CHAPTER IV

4.1 INTRODUCTION TO THE SCHOOL PROFILES

The present chapter concerns itself with profiles of twenty five schools as they have been studied by the Investigator. It is borne in mind that although situational elements will have implications for the type and style of leadership, which will be effective, there is a constant factor in effective educational leadership, and that factor is the central goal of education viz. the promotion of human growth. The challenge to every school administrator and the great opportunity is to provide for educational experiences through administration, which takes account of both task and human dimensions of the educational organization. These two aspects can strengthen each other in a reciprocal relationship and nowhere is this possibility more real than in education.

Studies done on Principal Effectiveness have culled out some characteristics of behaviour that seem to be common for principals of successful schools. These characteristics have been gathered in the course of reviewing numerous studies in educational administration and instructional leaderships.

(1) 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.

(2) On the practical level they seem to possess the ability to lead the staff in planning, implementing and evaluation improvements

in the schools' curricular, co-curricular and extra curricular programme.

(3) They maintain a positive attitude towards their staff, pupils. They are able to meet people graciously, to get at their problem quickly and to render a solution effectively.

(4) Above all effective principals seem to have achieved an intergration of their roles. Psychologists say this intergration is successfully carried out where the over-all conception a man has of himself-his ego-ideal and a stability of character is present.

The schools that are chosen for the study are not a randomized sample. Nor is the evaluation of the principal covering his dis-values or values that would negate his leadership acts.

(a) Methodology

The questionnaires on values aim at finding out the positive emergent values within a given framework. They also try to find out whether these values manifest a coreness and to observe how the principal's value system aids him in his administrative task. The tools only indicate the presence or absence of a relationship between principal values and institutional effectiveness.

The study also attempted to find out the relationship between (i) values and objectives (ii) values and the competency of the principal. The correlation between each of the three values of Truth, Beauty, Goodness and the stated objectives was found. The product-moment coefficient of correlation between Truth and the Objectives selected for the study was .98 which indicate a negative relationship significant at .05 level.

The results are given on Table No. 4.1.

VARIABLES	SCORE FOR "r" at .05 LEVEL.	
I. Truth & Objectives	.98	N.S.
2. Beauty & Objectives	-.033	N.S.
3. Goodness & Objectives	.027	N.S.

Thus the results show that the correlation between the two variables is not significant.

The results of the product-moment co-efficient of correlation between the three values and the competency is found.
The results are tabulated below:

VARIABLES:	SCORES FOR "r" at .05 LEVEL.	
I. Truth & Competency	0.12	N.S.
2. Beauty & Competency	-.14	N.S.
3. Goodness & Competency	.08	N.S.

Here again the results are not significant. Perhaps the reason for this may lie in the very nature of the variable. Both objectives and competencies are specific manifested ideological preferences or behavioural pattern while values cluster when coming through action. One would have to adopt an experimental approach to isolate one value per action to see its effect. The tools used in this study have taken a "life" approach and the choices and alternatives are loaded with two values, though one of them is always dominant.

Also values form the basis of action - they are diffused in the behavioural pattern but they do have a significant role to play. In actual life, it is a cluster of values that manifest themselves in a given action and so an artificial focusing on one value may not result in its emergence in an action that is considered competent or in the fulfillment of an objective. Besides objectives and competencies can be thought of as specific behavioural acts and ideas, while values function as underlying pervasive motivations of action. Hence, even when the correlation between the variable is not significant, in this context, the study does indicate that the values of the principal play a decisive role in the effectiveness of the institution.

(ii) Plan of the Profiles

Each school profile has been developed in the following manner:

(1) The situational background of the institution is described briefly.

(2) The principal's perceived priorities in the pursuit of institutional objectives is noted against his satisfaction or dis-satisfaction at the current position of the institution.

(3) The values of the principal are counter-checked with the observation of the pupils on his values and the results described with the principal's vision for his institution.

(4) The principal's administrative behaviour is described with reference to his self-assessment on administrative strategies. The results indicate the principal's self-image on this competency.

(5) The organizational climate manifested through the O.C.D.Q. is described with the help of the Vignette given by A.W. Halpin and supported by data acquired through observation, interviews etc.

(6) The pupil's academic motivation is discussed with reference to the existing climate, the teaching procedures etc. and pupil family background.

(7) Finally the value profile of the principal is synchronized with the profile of institutional effectiveness and the concluding remarks made on the two through an over-all profile of the Institution.

In conclusion, one may quote Fred Luthan*: "There is increasing criticism of data gathered only by questionnaires and interview. Multiple measures and more use of archival information 'existing records kept by every organizations for other use, government reports personnel records and performance data' and data gathered through observation are needed. Archival analysis and some naturalistic observational techniques minimize subject awareness and are called unobstrusive measures". It is this type of thinking that has led to giving a decisive weightage to observation as a method of data collection.

* Fred Luthan : "Organizational Behaviour" - McGraw Hill International Bk. Co., 1981.

4.2 INSTITUTION "A"

(a) Introduction

This institution which was studied in this research project, belongs to the Municipal Corporation and has been upgraded till Class X. The school is situated in a densely populated part of Bombay and is surrounded at close proximity with buildings - nor is its vicinity clean. However, the building is walled in and the school plant was maintained clean., the same cleanliness was observed for the drinking water taps and the toilets.

The school has opted for the shift system and offers education through four mediums - Marathi, Hindi, English and Kannada. There are two supervisors for the two shifts - the principal remains on the premises for the 1st shift and for some part of the second shift. This is already an indication of the dedicated service put in by the principal. The principal also makes it a point, at least once a week, to bring the pupils of the four sections together for an Assembly.

There are other small indications of the principal trying to

i) build up the public image of a municipal school (which in India does not have much of a status);

ii) give the pupils a sense of identity, of belonging to a respected Educational Institution.

The principal also enjoys the confidence of the Municipal Board and hence is able to acquire many facilities for his institution. He is also competent and budgets the alloted resources very judiciously. The school has a well equipped library and a drawing room, a craft room, a T.V. room and a hall with a stage.

It lacks playgrounds which is a necessity since the school caters to both boys and girls.

(b) The over-all objectives of the Institution

These have been spelt out by the principal for the institution and constantly clarified in terms of its clientele and the situations arising in daily administration. The principal stated that knowing the background of his pupils and the normal areas in which they sought to earn their living, he wished to concentrate his efforts in helping them acquire the S.S.C. examination. In the course of their school career, he encouraged them as much as possible to appear for the drawing examination and the Hindi parishad exams too; they were given opportunities to participate in inter-school games for he felt all these skills would aid them in securing jobs later. He also paid attention to their character-formation and wanted them to be self-disciplined. The principal stated that he was firm with those pupils who did not respond to training. Every year some pupils who were consistently disobedient in serious matters found themselves rejected from school. This punitive measure was applied for the principal saw the importance of peer influence and felt it was better to loose a few 'bad' students rather than have a large number not 'formed' in character. This is concrete manifestation of establishment of priorities.

An important over-all objective observed was that the principal made sure that whatever educational opportunities the school offered was within their reach. Hence pupils were encouraged with simple competitions e.g. hand-writing, number writing and the material for this was provided by the school. Particularly the reward-system was effectively geared to encouraging the type of

clientele this school got. The standards of performance while measuring to some extent with other schools were never so high as to be unattainable. This was achieved through a wise grading of efforts and standards demanded.

Another important objective observed was that the principal wanted continuity in his institution. Since he took pains to 'form' his staff according to his ideals, he resisted their transfers and also made sure that he provided them with sufficient challenge, job-satisfaction and other rewards to keep them happy.

The principal also assessed a given set of objectives on the weightage he felt that was given to each type of objectives. In the opinion of the principal, the support goals are pursued consistently and observation of the administration of the institution supports this fact.

The scores obtained by each category of objectives is given on table No.

Table No. 4.3 showing the weightage given to each category of objectives.

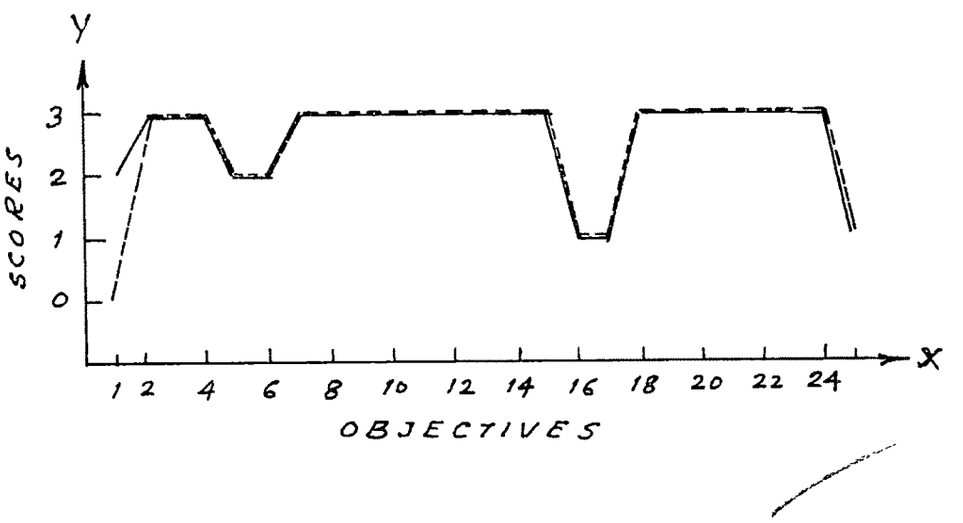
INSTITUTION CODE No. "H" - Goals	Output	Support	Elitist	Service
Max. Obtainable Scores	18	18	18	18
X Scores	18	15	11	18
Percentage	(100)	(83.3)	(61.1)	(100)

The scores indicate that in the opinion of the principal output goals and service goals receive highest priority. The principal is observed to be skilled in taking decisions that would lead to a progressive fulfillment of objectives.

GRAPH- 1

INSTITUTION CODE No. "A"

INSTITUTION PRINCIPAL'S PERCEPTIONS OF INSTITUTIONAL OBJECTIVES AS "PERCEIVED" AND "PREFERRED" BY HIM FOR HIS INSTITUTION



—— OBJECTIVES AS PERCEIVED BY THE PRINCIPAL

--- OBJECTIVES AS PREFERRED BY THE PRINCIPAL

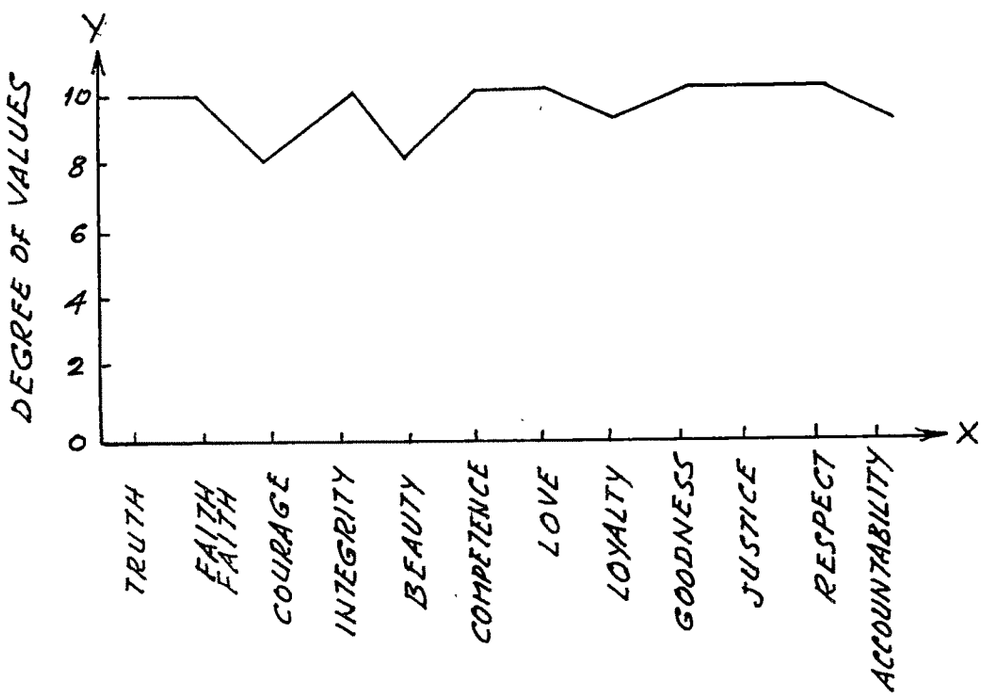
In order to help the school to build for itself a good public image, the principal felt it was necessary to keep it clean. Keeping in view the limited resources at his disposal, the principal enlisted the help of the pupils. Each day two pupils were appointed to clean their own classroom. The servants cleaned the corridors and the toilets. The latter were kept very clean and the cleaning supervised by the principal himself. Being consistent in his actions, the principal found ways of keeping the school clean. e.g. the hall was kept clean by making the pupils remove their shoes in their classrooms before entering the hall. Consequently they sat on a clean floor and kept their uniform clean too. This was observed also that while they did not have good clothes they were all clean. The principal purposefully instructed them in personal cleanliness to instil a sense of personal dignity.

The principal realised the importance not only of establishing his priorities, clarifying his values in terms of actual situations but also of communicating them successfully. For this he regarded the Saturday assembly as being of prime importance. It was an occasion to 'form' the pupils in character, give them knowledge of their religion, (the principal effectively chose the serial story method for narrating the holy books.) and giving the teachers a chance to display their talent, organize small functions. On these occasions, the principal remained in the background. Incidentally, on the Annual Prize Day, the outstanding teacher of the year was made the chief guest for the occasion.

Thus it has been observed that the measure of success achieved by the principal is to a large measure due to his value system as admitted by him and testified to by the staff.

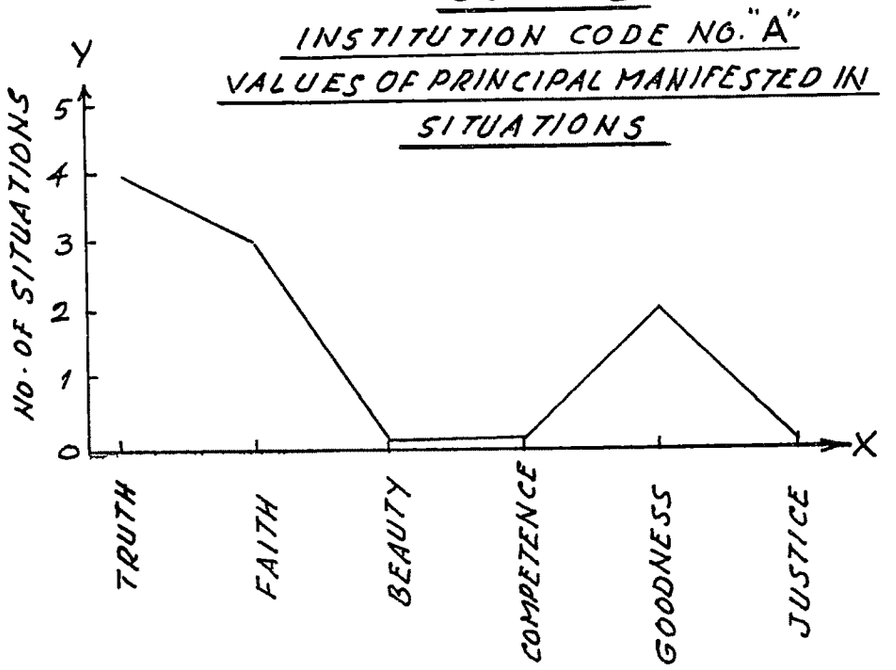
GRAPH-2

INSTITUTION CODE NO. "A"
VALUES OF PRINCIPAL



GRAPH-3

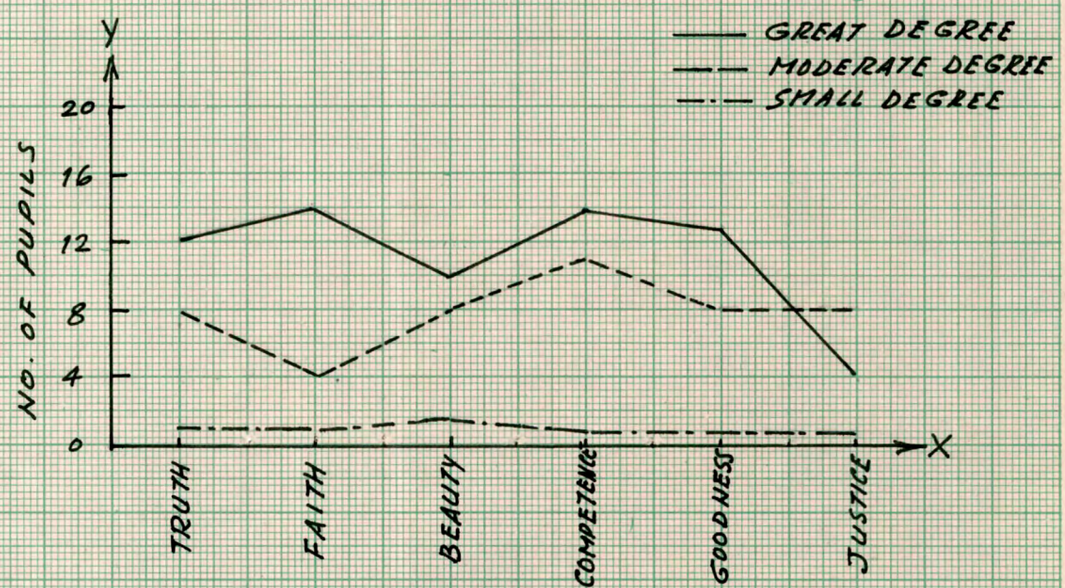
INSTITUTION CODE NO. "A"
VALUES OF PRINCIPAL MANIFESTED IN SITUATIONS



GRAPH-4

INSTITUTION CODE NO. "A"

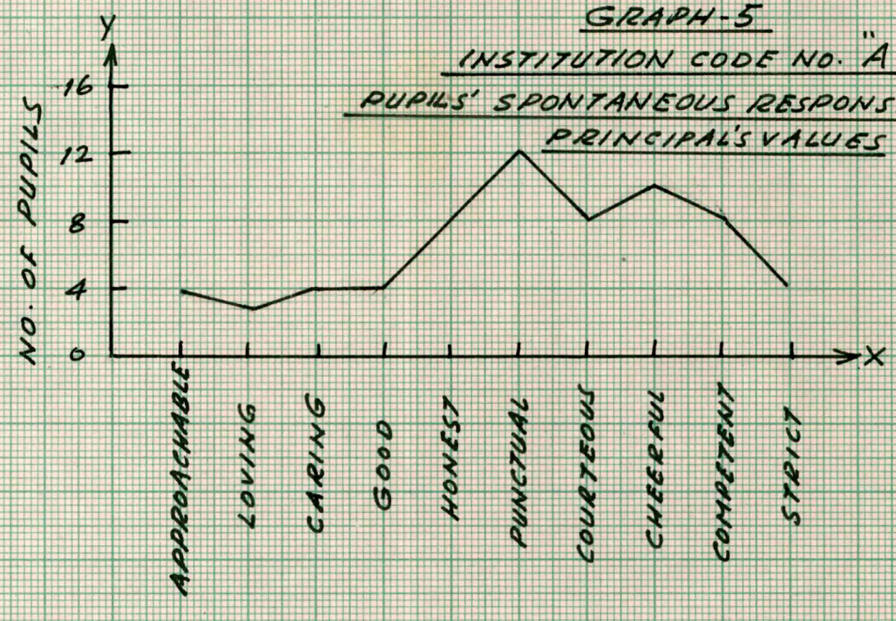
PUPILS' ASSESSMENT OF PRINCIPAL'S VALUES



GRAPH-5

INSTITUTION CODE NO. "A"

PUPILS' SPONTANEOUS RESPONSE ON PRINCIPAL'S VALUES



(c) Value-Profile of the Principal

This profile has been drawn from the self-evaluation of the values, as the principal perceives that he possesses them, from the values that surface from the choices he makes on the alternatives offered for problem - solving situations and the pupils' perception of his values. The results reveal a well-intergrated core-value system of this principal. Truth, and its cluster, particularly faith are more dominant than the other values. The value of truth scores high on all the tools and observation as well as informal comments from the staff reveal that the principal is a person of intergrity. From the interview with the principal, the investigator judged, the principal to be a person of deep religious convictions possessing an inner discipline and subscribing to a clear set of priorities for education. The value system appears strong. It comes through in the choice of the objectives, the administrative behaviour and the over-all progress made by the school.

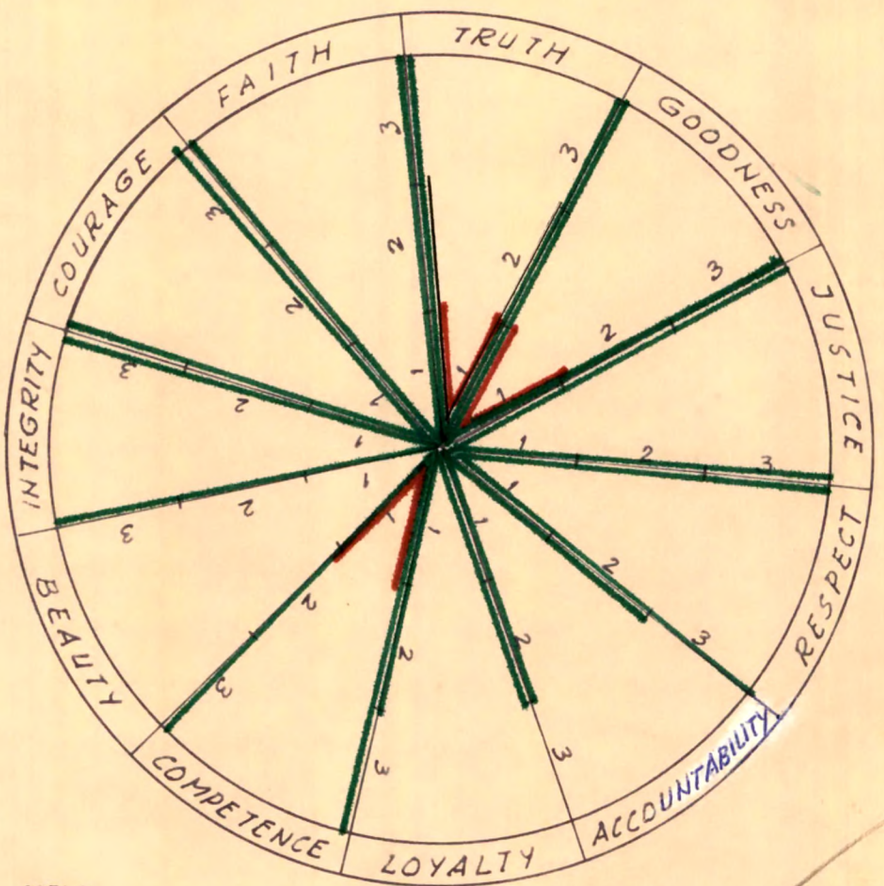
The principal claimed that he had made an active effort to instil his values and priorities in his staff. He also took time off to explain the meaning behind every rule in the school. It was interesting to note how a number of staff-members had emulated his example of dedication. The teacher undertook providing extra time to prepare pupils for local examinations or inter-school competitions. The principal's training the Monitors of each class was also observed to be effective. There was silence and pupils did their work quietly in the absence of their teacher.

