Chapter III

PROBLEM, PLAN AND PROCEDURE

3.1 Introduction

The central theme of the present investigation, as indicated earlier, is the identification of a possible relationship between the values of a principal and the efficiency and effectiveness of his institution. The evaluation of educational personnel, particularly school principals is receiving increasing attention due to such immediate influences as pressures for improved administrative performance, need for schools to demonstrate problem solving capability the performance - based and management by objectives movements and demands for accountability.

In this study, the values of the principal are the independent variable and the dependent variable institutional effectiveness is evaluated in terms of the prevailing organizational climate with a focus on the principal dimension of teaching behaviour, pupils' academic motivation and observation of certain factors pre-scheduled for observation. Since principals are dealing with students who are in a developmental stage of life it is essential that they develop leadership skills which are humanistic in nature. It is understood that they choose the humanistic approach. (It is found that most of our educational institutions are beaurocratic in nature with consequent limitations. A research on values leads us to the consideration that a value does not seem to be something directly experienceable in its own right. It seems to be rather a way in which other things can be experienced. Hence, any tool used

2 to measure values can only measure them indirectly i.e.through the manifested behaviour of the respondent. The present study seeking some correlational connection between values and the effect they have on role-performance and finally on the institution's achievement, goes deeper than previous studies in India. Most of these have taken a set of values and observed their simple emergence and clustering. However, it is limited in the sense that it does not take up the psychology of values i.e. what makes individuals choose one course rather than another, judge it as better or worse, right or wrong. However, it does take cognizance of the fact that there is a difference between a choice being made impulsively, the criteria being the immediate advantage and the attractiveness of or the avoidance of pain or unpleasantness or another choice that springs from a set of values that have been chosen and owned. When the choice is reflective and deliberate, there is a sense of growth with each decision. It is under these conditions that it is assumed the principal will handle his role effectively.

3.2 The Problem

It is expected that evaluation of schools is done in terms of what the schools are striving to accomplish - their philosophy and objectives, and according to the extent to which they are meeting the needs of the students enrolled and the community they serve. "A school would be regarded as effective, if there were a high correlation between what it set out to do and what it actually accomplished, it would not be effective if the correlation were low". (Getzels, 1969).

Assuming that the role-performance of the principal

3

affects the output of the institution the study attempts to find out if the possession of values and their clarification in the context of school situation makes him effective so that he feels he has succeeded in the attainment of general educational objectives for his clientele, that he nurtures an open school climate and that staff and pupils view him as "authentic". That the institution happens to be a place where learning situations are stimulating and pupils are not only allowed scope for self-development but are also encouraged to seek it and the staff while deriving job-satisfaction in their professional role find their institution a place for their own self growth - in other words the school is providing a humanistic education.

This is more of a process criteria rather than a product criteria approach. School effectiveness, though often spoken about was never clearly defined. A good many of the previous studies could be more properly regarded as studies of the relationship between input factors and output measures of the school. Hence, this study is a modest attempt to collate principal values and institutional effectiveness.

3.3 Title of the Study

Consequent upon the various studies undertaken both in the field of values as well as on the evaluation of effectiveness of educational institutions - the latter variable being examined against various types of criteria, the present study is titled: "A Study of Values Manifested in Principals with Reference to Institutional Efficiency". The study attempts to find out the values of the principals within the framework of the three

terminal values of Truth, Beauty and Goodness and their respective clusters and then see if they collate with the efficiency and effectiveness of the institution.

3.4 <u>Definition of Basic Terms</u>

The basic terms used in the statement of the problem have been already clarified and discussed in the previous two chapters and is reviewed in this chapter too.

(a) Values

To reiterate, it may be stated that the term values, used in this investigation refers to the values of the principal. "The examination of the intrinsic x nature and worth of specific values might be the realm of the moralists or the religionists, but the task of knowing who I am and what I value so that I can choose rationally and intelligently the direction of my life is legitimately in the realm of education". (Hall, 1963). The values of the educator - the Head of an educational institution are accepted for study. The functional definition accepted is that values is a set of predesignated choice criteria which influences all subsequent choices (Ostrander & Dethy, 1968).

It is not a mechanical role of conduct nor a blue print of virtue, rather it is something that is deliberately chosen from alternatives, is acted upon and enhances creative intergration and development of the human personality (Brian Hall, 1973)

This implies that a value will be so named only with reference to its clarification in the context of the current situation. Though terminal values are taken for the study and the philosophical definition of them accepted, their presence is

5'

identified in the overt behaviour of the principal as recognized by the pupils. The principal evaluates himself on the framework of values provided by the research design and the pupils evaluate him on identical values in terms of frequency.

