teach, teacher support etc. Many schools suffer poor management, which affects institutional effectiveness-absence of rigorous long term and short term (annual) planning impacts focus and alignment of work of teachers, poor organising impacts implementation, poor monitoring and feedback mechanisms affect the school's learning from its work experiences which in turn affects planning. Thus every school needs a good manager.

**Elmore (1999)** writes "The purpose of leadership is the improvement of instructional practice and performance. This is a deliberately de-romanticized, focused and instrumental definition."

## **1.1 CONCEPT OF LEADERSHIP**

Leadership plays a vital role in the survival of organizations. It is concerned with the execution of policies and discussions, which help to direct the activities of an organization towards its specific goals. Leadership is certainly possible in an authoritarian position, but apart from the position there are some factors that influence the leadership. Some of them are personal enthusiasm, personal authority, creditability, knowledge and skill. Leadership is not something that can be imported from outside, but it is something that emerges, grows and is achieved. Leadership is the ability to guide, conduct, direct or influence the teammates for the purpose of achieving common goal. The leader thus, possesses the ability to influence others to achieve positive results.

Leadership can be defined in general terms as simply *showing the way for others*. This includes leading by example both within and across organizations. Showing the way for others also occurs through explicit advocacy of a new direction.

**Haiman (1950)** referred to leadership as that process whereby an individual directs, guides and influences or controls the thought, feeling or behavior of other human beings. **Lipham (1964)** mentioned that it is a force that can initiate action among people, guide activities and unify efforts towards common goals. **Bennis (1966)** defined leadership as the fulcrum on which the demands of the individual and the demands of the organization are balanced. **Stogdill (1974)** believed that leadership is the initiation of a new structure or procedure for accomplishing the goals and objectives of organization.

As per **Kenzevich (1975)**, leadership is a process of social influence where leaders induce teammates to apply their energy and resources towards a collective objective. It is an interactive relationship between leaders and teammates, which is characterized by influence and identification. **Patel (1983)**

referred leadership as a process by which an agent induces a subordinate to behave in a desired manner. **Davis and Newstrom (1989)** positively commented that leadership is a process of encouraging and helping others to work enthusiastically towards objectives. **Kouzes & Posner (2002)** showed another dimension by saying that leadership is a relationship between those who aspire to lead and those who choose to follow whereas **Kenneth Valenzuela (2007)** mentioned that leadership is the ability of developing and communicating a vision to a group of people that will make that vision true.

The core message that runs through all these definitions and which constitute the essence of leadership is that leadership is not an ability but a process whereby an individual influences a group of individuals to focus their efforts towards a common goal.

## **1.2 FORMS OF LEADERSHIP**

There are many forms of leadership which emerged during different historical contexts and continue to be in our midst, perhaps a shade differently but true to their role and interaction with society. We have the warriors who have moved from the battlefield to the boardroom or are the frontline entrepreneurs; the kings who now grace many occasions and are the patrons; there are the background advisors easily recognizable as the consultants of today; we have our shepherds who tap the stray ones in our institutions and organizations; and perhaps other kinds too. Many of these leaders lived to influence the education arena of today. What confounds the present situation is that one does not acknowledge the past; which is a subconscious player, and the present is not understood in its psycho-affective dimensions.

Over the course of history, leadership has gone through a series of phases. These phases had begun with the emergence of tribal leadership, followed by Pre-Classical, Classical, progressive and presently with the Post-

Progressive form that exists at the forefront today. With the change in eras, mates are becoming more focused and there are greater chances for them to interact equally with the leaders. Once survival and eternal fate were removed from the hands of a leader, the team members were able to form a more communicative kind of relationship with them.

Tribal leadership was an era in which a leader was a man amongst the group who got the power based on skill. The leader of a tribe was the strongest and the most skilled member. Although, being skilled does not eventually mean that an individual is capable for a leadership role. Teammates were often ruled by fear during the era of tribal leadership. Survival was difficult, so obedience was necessary for the successful existence of a tribe. Even today, some leaders are selected based on the values associated with tribal leadership. The finest musician or the fastest runner may be selected to lead their group regardless of the status of their social skills, age, seniority or experience. These leaders are often chosen because there is much to learn from experts in a certain field. But this learning may not happen if the individual lacks other leadership skills. Experts often have the knowledge necessary to lead but may lack the organizational skills needed to be a good leader.

At present, the most accepted form of leadership is Post-Progressive. This form of leadership requires good collaboration, agenda building and better integrated teammates into the model. Post-Progressive leadership utilizes the strengths of teammates while having a good organizer as the head of the operation. This form of leadership is based on a relationship of equality instead of the idea that teammates are expendable that characterized the initial Progressive form of leadership. A Post-Progressive leader wants input from team mates and seeks a positive environment for all. Many businesses today are structured in this way. They seek employee as well as customer satisfaction and provide a healthy environment with idea sharing capabilities. Even the

democratic process can be considered as a part of this era. Democratically elected leaders seek input from their teammates and collaborate with experts since it would take more than a lifetime to learn all the information a leader needs.

Even though models of leadership have evolved over time, aspects of each can be found in modern day society. Different situations require different types of leaders and leadership will be evolved instead of jumping from one type to another abruptly. The time and place determines the model of leadership. The cultural attributes also play a vital role in the society's demands on the leaders. The present time poses a number of educational challenges arising from increasing mechanization and urbanization especially in urban India. The urban elite have become more conscious of their surroundings and more responsive to the kind of education imparted in schools. School education has largely been influenced by the kind of social structures created around which has different set of expectations towards schools. School education has to be linked with the culture, ethos and living standards which a child brings to school from his/her family. Every effort of the school authorities is being inclined towards offering the best to their beneficiaries. They have realized that improvement in schools can be made only by maintaining a strong linkage with the community to whom the school actually belongs.