The two variables of the study, viz., values and Institutional effectiveness have been used to draw the over-all profile of the Institution.

FIG. 4·7

INSTITUTION CODE No. "A"

VALUE PROFILE OF PRINCIPAL



KEY:

PRINCIPAL'S VALUES

PRINCIPAL'S VALUES - MANIFESTED IN SITUATIONS

PUPIL'S ASSESSMENT OF PRINCIPAL'S VALUES

1 = REPRESENTS 60% (FOR PUPILS' ASSESSMENT)	SCORE 3 (FOR SITUATIONAL VALUES)	SCORE 8 (FOR PRINCIPAL'S VALUES)
2 = " 70% "	SCORE 4 "	SCORE 9 "
3 = " 80% "	SCORE 5 "	SCORE 10 "

NOTE:-

SCORES OBTAINED BELOW THE ABOVE MENTIONED SCORES IN THE THREE QUESTIONAIRES ON VALUES ARE NOT MARKED ON THIS PROFILE

(d) Organizational Climate as Predicator of Institutional Effectiveness

The Institution had produced a very favourable impression compared to other institutions of its kind. Hence in order to make an objective assessment, the prevailing climate of the institution was measured by means of the organizational climate description questionnaire.

A random sample of ten staff members was taken and the tool administered to them. The scores were calculated through the standard procedure prescribed and the results of the eight sub-tests revealed a similarity score that characterized the climate as being 'controlled' and the next dominant dimension being paternal.

However it was observed that the scores on "Esprit" were comparable high and staff - morale too was satisfactory. The high scores on Esprit were probably due to the principal's wise efforts to give the school an identity, to unite the staff in a common effort to work for the underpriviledged and to build up the public image of the school.

Though the principal had a clear vision for the school and a set of priorities and exerted considerable directive influence, the staff because of their own value systems, and societal values were unprepared to offer a generous service to the degree expected by the principal. At this point there are a number of indications to note that a subtle lack of co-operation on the part of teachers was handled realistically by the principal without being deviated from his purpose; one clear instance is the principal training his

class monitors well, to look after the class since teachers did not forego their alloted casual leave.

While maintaining her priorities, the principal on the whole remained approachable. May be the anxiety to bring the school upto his expected standards and knowing the weakness of human nature and the time limit imposed by life in general, he planned all critical steps of the administration himself - all major decisions were kept in control while delegation of power and authority was clearly demarcated for the staff and standards of performance laid out for them. These the principal admitted were not achieved without a struggle. Staff meetings were a regular feature though they were held whenever the principal felt a need for them.

Both the morning and afternoon shift staff were directly responsible to the principal but because of the timings, possibly the afternoon set felt a little neglected.

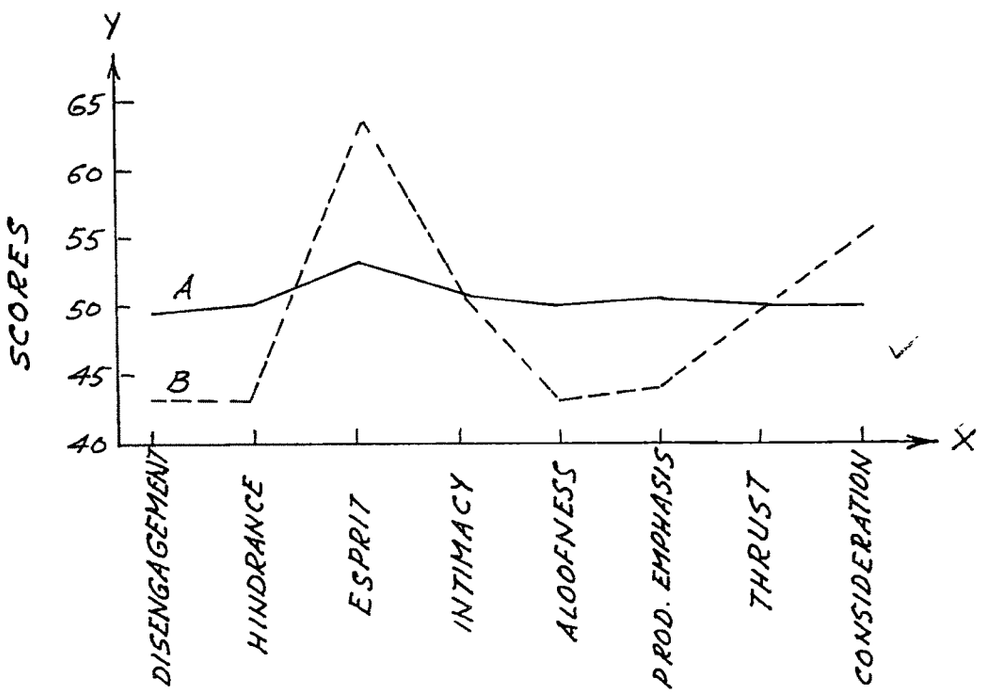
The scores on hindrance are high and there could be various reasons for it, the chief one being that the principal while being understanding is uncompromising on his principles.

Hindrance scored high also in the case of Principals of Institution J, S, H; these were principals who wanted functional relationships and demanded a standard of performance. As persons they were competent and not autocratic. Though care was taken to establish channels of communication, the staff still felt themselves hindered.

Compared to the other schools run by the Corporation - this institution was outstanding in its progress and the pupils looked

GRAPH- 6

INSTITUTION CODE No. "A"
ORGANIZATIONAL CLIMATE PROFILE



EIGHT DIMENSIONS OF CLIMATE

A —— SCORES OF INSTITUTION "A"
B --- "OPEN" CLIMATE PROTOTYDE SCORES

happy and had a sense of belonging to the institution. The educational task was accomplished with a regularity that bespoke volumes for the difficulties that must have been over come. The principal attributed his success to his vision and to his dogged living out of his values.

(e) Principal's Administrative Role Performance as Predicator of Institutional Effectiveness

The assessment of the principal's role performance was done by the principal himself through a questionnaire on Administrative Strategies which evaluated seven critical areas of administration. The principal's personal scores were compared with the mean of the other institutions studied. In this case the difference shows the principal scoring himself higher on all aspects. This is slightly idealistic when compared to the information obtained from the staff and pupils but it does present a picture of self-confidence and a sense of achieving what one has set out to do.

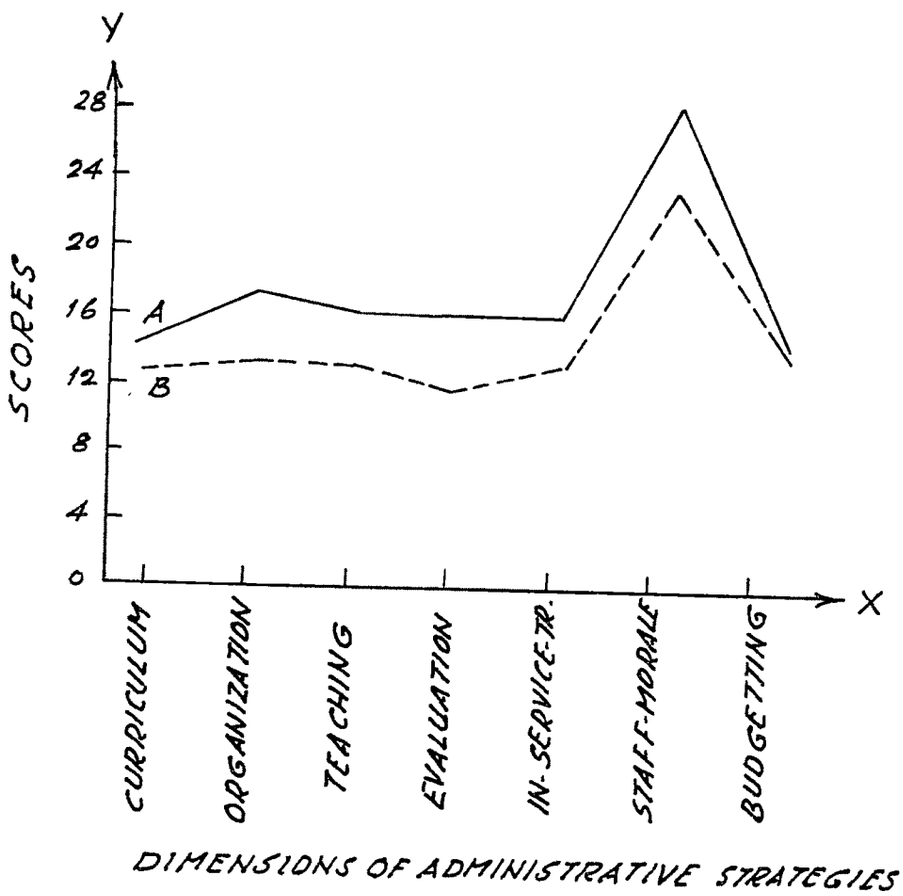
The scores are given below:

Table No. showing Administrative Strategies Scores.

INSTITUTIONAL CODE NO."H" ADMINISTRATIVE ITEMS	RAW SCORES	MEAN SCORES of 25 SCHOOLS	DEVIATION from $\bar{X}$
1. Curriculum	14	12.1	+ 1.9
2. Organisation	17	13.1	+ 3.9
3. Teaching	16	12.2	+ 3.8
4. Evaluation	16	11.1	+ 4.9
5. In-service Training	16	12.7	+ 3.3
6. Staff Morale	28	23.8	+ 4.2
7. Budgetting	16	14.4	+ 1.6

GRAPH- 7

INSTITUTION CODE No. "A"
PRINCIPAL'S ASSESSMENT ON
ADMINISTRATIVE STRATEGIES



A —— SCORE OBTAINED BY INSTITUTION "A"
B --- MEAN SCORE OF 25 INSTITUTIONS

There is an efficient budgetting not only of resources but also of time. This allows the principal to take care not only of innovative activities but maintainance activities. The school plant was outstanding in the absence of broken furniture or equipment lying around.

The academic performance was standardized to suit the level of pupils of each age group. All activities and competitions conducted in the school involved the raw material being supplied to the competitors. The investigator attended one of these functions and observed how many pupils shyly came to the stage and made an attempt to demonstrate their talents. Even when the performance was poor, there was no laughter amidst the audience. The school has an Academic Council and the Principal claimed that he consulted them on the planning of the syllabi. The student Council is entrusted with the discipline of the school. They decide what punitive action should be taken within the broad framework laid down by the principal.

The principal expects that he and the staff take on a larger share of the work of education recognizing that parents are not able to help their wards academically. Also the staff must be patient in their expectation of results. They may not see it in the pupils they are handling at the moment; they may even need to wait for a generation to grow before they see any tangible result of their efforts.

The principal is recognized as a successful educationist by his milieu, and enjoys the confidence of his superiors.

There are certain indications that point out to the fact that administrative acts need to be constantly checked into and

there is no substitute for actual supervision.

Since the principal has grown in stature and has been involved with educational activities outside the school, he has had to give more time outside. While this is praiseworthy and helps the cause of education, a lack of direct supervision has let things slip up and the principal appears none the wiser for it.

An informal interview with the pupils revealed that they were not happy with the duties given to them. For they did not feel supported - this is in contrast to the statement made by the pupils of Institution code No.H. The senior boys complained that they did not feel respected by their principal. Perhaps what they meant was they were in awe of him and did not feel free to state their problems frankly. The difference between the positive and negative dimensions to leadership behaviour was 5 points - the principal was placed eleventh among the twenty five principals studied.

(f) Pupil's Academic Motivation as Predicator of Institutional Effectiveness.

The values of the principal directing the decision, he would make in administering the institution and ultimately becoming an important factor in the type of environment created for the pupils for a learning experience, would have an influence on the pupil's motivation towards their school and towards learning.

The Junior Index of Motivation Scale measures whether the pupils have a positive or negative attitude to life, if they have picked up effective ways of learning, if they care for things they

have been allowed to use in the school, and if they have some sense of values. The results of the test are given below:

Table No. showing the motivation level of the pupils.

N = 24

INSTITUTION "A"	Highly Motivated +120 & above	Moderately Motivated +119 - +100	Low Motivated +99 and below
Percentage	4.4	-	95.6

The school ranked 20th out of 25 Institutions for motivation level. It is the only school where the scores fall in the two extreme categories. The scores ranged from +130 to + 30.

From the responses of the pupils to some of the statements it was found out that a sense of responsibility to the community was instilled in them. The pupils mentioned that they were taught to respect the elders, to be disciplined, clean, The principal encouraged these pupils to donate to charitable causes too. It was a training in service.

The value some pupils mentioned they did not experience was love - everybody was so eager to help them improve themselves do well in this studies, they felt they were given no time to sometimes be their limited self, show their human failings - like in Institution H, while the pupils accepted the ideals set for them as being good for them, they wanted to be "excused" at times.

Conclusion

The institutional effectiveness profile shows the schools performing better than other school with the same background. The leadership acts of the principal have been recognized as being good and trust worthy to lead the institution forward. However, there is the impression that the school was performing better earlier, a slow determination has taken place in the performance of the pupils and in the achievement of purposes. While the principal still conducts an evaluation, he is less frequent on direct supervision - hence the actual task of teaching has lost some of its efficiency.

However, what stands out clearly is the first pioneering efforts of the principal to raise the academic performance and the discipline of the school to its present standard.

The over all profile that emerges of the institution is composed of the results of the value profile and the institution's effectiveness profile.

The principal possesses a well formed value system with a core value and dominant values falling in group II and group III. The effectiveness profile shows - results that are low on clientele performance but high on principal's self-assessed administrative strategies.

This could be either due to the poor academic, background of the pupils and in terms of this the academic motivation results are good.

The principal's values have been the chief motivating and co-ordinating factors in the decisions of the principals and seems to be responsible for the institution's effectiveness.

Compared to the other institutions and with reference to the pupil's background, this institution emerges as effective in fulfilling its purposes to an appreciable degree.

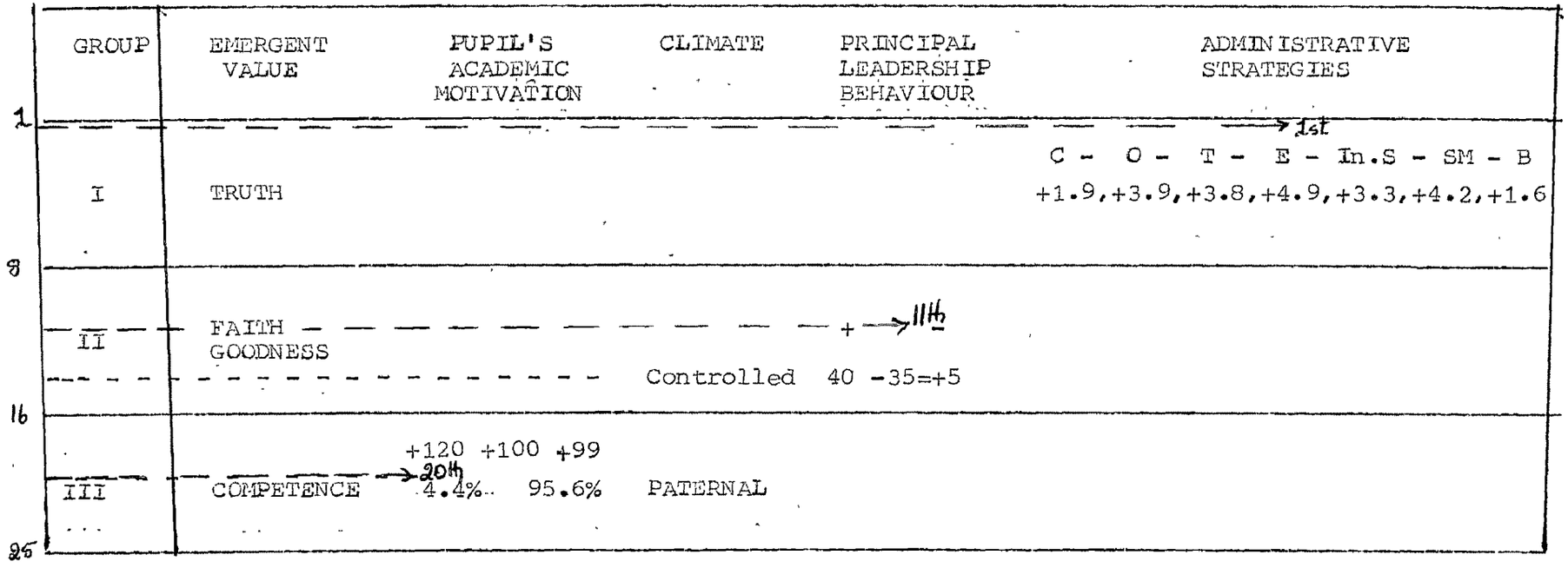
INSTITUTION CODE NO. "A"

PROFILE OF INSTITUTIONAL EFFECTIVENESS

NAL CLIMATE					PRINCIPAL LEADERSHIP BEHAVIOUR				ACADEMIC MOTIVATION (Pupils') +120 +100 +99				ADMINISTRATIVE STRATEGIES							
	Alocless	Production Emphasis	Trust	Consideration	CLIMATE TYPE	Alocless	Production Emphasis	Trust	Consideration	Highly Motivated	Moderately Motivated	Low Motivated	PLACEMENT		Curriculum	Organisation	Teaching	Evaluation	In-service Training	Staff-Morale	Budgetting
	-	-	+	+		-	-	+	+	Percentage				$\bar{X}$	12.1	13.1	12.1	11.1	12.7	23.8	14.4
.4	49.9	50.2	50.0	50.0	Controlled/ Paternal	19	16	28	14	4.4	-	95.6	20th	X	14	17	16	16	16	28	16
	^	^	^	^		= 35 — 40 = +6									+1.9	+3.9	+3.8	+4.9	+3.3	+4.2	+1.6

Chart No. 9 OVER-ALL PROFILE OF INSTITUTION

CODE NO. "A"



C = Curriculum
O = Organization
T = Teaching
E = Evaluation

In.S. = In-Service Training
SM = Staff Morale
B = Budgetting

4.3 INSTITUTION CODE NO. H.

A. Introduction :

The school under study is a school with a religious ideology implying that its purposes take on the character of a mission. To appreciate its objectives and goals it would be profitable to refer to the purposes of its Foundress. "She did not limit the scope of her work to rescuing girls and giving them a bed and food. She wanted to instruct and educate and train them in the best possible way". (Gabriela 1977) essentially and in a very practical sense it implied working to educate others without any expectation of recompense. It also meant having a broad far-reaching vision - taking education in its broadest sense and making one's best effort not only to impart direct instruction in the best possible manner but to provide a most suitable environment for it. In order to achieve this aim the Founder suggested a very specific pedagogy.

1) Religious instruction was to be given prime importance so that the pupils would act from motives of faith and inspired by love of solid virtue.

2) The curricula had to be both theoretical and practical in the sense of equipping the girls with skills to take up a suitable post; she also took care to establish a savings system for the pupils from the earnings obtained from their work.

3) From the staff she demanded fore-sight and thoroughness. Correction should be in the form of forestalling regressive behaviour.

4) The Institution must be worthy of public confidence.

It is keeping in mind these ideals, set by the Foundress that the school under study is evaluated for fulfilling its purposes. It is to be noted that unlike other schools, the Principal is not just expected to keep the purposes in mind while performing her role. Her commitment is expected to be deeper for the Principal being a life-member of the same source group has been formed on this ideology. Hence it would be interesting to see to what extent the principal actually fulfills these purposes she is committed to and how her personal value system operates vis-a-vis these.

The school was started as a Sister branch of another school, run by the same management as early as 1908. After a number of changes of venue and organizational policies it claims its present identity from 1931. It was one of the first English medium schools for girls. Though situated in the midst of an affluent society, it caters primarily to the middle class. Its enrolment is more than a 1000 pupils. The grounds owned by the Management is only the area where the building stands and a little surrounding space - a condition resulting from a keen competition for space. But the school plant amply manifests what can be achieved within a limited space because of the vision of the Head of the Institution. At the time the data was collected, the Institution was celebrating its Golden Jubilee and a perusal of the programme chalked out for the entire year reveals an awareness and a generous desire to remember every category of persons involved in the Institution. The tone of the planning too indicates a basic preference for the value of spirituality that goes beyond the gratitude, appreciation and

a sense of achievement for the success of 50 years to a Faith Vision of its role and identity.

The multiplicity of educative features defies a neat classification. As one enters the school premises, one is impressed by the information on current happenings in the school provided through charts, notice-boards etc. The P.T.A. too has a notice-board of its own. Occupying a very prominent place among these is the "School Charter and Aspirations". This studied carefully show that both the philosophy of the Institution and its pedagogy as being clearly defined by the principal. The staff too is committed to a "professional Creed" in keeping with the ideologies of the Institution.

B. Over-all Objectives of the Institution :

In an Annual School Report of 1980 the Principal claimed that the Institution had "culled a way of continually exploring solutions to the pressing educational problems of the day - which was not how to increase the efficiency of the school but how to create and maintain a humane society through the inter-action involving parents, teachers and students." Then the principal proceeded to explain what were her priorities in the Educational policies. She proposed that the values the home should provide were love, trust and availability. She pointed out that a child does not learn values, she captures them, values that are created and pursued by her parents.

As a practical corrollary to this we see the school activities are carried out with the maximum and at the same time

a consistent co-operation of the parents with the school.

The P.T.A. is one of the most active PTAs in Bombay with parents involved daily with the school and rendering voluntary service in every aspect of school life except examinations.

Another asserted deep conviction of the Principal is "despite the permissiveness all around us, and evil made so attractive, through media, deep down in a child's heart, she is happy to live with all that is clean, good and beautiful."

This conviction finds its expression in the way the school is maintained. In a doctoral study conducted on this Institution the Staff evaluated the Management's maintenance of the school plant at cent percent. The account books provide an interesting history of attempts made to change a formerly residential building into one suitable for a school. From 1959 to 1977, 65 modifications had been made to improve the facilities provided for the pupils. The principal, staff and pupils worked together to provide themselves even within its narrow precincts, a magnificent 4 storey annexe - containing a reference library, laboratories, gymnasium, classrooms with a lobby for the senior girls and a spacious comfortable staff room and auditorium. The principal makes constant efforts to add small comforts not only for the pupils but also for the staff to evoke, and nurture a feeling of solidarity and loyalty as well as good-will.

The school has adopted a personalized approach to education in the humanities and programmed instruction in Maths and Science. The former first introduced in the Primary Section and later adopted by the Middle School as well, has been defined in the

school calender as an education which helps a person to become more and more a person more original, freer and more active and balanced - more harmoniously developed and more apt for prayer and personal relationship with God - more disposed to live in harmony and serve mankind.