A value-loaded action is a conscious action and hence the principal would be aware of his values hence follows the vitality of his response. A principal who is consistently motivated by his values in his administrative behaviour manifests a pattern of behaviour where others will identify the values underlying this behaviour. When this level is attained it means that he has not only conceptualized the value, but accepted it and internalized it as his own criterion of worth. An important element of behaviour characterized by "valuing" is that it is motivated, not by the desire to comply or obey, but by the individual's commitment to the underlying value guiding the behaviour.

A leader who owns a sound system of positive values, would after a period of time arrive at a "generalized set". This is what gives an internal consistency to the system of attitudes and values at any particular moment. It is a predisposition to act in a certain way - a selective responding at a very high level (Bloom, et al., 1956).

The generalized sets also called the clusters are important determiners of the way an individual approaches a problem, determining what he will see as important in it, delimiting the things which he will take into account in attempting to find a solution and lastly determines the tenacity with which he will cling to his path. It can also be explained as a basic

6

orientation which enables the individual to reduce and order the complex world about him and to act consistently and effectively in it. This is the final function of values and the optimal mode of functioning for men. When Heads of Institutions function at this level assuming that they possess a certain degree of knowledge and skill, they would have greater chances of being effective.

The three universal values of Truth, Beauty and Goodness are linked to other values not by any philosophic procedures but from an educative point of view, and through consultation with experts who confirmed the presence of some linking elements in the selected clusters. The investigator does not claim to make any authoritative statements on the total presentation but rather wishes to state that this manner of break-up proved interesting to obtain a supportive contradictory evidence since values normally go in clusters and they interpenetrate each other. The research has taken cognizance of the tendency. The tools themselves cross-validate each other to let a consistent set of values emerge in a principal.

(i) Truth is defined as the correspondence of the intellect with reality - or agreement between mind and fact.

The teaching domain is the domain of truth. Both speculative and practical truth. Encouragement for the individual to make something of himself, is feasible only in a society in which respect for persons and its offshoots, tolerance are widespread. The teacher and understandably the principal too must respect in the child the dignity of the mind - he must inculcate not so much the love of telling the truth as love

7

for knowing the truth. There are far-reaching consequences and poignant vistas opened if we pursue this approach.

(ii) Beauty refers to a certain sensitivity of spirit that provides a "living space" for its co-workers in education as well as to the beneficiaries of this education. Beauty owned as a value by a principal would lead him to refrain from imposing his views while engaging in leadership acts. This sensitivity comes into play at all levels of relationship within the institution.

(iii) The third terminal value,Goodness,is a property of being which results from its perfection or actuality of its nature. Hence, all learning has as its objective the actualization of human and of the whole person. Thus, goodness as a value is really the nurturing environment that encourages the development of the person of the child. Hence, would not the principal, the chief influential factor in the school climate not need goodness to be his value in order to be effective in his role?

These three universal or terminal values have been chosen as core for each of them while being linked with each other seem to dispose the principal best to lead in the vanguard of education: for Truth activates him, Beauty sensitizes him and Goodness equips him with a nurturing approach to his role.

(b) Institutional Efficiency and Effectiveness

The challenge to every school administration and the great opportunity is to provide for educational experiences, through administration which takes into account both task and human

8   dimensions of the educational organization. He views his organization as a totality - i.e., he perceives and understands the interrelationship among the various sub-units of the total organization. This perception is unified by a personal value system.

Studies done on principal effectiveness have culled out some traits that seem to be common for principals of successful schools. It appears that successful schools have principals who are strong leaders. They are imbued with a vision, are committed to a mission and seem to want to forge ahead by securing achievement for themselves and for others.

On the practical level they seem to possess the ability to lead the staff in planning, implementing and evaluation improvements in the school's curriculum, co-curricular and extra-curricular programme. They maintain a positive attitude towards their staff and pupils. Above all effective principals seem to have achieved an intergration of their roles.

The effectiveness of the principal is measured in the context of his role-performance. Hence, institutional effectiveness would reflect the achievement in leadership behaviour of the principal.

Now, institutional effectiveness can be measured in a number of ways. It can be measured in terms of human relationships. In this case, the following factors will be taken into account:

(a) the principal's sensitivity to the needs of his personnel.

9

(b)   the sensitivity of the staff towards each other,

(c)   whether teachers are having job satisfaction,

(d)   whether the decisions are reached through a process
      of sharing ideas and ideologies.