But as **Diwan (2005)** noted over the period, certain developments within society have also occurred that has posed a great challenge to school education. These challenges include Early Childhood Education, multi linguistic approach, multicultural students, emphasis upon rights of students, new generation of teachers, teachers' power through associations and unions, community in an adversary role, rise and fall of financial support, economic and pragmatic accountability demands, educational technology such as computers, audio-visuals, demand for social justice in education, student unrest and drug abuse.

Excellence in education is not possible without the virtues of excellent leadership. Excellence means overall development of oneself along with the entire society. The leader of a school is a guide for quality transformation with certain aims and objectives as a mission. So, excellence in education opens door not only to careers but also the values and morals of the child per se.

The school as a single unit is increasingly being recognized as a force for bringing about change and improving the future of the nation in the emerging scenario. The efficiency of a school is determined by the strength of a school to meet expectations of people it caters to. On one hand, elite social classes have their own expectations towards schools to cater to the scholastic and co-scholastic development of their child and on the other hand, remaining social classes have their own specific demands like maintenance of minimum standard of scholastic performance in frame with the cost incurred for education. In order to sustain in the present day's transforming educational system, the leader will have to follow a dynamic approach while performing routine school tasks. One needs to understand the mechanism by which the school can be managed in a more efficient manner.

### **1.3 REVIEW OF LEADERSHIP THEORIES**

A review of the leadership by **Bolden R.** reveals an evolving series of 'schools of thought' from "Great Man" and "Trait" theories to "Transformational" leadership. Whilst early theories tend to focus upon the characteristics and behaviours of successful leaders, later theories begin to consider the role of followers and the contextual nature of leadership.

#### **Great Man Theories**

Based on the belief that leaders are exceptional people, born with innate qualities, destined to lead. The use of the term 'man' was intentional since until the latter part of the twentieth century leadership was thought of as a concept which is primarily male, military and Western. This led to the next school of Trait Theories.

### **Trait Theories**

The lists of traits or qualities associated with leadership exist in abundance and continue to be produced. They draw on virtually all the adjectives in the dictionary which describe some positive or virtuous human attribute, from ambition to zest for life.

These concentrate on what leaders actually do rather than on their qualities. Different patterns of behaviour are observed and categorised as 'styles of leadership'.

### **Situational Leadership**

This area has probably attracted most attention from practicing managers. It means that the leader must adjust his style to fit the development level of the followers he is trying to influence.

### **Contingency Theory**

This approach sees leadership as specific to the situation in which it is being exercised. For example, whilst some situations may require an autocratic style, others may need a more participative approach. It also proposes that there may be differences in required leadership styles at different levels in the organization.

This is a refinement of the situational viewpoint and focuses on identifying the situational variables which best predict the most appropriate or effective styles to fit the particular circumstances.

### **Transactional Theory**

This approach emphasizes the importance of the relationship between leader and followers, focusing on the mutual benefits derived from a form of 'contract' through which the leader delivers such things as rewards or recognition in return for the commitment or loyalty of the followers.

### **Transformational Leadership**

The central concept here is change and the role of leadership in envisioning and implementing the transformation of organizational performance. In its ideal form, it creates valuable and positive change in the followers with the end goal of developing followers from leaders.

Each of these theories takes a rather individualistic perspective of the leader, although a school of thought gaining increasing recognition is that of "**dispersed leadership**". This approach is recognized as a process that leadership is diffused throughout an organization rather than lying solely with the formally designated 'leader'. The emphasis thus shifts from developing 'leaders' to developing 'leaderful' organizations with a collective responsibility for leadership.

In the current section we will focus primarily on the traditional, individualistic views of the leader as we feel these have greatest relevance to the development of management and leadership.

## **1.4 TYPES OF LEADERSHIP**

**Cheng (1994)** has described various types of leadership which are as under.

- Structural Leadership
- Human Leadership
- Political Leadership
- Cultural Leadership
- Educational Leadership

## **1.5 CONCEPT OF EDUCATIONAL LEADERSHIP**

Educational leadership is that leadership which provides direction and expert advice on developments of learning, teaching and curriculum, emphasizes relevance to education in management, diagnosis educational problems and encourages professional development and teaching improvement. Moreover, an educational leader has to imbibe the qualities of all the types of leaders. Educational leaders hold leadership positions with significant responsibility. As the responsibilities of the leader have increased in recent years, so has the stress. Coordinating and interacting with faculties, parents, students, community members, business leaders, state and local policy makers is stimulating as well as demanding. It is believed that about one third out of total Principals work more than forty hours a week in 2008; they often supervised school activities at night and on weekends. With the changing demands of the society, it can be predicted that drastic changes will alter the environment and the Principal will need competencies to understand the relationship between the cultural values and the expectations for the school as an institution. The Principal is entrusted as the head or the leader in schools. He administers the school with other teaching and non- teaching staff members. The Principal assigns duties to various subordinates according to their capabilities and skills identified by him, though all final responsibilities still reside on him. He is involved in the control of human and material resources of the school. Thus the Principal is regarded as the Chief Executive Officer, who is actually responsible for all the happenings in the school.