For the primary section the specific objectives are sensitizing and developing the cognitive, affective and psycho-motor aspects of a child - developing a sound system of values and facilitating mathematical expression. This would be achieved through organization of school schedule - arrangement of classroom and a self-paced programmed learning material and activity cards. The principal's assessment on the given set of objectives indicate that output and elitist goals receive more attention. The support goals were observed to be pursued with much more persistency than is indicated through the scores.

Institutional Objectives

The objectives of the Institution were studied by the Principal and the Staff. The important over-all objective of catering to the "all-round formation of our students, was spelt out as.....

a) the spiritual and moral guidance of our girls

b) self-discipline

c) academic excellence

d) inculcating a national spirit

e) training is service to the less fortunate.

The degree to which the principal feels the Institution is aiming and focussing on these objectives is revealed in graph No.8.

The Institution has high expectations of its output goals and wants to strive for better performance although it is meeting the best expectations of its parents and the community.

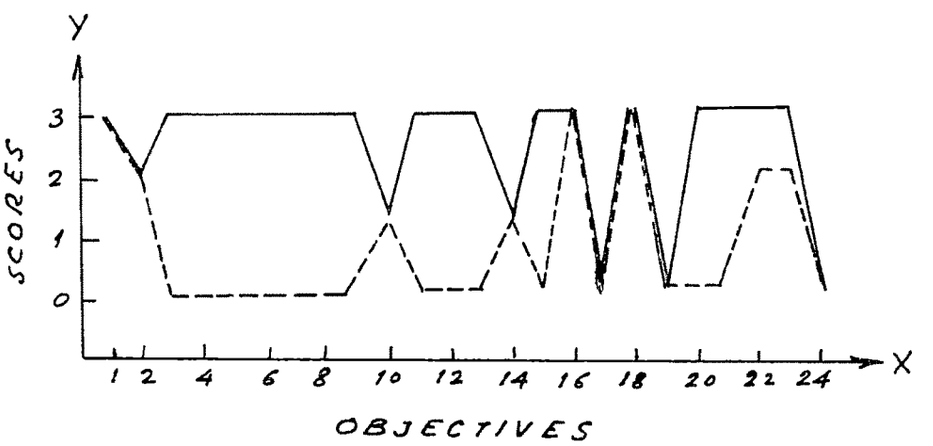
Its policies show clear priorities on support goals and many a times the support goals get more attention than output goals. There is some preference for elitist goals as is evidenced by the scorings. The Institution is dissatisfied with its achievement for service goals and would like to make a greater effort in this direction.

The scoring of the given objectives show a very realistic appraisal. It also points out to an important aspect of values - that once they are clarified and owned and their priority established, the forthcoming actions acquire an almost predictive consistency. e.g. the value of knowing God emerges dominantly in all tools. The Institutional policies make effective provision for the teaching of religion of the minority group but it also provides an environment for nurturing faith in God in other pupils too. There is no attempt to indoctrinate any body and yet the pupils responses reveal that they have been touched by the spiritual atmosphere of the school. This comes from a continuous clarification of the value of religion in terms of practical living. On the other hand, there is a discrepancy between perceived and preferred opinion regarding service goals - the school took up the challenge of the International Year of the Child to make a concerted effort to help one section - viz. the handicapped pupils - still it is felt that there is need to re-vitalize the organizational effort to reach out to the poor and handicapped.

GRAPH-8

INSTITUTION CODE No. "H"

INSTITUTION PRINCIPAL'S PERCEPTIONS OF INSTITUTIONAL OBJECTIVES AS "PERCEIVED" AND "PREFERRED" BY HIM FOR HIS INSTITUTION



—— OBJECTIVES AS PERCEIVED BY THE PRINCIPAL

--- OBJECTIVES AS PREFERRED BY THE PRINCIPAL

The support goals receive very careful attention because the principal's policy is always to create optimum environment for achieving the purposes of the institution rather than being too directional. The institution is already aware of the need to pursue service goals with greater earnestness in order to make the pupils community minded.

Table No. 4.4 showing the weightage given to each category of objectives.

INSTITUTION	Output	Support	Elitist	Service
H	9	8	9	5
Percentage	50	44.4	50	27.7

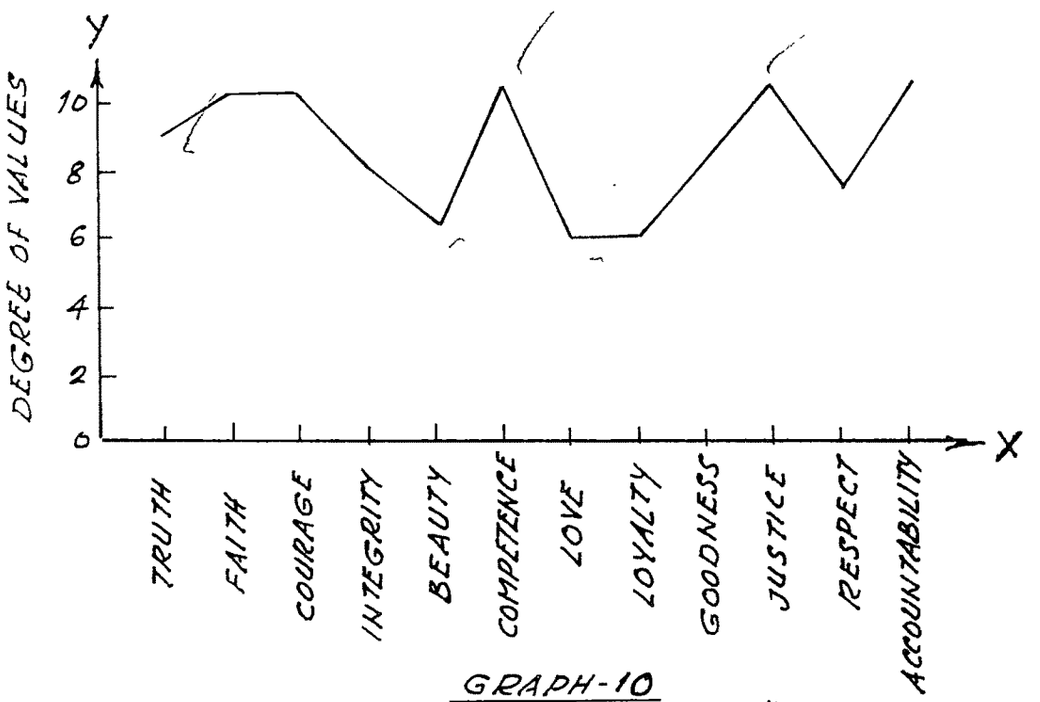
C. The Value Profile of the Principal :

The value profile has been drawn from the interview with the principal, supported by the results of the tools on values. The interviews revealed the principal to be very clear on her mission as well as on her role. The source of her motivation towards the institution is revealed in her conviction expressed in the following words: "The young find themselves in a world which has no standards by which to evaluate behaviour; all of us need to realise that unless our lives are received from, lived in, with and then surrendered to a 'personal God', there is no worthy reason why we should value life or live it by a code of values".

Thus we see that spirituality forms the basic foundation and philosophy of her life. In a free response questionnaire,

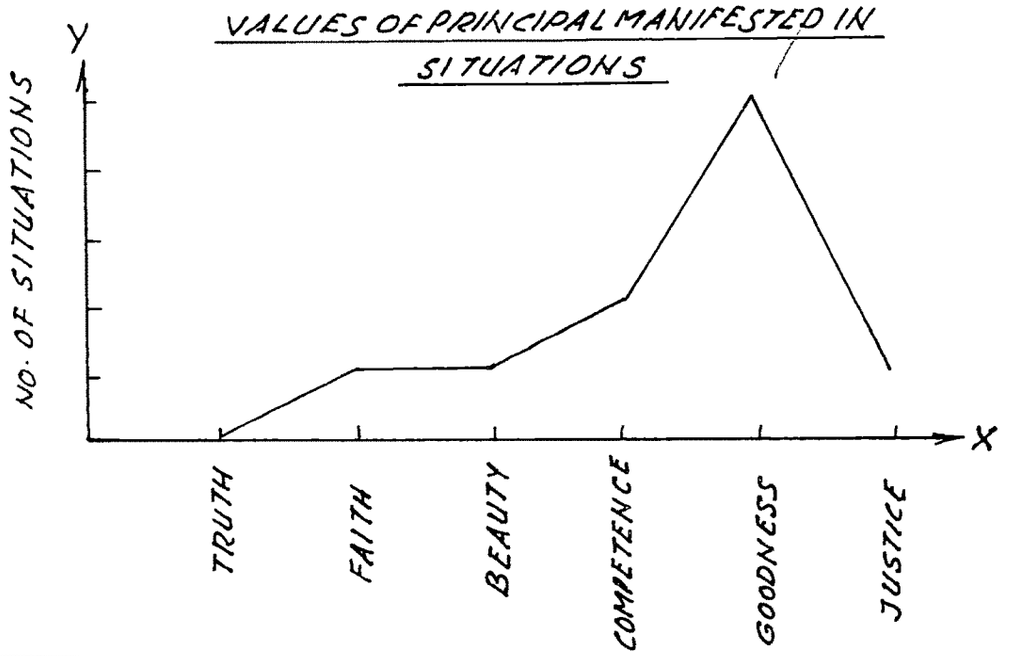
GRAPH-9

INSTITUTION CODE No. "H"
VALUES OF PRINCIPAL



GRAPH-10

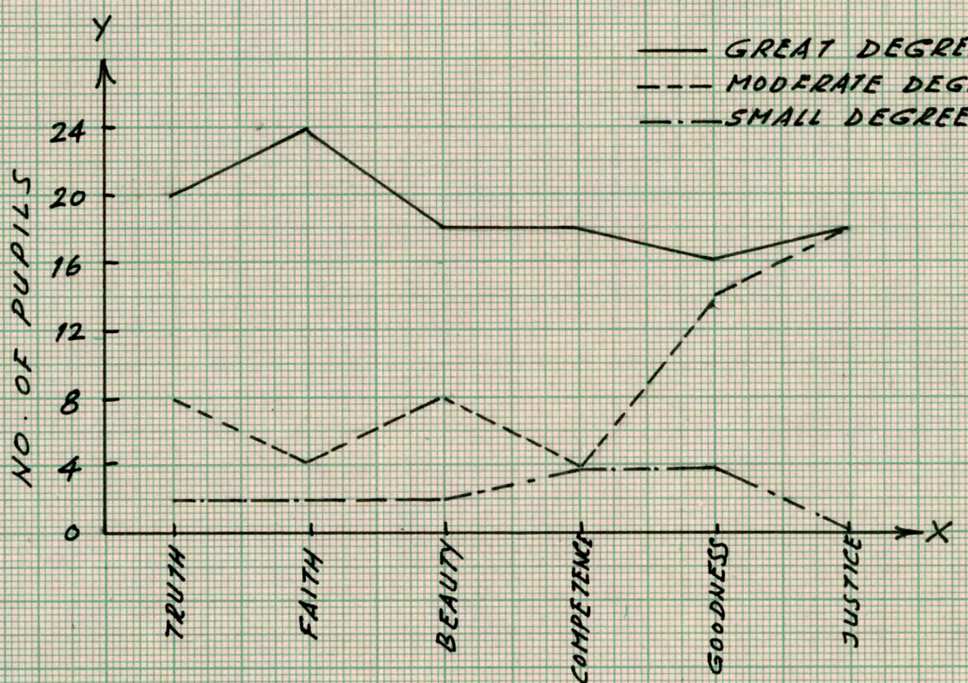
INSTITUTION CODE No. "H"
VALUES OF PRINCIPAL MANIFESTED IN SITUATIONS



GRAPH - 11

INSTITUTION CODE No. "H"

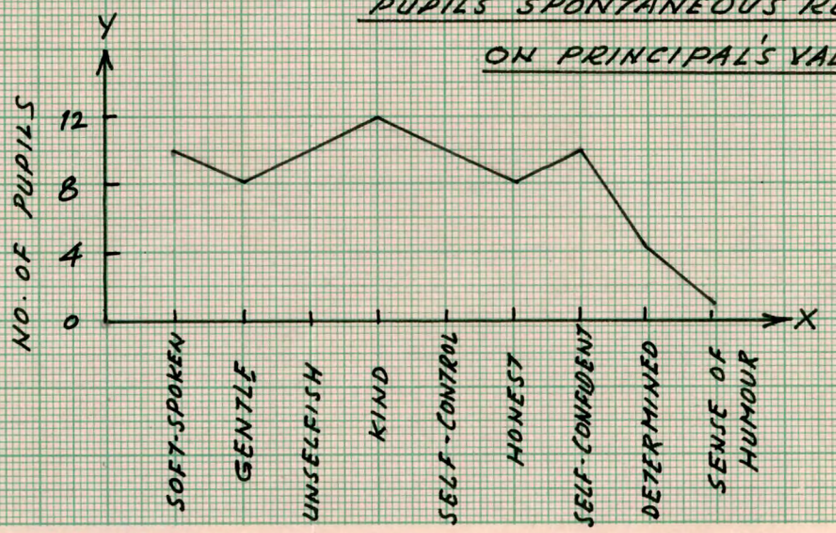
PUPILS' ASSESSMENT OF PRINCIPAL'S VALUES



GRAPH - 12

INSTITUTION CODE No. "H"

PUPILS' SPONTANEOUS RESPONSE ON PRINCIPAL'S VALUES



the following values were named as forming her personal value system.

(1) Prayer (2) Intergrity (3) Understanding and tolerance (4) Subsidiarity (5) Exactitude (6) Humility (7) fostering good human relations.

The value profile shown in Figure 4.8 is drawn from the results of the principal's assertion of the values possessed by her, the values that emerge as the result of her preferences in imaginary school situations and the pupils' opinions on principal's values.

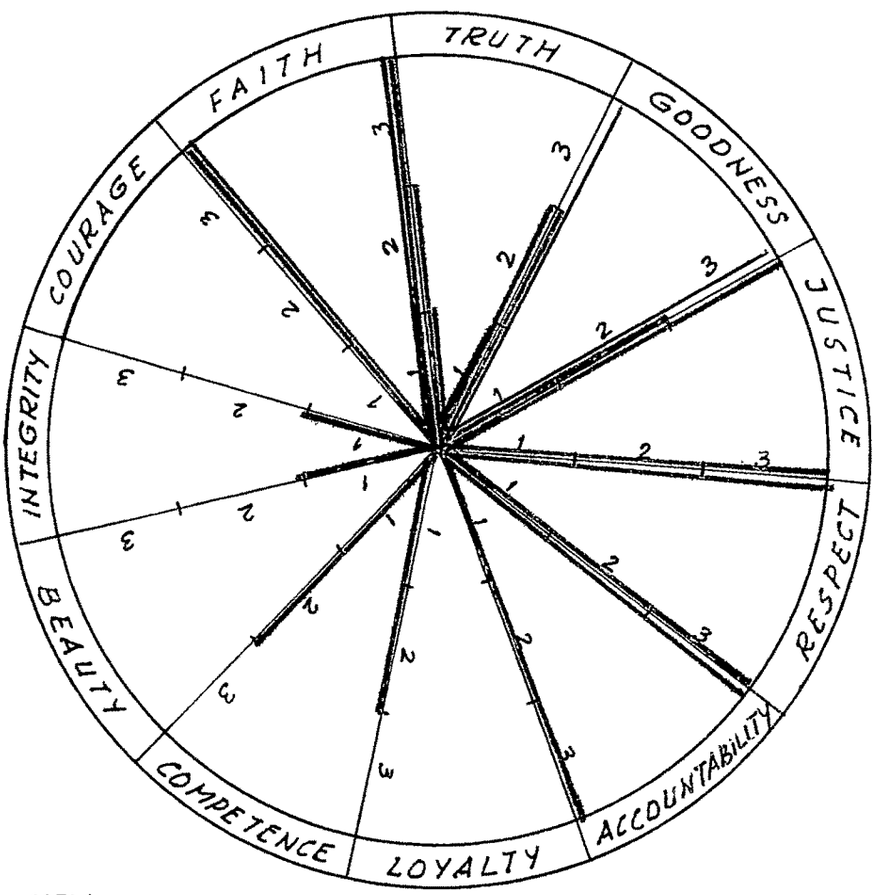
The value profile reveals that Faith and Goodness are the dominant values and faith is supported by its root value Truth. Both Truth and Goodness has a certain degree of loading on its values indicating that these two terminal values emerge as cluster, as core values.

The possession of these values to a high degree is borne out by observation as well as in the priorities manifested in administrative behaviour.

Graph No.9, Figure No.10 indicate the values of the Principal as assessed by herself while Graph No.11, Graph No.12 present the opinion of the pupils.

Graph No.12 reveals a high consensus of opinion from the pupils on the degree to which they opine their principal possesses those values. Also a number of values mentioned in the spontaneous response of the pupils would fall in the cluster of the terminal value of goodness. However, while almost all pupils acknowledge the presence of goodness in their principal - there is a division of opinion regarding the degree to which the value is possessed

FIG. 4.10
INSTITUTION CODE NO. "H"
VALUE PROFILE OF PRINCIPAL



KEY:

PRINCIPAL'S VALUES

PRINCIPAL'S VALUES - MANIFESTED IN SITUATIONS

PUPIL'S ASSESSMENT OF PRINCIPAL'S VALUES

1 = REPRESENTS 60% (FOR PUPILS' ASSESSMENT)	SCORE 3 (FOR SITUATIONAL VALUES)	SCORE 8 (FOR PRINCIPAL'S VALUES)
2 = " 70% "	SCORE 4 "	SCORE 9 "
3 = " 80% "	SCORE 5 "	SCORE 10 "

NOTE:—

SCORES OBTAINED BELOW THE ABOVE MENTIONED SCORES IN THE THREE QUESTIONAIRES ON VALUES ARE NOT MARKED ON THIS PROFILE

by the principal. This may be due to the fact that as the school has progressed turning its attention to wider problems, the principal has become more and more involved in working for the pupils but being unable to give the appearance of having time for them - hence the opportunity for experiencing the goodness of the principal in a person to person contact may have been less.

However, there is a strong support from factual evidence that values do play a significant part in the policies, the critical decisions, the activities selected and the total formation offered to the pupils. The priorities that have been established are also clearly and consistently seen in the functioning of the school.

D. Organizational Climate as Predicator of Institutional Effectiveness :

In order to find out what effect the role performance of the principal had on the climate of the school in general (for the principal is not the only factor) the O.C.D.Q. was administered to a randomized sample of ten staff members.

In the profile that was drawn of this institution the prevalent climate emerged as "open" with a leaning towards being familiar.

The vignette for the "open" climate coincided in detail with the findings through observation of the school. A prominent characteristic of the openness of this climate was the blending of task-oriented activities of the principal with a genuine consideration for its personnel. Because this "consideration" is

found to be producing results in terms of staff solidarity, openness to change and progress, one feels this consideration springs from strength; the principal is considerate "not because of her own poverty of love, but because of the freedom with which she can give love" (A. W. Halpin 1969) this type of consideration is discriminatory the principal focuses his acts of consideration upon the specific requirements of a given individual at a given time. Another concept that applies to this principal is that of authenticity. Both parent body and the staff testify to this. However this is very difficult to define in terms of specific behaviour pattern. Halpin suggests that future research efforts should be directed to the development of a criteria for identifying authenticity in behaviour and that these criteria should be regarded as more analogous to standards for positive mental health than to those for adjustment.

The O.C.D.Q. results show a heavy loading on Esprit, Thrust and Consideration. There appears to be a certain amount of 'Disengagement' on the part of the staff and a certain amount of 'Aloofness' on the part of the principal. The impression was that those members who were gifted and talented and met the demands of the Institution received a certain amount of preferential treatment. However, since the Esprit was good, and the relationship among the staff satisfactory, and the principal and management have a helpful attitude towards them, an atmosphere of a family spirit exists. The principal also stated that there was a constant evaluation of their professional life and work in the light of the Institution's creed and philosophy. This claim is authentic for the school perseveres in every innovative

activity it undertakes till it sees the results and since there is continuity of leadership - the innovation if judged as useful comes to be permanent. Also a critical examination of a number of innovations undertaken show a consistent relevance to school needs. The entire administration reveals a consistency in priorities. The principal realizes the wealth in human resources and places talents where they can best be used. Development programmes are organized according to the stated needs of the staff and are always effective. The principal is also alert to new trends and quick to disseminate the information to her staff.

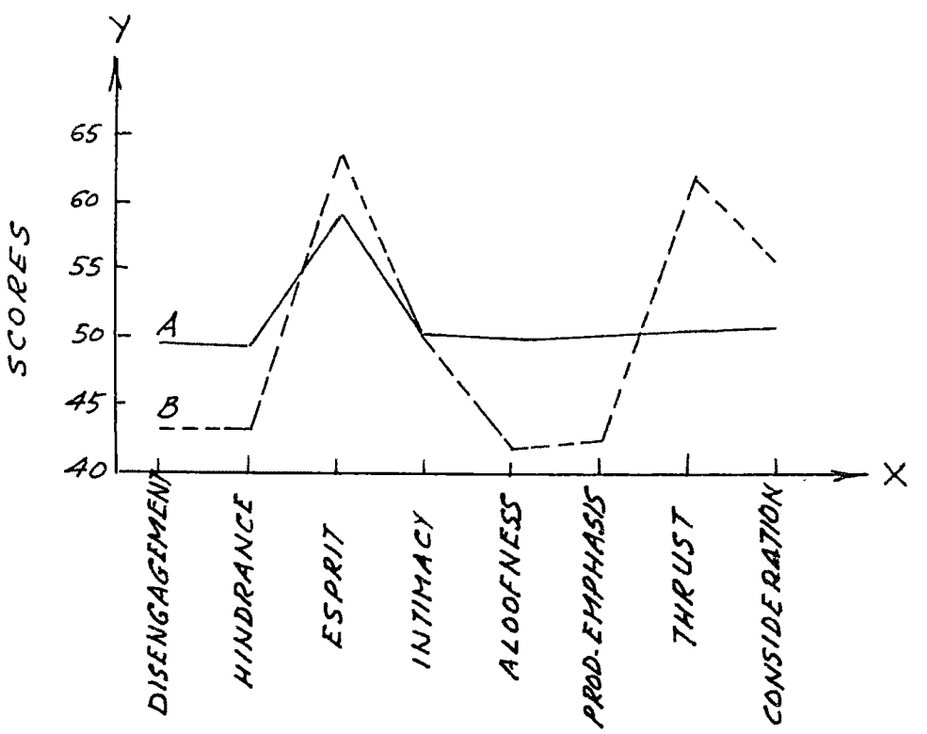
In 1968 when the new Grant-in-aid code enjoined on all Managements to establish school councils, the principal went all out to implement this recommendation. The teachers have a major say in the process of decision-making with the result that the Esprit is high. The principal is demanding on standards of performance and always urging on new fields of improvement and all innovations when presented get a quick enthusiastic response from the staff.