In short, these measures focus more on the "person" than
on the task.

On the other hand, effectiveness could be viewed from the
product approach; that involve evaluating the following factors:

(a)   the capacity to meet new needs by taking on new
      purposes.

(b)   maintaining itself.

(c)   adapting itself to its environment.

(d)   modifying itself in terms of the demands of the
      situation.

(e)   achieving its goals.

If efficiency and effectiveness were to be measured in
terms of the final product - the pupil, then it would be measured
in terms of what the student has acquired as a result of formal
schooling, e.g., competence in human relations
moral and spiritual values
responsibilities of citizenship
use of leisure time
critical and constructive thinking.

These are some of the measures offered by theorist after
long thinking on the evaluative aspect of education.

The present study holds these various criteria as back-

10

ground reference when visualizing the effectiveness of a school, particularly when scoring the observation schedule. It measures effectiveness specifically in terms of the organizational climate of the school, the pupils' motivation level for learning and attitude towards the school, the principal's leadership behaviour as emerging in the organizational climate and his competence in administrative tasks and finally from the general observation of the school.

Organizational climate refers to a general flow of behaviour and feeling within a school community, which is the outcome of continuous interaction between the principal and his teachers as well as of the interaction among different teachers of the school. The accumulated effects of the on-going process of interactions create a pattern of climate which gives to the school a distinctive personality, even an identify which a stranger can accurately sense. Since this environment can be both nurturing or hindering to the purposes of a school, it is a fitting measure of effectiveness. The term "motivation towards school" has been used in the same sense in which Jack Frymier had used it in 1970. Frymier's definition of 'motivation' is elucidated and discussed earlier. Motivation is an inferred construct which gives both direction and intensity to behaviour of children in learning situation in the school.

An educational institution refers to a secondary school.

A "secondary school" in Maharashtra State includes standards V to X of school instruction.

11   3.5 Basic Assumptions

Values in themselves can be studied from so many perspectives. Hence, this study deems it judicious to state its basic assumptions. These are:

(a) Values are concepts that are personal and they are progressively acquired through clarification in the context of life situations.

(b) Values are manifested in all kinds of individual and social behaviour.

(c) It is possible to make a systematic research study of values as manifested in behaviour for in this case the role definition of the principal remains constant.

3.6 Objectives of the Study

Education, as it has been spelt out through the ages is concerned with the organization of directed experiences to effect learning in a social situation.

Schools as one media of education have proved useful enough to make industrialized societies rely on them for a great part to educate their young. The existing social situations are complex due to the involvement of a variety of variables. Also the relationships among these variables in such situations are non-linear and inconsistent through time.

A popular objective of an educational institution e.g. would be the translations of the scholarships and capacities of its faculty into significant educational outcomes, viz.:

12

(a) providing concrete, feasible opportunities for
continual growth of both of its clientele and staff.

(b) creating and nurturing a supportive climate where
people feel less the need to be on the defensive
instead self initiated behaviour occurs more readily

- people do not feel pressurized into making decisions
- staff who feel they are involved in their own goal
setting and enjoying their personal growth.

A major influence in the determination of educational
objectives is/ the national goal of rapid economic development.
Superficially it may appear to be mainly a problem of increased
material inputs and outputs- In actuality even economists do not
accept this simple notion of economic development. They regard
as equally important the factor of attitudes, values and social
and institutional arrangements which are conducive to economic
development and are regarded as a part of the process of
modernization.

A number of agencies would be responsible for achieving
all these diverse objectives - the most important among them
being the principal. He has the task of co-ordinating the
material and human resources and this task requires not only the
relevant knowledge and skill but the principal also pours out a
part of himself in the process.

At this juncture, it is good to point out that an interest-
ing facet of the dynamism of learning is that children do not
learn from "environments" or "resources" or from "characteristics"
of teachers. They learn from their specific involvement with

13

people, things and events around them. Hence, values will not be "taught" but they will be "caught" by the pupils.

In the light of the above and of the variables chosen for the study the objectives have been spelt out as follows:

1. To study the principal competency and his value system (in terms of the chosen values.

2. To investigate the principal's concept of his values and the pupils concepts of principal's values.

3. To make an indepth study of the values chosen in relation to institutional efficiency and effectiveness.

4. To make an indepth study and develop school's profile in terms of institutional effectiveness.

3.7 Limitations of the Study

I.   The present study conceived within a theoretical framework of the values for a principal and specific criterion of effectiveness bears within itself certain philosophical dimensions. Actually, what constitutes the proper method for research in philosophy of education depends upon what we think to be the legitimate purpose of that field or enquiry. Still values open up too wide a front to be telescoped into a compact view. For instance, at present, the only progressive step this study can legitimately claim is to point out the "functional" relationship existing between values and role-performance of a principal and the data collected and analysed certainly

offers scope for further studies.