The Principal has to accept the fundamental responsibility for the quality of learning which forms the educational foundation for all the young people in their community. He should develop, nurture and maintain excellent relationships with the students, staff, parent community and other providers within the wider school context. He should be accountable for the quality and effectiveness of the teaching and learning programs in the school. He plays a significant role in creating and maintaining a learning environment that values the academic, vocational, spiritual, and broad developmental needs of all of their students and to integrate these characteristics in a holistic way. He should maintain a positively oriented and physically safe learning environment, which encourages and values the contribution of all the people who work, teach and learn within it. He should be a role model for the profession of school leadership. He should be able to create effective processes to establish strategic directions and set realistic goals for their organizations.

## **1.6 SECONDARY EDUCATION IN INDIA**

The philosophy of education for secondary education in contemporary India is a synthesis of various schools of thought, modern innovations, continuance of old practices, societal expectations and utilitarian concepts leading to employability. In such a continuity of the tradition in secondary education, the latest injunctions are the recommendations of the **National Policy on Education (NPE), 1986** and the POA (1992). The NPE (1986) states: 'The secondary stage of education is an appropriate stage to provide children with a sense of history and national perspective and give them opportunity to understand their constitutional duties and rights as citizens'. Further it recommends for a proper understanding of the work ethos and of the values of Humane and composite culture to be brought about through appropriately formulated curricula.

**Karla(2004)** noted that from last fifty years, secondary education has been

under a stress for transformation by various committees and commissions, political groups, and the government. The gradual structural change has now culminated in the new pattern of 10+2 which is termed as senior secondary stage in the system of education. As it is now, the curriculum for the first ten years is for general education and the courses at the senior secondary level have been redesigned into two different streams- Academic and Vocational. The provision of policies and curricula in a senior secondary school is almost baffling because the school has simultaneously to cater to the policies of universalisation of elementary education for the age group of 11-14 years; provide for a smooth transition from elementary to secondary education; provide grounding for the transaction of curriculum of ten year general education schooling; and plan courses in tune with the policy for diversification of courses into academic and vocational streams at the +2 stage.

The demand on the Principals seems to be unending. Now, the +2 stage of education is also conceptualized to provide for a beginning in the human resource development. The senior secondary school stage is thus a set up with a culture and tradition in the past; a hope for the future; a grappling with the present inadequacies and constraints. The expected role of the Principal is to give direction to the institution for developing enlightened citizenry. The role of the Principal of the senior secondary school becomes crux and complex requiring clarity.

The present study was taken up at doctoral level to investigate what key competencies in the Principals correlate with criteria of efficiency of the senior secondary schools and how the Principals could be helped to know and act upon the said competencies.

**The Development of Secondary Education:** Many significant developments have taken place in secondary education since Independence. These

developments have summarily been reviewed for conceptualizing the functions of secondary education and the role expected of the Principals of senior secondary schools to transact these.

**Article 46 of the Constitution of India** reads as: The State shall take a special interest in the educational progress and economic amelioration of the weaker sections of the Indian Society, particularly the scheduled castes and scheduled tribes.

There have been transformations and changes made in education system and education policies gradually throughout all these years. **The Secondary Education Commission (1952-53)** visualized: Our secondary schools should no longer be single track but should offer a diversity of educational programmes calculated to meet the varying aptitudes, interests and talents which come into prominence at the end of the period of compulsory education. They should provide more comprehensive courses which should include both general and vocational subjects and pupils should have the opportunity of choosing according to their needs. The Secondary Education Commission (1952-53) recommended that the aims of secondary education should emerge out of educational needs of democratic India, developing democratic citizenship, improvement of vocational efficiency, development of personality and shaping of education for leadership. It recommended multipurpose secondary schools to provide diversified courses suited to the learners. It was of the view that particular vocations chosen for a school should depend upon area needs and available facilities.

**The Education Commission (1964-66)** suggested that the 10+2 should be the structure of the higher secondary stage and there should be diversification of curricula into academic and vocational streams.

**The National Policy on Education (1986)** has recommended readjustments in

secondary education curriculum. One of the concerns is that the school curriculum should be so geared as to cultivate the outlook on life in the students in matters of core elements of curriculum. The National Policy on Education-1986 also visualized that children with special talent or aptitude should be provided opportunities to proceed at a faster pace, by making good quality education available to them, irrespective to their capacity to pay for it (Para 5.14). to cite, the establishment of Navodaya Vidyalayas is a step. In the context to rapid educational changes the role expectations from the Principals of Secondary schools gain focus. In the words of the Policy itself: Education needs to be managed in an atmosphere of utmost intellectual rigour, seriousness of purpose, and at the same time of freedom essential for innovation and creativity (Para 7.1).

Today the Principal of a Secondary school is expected to play a large number of roles such as: Instructional Leader, Philosopher, Disciplinarian, Public Relation officer in the local community, Decision maker, Curriculum Designer, Data Processor, Facilitator for Learning, etc. Essentially the Principal has to provide leadership to the institution and the staff in such matters for infusing these in curriculum planning and transaction process. In every situation, the Principal has to be instrumental in influencing the task of goal setting and goal achieving. In most situations the leadership would be acceptable to the staff through demonstrative competencies.

Development in education has brought forth focus on new concerns, emergence of comprehensive infrastructure, upgrading in the quality of instructional programmes, etc. As to the managerial roles of Principals, when it comes to infusing the old and new ones on the job, it becomes an uphill task. The Principals are in a dilemma as how to identify the emerging roles, which roles are already transacted, which ones further require capability building and how it could be achieved. The Principal as the institutional leader has to plan

many activities and achieve outputs by assigning, delegating, seeking, performing, etc. With all the problems and hurdles, some schools seem to earn a reputation because of the managerial capabilities of the Principals whereas some are less proficient in the scale of efficiency. This led to the curiosity in the investigator to enquire into the attributes of the effective principals and their bearing on institutional efficiency. With the implementation of Right to Education Act by the Government it has been observed that the principal becomes responsible for execution and proper documentation of enrolment that makes him liable to more administrative responsibilities. The RTE Act is presented as follows.