The school administration is characterized by a maximum interaction at all levels. The time management is efficient and the principal is seen to delegate routine jobs to others, concentrating on critical tasks on various occasions - yet there seems to be some diffidence on the part of some staff-members to accept the challenge, as they feel inadequate to meet the standards demanded.

However, tasks got accomplished more from the personal power of the principal rather than the imposition of strict controls and counter controls.

GRAPH- 13

INSTITUTION CODE NO. "H"
ORGANIZATIONAL CLIMATE PROFILE



EIGHT DIMENSIONS OF CLIMATE

A —— SCORES OF INSTITUTION "H"
B --- "OPEN" CLIMATE PROTOTYPE SCORES

E. Administrative Strategies as Predicator of Institutional Effectiveness :

The principal assessed herself on her administrative performance on a questionnaire which evaluated seven major areas of administration. The curriculum, Organisation, Teaching Evaluation, In-service Training, Staff Morale and Budgetting.

The scores obtained by the Institution are compared with the mean of the twenty-five institutions studied and the results are given on Graph No.14.

The scoring is realistic as in the case of Principals of Institution "J" and "G". Areas of administration that score above the mean are also areas observed and records too prove, that they are performing well. These are Teaching, Evaluation, In-service Training and Budgetting. The in-service programmes are a regular feature and they are evaluated and follow up measures undertaken.

Table No. 4.5 showing Principal's Assessment on Administrative Strategies as compared to the Mean of the 25 Sampled Schools.

	ITEM	X Scores	X of 25 Institutions	Difference
1.	Curriculum	10	12.1	-1.9
2.	Organization	10	13.1	-2.9
3.	Teaching	13	12.2	+1.2
4.	Evaluation	15	11.1	+3.9
5.	In-service Training	13	12.7	+ .3
6.	Staff Morale	19	23.8	-4.8
7.	Budgetting	16	14.4	+1.6

The Class room atmosphere is marked by openness, spontaneity on the part of the pupils and a patient understanding response from the staff. They are not burdened with home-work. The numbers in the class is deliberatly kept down so that the principal can keep tabs on the instructional programme while letting pupils learn at their own pace. There is no ranking system.

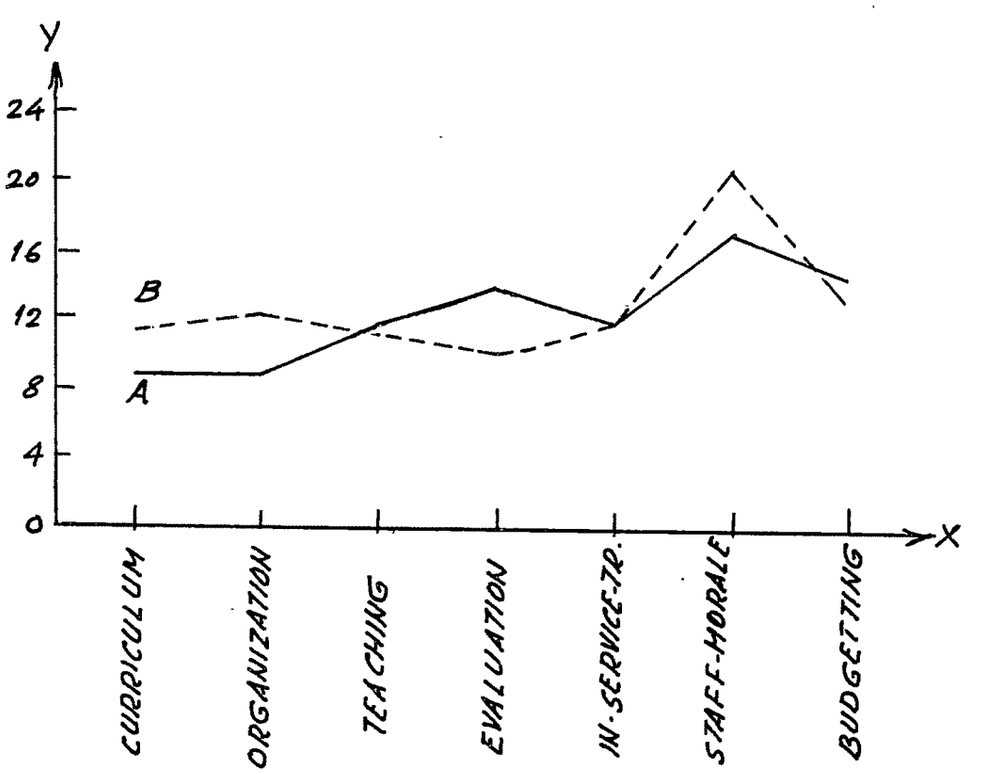
There is also a marked lack of absenteeism both among the staff as well as the pupils - punctuality is observed strictly too. This standard of performance is maintained even when the principal is not on the premises. The pupils are observed to be well behaved. They look happy and friendly and never appear boisterous or noisy. They are respectful and courteous both to their teachers and visitors.

The Investigator was present at a Staff-Meeting and took note of the proceedings in terms of how the principal handled the staff. At this meeting, the primary and secondary staff were present. A few late-comers were simply asked to join the circle. When the Investigator questioned the principal on this obvious failure in punctuality, the principal stated that she presumed they had a sufficiently serious reason for being late and she and the other staff members had by now graduated from discipline to co-workership.

In the course of the meeting, the staff was consulted on various decisions the school intended to take and the members responded freely. The principal was observed to monitor the decisions towards what she felt was good for the institution but without antagonizing the resistant members of the staff. At no point was the principal dominant but at the same time she exercised

GRAPH-14

INSTITUTION CODE No. "H" PRINCIPAL'S ASSESSMENT ON ADMINISTRATIVE STRATEGIES



DIMENSIONS OF ADMINISTRATIVE STRATEGIES

A —— SCORE OBTAINED BY INSTITUTION "H"
B - - - MEAN SCORE OF 25 INSTITUTIONS

sufficient vigilance and directiveness to let issues she considered important to emerge and shelved a few others which for the moment did not seem important.

F. Student Participation in School Process :

The school has a Student Council - the candidates being selected by principal and staff and later elected to the office by the Student Body. This Council functions well and is not just a nominal body. This impression was acquired from an interview with the Student Council. That character and leadership formation is focussed in the school is revealed by the number of student organizations existing in the school. The I.Y.C. and A.Y.C. evolves a continuous programme for the entire year with the school children serving other children. Each class has a A.Y.C. project. The students maintain journals of their theory work. (discussions, findings, statistics etc). They also undertake field trips to various centres. There are also organizations whose specific goal is the character formation of pupils.

a) L.T.S. their weekly meetings comprise of prayer, talks, on leadership, discussion of Social Service Projects, evaluation of these.

b) Y.C.S. (Young Christican Seekers) The purpose is to build up leadership in the catholic church students desiring to deepen their spiritual life and prayer are accepted.

c) Crusaders (soldiers of God) for the middle school.

d) retreats and orientation days.

e) regular in-service training for teachers. The objectives for this is (i) renewal of motivation and enthusiasm in

making work intellectually stimulating (ii) helping the teachers to be aware of the deeper meaning of education as related to life and social justice. (iii) parent guidance programme : Under the auspices of the P.T.A. projects in the form of panel and film discussion, lectures and classes.

In an interview arranged with the Student Council, the investigator enquired in what ways was their school different from others (these pupils get to know other schools through their friends) the purpose of the enquiry was to discover the effectiveness of this institution. The pupils stated that their school stressed character formation. They felt that they wholly subscribe to the ideals presented to them but the uncompromisingly consistent demands that they measure up to them all the time was a little unrealistic. They also had a very protective atmosphere and felt the college environment and values clash violently with their own when they left school. In other words, they asked for a little breathing spell in the uphill task of being formed. The School Council attributed the successful performance of their duties and a real personal growth through the acceptance of their tasks to the active support of the principal and the staff. A very significant indication of the manner in which the priorities of the principal have triumphed over current educational practices and also a pointer that values do power and strength to convey to those who earnestly own them is in:

i) the planning of curricular and co-curricular activities within the school hours. This is an achievement, considering the number of principals who complain they cannot fit in all the activities because pupils refuse to stay in after school.

ii) Tuitions a bane in our modern indian educational system in our secondary schools is controlled both from the teachers and pupil and geared to the real needs of the pupils.

The reason is because a staff morale is maintained, the teachers are treated with dignity, the school occupies a prestigious position in society - teachers salaries are high and adequate remuneration for extra services is used to counter-act the temptation for mass tuitions.

Another important characteristic of the school very much in keeping with its over-all objectives is Value Judgement Days. The entire morning is devoted to this and each class takes up a topic and soats out the moral issues relating to it by means of films, discussions, role-playing etc. Each class-room is arranged to facilitate movement and to the class is encouraged to use different means to find lesser him to develop their personality.

G. The JIM Scale as a Predicator of Institutional Effectiveness :

This tool waa administered to one section of a senior class to find out the motivation level of the pupil. This sample population would be an index of the motivation level of the pupils in this institution and indicate in general whether the school environment encouraged or discouraged the pupils, whether it made them happy and enthusiastic or burdened and discontented. For the latter purpose certain statements from the questionnaire was choosen as indicators of pupils feelings.

The results of the JIM scale are given below:

Table No.4.6 showing Motivation Level of Pupils.

N = 31

INSTITUTION		+120 Highly Motivated	+100 Mod. Motivated	-99 Law Motivated
H	%	16.1	48.5	35.4

The institution ranked 4th among the 25th schools. The highest score obtained was +150 and the lowest +58 points. Most of the pupils came from the middle class society.

The responses of the pupils on certain statements selected from the JIM Scale were positive, and indicated that the principal's efforts to provide happy learning experiences were effective.

The test had been administered to thirty-one pupils. Nineteen pupils disagreed with the statement that life was burdensome. (results of some schools were depressing). Thirty out of the thirty-one stated that it was better to co-operate than to compete. Twenty eight agreed there were things more important than money. Twenty-five out of thirty-one asserted that cheaters should fail and only fourteen agreed that all those who fail (in class) have laboured in vain. (The last statement should be considered in the context of a highly competitive society and the pressure exerted by parents.

The pupils also stated that the values taught them by the school were Kindness, faith in God and being a good gentle person.

The pupils also appreciated the fact that their principal continued to take an interest in them after they had completed

their schooling. The Ex-students association had been established in 1951. In 1978, this Association was again re-vitalized and its objectives reviewed and clarified, at the request of the school leaving pupils. The Association would undertake a two-prenged activity- the spiritual formation of these pupils as well as training them to be leaders in their college and pass on the values they had learnt in their school. This is a clear instance of how objectives when personally identified with, can widen the area of action and a school is never too busy to respond to a call to serve its clientele.

H. Concluding Remarks :

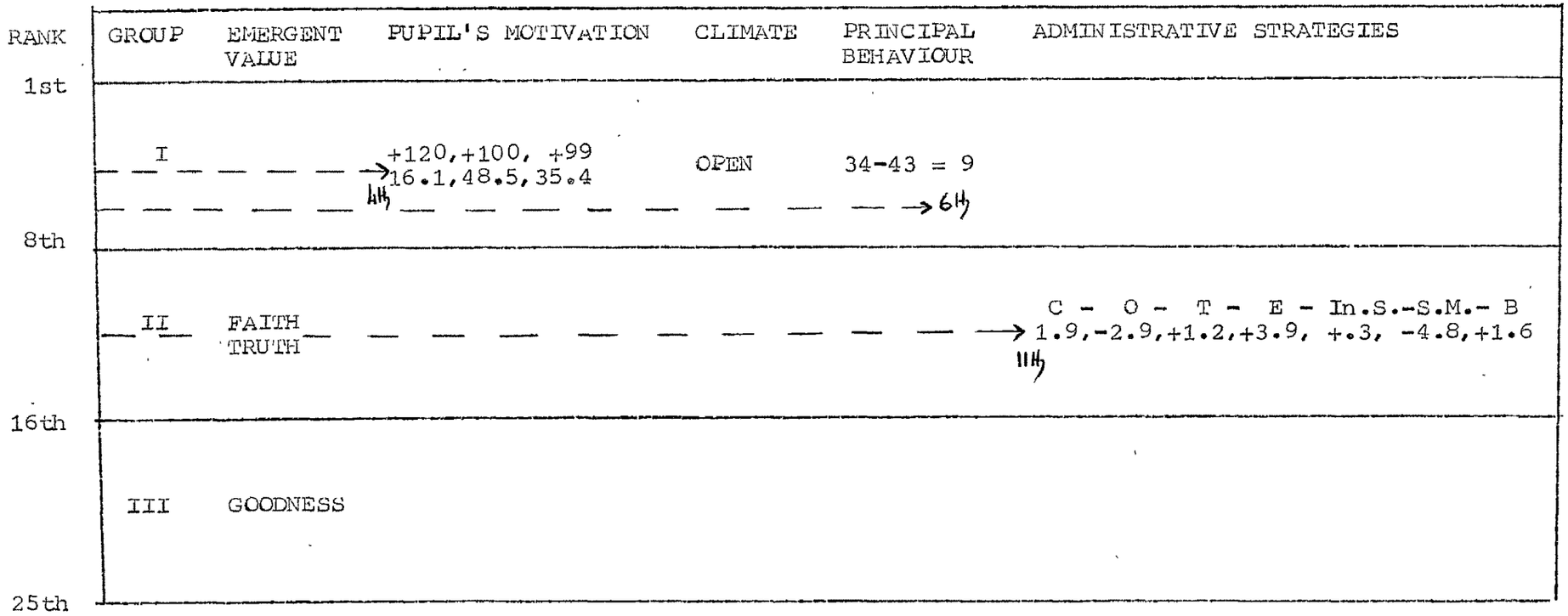
1) The institution is achieving its stated objectives to an appreciable degree and is acclaimed as an excellent school both by the parent body as well as the community.
2) This institution ranks highest in two respects - innovative practices which are consistently pursued and in its supportive dynamic relationship with the parent body.
3) The principal has univocally established a functional relationship with the staff and the amenities provided for them are the best among those provided by other effective institutions.
4) The formation of character is pursued in every aspect of education and the institution claims that returns are highly rewarding.
5) The over-all profile is a positive one and shows both principal and institutional effectiveness in terms of the tools used.

INSTITUTION CODE NO. "H"

PROFILE OF INSTITUTIONAL EFFECTIVENESS

IONAL CLIMATE					PRINCIPAL LEADERSHIP BEHAVIOUR				ACADEMIC MOTIVATION(PUPILS') +120 +100 -99				ADMINISTRATIVE STRATEGIES							
Aloofness -	Production Emphasis -	Thrust +	Consideration +	Climate	Aloofness -	Production Emphasis -	Thrust +	Consideration +	Highly Motivated	Moderately Motivated	Low Motivated	Placement		Curriculum	Organisation	Teaching	Evaluation	In-service Training	Staff-Morale	Budgetting
													$\bar{X}$	12.1	13.1	12.2	11.1	12.7	23.8	14.4
49.9	50	50.2	50.2	OPEN/FAMILIAR	19	15	28	15	16.1	48.5	35.4	4th		10	10	13	15	13	19	16
					= 34		-43	= +9						-1.9	-2.9	+1.2	+3.9	+3	-4.8	-1.6

Chart No. 4.12 OVER ALL PROFILE OF INSTITUTION NO."H"



C = Curriculum
O = Organization
T = Teaching
E = Evaluation

In.S. = In-Service Training
S.M. = Staff Morale
B = Budgetting

4.4 INSTITUTION CODE NO. F.

A. Introduction - Characteristics :

This educational institution situated in the densest part of Bombay and founded in 1912 was established for the poor and the middle class. Its origins are truly humble for the pupils were housed in sheds. It has however, steadily grown and now caters to more than 2000 pupils. It sends from 150-200 pupils per year for the Secondary School Board examination and has consistently secured good results. Though it was originally established to cater to a minority group, its present enrolment indicates, an overwhelming percentage of pupils belonging to a different community and coming from the locality. In this sense the institution caters to the local needs of the people.

B. Over-all Objectives :

These as stated in the institution's Hand-Book are: "To bring about the total and all-round development of the person of the child so as to form girls with intergrated personalities while taking into consideration the personal needs of the individual and also that of the changing world of to-day."

This is a typical Renaissance concept of education. Through the ages it has been spelt out by placing emphasis on different aspects. Here there is a distinct emphasis on the religious dimension. "Our pupils have a right to know and love God, to weigh moral values with an upright conscience and to embrance them by personal choice". It adds further, "We believe that the school has a duty to provide a suitable environment.

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The work of education will succeed if it is carried out in an atmosphere where love and confidence reigns." In other words the institution commits itself with equal emphasis to output goals as well as support goals. This social dimension of education too is emphasized. "The teacher-pupils relationship advocated in the school is one of love, joy, kindness, firmness, justice, sympathy and respect. The pupils are also given a chance to acquire a better knowledge of the world and so beget a desire to be of real service to her fellow-men." Hand-Book.

It is evident that the Management has not only spelt out these objectives but provided the institution with physical facilities to create the environment for achieving them. The school plant is spacious; the school has rooms and space to conduct its manifold activities - a veritable boon in the otherwise crowded city of Bombay. The building and all equipment is well-maintained - repairs are carried out promptly - the Management is conscientious in updating the facilities as often as possible. The school has also maintained a tradition of ranking among the best in sports. Economically backward pupils are helped with fees and free meals.

An interview with the principal conveyed to the researcher the former's personal aims and ideals. The principal stated that he wanted to form pupils as intergrated persons who know how to serve others. When questioned further on what was meant by "intergrated persons" that did not seem to have been reflected upon. The principal claimed that he stressed certain values consistently at morning assembly. The principal admitted to a

desire to be fully engaged in the formation of the pupils rather than be occupied in administrative duties for which she left inadequate. There was also the admission that there was more pre-occupation with keeping the institution running rather than a conscious over-all planning with the purpose of fulfilling the objectives.

While over-all objectives are kept in mind, there does not seem to be a sufficient spelling out of them in terms of concrete decisions and actions e.g. the school organizes orientation days classwise. This activity totally occupies the principal while the rest of the school seems to have been left to its own resources. A feed-back of this activity conveys that these are not arranged according to the needs of the pupils nor is there an effective follow-up.

The principals' assessment on the given set of objectives revealed the following results.

Table No.4.7 Achievement of various categories objectives as perceived by the principal.

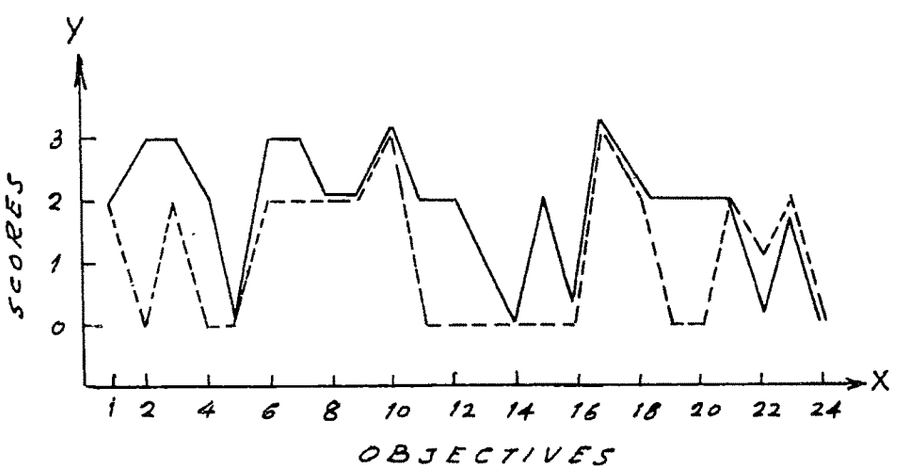
INSTITUTION "F" GOALS	OUTPUT	SUPPORT	ELITIST	SERVICE
Maximum Obtainable Scores.	18	18	18	18
X Scores	10	9	9	8
Percentage	55.5	50	50	44.4

The results show that output goals are given first preference. This is confirmed through observation. Perhaps due to lack

GRAPH-15

INSTITUTION CODE No. "F"

INSTITUTION PRINCIPAL'S PERCEPTIONS OF INSTITUTIONAL OBJECTIVES AS "PERCEIVED" AND "PREFERRED" BY HIM FOR HIS INSTITUTION



—— OBJECTIVES AS PERCEIVED BY THE PRINCIPAL

--- OBJECTIVES AS PREFERRED BY THE PRINCIPAL

administrative experience, the support goals have not been pursued with equal seriousness and sometimes have had an adverse effect on the achievement of output goals. Only some elitist goals are pursued. There is a felt need to make a greater effort in the pursuit of service goals. Though the assessment on the given objective "To help students became religious-minded" has received full socring, and their objective is also an important objective of the founders of this Institution the doctoral study of Sr.M. Rodugues (1981) notes that the aids for imparting this instruction and other facilities are available but these have not been effectively used. A pointer not to a negligence on the part of the administrative Head as a lack of concretely spelling out what this objective implies. Consequently it is noted that the pupils are not enthusiastic about these classes. Another objective the principal subscribed to was to train pupils to acquire an inner discipline, but she did not seem to communicate her vision successfully to the staff. The result as observation revealed was a lack of purposive behaviour on the part of the pupils. The institution also makes a fairly successful attempt to give a thorough intellectual formation to its pupils. The staff are well-qualified and are attached to the institution and hence maintain a standard of performance. The institution also fulfills its objectives of providing a full round of student co-curricular activities.

C. The Value Profile of the Principal :

This profile has been drawn from the self-assessment of the principal on a given set of values and their clusters.

The values are scored (i) in themselves as possessed by the principal (ii) as they would be manifested in the behaviour of principal in an imaginery situation and (iii) as through the observation of the pupils. The same values and some of their clusters are used and loading on any of these would result in the emergence of a particular values. The study does not take note of any disvalues rather it seeks to find out if any core values system emerges. The value profile is given on graph No.16 & 17.