II. The study also does not undertake an open-ended enquiry on what the values of the principal are and which of them lead to institutional effectiveness but rather tries to find out with a prepared framework of values, the frequency and the degree to which he claims he possesses them and further if his self-assessment correlates with the majority of the pupils' opinion. So, the scope is deliberately limited.

III. Except for the Organizational Climate Description Questionnaire (OCDQ) and the Junior Index of Motivation (JIM), the other questionnaires are scored by the principal himself and there is a possibility of a "halo" effect.

IV. While the investigator has taken the precaution to be unbiased at the preparatory stage and also submitted the case studies to the scrutiny of an expert uninvolved in the study, still in an attempt of this nature one admits to a possibility of some subjective element creeping in.

V. The study has not included the observations of outsiders, e.g., parents and other agencies who have dealings with the institutions to reinforce the researcher's observation. Rather the researcher relies on the internal supportive evidence or otherwise of the various questionnaire results.

VI. The overall impact of efficiency and effectiveness is evaluated, the existing educational programme as an index of effectiveness has not been used.

VII. Comparatively speaking, the progress already achieved

15

in the study of values and other studies in administrative behaviour - both industrial and educational one finds that while there is plenty of data already established on a firm basis on the latter, there is much less on values especially when studied from a psychological point of view. It would be interesting e.g. to discover what type of values would be most effective for possession for an educational administrator. This would be pursued on a cause-effect relationship line. But values present a very different parameter when viewed from their functions as when they are viewed with the purpose of categorizing them. So, this study has been an initiating attempt and the data does offer rich material for further study.

3.8 Methodology

A. Procedure for the Study

The study undertaken is an indepth study of principals of twentyfive educational institutions, with regard to assessing their institutional effectiveness. The data on the values of the principal and the effectiveness of the institution have been collected from a variety of sources, through various methods like questionnaires, check-lists, direct interviews and non-participant observation. The authenticity of data depends very much on the inter-source reliability - hence a number of sources are used for similar data.

The planning of data collection was done in a number of stages.

I.   The first step undertaken by the investigator in planning

16 the study was to interview a few 'experts' - educationists and
retired principals and question them on their personal experi-
ence as administrators with a view to learning what role their
values played in their task performance.

II. A random sample of 20 principals was chosen and a list
of values necessary for administrative effectiveness was
collected from them. The values with the highest frequencies
were chosen. As a result of the interviews, it was felt that
a select sample of schools would be preferable to a random
one. Values are not directly observable - if the observation
is to be valid, the behaviour of the principal are the
independent variable and if the findings of this study are to
be reliable, the principal's cooperation is vital; more so
since the topic are delicately personal in nature. The schools
finally chosen were those where principals had been in office
for more than four years and were willing to co-operate
unconditionally in the data collection.

III. The "collected" values were categorized into the three
basic values and their clusters to provide a broad base and
admit of all types of responses that the role incumbent may
offer. The clusters were worked out after consulting "experts"
with some philosophical background.

IV. A pre-pilot study was conducted in three English medium
secondary schools. The results led to further improvement of
the tools. This was followed by a pilot-study of four schools

17   of Gandhinagar, Baroda and Pune. This was also the procedure

for validating those tools that were devised by the investigator he

herself. Each of the schools was observed for a week, this

decision was taken after the pre-pilot study. During that week

the investigator moved freely in the school, observed the

teaching, attended Morning Assemblies, and any other function

bhe school was holding, remained at times unobstrusively in

the staff-room to take note of staff exchange, attended staff

meetings wherever it was possible and was in the principal's

office when permitted. The observation schedule was marked

each day and the final overall picture was drawn from it.

This procedure was followed for the actual data colle-

ction as well.

3.9   The Sample

This study involved a pre-pilot or exploratory study of

three secondary English medium schools followed by a pilot

study of five schools in Baroda and Gandhinagar.

A pre-pilot study was considered advisable because the

area chosen for research being new it was necessary to explore

various possibilities.

The results of the pre-pilot and pilot study revealed

interesting possibilities in the pursuit of an evaluation of

a principal against the background of a framework of values

and collate it with institutional efficiency and effectiveness.

The felt necessity for a broad based framework led to the

working out of clusters for the terminal values.