### **RIGHT TO EDUCATION**

The RTE Act seeks to promote leadership at the school level by giving the SDMC the task of preparing the school development plan, which essentially means the all the needs of the school-infrastructure, teachers, facilities, library, play ground, books, mid day meal, sanitation and water-has to be reflected in the plan. The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. Article 21-A and the RTE Act came into effect on 1 April, 2010. The title of the RTE Act incorporates the words 'free and compulsory'. 'Free education' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. 'Compulsory education' casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age group. With this, India has moved forward to a rights based

framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution, in accordance with the provisions of the RTE Act. One of the objectives of this mission to promote kids' leadership , make them independent and at least use formal education in day today life. It will not only give rise of kids' leadership but also justify teachers and Principals, too

### **1.7 ESSENTIAL QUALITIES OF A SCHOOL PRINCIPAL**

The headmaster is the leader of his or her school, but also part of a larger 'system', which comprises an institutional structure and specific strategies for equity, the overall goals of the system, and Government policies. These, however, have to be interpreted against the social context in which the school is situated. The extent to which these goals can be fulfilled depend on the characteristics of 'the system' i.e. institutional structure and capacity, political and administrative ethos, assumptions about the child and learning, management and pedagogic practices. The headmaster, as the leader of the school, may be expected to set and achieve goals for the school in collaboration with his / her colleagues, parents and students. However, as a headmaster within a larger school system, his / her goals and the capacity to achieve them are shaped by the larger system and its characteristics.

**Chhaya (1997)** mentioned that a school leader should be a good visionary and should be able to visualize the broader picture of the system. He should be able to predict and analyze the factors which will influence the teaching learning process to the benefit of the learners in their organization. He should be able to use collaborative efforts towards the achievement of the goal that are underpinned by co-operation and consultation. The Principal as the school head

should be able to act as a mentor to support the professional development needs of the whole team. Being an effective Human resource manager he should value the individual contributions of teachers and other school associates and guide them in their prescribed roles. The basic values and attributes of the Principal are his needs to be confident and capable of asserting the professional role of teachers and the value of education. Being a promoter of continuous lifelong learning, he is also expected to be a strong learning focused resource person. He should be totally committed to the ongoing learning needs of their students and staffs. The Principal must possess high ordering skills in establishing and maintaining effective and high quality relationships with wide range of people. He should hold a deep commitment to the values of cultural and indigenous groups within their community and bring wisdom and understanding to the resolution of differences. The Principal is expected to be intellectually and critically aware of global issues and possess a futuristic orientation in their planning and management processes. He should be skilled and knowledgeable in relation to the application of information and learning technologies to meet the curriculum requirements. Apart from the professional skills, he must possess strong personal qualities like inspiration, reliability, honesty, trust, risk-taking, innovation and a sense of humor.

### **1.8 THE ROLE OF THE SCHOOL PRINCIPAL AS AN EDUCATIONAL LEADER**

The Principal's leadership qualities directly impact on the school's success, staff's effectiveness and student's achievement. The Principal must be comfortable with juggling a variety of roles and accomplishing numerous tasks, often simultaneously. Principals undertake vast responsibility at multiple levels, but the rewarding nature of the job makes the leadership role worthwhile for most educators in this position. The Principal has a very important role in fulfilling their daily duties and responsibilities. They are the guiding force

which makes schools what they are today. **Secondary Education Commission (1952-53)** emphasized the importance of Principals. It states "On him the proper working of the school ultimately depends. The reputation of the school and the position that it holds in the society depends in a large measure on the influence that he exercises over his colleagues, his pupils and the general public." The Principal has many roles to play like a human resource manager, a liaison, a public relation officer, an instructional leader, a manager, an administrator, an exemplary leader, a counselor, a public officer, a disciplinarian, a building contractor, a nurse and even a messenger. Most School Principals begin their career as teacher and advance into education administration with rise in qualification and experience.

### **1.9 DUTIES, POWERS AND RESPONSIBILITIES OF THE PRINCIPAL**

According to the Gujarat Secondary Education Regulations, 1974, revised in 2001, the Duties, Powers and Responsibilities of the Principal as the Head of the school are mentioned as under.

#### **As an Academician**

- The Principal will have to perform all the duties as a subject teacher and supervise, guide and control the work of the teaching and non-teaching staff of the school.
- The Principal will have to manage his daily log book and will inspire subordinates to write and maintain daily work book by monitoring the work and checking the notes.
- The Principal would plan the year's academic work in advance in consultation with his colleagues and hold staff meeting at least once a month, review the work done during the month and assess the progress of the pupils.

- The Principal would help and guide the teachers to promote their professional growth and actively encourage their participation in courses designed for in-service education.
- The Principal would promote the initiative of the teachers for self-improvement and encourage them to undertake experiments which are educationally sound.
- The Principal would supervise class room teaching and secure co-operation and coordination amongst teachers of the same subject areas as well as inter subject coordination.
- The Principal would plan and specify a regular time-table for the scrutiny of the pupils' written work and home assignment and ensure that the assessment and corrections are carried out timely and effectively.
- The Principal must make necessary arrangement for organizing special instructions for the pupils according to their needs.
- The Principal would conduct and arrange remedial classes for S.S.C and H.S.C Board examinations to improve the result of students. He will have to perform his duties as a coordinator, exam centre in charge, moderator, or any other duties given by the state board.