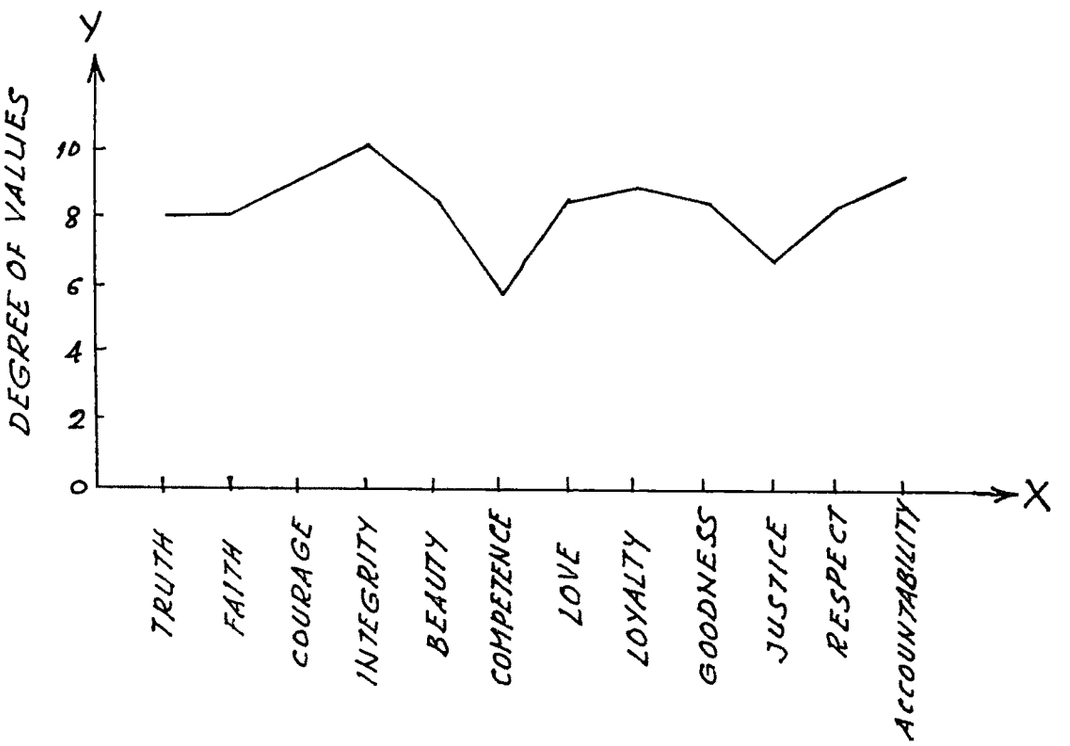
The value profile of the principal of Institution "F" show that except for the values of Faith, Justice and the other values have emerged because of the self evaluation by the principal Graph No.16. Hence the subjective element will be present. The terminal values of Truth and Goodness are supported by just one more value of their cluster indicating that within the frame-work of this study, these values have not emerged strongly. According to Benjamin Bloom and Brain Hall and L. Savoury values can be identified as such only if they are not only acted upon consistently but are also recognized by other as being present. Hence one may conclude that there does not yet exist a well formed core-value system. The detailed value profile will show which values are more predominant to others and also reveal the pupils' opinion on the principal's value system. The pupils' opinion is solicited in two ways; firstly on a given set of value and secondly a spontaneous response from them is sought.

From the principal's self-appraisal of values possessed by her the values of Truth and Goodness seem to emerge.

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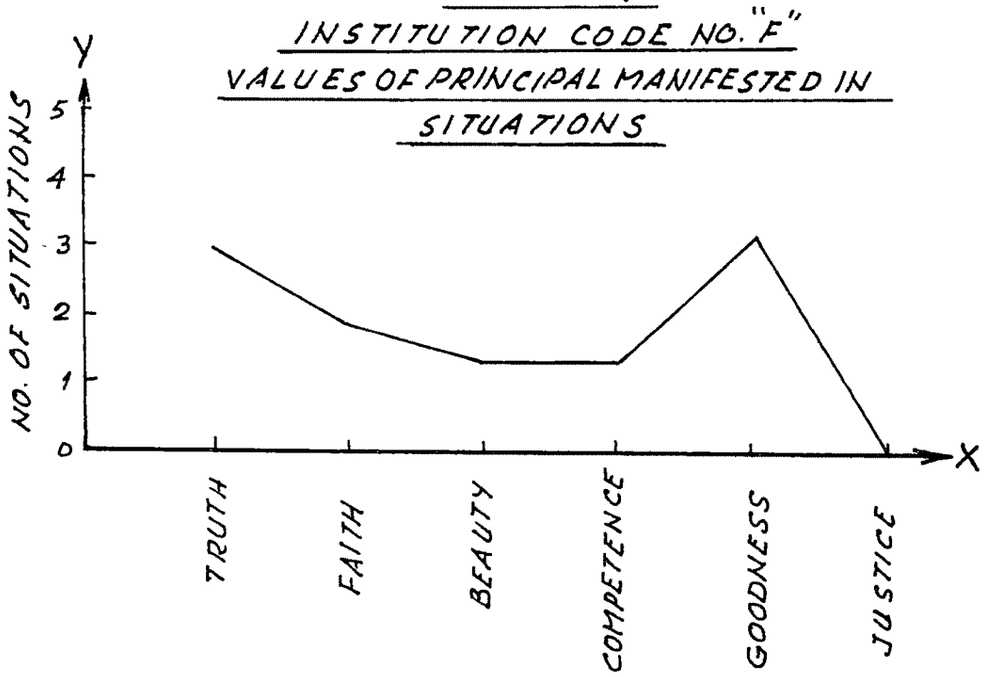
GRAPH-16

INSTITUTION CODE No. "F"
VALUES OF PRINCIPAL



GRAPH-17

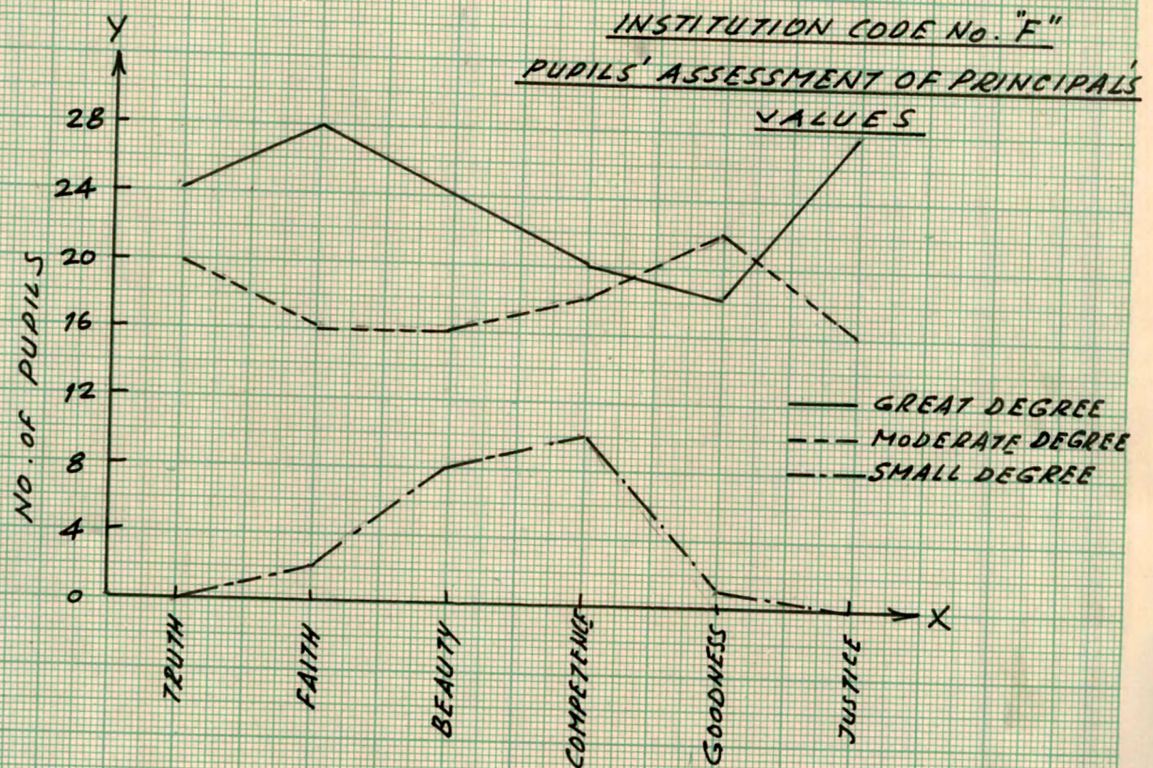
INSTITUTION CODE NO. "F"
VALUES OF PRINCIPAL MANIFESTED IN SITUATIONS



GRAPH - 18

INSTITUTION CODE No. "F"

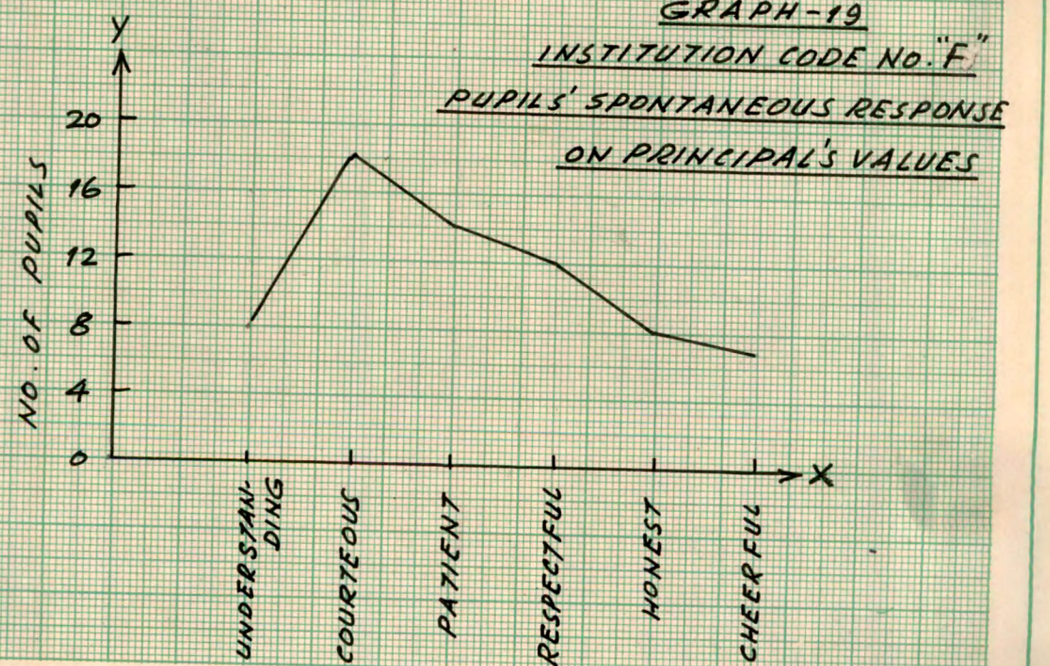
PUPILS' ASSESSMENT OF PRINCIPAL'S VALUES



GRAPH - 19

INSTITUTION CODE No. "F"

PUPILS' SPONTANEOUS RESPONSE ON PRINCIPAL'S VALUES

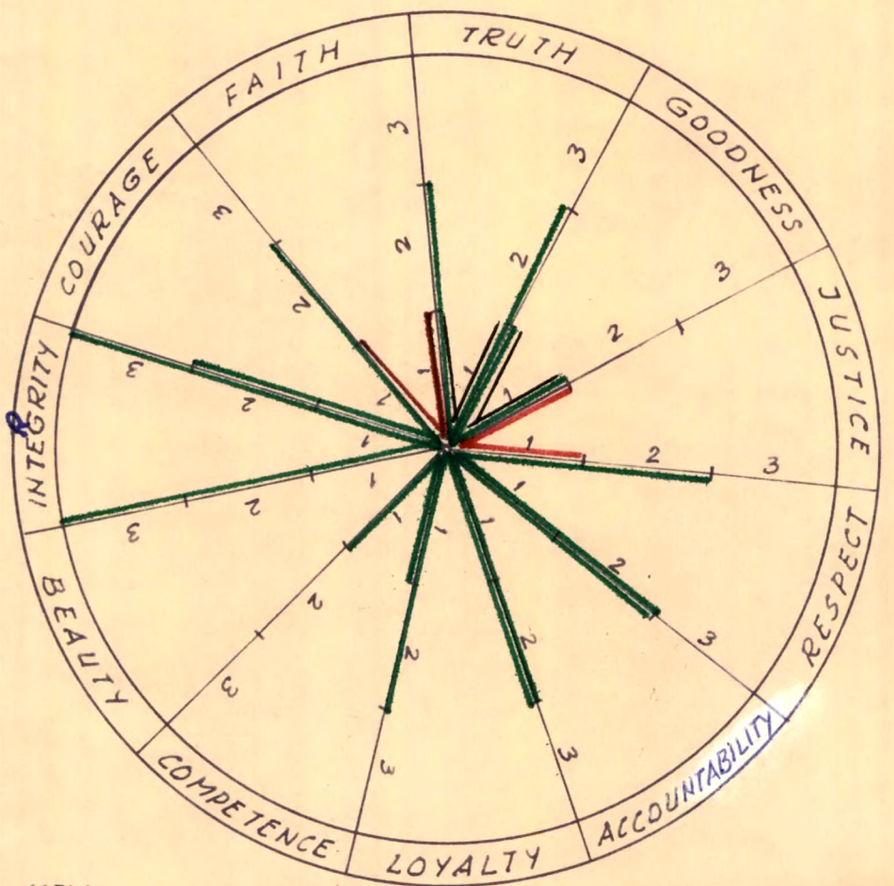


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FIG. 4.13

INSTITUTION CODE NO. "F"

VALUE PROFILE OF PRINCIPAL



KEY:

PRINCIPAL'S VALUES

PRINCIPAL'S VALUES - MANIFESTED IN SITUATIONS

PUPIL'S ASSESSMENT OF PRINCIPAL'S VALUES

1 = REPRESENTS 60% (FOR PUPILS' ASSESSMENT)	SCORE 3 (FOR SITUATIONAL VALUES)	SCORE 8 (FOR PRINCIPAL'S VALUES)
2 = " 70% "	SCORE 4 "	SCORE 9 "
3 = " 80% "	SCORE 5 "	SCORE 10 "

NOTE:-

SCORES OBTAINED BELOW THE ABOVE MENTIONED SCORES IN THE THREE QUESTIONAIRES ON VALUES ARE NOT MARKED ON THIS PROFILE

However, from the pupils' evaluation of the principal's values, these two values manifest a division of opinion among the pupils and goodness does not figure in the spontaneous response of the pupils. The value of Faith has secured fairly high scores. The over-all impression obtained is that the values that emerge more dominantly than others are values that are cherished by the principal but they may still be at the level of value indicators and not guide the critical decisions of the principal, See Figure 4.13. Hence the over-all value profile shows only Truth and Goodness falling in group No. III (See Chart No.4.15).

D. The Organisational Climate : As Predicator of Institutional Effectiveness :

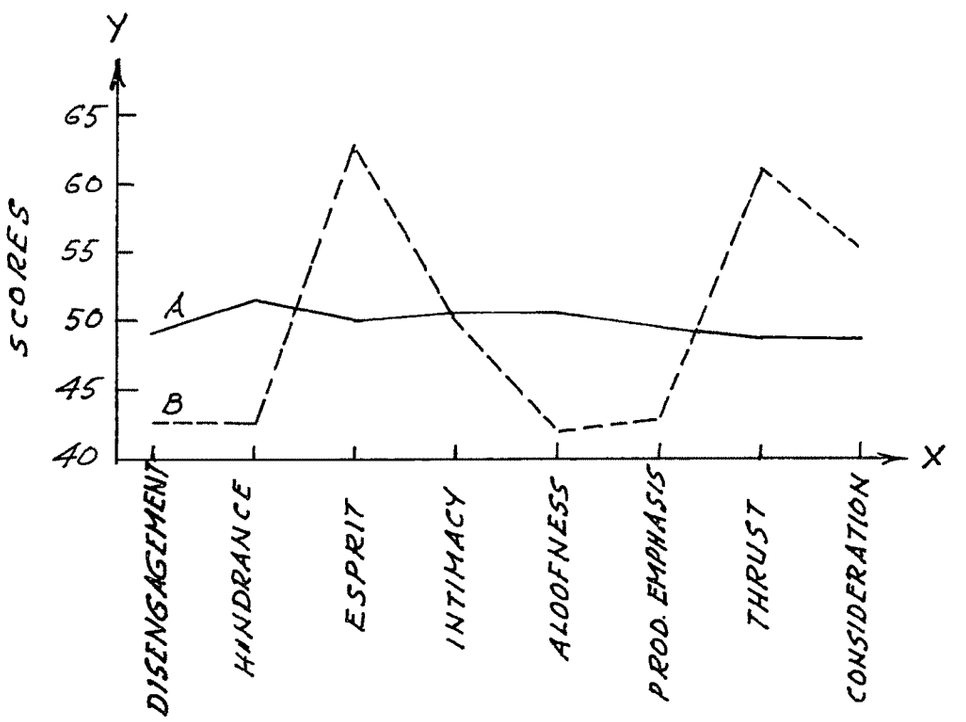
This tool had been administered to a random sample of ten staff-members. The resultant scores on the eight dimensions see Graph No.20. It shows that the scores on Disengagement, Hindrance and Aloofness are high. The resultant climate that has emerged is paternal with the next dominant dimension being "closed" type. The prototype for a paternal type of climate indicates the scores to reveal high disengagement, low hindrance, low esprit, low intimacy, low aloofness, high production emphasis, average thrust and an irrelevant over-solicitous consideration.

The scores of Institution Code No.F indicate a moderately high score on Espirit. This may be due to the strong traditions exesting in the institution and the consistent loyalty of older staff-members. The scores on Thrust too are moderately high. This is seen to happen in institutions committed to religious ideologies for even when the Head may sense all is not sell he

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GRAPH-20

INSTITUTION CODE No. "F"
ORGANIZATIONAL CLIMATE PROFILE



EIGHT DIMENSIONS OF CLIMATE

A —— SCORES OF INSTITUTION "F"
B --- "OPEN" CLIMATE PROTOTYPE SCORES

or she does not mitigate her/his efforts to keep trying for the motivation is of a spiritual nature. This does not mean that these efforts could fail and the institution as a whole emerge as less effective.

The vignette for the paternal type of climate states that this climate is characterized by ineffective attempts of the principal to control the teachers as well as satisfy their social needs. His behaviour is non-genuine and is perceived by the teachers as non-motivating. Group maintenance has not been established because of the principal's inability to control the activities of the teachers. Observation and teacher-talk has revealed that this is true of this institution. That the teachers are disengaged or do not identify themselves with the purposes of the institution is seen in the constant absentism, both among the staff and the class IV workers.

The principal does not provide adequate leadership and communication gaps exist. Hence the next dominant dimension is the closed climate. Relationships among the staff is satisfactory because the Management attitude is outgoing and beneficial.

E. Principal Competency in Administration as Predictor of Institutional Effectivness:

Since the Institution has an enrollment of more than 2000 pupils, the principal is assisted by two Head Mistresses. Meetings are held frequently enough to co-ordinate the work of the three sections, Records indicate that the meetings deal with matters of maintenance and traditionally established activities.

A few innovative practices are introduced on the initiative of one or another of the Head Mistress. The overall objectives of the Institution do sometimes form a context and reference for a critical decision but the over-all objectives do not appear to have been sufficient by operationised in the context of the school as seen in the school calender.

There is a Managing Committee, but it is of a nominal nature. The clerical office has a permanent staff who do their work deligently. However, the budgetting of the school's resources do not seem well-planned. There is a creative attempt made to implement the injunction of the educational department to plan the socially useful and productive work well. Std.VIII-X are allotted specific areas for community service and the teachers are left to organise the activities.

Supervision of classes was not seen to be done. A lack of instructional-leadership is seen in the irregular way the syllabus is covered in different classes. The school has a well-organised House System. It has ceremonies to imbue it with a sense of dignity, and is often a means for building up the public image of the institution. It is also a means for developing leadership qualities, but not all pupils not even a majority of them get the opportunity to develop their talents. Its chief service is to be a quick efficient set up for building up the public image. It fosters competitive rather than a co-operative spirit among the pupils.

The principal undertook a self-evaluation of his administrative performance in the proposed seven areas of administration

viz. curriculum - organisation teaching, evaluation, in-service training staff-morale and budgetting.

Table No.4.8 showing principal's self assessed scores on Administrative Strategies.

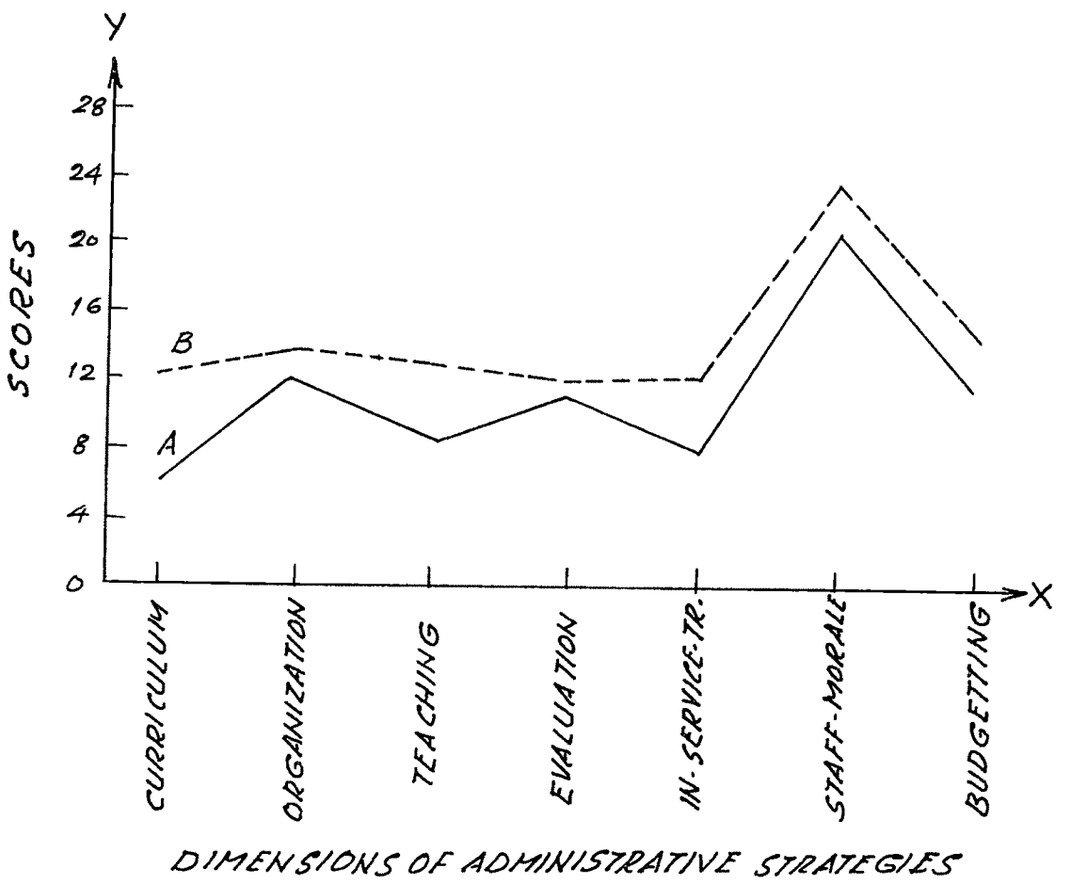
Sr. No.	Administrative Aspect	Raw Scores X	Mean Scores $\bar{X}$	Deviation from the Mean $X - \bar{X}$
1.	Curriculum	6	12.1	-6.1
2.	Organisation	12	13.1	-1.1
3.	Teaching	9	12.2	-3.2
4.	Evaluation	12	11.1	+1
5.	In-Service Training	9	12.7	-3.7
6.	Staff-Morale	21	23.8	-2.8
7.	Budgetting	12	14.4	-2.4

The X scores show that on the whole the school performance is lower than the Mean. Even the one + deviation does not coincide with actual observation. For though after most major activities there is an assessment of that particular activity. There is no thorough probing into the causes nor is a firm line of action laid down. There is no evaluation of the over-all planning. However, there is an evaluation conducted of pupils academic performance.