18

The actual data collection was done from 25 schools.
Twelve English medium secondary schools were chosen from Poona
city Camp area and 13 schools from Bombay of wards A, B-2,
D-13, E-2 and E-1.

These were schools that accepted this proposal for
research - many others rejected it presumably because of the
delicateness of the topic. The criteria for the selection of
schools was that it enjoyed a fairly favourable public image
and that the principals had been in office for at least 4 to 5
years. These were also schools owned by different Managements
Hindu, Catholic, Muslim, Sikh and Municipal schools but this
choice was not made for a comparative purpose. The table,
for these schools is given below. The total sample population
is 25 principals, 250 teachers and 1250 pupils.

TABLE   - Characteristics of Sampled Schools

In Bombay City	In Poona	Total
13 schools	12 schools	25 schools

Aided Schools	Unaided Schools	Municipal Schools	
12	10	3	= 25

Boys	Girls	Co-education	Total
7	6	12	25 schools

Denominations:

Hindu	Muslim	Catholic	Parsee	Sikh	
11	3	9	1	1	25 schools

The total population of the English medium aided and
unaided secondary schools in the Pune city was 65. Among the

19

Bombay schools the total sample of aided and unaided
English medium schools of Ward A was 35, of Ward B - 2, the
total sample was 21 schools; Ward D had 51 schools on its
list; Ward E-1 had 34 schools and Ward E-2 had 18 schools. The
total number of English medium Municipal schools in Bombay were
6 and out of these three were selected for the study. Since
the study was meant to be an indepth one, a large sample was
not considered necessary.

3.10 The Tools

Their Administration and Scheme of Analysis

Institutional effectiveness and principal effectiveness
have been studied in conjunction with many other variables,
in previous studies. In this study, the selection of variables
have been done in the following manner:

(a) The independent variables is:

The value system of the principal. The question studied
here is, does this value system manifest a coreness or not
implying to what degree does the principal act on his values.
(b) The criterion variables are:

1. The organizational climate created for that insti-
tution that is conducive or non-conducive to learning
experiences.

2. The principal's leadership behaviour viz. does it
or does it not contribute to the institution achieving its
purposes.

3. The motivation level of the pupils. Keeping in

20

mind the strata of society to which these pupils in each institution belong, what is their motivational level. Into which category does the major percentage of pupils fall.

Consequently, the tools selected for this study were of two kinds - those which measured values in terms of frequency and those which measured the criterion variables for effectiveness.

Hence, the study involved a battery of nine tools in the form of questionnaires, interview and an observation schedule. These are listed below:

1. Values (a diagramatic presentation).
2. Values as emergent in school situations.
3. Institutional objectives.
4. Principal competency (Administrative strategies).
5. Organizational Climate Description Questionnaire.
6. Junior ef Index of Motivation Scale.
7. Pupil Opinionnaire.
8. Principal interview schedule.
9. Observation schedule.

The principals of 25 schools responded to the first four tools and to the interview schedule while the staff members of each school responded to the Organizational Climate Description Questionnaire. The senior pupils were given the JIM Scale and the Pupil Opinionnaire. The Observation Schedule was filled in by the investigator herself, after a week of observation for each institution. The data collection was done from June 1981 to March 1982. The salient features of each tool are described below.

(1) & (2) <u>On Values</u>

There are two questionnaires on values; both of which are scored by the principal. The first questionnaire seeks to

measure values quantitatively while the second questionnaire measures the comparative weightage given to each value in the given set of values. The values that are measured are chosen from the theoretical framework of core and clustering values.

Analysis

In the first questionnaire the values measured are values per se. Each value is defined and ascribed a maximum score of 10 on a circle. The principal scores himself in terms of the given definition. The results are graphed on a polygon and depicts the principal's self-image on his value system. The three highest scores, viz., 8, 9 and 10 are taken for the overall value profile.

The second questionnaire gives the imaginary school situations; each situation has a six value-loaded alternative responses. Each response contains a dominant value and another one appropriate to situation. This has been deliberately allowed in order to make the responses more life-like, and avoid a sense of artificiality which might affect theemergence of the actual existing values of the principal. Here too the measurement is quantitative for the responses chosen by the principal in the entire questionnaire will indicate which value is repeatedly chosen and acted upon by the principal. This would be the core value of the principal in his role performance. This tool differs from the first tool in that the principal is not aware of the values contained in each response.