**As an Administrator**

- The Principal will function as the Head of the institution. All activities will be carried under his charge and he should carry out all administrative duties required as a head of the office.
- The Principal will be the in-charge of admission in the school, preparation of school timetable, allocation of duties and teaching load to the teachers, and shall provide necessary facilities to the teachers to discharge their duties and conduct school examination in accordance with the instructions issued by the Board from time to time.

- The Principal will be responsible for the proper maintenance of accounts of the school, school records, service books of teachers, and such other registers, returns and statistics as may be specified by the Board.
- Be responsible for the provision of supervision of students and student activities on school play grounds, sports events and related practical examinations and competitions.
- Establish an atmosphere in which students can develop self discipline and motivate students to maintain school campus neat and clean.
- The Principal will have to maintain or direct the maintenance of registration of students and issue school leaving certificates to students in case of transfer or in other circumstances.
- The Principal will help the trust to prepare and maintain the list of seniority of staff members.
- The Principal will submit the confidential reports and appraisal of all the teaching and non teaching staff of the school.
- The Principal will directly look after the pension scheme and provident fund of all the employees of the school.
- The Principal will draw attention of the trustees in case of short fall of teachers of various subjects as per the requirement.
- The Principal will be the first person to follow all the instructions given by the state board and make others also to follow them time to time.
- The Principal should be able to handle official correspondence related to the school and furnish, within the specified dates, the returns and information required by the State Board.
- The Principal should make all payments (including salaries and allowances of teachers and other non-teaching staff) in time and according to the instructions governing such payment.

- The Principal must ensure that the tuition fees, as levied, are appropriately accounted for and duly appropriated for the purpose for which they were levied.
- The Principal must make purchase of stores and other materials required for the school in accordance with the rules governing such purchases and enter all such stores in stock register and shall scrutinize the bills and conduct physical verification of school property and stock at least once a year and ensure the maintenance of stock registers neatly and accurately.
- The Principal will be responsible for proper utilization of the Pupils Fund.
- The Principal should make satisfactory arrangements for the supply of good drinking water and provide other facilities for the pupils and ensure that the school building, its fixtures and furniture, office equipment, lavatories, play grounds, school garden and other properties are properly and carefully maintained.
- The Principal is responsible for sending the progress reports of the students regularly to their parents or guardians.
- The Principal should promote the physical well being of the pupil, ensure high standard of cleanliness and health habits, and arrange periodical medical examinations of the students and send medical reports to parents or guardians.
- The Principal must be able to devote at least twelve periods in a week to teaching of the pupils.

It can be concluded that the Principal occupies the central place in the entire structure of Education. His position is primary with regard to school governance. He is responsible to set the academic tone and has to work within certain prescribed codes. He is the decision maker to formulate goals and mission of the school. He is the major component of the school management.

The efficiency of the school is largely dependent on the Principal's ability, skill, personality and professional competence.

#### **1.10 ROLE OF TRUSTEES**

According to the *Bombay Public Trusts Act, 1950*, the *Gujarat Public Trusts Act*, the trustees have to manage all the assets and/or properties of the trust. Apart from the financial transactions, they have an important role to appoint employees and to settle the terms of their service, remuneration and termination and to look into the management of the trust. They nominate their representatives for any of the aforesaid purposes. Thus the perception of trustees in understanding the leadership qualities in the Principal is of prime importance.

#### **1.11 ROLE OF A TEACHER IN SECONDARY SCHOOL**

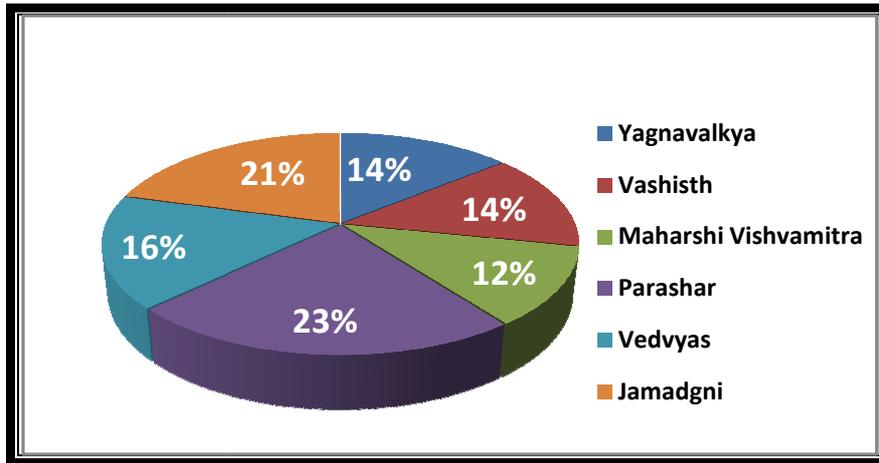
A teacher bears the core responsibility of providing education to the students. Apart from their obligations towards students, they also have obligations towards Parents, Community and Society.

#### **1.12 STATUS OF SECONDARY SCHOOLS IN SURAT CITY**

As the boundaries of the city are expanding, the population also got increased with it. So, there was a huge demand for educational institutions in the city during recent past. The city has got various boards and medium schools. The city has got 521 GSEB schools in Surat city. The Gujarat Board secondary schools are divided in various *Shala Vikas Sankul*, keeping in consideration the geographical areas and number of schools. The details of schools, employees and other information are mentioned below through charts collected from the District Education Office, Surat.