There is no proper co-ordination between the different clauses for grading the syllabi. The senior teachers also feel there is no proper motivation for study. The pupils are very mark conscious. They depend more on tuitions from their teachers or outside agencies rather than regular classes to

GRAPH-21

INSTITUTION CODE No. "F"
PRINCIPAL'S ASSESSMENT ON ADMINISTRATIVE STRATEGIES



A —— SCORE OBTAINED BY INSTITUTION "F"

B --- MEAN SCORE OF 25 INSTITUTIONS

succeed in their studies. Teachers who want job satisfaction out of their profession find it very frustrating.

The school has sufficient aids but the teaching is mainly traditional. Pupil response on teaching also stated that weaker pupils who could not afford tuitions did not receive adequate attention. A School Counseller is engaged on a part-time basis to help pupils with emotional problems. While the Counseller's services do produce results, they are inadequate for such large numbers.

The School however always stands well in inter-school extra-curriculur activities and the school maintains a godd public image. In dividing her time among her various responsibilities the Principal spends more on the activities and orientation days. There is also a failure to balance the preparation for activities with carrying on of academic work - the latter invariably suffers until the activity is over.

The morning assembly is held regularly and serves a number of purposes. It brings the pupils regularly into contact with the principal and it is given due importance. This testifies to the value of personal relationships. It is also a platform for disseminating information and giving pupils a chance for public speaking.

There is a well-organised P.T.A. through which parents actively aid the school meet its current need. The parents also take an interest in the undertakings of the school.

F. <u>The Pupil Motivation level as a predicator of Institutional Effectiveness</u> :

This tool was administered to one section of a senior

class of about 54 pupils. The scores obtained by all the pupils was divided into three categories - those who were highly motivated - those moderately motivated and those with low motivation. The number of pupils falling into each category was noted and the percentage found. The results are presented on table.

Table No.4.9 showing the results of pupils academic motivation

N=43

INSTITUTION F	High Motivation +120	Average Motivation +100	Low Motivation +99
Percentage	5.1	69.1	25.8

The Institution ranked 7th out of the 25 Institutions studied. However, as rated, a large percentage of pupils fall in the moderately motivated group.

The Senior Staff members too observed that pupils were more interested in obtaining marks rather than acquiring knowledge. They lacked an appreciation of knowledge for its own sake. The staff are well qualified and on the whole pain-staking. The school plant too has adequate facilities for learning experiences. Here again, the influence of the home background is seen for education in this community is not sought after for its own sake - hence the interest is in acquiring a degree rather than acquiring knowledge.

Hence though the school results are consistently high, this tool which measures the inner motivation level of the pupils finds the motivation low.

G. Conclusion :

The pupils, generally speaking appear to be happy with their school and do take advantage of all it offers - but it is doubtful if the institution achieves its purposes as spelt out in its over-all objectives. The results of the tools measuring the effectiveness of the Institution are given on Table.4.15 From synchronizing of these and the value system of the principal the school profile is drawn - the profile reveals that the Institution falls mainly into Category III.

The observation of the Institution and interview with the principal revealed that while ideologies were praiseworthy clarification of them in terms of the school situation had not been done.

The over-all profile shows no value emerging as core value neither is the principal leadership behaviour as measured through the O.C.D.Q. scored as being effective. However, values of the staff and the traditions of the institutions are found to be positive factors in this institution.

INSTITUTION CODE NO. "F"

PROFILE OF INSTITUTIONAL EFFECTIVENESS

AL CLIMATE					PRINCIPAL LEADERSHIP BEHAVIOUR				ACADEMIC MOTIVATION (Pupils') +120 +100 -99				ADMINISTRATIVE STRATEGIES							
Aloofness	Production Emphasis	Thrust	Consideration	CLIMATE	Aloofness	Production Emphasis	Thrust	Consideration	Highly Motivated	Moderately Motivated	Low Motivated	Placement	Curriculum	Organisation	Teaching	Evaluation	In-service Training	Staff-Morale	Budgetting
-	-	+	+		-	-	+	+					$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$
1 50.1	49.9	49.7	49.7	PATTERNAL/CLOSED	18	13	19	10	5.1	69.1	25.8	7th	$\bar{X}$=12.1	13.1	12.2	11.1	12.7	23.8	14.4
													X=6	12	9	12	9	21	12
					31 - 29 = 2								-6.1,	-1.1,	-3.2,	+1.1,	-3.7,	-2.8,	-2.4

CHART NO.4.15 OVER ALL PROFILE OF INSTITUTION "F"

GROUP	EMERGENT VALUE	PUPILS' MOTIVATION	CLIMATE	PRINCIPAL BEHAVIOUR	ADMINISTRATIVE STRATEGIES
I		+120 +100 +99 5.1, 69.1, 25.8 7th			
II	FAITH				
III	TRUTH, Goodness		PATERNAL	-31+29= -2 25th	O - C - T - E - In.S - SM - B -6.1, -1.1, -3.2, +1, -3.7, -2.8, -2.4 24th

C = Curriculum
O = Organisation
T = Teaching
E = Evaluation

In.S. = In-Service Training
S.M. = Staff-Morale
B = Budgetting

4.5 INSTITUTION CODE NO. "D"

A. Introduction :

This institution was founded in 1850 primarily to educate the children of a minority community and to supply any material aid they may require for their education as well. The institution caters only for boys and prepares them for the S.S.C. examination. The institution has an enrollment of more than a 1000 pupils. There are four divisions to each class. It is noted that the Management gives importance to the individual child for it has been prompt in spending its resources to increase the accomodation so that classes are not over-crowded. The classrooms are well arranged, so that sound does not carry to the other classrooms. However, the school plant itself is close to the highway and there is the constant noise of the traffic in the background.

The school does not have a hall but the principal considers the Assembly important enough to make adjustments to meet the pupils floor-wise, for an Assembly. The principal does feel that his contact is limited and so he does a good bit of teaching in order to meet his boys. The classrooms are provided with well-maintained black boards and large notice boards and the flooring of the senior classes is like that of an auditorium.

The school does not have much grounds for the boys to play in, though it does have a pleasant frontage. The management has also provided accomodation for bank services so that parents can conveniently pay their fees and pupils learn how to save.

B. Over-all Objectives :

The aims of education are clearly spelt out in the school Hand-Book and the educational priorities that the Institution holds emerges very clearly. This is evidenced even in the way the Hand-book is printed. The printing is done in bold and ordinary type to emphasize the importance of certain rules. The institution's first purpose was to form the character of the pupils and then to help them achieve academic excellence. There was no compromising on discipline and marks on behaviour would be considered for rewarding academic performance. This kind of policy indicated that priorities have been spelt out in practical behavioural terms. Personal cleanliness and the correct uniform was stressed as well as punctuality. The principal himself set a consistent example of punctuality.

The principal was also asked to mark a given set of objectives as being of top importance, or as being important or not being important and lastly as not having been considered by the principal at all.

It is interesting to note here that the scoring done by the principal again shows clearly that he had definite priorities in his set of objectives. The only objective that he marked as being of absolutely top importance was to "produce students who know how to live intergratedly with themselves, significantly and relevantly with life and harmoniously with others. The principal felt that the institution was to a great extent giving its clientele a thorough intellectual formation, instilling in them sentiments of nationalism and self-sacrifice. However, it did feel that it could do much more in self-awareness of and

catering to the differing needs of the pupils. The given set of objectives had previously been categorized into output goals, support goals, elitist goals and service goals. The scores obtained by the principal on each of these goals was calculated and it was found that there was a greater emphasis on support goals and observation supported this findings for the principal provided both facilities and opportunities for group maintenance and group building up. The scores on "service" goals are low. Observation indicated that while the institution made every effort to "serve" its clientele especially those who were economically backward, it had not attempted to instil the value of service nor given them sufficient opportunities to experience the joy and challange of serving others- unlike Institution "A" Table No.4.10 shows the scores obtained for each category of objectives as they are perceived by the principal.

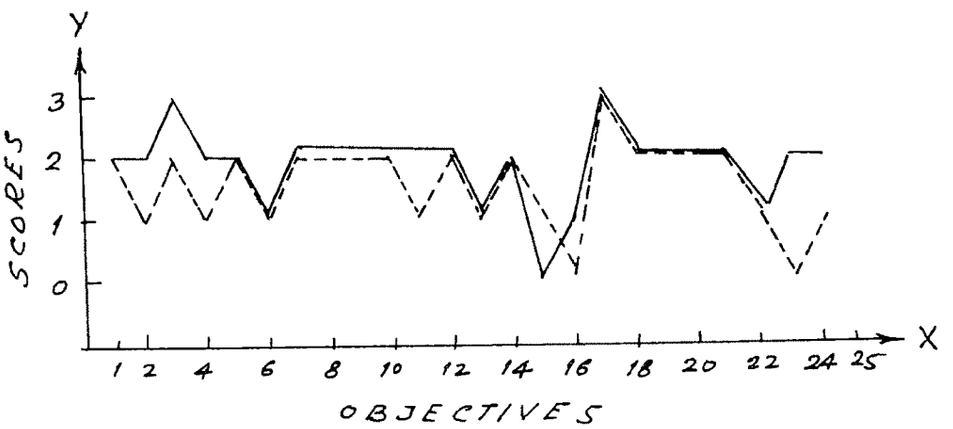
Table No.4.10 shows Achievement of various categories of goals as perceived by the principal.

INSTITUTION "D" GOALS-	OUTPUT	SUPPORT	ELITIST	SERVICE
Maximum Obtainable Scores	18	18	18	18
X Scores	8	10	7	6
Percentage	44.4	55.5	38.8	33.3

GRAPH-22

INSTITUTION CODE No. "D"

INSTITUTION PRINCIPAL'S PERCEPTIONS OF INSTITUTIONAL OBJECTIVES AS "PERCEIVED" AND "PREFERRED" BY HIM FOR HIS INSTITUTION



—— OBJECTIVES AS PERCEIVED BY THE PRINCIPAL

– – – OBJECTIVES AS PREFERRED BY THE PRINCIPAL

The results show that the institution intends to try harder for its output goals for it feels that it has achieved these with indifferent success. The support goals are given consistent importance while the elitist goals are ignored on the whole. Regarding service goals, it feels it needs to do much more for economically backward pupils.

The institution while achieving its objectives in varying degress, does meet the affective needs of its pupils is seen by the number of boys who return to their Alma Mater. The principal is keenly interested in keeping up contact with his past pupils. Through these boys the principal is able to inform his present students, of recent courses, of vacancies, or opportunities for further study through scholarship etc. The principal is aware of and does use community resources to achieve his objectives.

This study would further like to discuss the value system of the principal as a further motivating force for his administrative role performance.

C. Value Profile of the Principal

The value profile of the principal has been drawn from the scores obtained through his self-evaluation and from the scores indicating the opinion of the pupils. The opinion of those who know the principal but are not directly connected with the school, state that he is a born educationist with very clear personal and professional priorities. After observing his administrative behaviour, they state that his decisions are value-oriented rather than expedient.

The principal's self-evaluation on the given values themselves show that Goodness and its cluster ranks high (see graph No.23) and truth and faith are dominant too. Pupils' spontaneous response show these two values as being observed by the pupils themselves. Goodness and its cluster Justice emerge as dominant in the scores obtained through value choices in imaginery situations. The over-all profile of the institution shows Justice as being the core value and goodness being dominant as well. There is clearly a picture of coreness shown, where some value emerge as more dominant than others. (See figure No.4.16).

The scores on competency are shown as being very low. Observation as well as the remarks of persons whose judgement is knowledgeable and the objective does not correlate with this. Perhaps as in Institution "B" the staff attitude is largely responsible for a feeling of inadequacy on the part of the principal. He did admit that the majority of the staff did not share his vision for the Institution. From teacher talk and observation it was noted that communication gap existed even on important matters like co-ordination and completion of syllabi and there was an under-current of hostility. There has been a change of leadership; the former principal had a facility for establishing rapport and used democratic methods for handling his staff. The present principal while always courteous, is more reserved and perhaps slightly bureaucratic in his approach. Observation revealed a number of instances where the principal stated an action performed

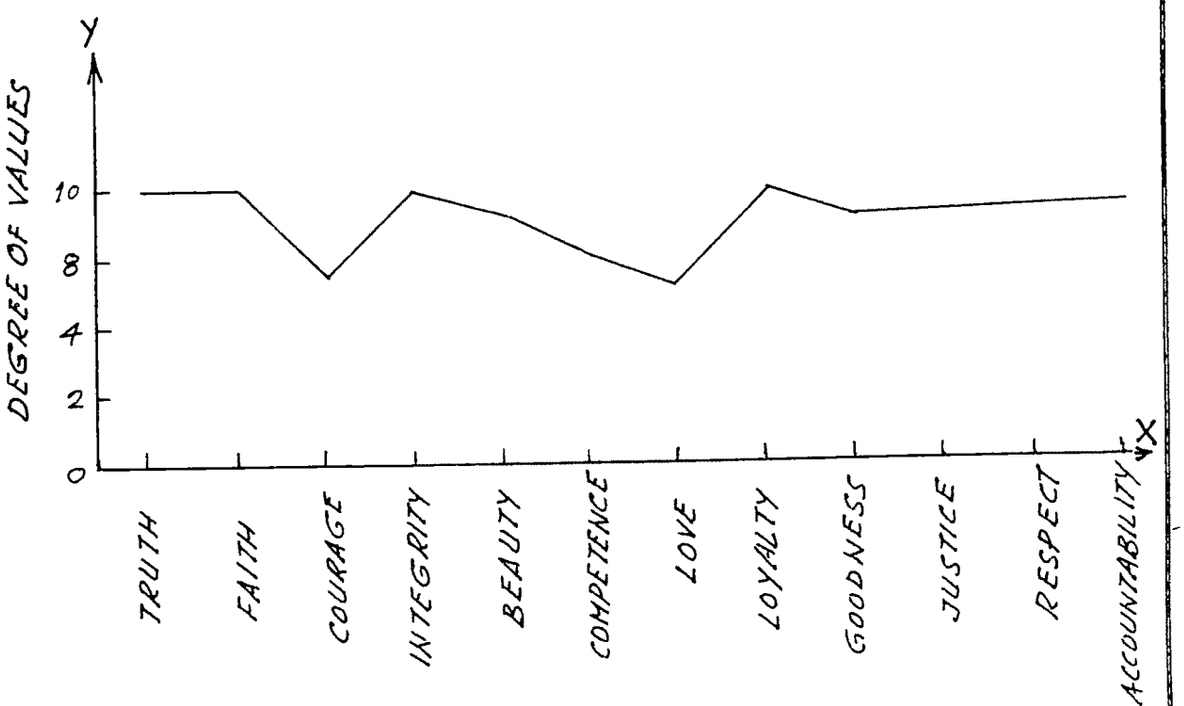
and the reason behind it indicated a set of relevant values but the staff had interpreted the action in an unfavourable light. Here is an instance where even when the principal possesses a sound value system he does not succeed as well as a leader. This example shows two things:

(a) that values are not clarified once and for all. They must be clarified constantly in terms of the present context and the whole context taken into account before establishing priorities. The principal had achieved his educational goals in the previous institution because of its peculiar circumstances - this school situation needs another set of instrumental values to achieve the purposes of the institution by securing the co-operation of the personnel. The terminal values which have been assessed are found in the principal and his specific acts even now are motivated by these values, but how these values would still be acted upon in the present context of misunderstanding and very sensitive relationships must be reflected upon by the principal and attitudes will need to change accordingly.

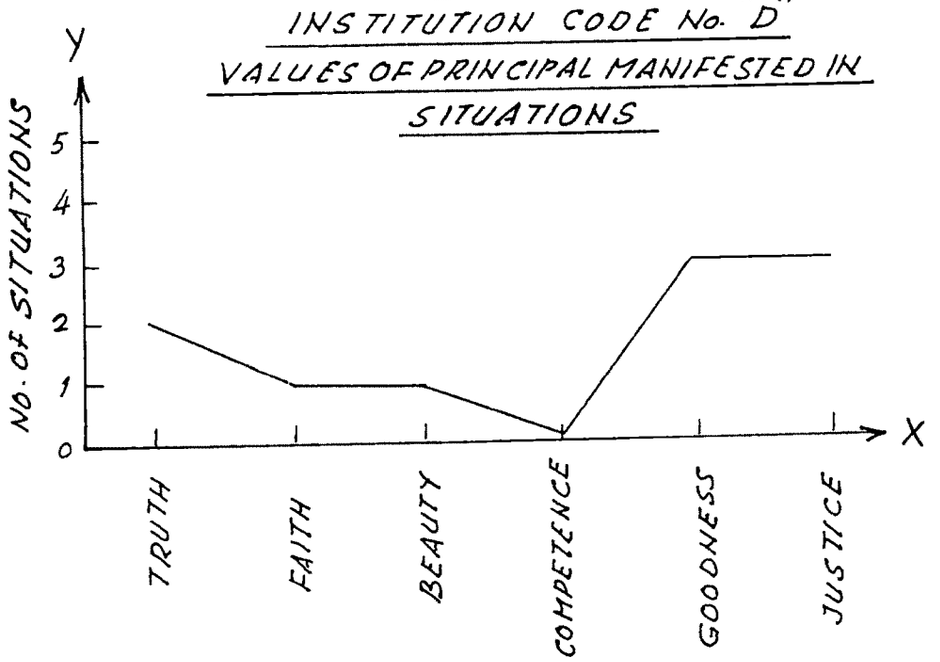
(b) even though the situation has not changed emotionally for all concerned, the staff do credit the principal with the values that have emerged as dominant. This indicates as that values if really present in a leader as true values and not as value indicators, will be recognized no matter how unfavourable the situation. Hence they could be used to "build up" both persons and organizations.

GRAPH-23

INSTITUTION CODE No. "D"
VALUES OF PRINCIPAL



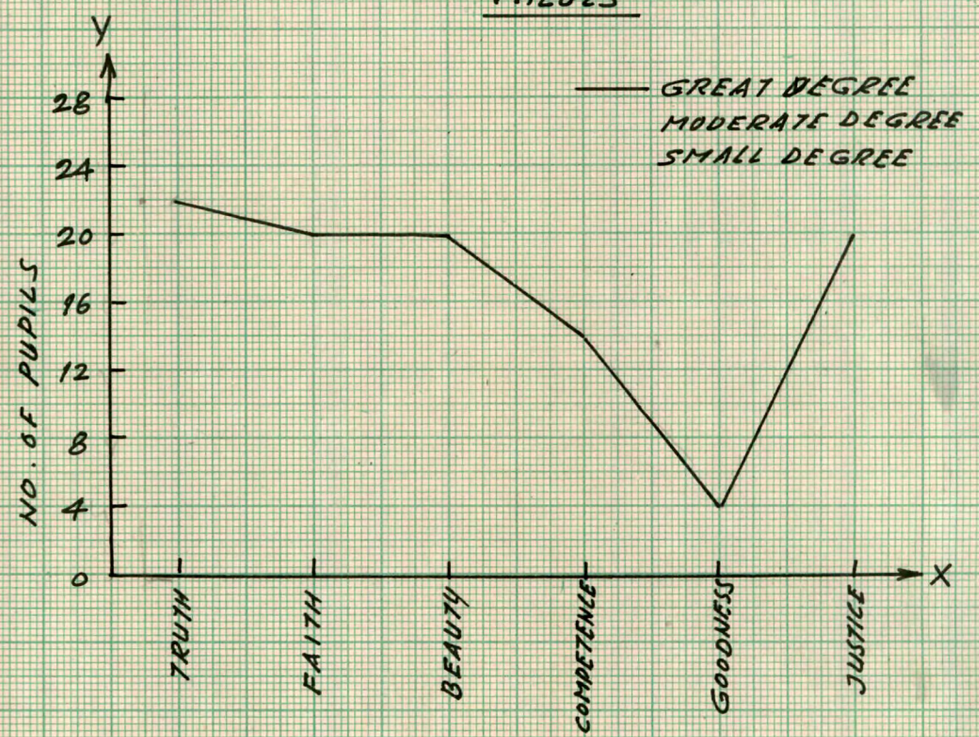
GRAPH-24
INSTITUTION CODE No. "D"
VALUES OF PRINCIPAL MANIFESTED IN SITUATIONS



GRAPH - 25

INSTITUTION CODE NO. "D"

PUPILS' ASSESSMENT OF PRINCIPAL'S VALUES



GRAPH - 26

INSTITUTION CODE NO. "D"