In drawing the overall value profile, the self-assessment

22   of the principal on values per se, the values manifested in

situations and pupils' opinions on the six values of the

principal are considered. The criterion for values per se is

score 8 and above for situational values is score 3 and above

and the opinions of 60 percent and above of the pupils is taken

into account.

In order to validate the tool, experts and research

scholars and experienced principals working in allied areas

were consulted and suitable modifications, additions and

deletions were carried out at the stages of the pre-pilot and

pilot study.

(3) Institutional Objectives

The questionnaire on objectives has been adopted from

Edward Gross and Paul V, Grambsch study on university goals and

academic power (1964). The setting and achieving of goals is a

central concept in the study of organizations. It is presumed

that values are the underlying factor of all behaviour; they

are reflected in the goals and objectives of an institution as

well as in the way an institution is administered.

Gross (1964) maintains that paradoxically an organization

must do more than given attention in order to attain its goals.

A good part of any system's energies must be spent on activiti-

es that do not contribute directly to goal attainment but

rather are concerned with maintaining the system itself. The

questionnaire contains 24 objectives, each of which are scored

in terms of "perceived" and "preferred" goals and along a

scale ranging from and objective being considered to be of

23 "top importance" - to an indifferent "can't say".

The distinction made in the questionnaire between "perceived" and "preferred" goals aims to safeguard against role-incumbents perception of actual goals as simply an expression of his own goal preference. (Gross) In this study the tool was administered to the principal only. Actually goal congruence has little meaning except in so far as the goals emphasized at a given institution also the goals valued by persons at that institution.

The goal have been put into 4 categories - Output goals, support goals, service goals and elitist goals. Each of these goals indicate a certain set of underlying values. The sum total of all the scores will indicate on which category of values does the principal lay emphasis. The percentage of each category of goals is found for comparison purposes. Macia (1981) has used this tool successfully to study the objectives of Jesuit colleges of the three chief cities in India.

The limitation of this tool is that it has been administered only to the principal. If it had been given to the staff as well a number of insights on the pursuit and achievement of objectives would have been obtained. The scores on the goals are considered against insights obtained through the interview. The purpose of using this tool has been to compare the principal's statement of the importance given to the category of objectives with his performance on administrative strategies.

The product-moment coefficient of correlation is found between the objectives and the three universal values of Truth, Beauty and Goodness.

24   (4) Principal Competency (Administrative Strategies)

The fourth questionnaire has been devised to study the administrative behaviour of the principal under the concept of a competency pattern. This is a theoretical construct designed to encompass the elements in intelligent and productive behaviour. A C.P.E.A. Center of George Peabody College in the Southern States had developed an approach called the competency concept through the efforts of Prof. O. Graff. He and his associates believed that competency in educational administration results when an "individual exhibits behaviour that enables him to perform a particular administrative task in the most desirable manner." It is also recognized that in many instance the designation of a task and the choice of a method for performing it depended upon a value base which an individual might possess.

The tool evaluates patterned administrative behaviour with reference to seven dimensions: Curriculum, Organization, Teaching, Evaluation, In-service Training, Staff Morale and Budgetting.

The principal's competency is described in terms of these seven areas. The principal scores himself on specific actions and how frequently he performs them as mentioned in each area on a 4-point scale. The Evaluation of the Administrative Strategies is done by finding the mean of all 25 schools and then comparing the scores of each institution against the mean. Since the evaluation of his role performance is done by the principal himself, there is the element of subjectivity and sometime a 'halo-effect'. But the tool does indicate the

25 administrative areas that are strong and those that are weak, for each principal.

The tool was administered only to the principal. It could also have been administered to those role-incumbents who were in the best position to observe and hence evaluate the principal. It was felt that since most of the institutions from whom data collection was done were privately owned institutions, the staff would be reluctant to express themselves frankly in case of repercussions. The tool tends itself to this possibility for all the statements refer to the principal directly and this would make the teachers very conscious of the fact that they were evaluating their Head.

Hence, it was deemed more useful to let the principal evaluates himself and then cross validate his responses with the other tools. The results of the actual data showed relatively few cases of "halo-effect".

The product-moment coefficient of correlation was found between the mean scores obtained on administrative strategies and each of the three values of Truth, Beauty and Goodness.

(5) Organizational Climate Description Questionnaire

This tool devised by Halpin measures the organizational climate of the institution. Organizational climate is concerned with the behaviour of the teachers and the principal within the organization of a school and in relation to the local community. The nature and quality of interactions that takes place among the participants of an organization in terms of their role expectations actually generate organizational climate.