#### **FIGURE: 1.1**

#### **TOTAL SCHOOLS IN SURAT ACCORDING TO SVS**



Source : [www.deosurat.org](http://www.deosurat.org)

Figure 1.1 shows total number of Schools in Surat city. These schools have been divided into Nine SVS (Shala Vikas Sankul). Total 521 schools have been registered in Surat city among one to six SVS.

**FIGURE: 1.2**

**TOTAL SCHOOLS IN SURAT ACCORDING TO TYPES**

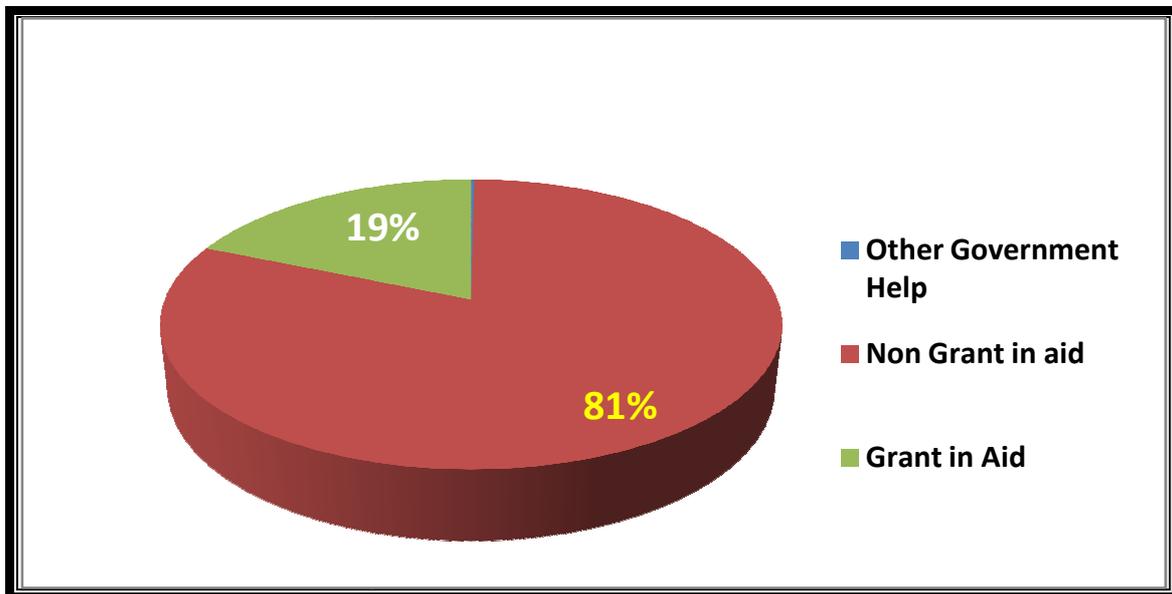


Figure 1.2 describes various types of schools existing in Surat City. Out of 521 schools 94 schools are Grant in Aid, 426 Non Grant in aid and 1 with other Governments' help.

**FIGURE : 1.3**

**DISTRIBUTION OF EMPLOYEES IN GRANT IN AID SCHOOLS IN SURAT**

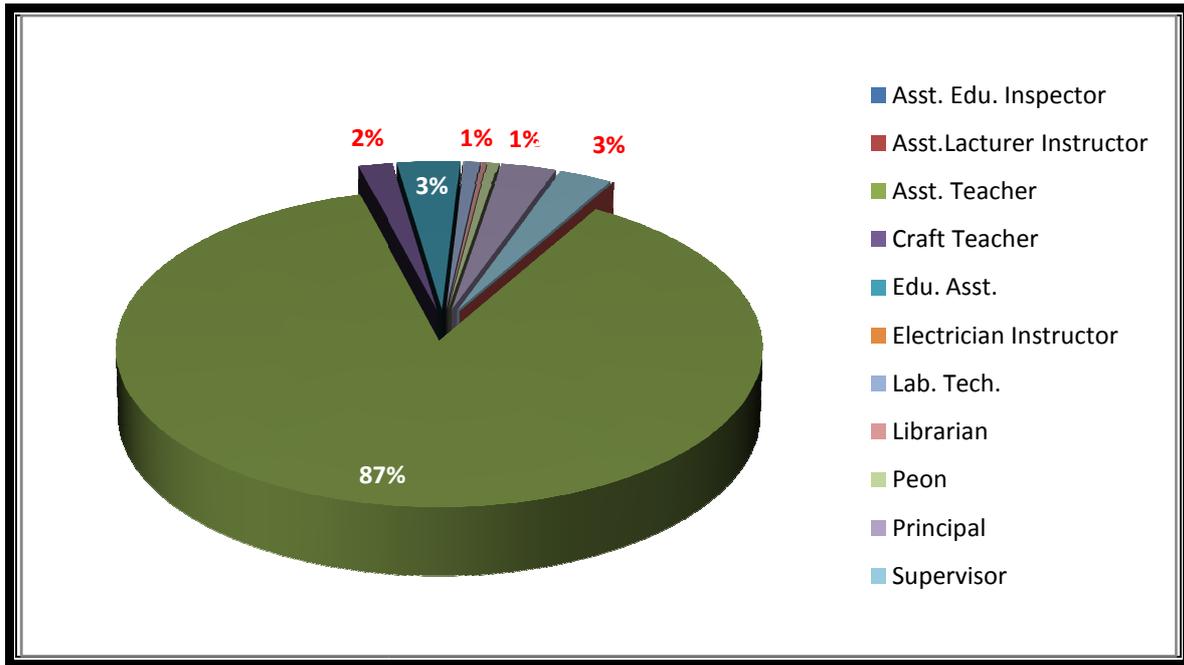


Figure 1.3 shows that out of 3259 employees in grant in aid schools, there are 2850 (87.4%) teachers, 94 (2.8%) principals and 315 (9.8%) other employees are shown.