PUPILS' SPONTANEOUS RESPONSE ON PRINCIPAL'S VALUES

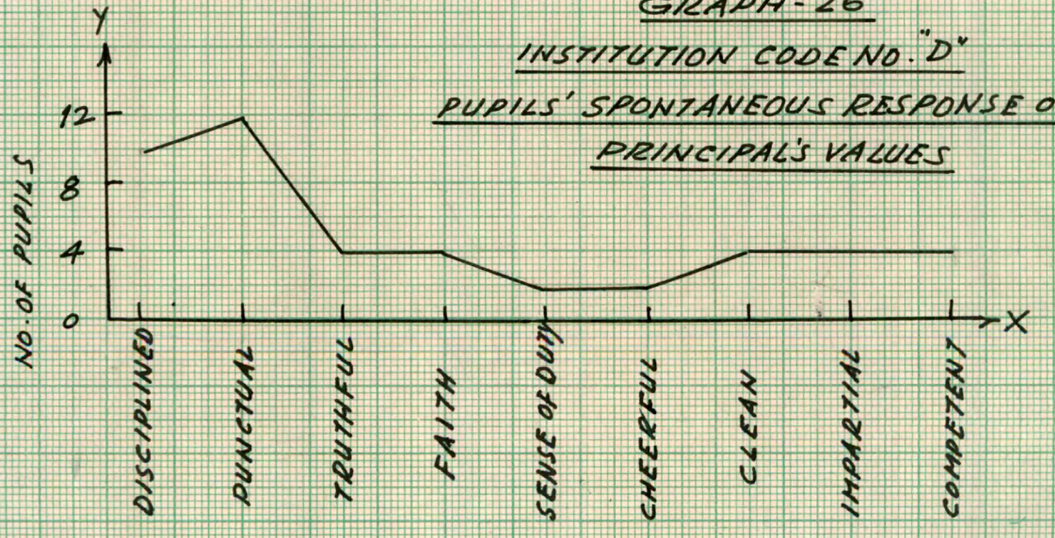
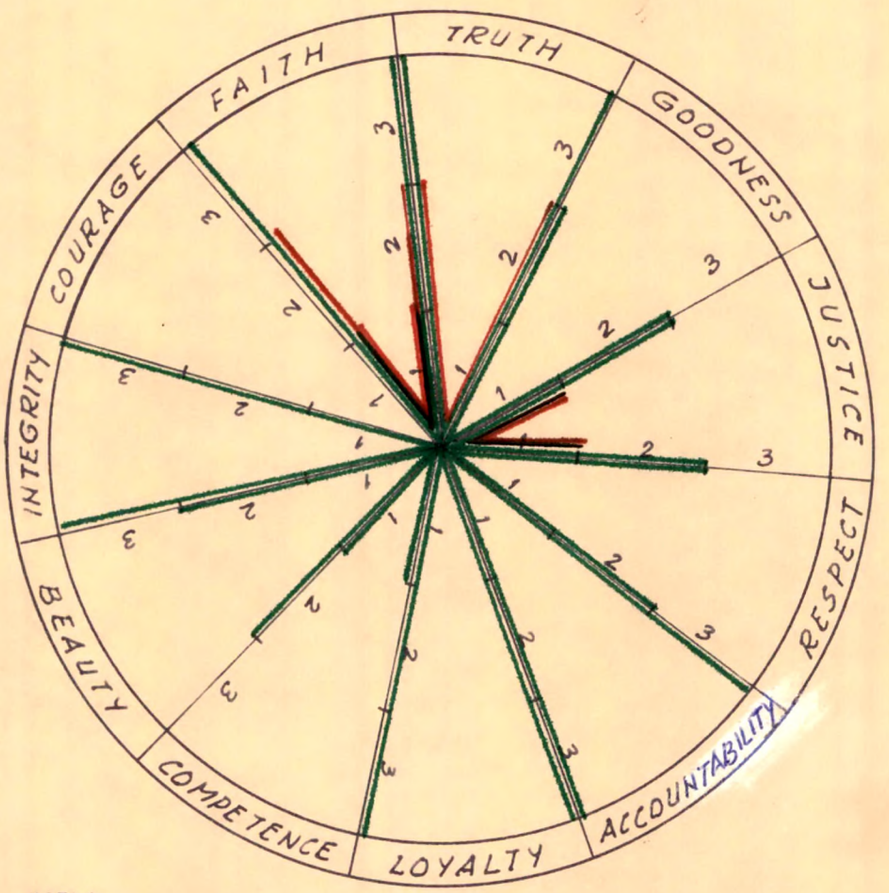


FIG. 4.16

INSTITUTION CODE NO. "D"

VALUE PROFILE OF PRINCIPAL



KEY:

PRINCIPAL'S VALUES

PRINCIPAL'S VALUES - MANIFESTED IN SITUATIONS

PUPIL'S ASSESSMENT OF PRINCIPAL'S VALUES

1 = REPRESENTS 60% (FOR PUPILS' ASSESSMENT)	SCORE 3 (FOR SITUATIONAL VALUES)	SCORE 8 (FOR PRINCIPAL'S VALUES)
2 = " 70% "	SCORE 4 "	SCORE 9 "
3 = " 80% "	SCORE 5 "	SCORE 10 "

NOTE:-

SCORES OBTAINED BELOW THE ABOVE MENTIONED SCORES IN THE THREE QUESTIONAIRES ON VALUES ARE NOT MARKED ON THIS PROFILE

However, values do need a nurturing atmosphere and this is seen in the way in a number of studies where the values of the principal are seen as being strong, but still the principal is not able to use his full potential.

D. Principal's Administrative Strategies as Predicator of Institutional Effectiveness :

The school plant has Std. V to Std. X accomodated in one building and the primary section is accomodated in another building. The primary section Head Mistress is fully responsible for her section while in the secondary section there is a supervisor to aid the principal. However, the allocation of supervisory duties is clear, but how much of power is really delegated that is not clear. The Helpers (Class IV staff) keep the school clean and the school plant on the whole is well maintained. The clerical office too is well organized and efficiently controlled by the principal. The staff is forbidden to use corporal punishment.

There is no formal P.T.A. organization - the parents are invited to meet the teachers after the Unit tests. The principal was found to be in fairly regular contact with parents. At the end of the academic year, the parents of pupils who had stood first in class were invited for a get-together with the principal. The principal started this practice as a gesture to recognize talent in his school. He stated that administrators and teachers often focussed on the problem child and the gifted ones were at times ignored.

The school has a House System with school officers elected to help the principal with the discipline of the school. When

these were interviewed on their role in the school, they seemed uncertain about the scope allotted to them. They mostly checked on the pupil's uniform, that they were punctual and ran errands for their teachers. The impression gathered was that they did not experience opportunities for real leadership - or for acting as catalyst of the opinion of their school fellows. Observation of classroom teaching indicated that while some teachers conducted their class briskly and interestingly, other followed a slower pace and haphazard plan. The value of punctuality was insisted very much in the school. However, the teachers were not observed to be punctual. The school had a system of ringing the bell twice in order to prepare the students for silence and serious work. The teachers continued talking in the staff-room after the first bell and only rose after the second bell to pick their things up and go to class. The pupils had taken note of this negative example as it was brought to the notice of the investigator.

Staff meetings were held regularly. The principal prepared the agenda before hand and informed the staff and they could add other items. Any suggestion made by a staff member, was put forward at the meeting and the member concerned would explain his idea to the entire staff. This procedure while helping to keep all inter-action above board, did not seem to succeed in bringing real problems out into the open. The staff were understandable afraid and reluctant to own the suggestion for fear of being censored by their colleagues; however, the principal's ideology was understood and appreciated by some staff members who supported him loyally and carried the burden of work resulting from gap in communication. However this group was resented by

the hostile informal group. The principal rotated the teachers for routine duties so that all learnt how to do these things. The principal stated that he always listened to suggestions and acted upon them if these suggestions were practical, if they were not sectarian in their interest and when those who made the suggestion also helped to implement it.

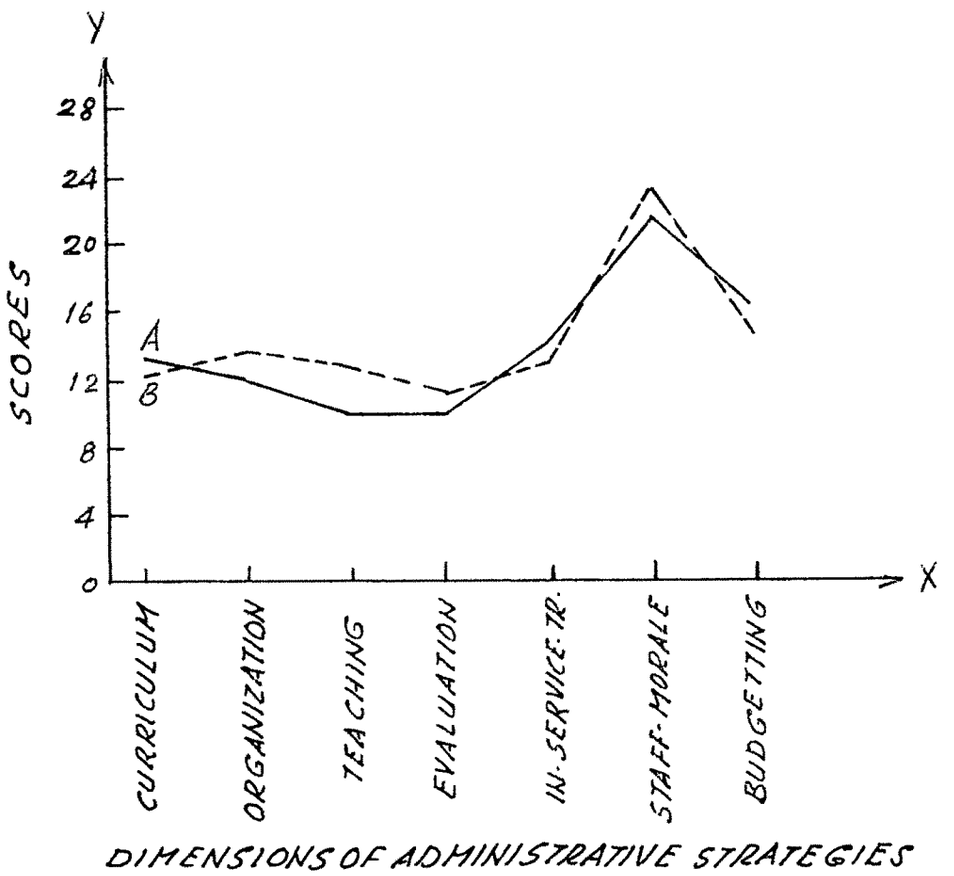
The principal left the supervision of classroom teaching to his supervisor - but there was a communication gap and the job does not appear to have been done according to the expectations of the principal. The principal was asked to assess his administrative performance on a competency tool used for the purpose. The expressed opinion of the principal indicated that he considered the institution performing in the area of planning the curriculum, inservice training and budgetting. The principal scores himself lower than the mean of all the institutions studied, in the area of organization. This appears to be incorrect for he is an efficient administrator. However, the failure to communicate successfully has hampered all his attempts to attain his educational ideology.

Table No.4.11 gives the scores on Administrative Strategies of the institution against the mean scores of the other (institutions) twenty-five sampled schools.

S.No.	Administrative Items	X Scores	X scores of 25 Institutions	Deviation from X
1.	Curriculum	13	12.1	+ .9
2.	Organization	12	13.1	-1.1
3.	Teaching	10	12.2	-2.2
4.	Evaluation	10	11.1	-1.1
5.	In-Service Training	14	12.7	+1.3
6.	Staff-Morale	21	23.8	-2.8
7.	Budgetting	16	14.4	+1.6

GRAPH-27

INSTITUTION CODE No. "D"
PRINCIPAL'S ASSESSMENT ON ADMINISTRATIVE STRATEGIES



A —— SCORE OBTAINED BY INSTITUTION "D"

B --- MEAN SCORE OF 25 INSTITUTIONS

The scores indicate a realistic appraisal by the principal on all the dimensions and it also shows the possibility of improvement on present performance for awareness of weakness is the first step towards change.

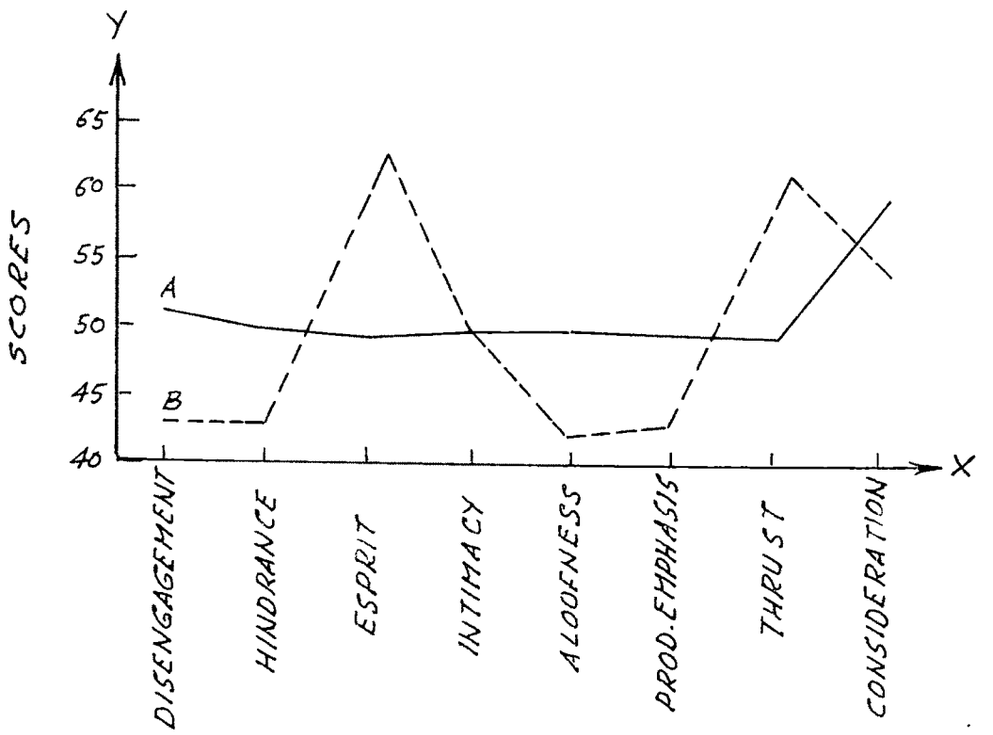
E. Organizational Climate as Predicator of Institutional Effectiveness:

In order to find out the prevalent climate for this institution, the organizational climate description questionnaire was administered to a random sample of ten staff members. The resulting scores on the eight sub-tests revealed the climate to be "familiar" with a tendency to be paternal. The final scores on the sub-tests show that "consideration" has scored high (see Graph No. 28). Observation shows this to be true, the principal is delicate and just in his dealings with everybody. The scores on "aloofness" too are high and correlate with observation and staff comment. The group negative dimension "disengagement" shows high scores. The staff were observed to be competent and experienced but some deliberately withheld their full support. What has also helped the familiar type of climate to emerge is the strong traditions of the institution. The family atmosphere has been nurtured in the past and even though members may be hostile for a period of time, the ultimate loyalty to the institution is present.

The principal's values help him not to aggravate matters for while he remains uncompromising in his attitude, he does not "punish" any of his staff members. But he is directional and perhaps because of a lack of communication this aspect of

GRAPH- 28

INSTITUTION CODE No. "D"
ORGANIZATIONAL CLIMATE PROFILE



A —— SCORES OF INSTITUTION "D"
B --- "OPEN" CLIMATE PROTOTYPE SCORES

his administrative behaviour is emerging more strongly. While the staff members do not perform to their full capacity, they do attribute "Thrust" to their principal. There are factions among the members, and though hostilities do not surface to create overt unpleasantness, it does hamper the activities of those who would like to get full job satisfaction by performing well. The morale of the teachers is average and it springs mainly from the social needs satisfaction.

F. The Pupils' Academic Motivation as Predicator of Institutional Effectiveness :

In order to find out the academic motivation of the pupils, the Junior Index of academic motivation was administered to a sample of one class of pupils. The scores obtained by each pupil was categorized into highly motivated, average motivation and low motivation. Pupils falling into +120 and above were considered Highly Motivated. Those pupils who obtained +119 to +100 were considered to have Average Motivation and those who obtained +99 and below were low Motivated.

Table No.4.12 shows the percentage of pupils who fell into each category for academic motivation.

N=45

INSTITUTION "D"	Highly Motivated +120 & above	Average Motivation +119 - +100	Low Motivation +99 & Below.
Percentage	6.6	48.8	44.6

The scores obtained by the pupils ranged from +139 to +54 . The institution was placed 9th among the twenty-five institutions studied.

Considering that a large percentage (66%) of pupils came from lower middle class and per families the scores for motivation towards study are comparatively good. It is also evident that the Principal has good support with the pupils who respect and admire him. He also takes subjects with classes he considers are key ones from the view-point of formation and there the pupils testify that they enjoy. Also while the formal Old Boys Association has not flourished, there has been a strong continued link maintained with the Principal by a good no. of boys who render voluntary service to the school. In conclusion one might say that the Principal has succeeded in his objectives with the boys though because he has not been able to win over the staff his success is not significant.

G. Pupil Opinionaire :

The Pupils were asked to state as a free response what were the values the school had taught them. Among those most frequently mentioned are honestly, good moral behaviour, punctuality, discipline, good manner, appreciation for school and others, discipline and the value of knowledge. Others with less frequencies were obedience, cleanliness, co-operation and Kindness. The school also failed them only in not providing some needed facilities like a canteen, science club and a playground.

In conclusion we may say that this Institution has on the whole achieved its objectives to some extent.

The pupils motivation towards study and towards the school, places the school fairly high among the twenty-five institutions studied. The principal's personal interest in the pupils, is a decisive motivating factor.

However, the principal has not secured the full co-operation of the staff and hence he has realistically appraised his administrative performance to rank in Group No.III. It is evident that the presence of values in the principal has helped him to a certain degree in keeping Institutional objectives in mind and pursuing them consistently e.g. taking classes himself, meeting the boys to get the know them, keeping contect with past pupils - providing necessary facilities and teaching aids. It has also help him control the staff hostility situation.

INSTITUTION CODE NO. "D"

PROFILE OF INSTITUTIONAL EFFECTIVENESS

	CLIMATE TYPE	PRINCIPAL LEADERSHIP BEHAVIOUR				PUPILS' ACADEMIC MOTIVATION			PLACEMENT	ADMINISTRATIVE STRATEGIES							
		Aloofness	Production Emphasis	Thrust	Consideration	Highly Motivated	Average Motivated	Low Motivated		Curriculum	Organization	Teaching	Evaluation	In-service Training	Staff-Morale	Budgetting	
		-	-	+	+	Percentage											
9.0	FAMILIAR/ PATERNAL	20	14	23	13	6.6	48.8	44.6	9th	XI: 12.1	13.1	12.2	11.1	12.7	23.8	14.4	
		34-36=+2								X: 13	12	10	10	14	21	16	
										+.9	-1.1	-2.2	-1.1	+1.3	-2.8	+1.6	

CHART No.4.18 :OVER ALL PROFILE OF INSTITUTION "D":

	GROUP	EMERGENT VALUE	PUPIL'S MOTIVATION	PRINCIPAL BEHAVIOUR	ORGANIZATION CLIMATE	ADMINISTRATIVE STRATEGIES
1						
	I	JUSTICE				
8						
	II	TRUTH FAITH	+120,+100,+99 (9H) 66, 48.8,44.6		FAMILIAR	C - O - T - E -In.S.-Tr - SM - B +.9,-1.1,-2.2,-1.1,+1.3, ,-2.8,+1.6 (16H)
16						
	III	GOODNESS		- + 34-36=+2 (20H)	PATERNAL	
25						

C = Curriculum
O = Organization
T = Teaching
E = Evaluation

In.S. = In-Service Training
S.M. = Staff-Morale
B = Budgetting

4.6 INSTITUTION CODE NO."P"

A. Introduction :

This Institution under study is a large school complex with about 3,500 pupils and eight divisions to each Section. It is owned by a Trust which operates 5 other schools and is also linked to industrial concerns under the same patronage. However, the educational institutions are managed separately from the industrial ones. This has been made note of because where the Management is moved by financial considerations the freedom of the principal is subtly curtailed.

The (branch) Trust which controls all the educational institutions has spelt out common policy for all and planning is first done at the level of the Heads of these institutions who meet regularly together with some Trustees. This is to ensure a common policy for all. The meetings are formal and procedures are laid down clearly. While consultation is held at every level, communication is not across power and status boundaries.

This institution has certain interesting aspects for study.

i) the pupils of each class are put into the divisions of that class according to their "tested" intelligence.

ii) the examination system is common to all institutions. The papers are set by a committee of teachers chosen from all the sister institutions - the dates for these papers are fixed uniformly from Std.VIII onwards, the paper setting follows the S.S.C. pattern.

The principal claimed that all jobs were clearly defined and plans for action were commonly accepted by all. There is a Founding capital from which the school could draw when in need but this does not imply that the said institution would be under any obligation.

The school caters to both boys and girls. The school plant is accomodated in a spacious compound which is bound by high walls. The school is run in shifts hence there is not much time for extra classes. The Asst. HeadMaster renders the honorary service of taking extra classes for the S.S.C. in English. A few other senior teachers too render this type of service to the S.S.C. Class. Once the pupils enter the gates they are not permitted to leave the school premises. There is no canteen and the pupils bring their own brunch to school.

B. Over-all Objectives of the Institution:

These were learnt through interview with the principal, studying the hand-book and the principal's response to a given set of objectives.

The aims and objectives of the society was to impart to the younger generation of this country and particularly those of Maharashtra, scientific, technical, commercial and industrial training and the training of teachers in any or all the stages. Hence the Trust had established primary, secondary schools and colleges, library and reading centres. Training the pupils in their civic duties and seeking academic excellence for them was also an important objective. The personnel themselves set a

good example by always attending to visitors promptly, and politely. Courtesy was seen practiced among the staff as well as the pupils. Although no formal moral training classes were held, the principal appointed a teacher to put a saying or quotation on Boards facing the entry to the building. Pupils were also reminded of religious and national festivals through Notice Board displays.

The principal also scored a given set of objectives as he perceived them given their priorities. These were categorized into output goals, support goals, elitist goals and service goals. The scores indicated that the output goals had the highest weightage followed by support goals and then service with elitist goals having the lowest scores. However the difference between all the four categories is only of one point. This indicates a balanced attitude to the different institutional demands. Table No.4.13 shows the results on each category of goals.

Table No.4.13 Achievement of various categories of objectives as perceived by the principal.

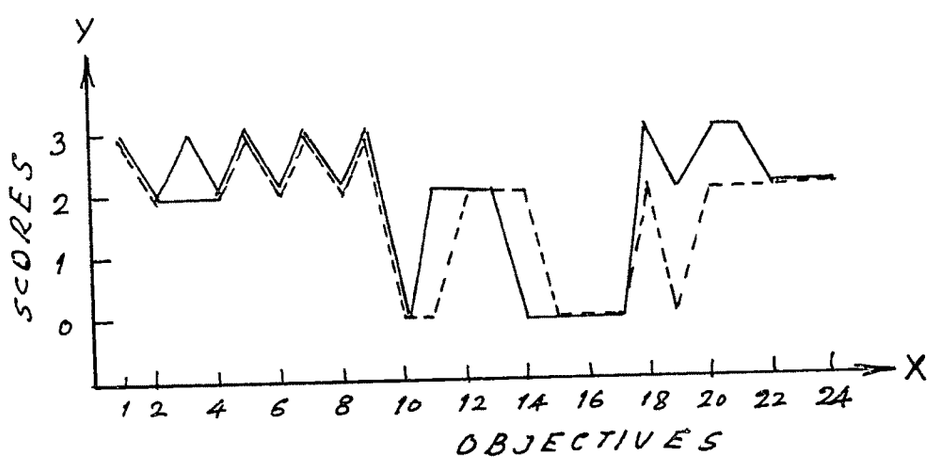
INSTITUTION-Goals	Output	Support	Elitist	Service
Scores Maximum Obtainable	18	18	18	18
X Scores	13	12	10	11
Percentage	72.2	66.6	55.5	61.1

The institution seems to be satisfied with its achievement on output goals. There is only a slight discrepancy regarding these goals between perceived and the preferred evaluation, and

GRAPH-29

INSTITUTION CODE No. "P"

INSTITUTION PRINCIPAL'S PERCEPTIONS OF INSTITUTIONAL OBJECTIVES AS "PERCEIVED" AND "PREFERRED" BY HIM FOR HIS INSTITUTION



—— OBJECTIVES AS PERCEIVED BY THE PRINCIPAL

– – – OBJECTIVES AS PREFERRED BY THE PRINCIPAL

the discrepancy is in terms of practical outcomes.