26   Hence, attempts to operationalize this concept has
provided a number of methods for observing climate variables,
e.g., field studies, observational studies, experimental control
or organizational variables and perception studies.

It is believed by some that the perceptual approach has
many advantages over the other methods in terms of money, time,
simplicity and effort. In this approach, the organizational
climate is conceived to be the product of the inter-play among
the participants: perceptions are produced by interactions
between causal variables as structure, objectives, supervising
practices, etc. with individual personality. A further considera-
tion is that the values people hold affect their definition of
institutional roles and their perception of institutional events.
Each role-incumbent selectively perceives, organizes relation-
ships in terms of his own value goals, experiences and information
they possess.

The OCDQ is relevant for it measures climate through the
perception of those whose behaviour is studied. It is believed
that schools differ markedly in their personality or organiza-
tional concept climate hence a multi-dimensional rather than a
uni-dimensional concept is more helpful. (Shelat, 1978) The
OCDQ results are presented in terms of two dimensions that are
nearest to the prototypic profiles. This gives a picture of the
dominant trait in the climate with the learnings it has to
another trait.

Analysis

This is a standardized score constructed in a Likert type

27   questionnaire of 64 items. There are eight dimensions viz.

(i) Disengagement, (ii) Hindrance, (iii) Esprit, (iv) Intimacy, constituting interpersonal relationships of staff members of the school and four other factors viz.(v) Aloofness, (vi) Production Emphasis, (vii) Thrust and (viii) Consideration constituting principal's behaviour traits. The number of statements pertaining to each one of the sub-tests or factors were 10, 6, 10, 7, 9, 7, 9 and 6 respectively.

     The raw scores on all the eight dimensions of each school were tabulated. These statements were rated on a four-point scale, viz., rarely, sometimes, often and frequently. The weightage given for each of the above category of responses was 6, 7, 8 and 9 respectively except in the case of a few negative statements where the order or weightage was reversed. Then schoolwise and factorwise, raw scores, mean and standard deviation were calculated. These scores were standardized first normatively and then ipsatively (as is given in Halpin, 1966), with 50 as mean and 10 as SD fixed arbitrarily. These double standardized scores were compared with the proto-type profile given by Halpin and Croft (1963). Each of the twentyfive schools' profile was compared with each of the six prototype profile. The scores showing the differences between the double standard scores and the prototype scores are called the similarity scores. The organizational climate score for each school was calculated by adding the similarity score row-wise. This row-wise total of the similarity scores showing the minimum difference between the double standardized scores of the school and the prototypic profile scores were taken to be the indicator of the "climate"

28 ot the school. This study takes into account the similarity score and the score nearest to it to state the prevalent climate with its dominant dimension.

(6) Junior Index of Motivation - JIM Scale

The pupils' academic motivation scale, called officially the Junior Index of Motivation was a pioneering attempt made by Jack Frymier in 1961 to develop an instrument for assessing young people's motivation to learn in school.

Motivation is conceptualized as something a student already has rather than that which a teacher or another person does to him. It is assumed that motivation would manifest itself through the child's values, attitudes, and personality. It would be revealed in the pupils' attitude towards the school, if he values learning, values himself and others and respects the things he is permitted to use.

Scoring of the JIM Scale

There are 80 Likert type statements of which only 50 are scored. The others are filler items. The pupils respond to each item by marking the response keys which denote the following:

'A' denotes agreement;   'B' denotes strong agreement;
'C' denotes disagreement;   'D' denotes strong disagreement.

For scoring the keys A, B, C, D are interpreted to carry the numerical values of 1, 2, -1, -2 respectively.

Pupils' scores for the 50 items are added algebraically. This sum with signs reversed constitutes the raw score value. This raw score value ≈ is then added to +100 algebraically which becomes the pupils' converted motivation score.

29   The interpretation of the converted motivation score is
that if it happens to be high, it indicates higher motivation
level. Low score indicates lower motivation level.

The theoretical model developed by (Shelat, 1978) indicates
close relationship of organizational climate with pupil academic
motivation and of leadership behaviour with pupil academic
motivation.

(7) Pupil Opinionnaire

This is a more direct method of getting at the perception
of the pupils on the values of their principal. The assumption
is that the perceptions of the pupils are relevant indices as
pupils are the "experiencers" of all that happens in their
school.

The line of action followed is that if the pupils reveal
a pre-determined degree of unanimity in their observation, then
the values of their principal have come across strongly enough
to the pupils for a majority of them to make the same observation
both as a free response as well as give their opinion of the
three terminal values and their attendant clusters.