**FIGURE : 1.4**

**DISTRIBUTION OF EMPLOYEE IN NON GRANT IN AID SCHOOLS IN SURAT**

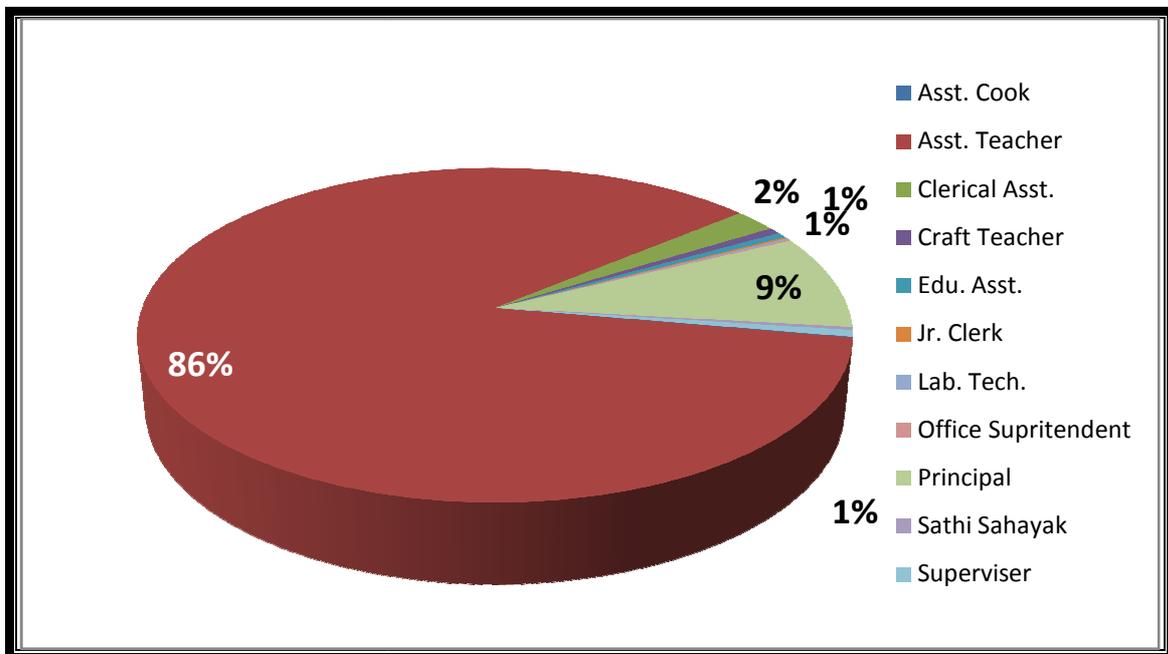


Figure 1.4 shows that out of 4665 total employees in non grant in aid schools, there are 4014 (86.04%) teachers, 426 (9.13%) principals and 225 (4.82%) other employees.

### **1.13 SIGNIFICANCE OF THE STUDY**

The concept of leadership has become more relevant in this new millennium. Leadership is the ability to influence subordinates in achieving the objectives of the organization. It helps in giving a new direction to its team mates and helps in accomplishing the stated goal. Without effective leadership, organizations and nations will struggle to excel. The present study seeks to understand the secondary school Principals' leadership on a modern basis with a fresh and current outlook from different point of view by school teachers and trustees. The perceptions by school teachers and trustees will give a new identity to the role and functions of the secondary school Principals. The Principal will have greater understanding of "what they are, and what they possibly could be". It will provide an opportunity for the school Principals' to restructure and reorganize his/her working pattern which ultimately will benefit the institute and the society. It is learned that the studies which are done on leadership are either in different regions, abroad or in different working scenario. In India, such researches are rare where perceptions of teachers and trustees are considered. As the fastest growing city of Asia there is a need to conduct such study in Surat to understand the perceptions of teachers and trustees about the leadership qualities of the school Principals in the changing scenario. Teachers and trustees are the people who are closely associated with schools and their day today activities. They are the one who can understand the role of the Principal in a better way, so their perceptions regarding Principals' leadership will certainly have some validity. The skills of a Principal as a leader of the institution can be identified and can help in policy making for recruitments of teachers. The trustees and teachers can know the various roles

that Principal plays and conflicts can be regressed. In the due course, the process of evaluating the Principals' leadership qualities will be an ultimate benefit to the institution as a whole. The teachers and trustees are the inmate part of the education system. The perception of theirs varies with age, working environment, experience, educational qualification and gender.

#### **1.14 STATEMENT OF THE PROBLEM**

PERCEPTION OF TEACHERS AND TRUSTEES TOWARDS SECONDARY SCHOOL PRINCIPALS' LEADERSHIP QUALITIES IN SURAT CITY.

#### **1.15 OBJECTIVES**

- To standardize the tool to study leadership qualities of Principals.
- To identify the areas of effective leadership for the Principals
- To study the perception of teachers and trustees about leadership qualities of Principals with respect to gender, qualifications, experience and types of school.
- To study the perception of teachers towards principals' leadership qualities according to SVS.
- To study the perception of trustees towards principals' leadership qualities according to SVS.
- To study perception of teachers towards principals' leadership qualities individually as per his/her schools.
- To study perception of trustees towards principals' leadership qualities individually as per his/her schools.