If 60 percent and above of pupils attribute a value as
"always" being observed in the behaviour of the principal, then
that value is considered to be dominant and taken into account
for the drawing of the overall value profile. Principals who
have secured less than 60 percent of their pupils' opinion are
not considered for their value profile. This does not imply that
they do not possess the given set of values but simply that

30   these have not been manifested clearly enough to be the unmista-
kably recognized by the pupils. The study does not evaluate the
principal as he is in himself but as he is perceived by others
in his leadership acts. The principàl's self-evaluation on values
and the pupils' evaluation of the principal on his values help
draw the value profile.

The analysis was mainly descriptive in form with a marginal
use of statistics viz. percentage was only used.

(8) Principal Interview Schedule

This tool has been used to cross validate and supplement
the data gathered through the other tools prepared by the
investigator. A semi-structured interview schedule was prepared
the purpose of which was to find out the personal priorities of
the principal for his institution. Also to check whether these
priorities remained only as idealisms or whether when planning
his administrative behaviour, he kept in mind his priorities
or whether his behaviour was chiefly an expedient response to the
demands of a current situation. The investigator also gauged
how well the planning was done in terms of the theories for
effective administration.

There was no time limit set for the interview nor were
the times the principal met the investigator formally and
informally, fixed for all schools. The data collection had been
spread over a week per institution and all the tools were
administered within that period. The data being mainly qualita-
tive, the descriptive analysis form was employed.

According to Kerlinger (1973), "the personal interview,

31

overshadows the others as perhaps the most powerful and useful tool of social scientific survey research".

(9) The Observation Schedule

Non-participant observation method was employed by the investigator. This tool took a wholistic approach to the wider aspects of an educational institution. It considered the school atmosphere as evidenced by the studiousness/restlessness and unproductive noise prevalent during class hours. The observation of the staff at work - both when in class and during their free periods, and the wider movements of the principal, i.e., the manner in which he goes about his business. This tool is an on-the-spot study meant to supplement the findings of the other tools.

Weightage is given to the data collected through observation because values cannot be measured directly - they manifest themselves in the behaviour.

Conclusion

These various tools have been dealing with the two variables: values and institutional effectiveness. In the choice of the tools, there is evident a certain degree of lop-sidedness in the sense that there are more tools for values than for effectiveness.

The tools on values seek to name the values and their measurement of them is quantitative - hence they cross validate each other.

32

For effectiveness, two standardized tests that have already been used in the earlier doctoral research studies were utilized again in this study, viz., the Organizational Climate Description Questionnaire and the junior index of academic motivation.

The OCDQ takes in two dimensions - the group behaviour dimension and the principal leadership behaviour dimension, the investigator also focussed on the leadership behaviour dimension to find out if the principal's contribution was largely positive or negative to making his institution effective.

Halpin has noted that high scores on Esprit and Thrust coincide with open climate and are inversely related to closed climate. Both these dimensions are positive and its vignette describing the open climate indicates the values underlying the behaviour of the principal. M. Seeman too has designed measures of status attitude and indexes for measuring inauthenticity (as important variable according to Halpin) - a further study on authenticity would lead to the discovery of what values go to make up the concept of authenticity. Thus, the finding out of the prevalent climate is an indicator not only of how conducive or not is the atmosphere for learning experiences and personal growth but also the scores on climatic dimensions supported by observation of principal's leadership behaviour will indicate (a) what his values are and (b) how relevant they are to his role-performance in the given situation.

33   Previous studies on pupils' academic motivation level have

found out that the pupils' home background is a more decisive

factor in determining motivation.

However, even given a particular background of the pupils,

did the school environment contribute to raising this motivation

or not was the question. If it did raise the motivation level the

institution was gauged to be functioning effectively.

This study incidentally has given a good deal of weightage

to observation. Observation of the principal during both formal

and informal interviews and observation of her at assembly,

staff meeting, and sometimes if permitted as he functions in his

office. It is a planned observation in the context of the

administrative theories developed in recent years. Regarding the

validity of this information, there is a relevant remark made

by Halpin. "The reality of the scientific way of knowing is no

more or less real than any other way of knowing". We fall into

a trap the moment we assume that one type of knowing is better

than another.

This has been quoted to support the assumption that

structured and continuous observation for a limited period does

provide authentic data for objective analysis.

Since the functional relationship of values to any other

variable cannot be directly measured, and this study is the first

of its kind in India, this initial step is limited to the naming

of values and taking a limited number of indicators of institu-

tional effectiveness. The data being mainly qualitative in form

the descriptive analysis form is employed.