#### **1.16 DEFINITION OF TERMS**

##### **1.16.1 OPERATIONAL DEFINITION**

## **Perception**

In the present study perception is measured by a scale constructed by researcher and total score reflects the perception.

### **1.16.2 EXPLANATION OF TERMS**

#### **Leadership Qualities**

In the present study, following 10 leadership qualities have been included. They include Visionary, Life Long Learner, Academician, Effective Communicator, Strong Role Model, Community Leader, Mentor and Motivator, Human Resource Manager, Care Taker and Administrator and Technocrat.

#### **Qualifications**

Qualification of teachers has been classified into seven categories. They include PTC, Graduate + B.Ed., Post Graduate + B.Ed., Post Graduate + M.Ed., Doctorate and others.

Qualification of trustees has been classified into three categories. They include Primary, Secondary and Higher Secondary and Graduation plus.

#### **Experience**

Experience of teachers has been classified into four categories. They are less than one year, one to five years, six to ten years and more than 10 years.

Experience of trustees has been classified into three categories. They are one to ten years, 11 to 15 years and more than 15 years.

#### **Private School**

Private schools are those schools which are established as per the guidelines of GSHEB, Gandhinagar but are not funded by the state government.

#### **Trustee**

A person or member of a board managing the Property in trust with legal obligation to administer it solely for the purposes specified. Out of these

members, the perceptions of President/ Chairman and secretary will be considered for the present study.

### **1.17 HYPOTHESIS**

1. There will be no significant difference in the mean perception of teachers towards Principals' leadership qualities with respect to gender. **(A)**
2. There will be no significant difference in the mean perception of teachers towards Principals' leadership qualities with respect to types of school. **(B)**
3. There will be no significant difference in the mean perception of teachers towards Principals' leadership qualities with respect to work experience. **(C)**
4. There will be no significant difference in the mean perception of teachers towards Principals' leadership qualities with respect to qualifications. **(D)**
5. There will be no significant interaction in the mean perception of teachers towards Principals' leadership qualities with respect to gender and type of school. **(A X B)**
6. There will be no significant interaction in the mean perception of teachers towards Principals' leadership qualities with respect to gender and work experience. **(A x C)**
7. There will be no significant interaction in the mean perception of teachers towards Principals' leadership qualities with respect to gender and qualifications. **(A x D)**
8. There will be no significant interaction in the mean perception of teachers towards Principals' leadership qualities with respect to type of school and work experience. **(B x C)**
9. There will be no significant interaction in the mean perception of teachers towards Principals' leadership qualities with respect to type of school and qualifications. **(B x D)**

10. There will be no significant interaction in the mean perception of teachers towards Principals' leadership qualities with respect to work experience and qualifications. **(C x D)**
11. There will be no significant interaction in the mean perception of teachers towards Principals' leadership qualities with respect to gender, type of school and work experience. **(A x B x C)**
12. There will be no significant interaction in the mean perception of teachers towards Principals' leadership qualities with respect to gender, type of school and qualifications. **(A x B x D)**
13. There will be no significant interaction in the mean perception of teachers towards Principals' leadership qualities with respect to gender, work experience and qualifications. **(A x C x D)**
14. There will be no significant interaction in the mean perception of teachers towards Principals' leadership qualities with respect to type of school, work experience and qualifications. **(B x C x D)**
  
15. There will be no significant interaction in the mean perception of teachers towards Principals' leadership qualities with respect to gender, type of school, work experience and qualifications. **(A x B x C x D)**
16. There will be no significant difference in the mean perception of trustees towards Principals' leadership qualities with respect to gender. **(A)**
17. There will be no significant difference in the mean perception of trustees towards Principals' leadership qualities with respect to types of school. **(B)**
18. There will be no significant difference in the mean perception of trustees towards Principals' leadership qualities with respect to work experience. **(C)**
19. There will be no significant difference in the mean perception of trustees

- towards Principals' leadership qualities with respect to qualifications. **(D)**
20. There will be no significant interaction in the mean perception of trustees towards Principals' leadership qualities with respect to gender and type of school. **(A x B)**
  21. There will be no significant interaction in the mean perception of trustees towards Principals' leadership qualities with respect to gender and work experience. **(A x C)**
  22. There will be no significant interaction in the mean perception of trustees towards Principals' leadership qualities with respect to gender and qualifications. **(A x D)**
  23. There will be no significant interaction in the mean perception of trustees towards Principals' leadership qualities with respect to type of school and work experience. **(B x C)**
  24. There will be no significant interaction in the mean perception of trustees towards Principals' leadership qualities with respect to type of school and qualifications. **(B x D)**
  25. There will be no significant interaction in the mean perception of trustees towards Principals' leadership qualities with respect to work experience and qualifications. **(C x D)**
  26. There will be no significant interaction in the mean perception of trustees towards Principals' leadership qualities with respect to gender, type of school and work experience. **(A x B x C)**
  27. There will be no significant interaction in the mean perception of trustees towards Principals' leadership qualities with respect to gender, type of school and qualifications. **(A x B x D)**
  28. There will be no significant interaction in the mean perception of trustees towards Principals' leadership qualities with respect to gender, work experience and qualifications. **(A x C x D)**

29. There will be no significant interaction in the mean perception of trustees towards Principals' leadership qualities with respect to type of school, work experience and qualifications. (**B x C x D**)
30. There will be no significant interaction in the mean perception of trustees towards Principals' leadership qualities with respect to gender, type of school, work experience and qualifications. (**A x B x C x D**)

### **1.18 DELIMITATION**

The study is confined to Private and grant in aid schools affiliated with GSHEB schools of Surat city only.