Regarding the support goals, those objectives which are of a disciplinary nature show no discrepancy, but the Management seems dissatisfied with the present state of staff involvement. Those objectives of the institution which are of practical, immediate concern to the staff are formally communicated to the staff, but observation indicated that perhaps the personal touch was lacking hence except for the senior staff whose allegiance was palpable, the others just did what was expected of them. Hence the principal sensed a dissatisfaction but could not pinpoint the causes. He did mention a lessoning of a sense of commitment in the teaching profession.

C. The Value Profile of the Principal :

The value profile of the principal has been drawn from the self-assessment of the principal, the values that emerged from his choices made in imaginery situations and the pupil's opinion on principal's values.

The principal's opinion on his value system seems to indicate that he perceived his possessed values in a fairly uniform degree. Graph No.30,31. His assessment on his competence was modest considering the results of other data. The value of faith emerged as being uniformly low. Truth stands out as a dominant value. The pupils' opinion on principal's values shows a division of opinion. The value of Goodness shows some consensus of opinion. (see graph no.32, 33). In their spontaneous response the pupils have mentioned a large number of values but the frequency on all these values is low considering the

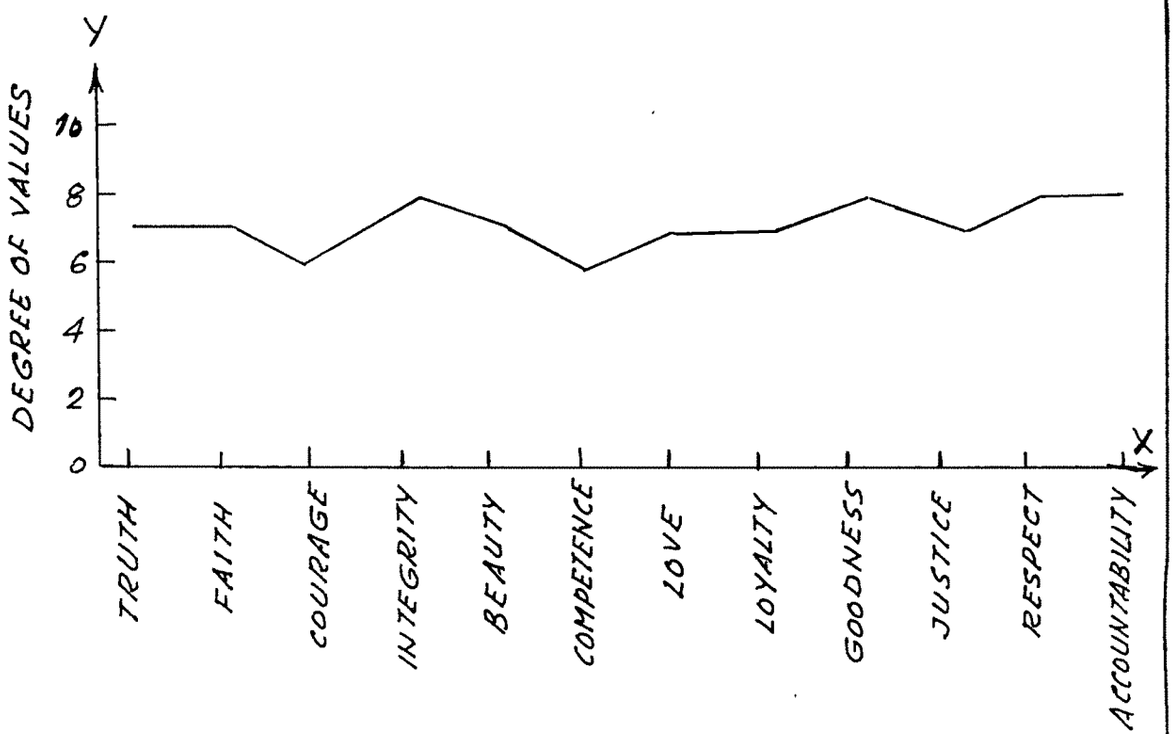
number of pupil respondents for this questionnaire. Both these factors seem to indicate that the pupils do not seem to know their principal well. The face to face contact with the pupils is minimal for morning assembly is held, once a week only. The prayers and announcements on the inter-communication system is done by a senior teacher or the Head girl or boy. The result is that the principal is more a figure head for the school rather than a dynamic idealized Head they know and love. The pupils of course respected their principal and thought highly of him and considered him impartial but they did not know him sufficiently well enough.

In a schedule interview, the principal stated that his aim for his institution was (i) to form pupils in intergrity (ii) give them faith (spiritual) (iii) make them good responsible citizens, (iv) help them acquire a certain amount of self discipline. This opportunity for forming his pupils was the Saturday Assembly. However, it did appear that since the numbers were very large, the pupils still felt impersonal about the talks. The principal claimed that he always made himself available to his pupils and this was observed to be true.

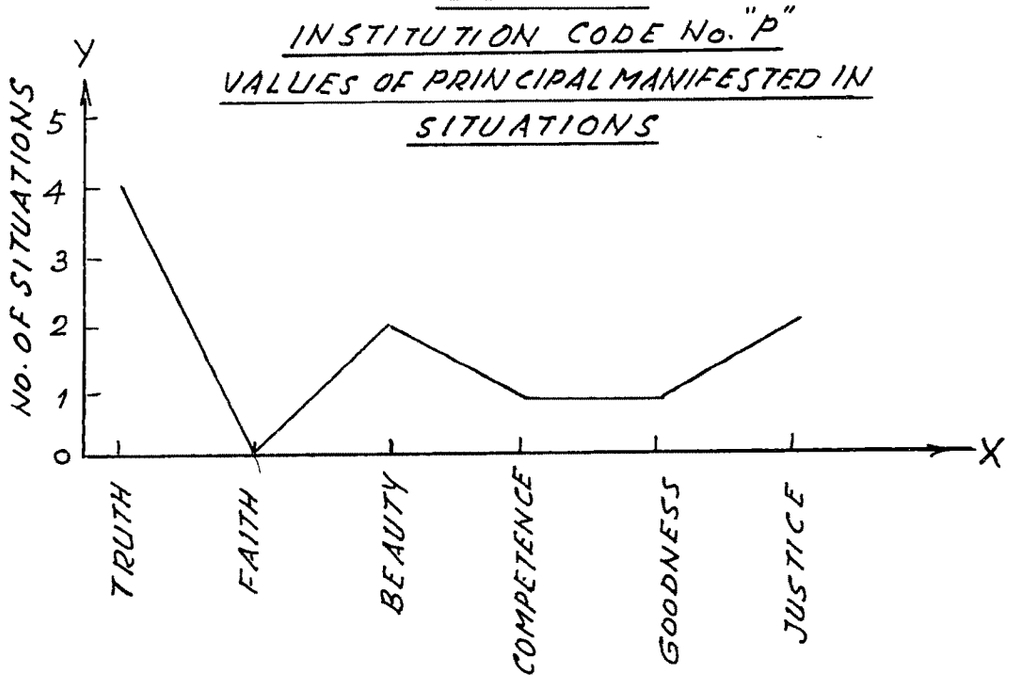
The over-all value profile of the principal, fig.4.19, indicates that Truth forms a core value and Goodness too is a dominent motivation for the manifested administrative behaviour. Observation too revealed that this was true - the principals' manifested actions were value oriented; though he had his priorities for himself it was not certain that he received an authentic feed-back and hence his assessment may have at times fallen short of being effective. The institutional effectiveness profile indicates this.

GRAPH-30

INSTITUTION CODE No. "P"
VALUES OF PRINCIPAL



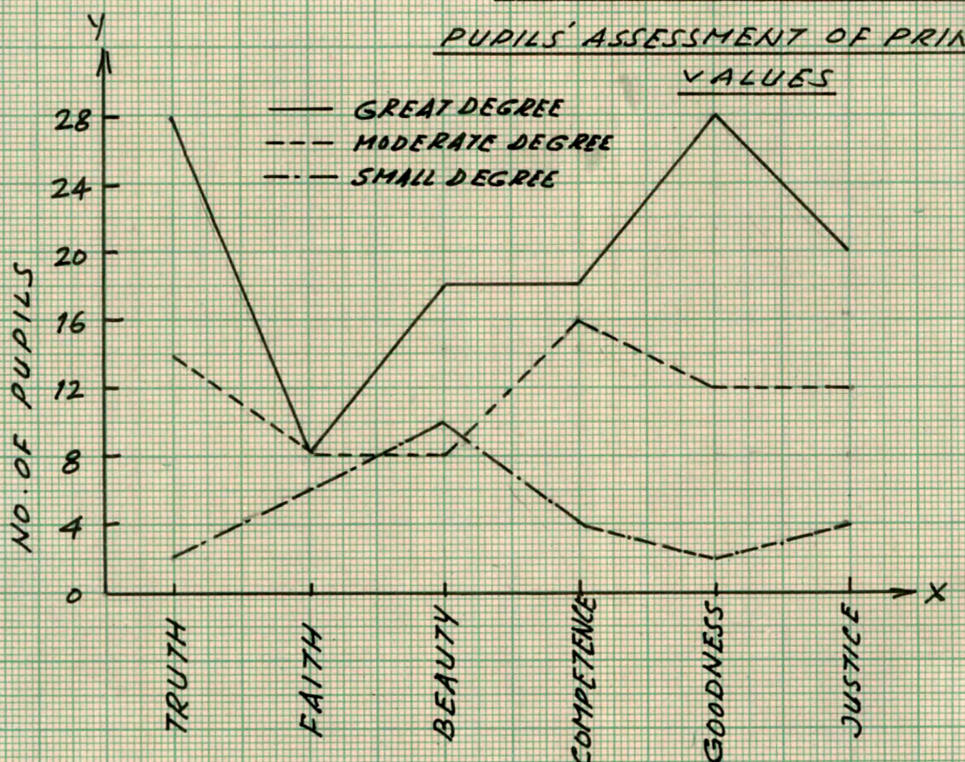
GRAPH-31
INSTITUTION CODE No. "P"
VALUES OF PRINCIPAL MANIFESTED IN SITUATIONS



GRAPH - 32

INSTITUTION CODE NO. "P"

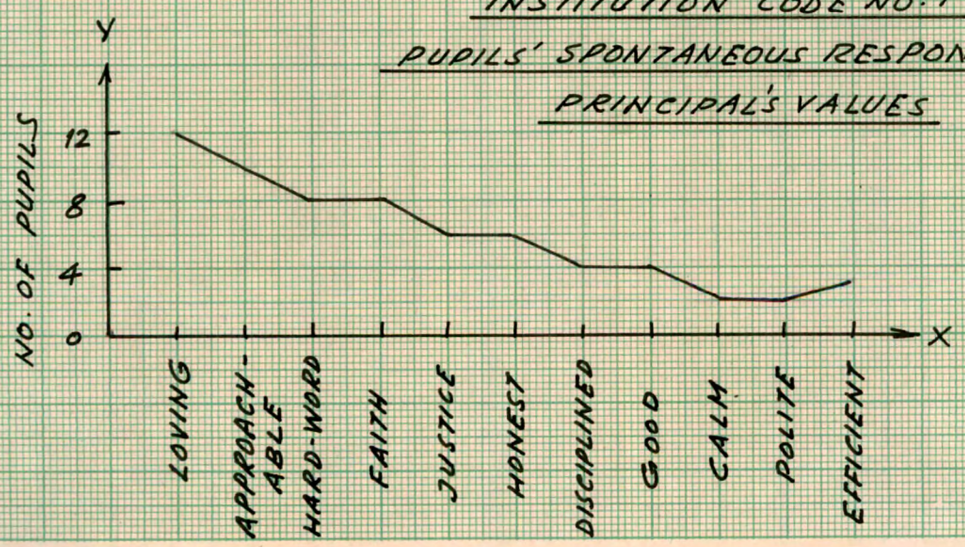
PUPILS' ASSESSMENT OF PRINCIPAL'S VALUES



GRAPH - 33

INSTITUTION CODE NO. "P"

PUPILS' SPONTANEOUS RESPONSE ON PRINCIPAL'S VALUES

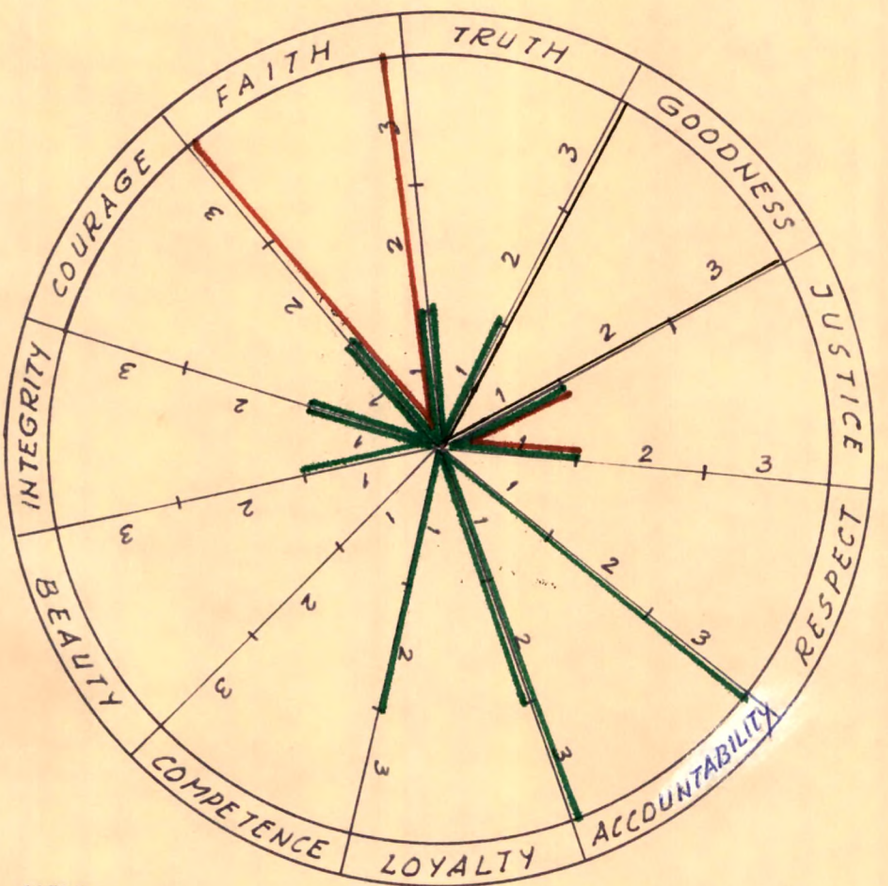


219

FIG. 4.19

INSTITUTION CODE No. "P"

VALUE PROFILE OF PRINCIPAL



KEY:

PRINCIPAL'S VALUES

PRINCIPAL'S VALUES - MANIFESTED IN SITUATIONS

PUPIL'S ASSESSMENT OF PRINCIPAL'S VALUES

1 = REPRESENTS 60% (FOR PUPILS' ASSESSMENT)	SCORE 3 (FOR SITUATIONAL VALUES)	SCORE 8 (FOR PRINCIPAL'S VALUES)
2 = " 70% "	SCORE 4 "	SCORE 9 "
3 = " 80% "	SCORE 5 "	SCORE 10 "

NOTE:-

SCORES OBTAINED BELOW THE ABOVE MENTIONED SCORES IN THE THREE QUESTIONAIRES ON VALUES ARE NOT MARKED ON THIS PROFILE

D. Administrative Strategies as Predicator of Institutional Effectiveness :

The administrative role performance of the principal has been assessed through observation of his behaviour during data collection, by the investigator. The principal also assessed himself on his administrative strategies on a competency tool.

In a schedule interview the principal stated that the administrative strategies for all the sister schools was worked out together. For the implementing of these policies, the Asst. Head Master and the Supervisors were consulted. The principal stated that he made sure that he communicated the decisions properly. There appeared to be an objective approach to these various tasks and no-one wished to impose his views on the other. The staff was expected to work with a sense of professionalism. In this type of atmosphere the intelligent and the creative teachers flourished. A few small incidents revealed that inefficiency and carelessness was not tolerated.

The school demanded academic excellence from its pupils. Regarding co-curricular activities, the pupils of all classes are assessed according to their various talents and a book is maintained in the Head Master's office. The data indicated that the pupils were labelled both according to their talents and according their intelligence and accordingly given opportunities. It is interesting to note here that though these pupils came from the middle class and their parents were educated, the JIM scale showed uniformly low scores. The disciplinary policies are well known both the pupils and parents and disciplinary action taken is consistent. The school is well

disciplined inspite of the numbers. However, a joyful atmosphere is lacking and so is a zest for life.

The examination system is common to all the schools and the promotion policies are clearly laid down and abided by. The supervisors are expected to check on the work of the teachers and to observe their lessons. The library for both pupils and staff is well equipped. Observation of the teaching carried on in the school revealed that the teachers used the lecture method and a number of teachers dictated notes. The pupils were trained to a standardized manner of answering. During the brief period the investigator was there, she observed that the teachers were not punctual in beginning their class. When the teachers were absent the pupils sat aimlessly in class. There was no effective monitorship in class unlike Institution "A" where the pupils though not coming from favourable home backgrounds still knew their duty and performed it.

The clerical office was well organized. The principal claimed that the responsible way in which they performed their job left him free to attend to critical tasks. There is a past pupil's association which organizes activities from time to time. There is no P.T.A., though parents are regularly contacted and kept informed of the progress of their wards. During the week of data collection, hardly any parents were seen to visit the school. The evaluation of the pupils was done methodological but there did not seem to be any steps taken to enthuse them except for the S.S.C. class which did receive special attention.

Table No.4.14 showing Principals' self-evaluation on Administrative Strategies with reference to the Mean of 25 sampled Schools.

S.No.	Administrative Item	X Scores	$\bar{X}$ Scores	Deviation from Mean
1.	Curriculum	13	12.1	+ .9
2.	Organization	12	13.1	-1.1
3.	Teaching	12	12.2	-0.2
4.	Evaluation	7	11.1	-4.1
5.	In-Service Training	12	12.7	-0.7
6.	Staff-Morale	23	23.8	-0.8
7.	Budgetting	9	14.4	-5.4

The principal's evaluation of his administrative performance in all the seven critical areas indicated his scores to be below the mean of the sampled schools except for the curriculum. It indicated that he was satisfied with curriculum planning but dissatisfied with the execution of the work. Judging from the scores obtained through other sources, the evaluation is too modest, but realistic. The critical problems appear to be:

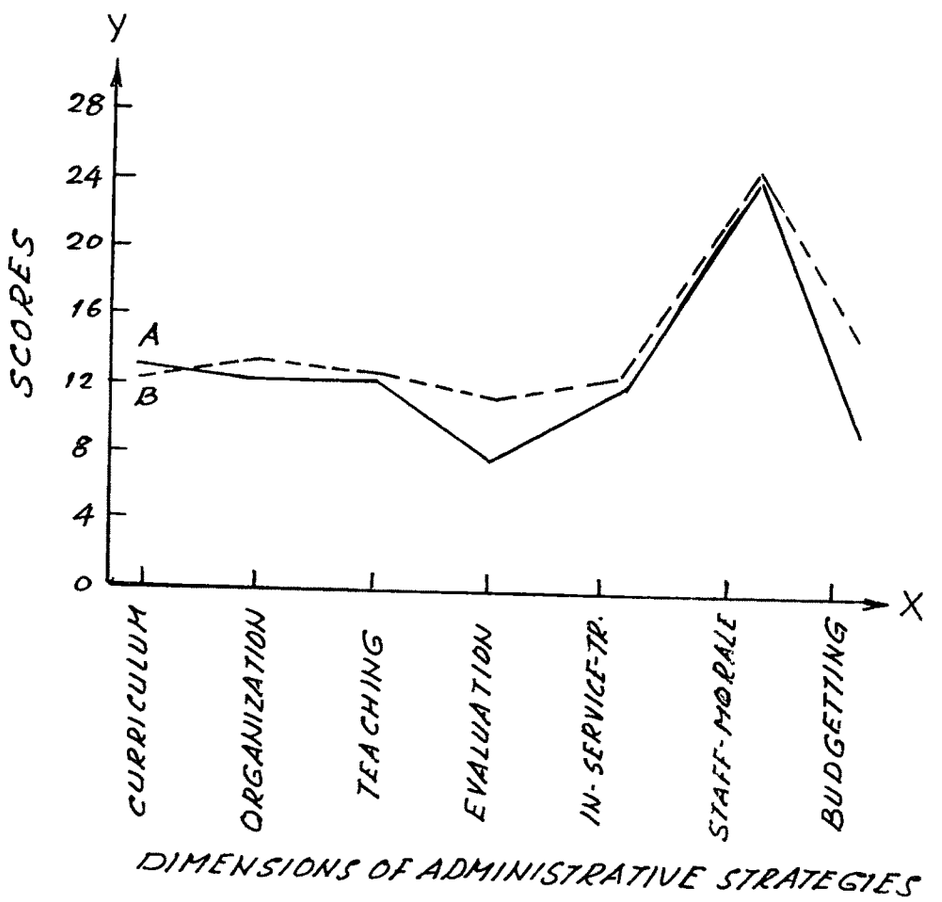
a) the school is too large to allow for effective personal contact so necessary at the secondary school stage.

b) the policy for categorizing pupils on the basis of intelligence/aptitude/tests within the school is a demoralizing factor for the pupils.

c) there does not seem to be sufficient contact with parents to ensure successful co-operation from them.

GRAPH-34

INSTITUTION CODE No. "P"
PRINCIPAL'S ASSESSMENT ON
ADMINISTRATIVE STRATEGIES



A —— SCORE OBTAINED BY INSTITUTION "P"

B --- MEAN SCORE OF 25 INSTITUTIONS

F. The Organizational Climate as Predicator of Institutional Effectiveness :

To find out the prevalent climate of this institution, the organizational description questionnaire was administered to an random sample of 10 staff members. The resulting scores of the OCDQ showed the climate emerging as paternal with the leaning towards being controlled.

Observation of the institution indicated that among the staff the communication was not across status. The older teachers had a strong allegiance to the institution and were in the majority. The newly recruited teachers were small in number and did not make their presence felt. They either adjusted successfully or resigned. Though status consciousness prevented easy vertical communication, the climate was open enough to allow a talented sociable teacher to come into the limelight.

The vignette for the controlled climate states that this climate is marked by a press for achievement at the expense of social needs satisfaction. Every-one works hard and there is little time for friendly relations. Nonetheless since Morale is high, this climate is classified as more open than closed. The teachers are completely engaged in the task. They do not find fault. They are there to get the job done and expect to be told personally just how to do it. There is a good amount of paper work, routine reports and a general hindrance which gets in the way of the teacher's task accomplishment. (This last statement applies to some staff members only. The rest is true of this institution. The paternal dimension emerges because the principal is not able to control the teachers

effectively on the practical performance though there is control on the paper work. Hence the principal too feels dissatisfied with the performance of the institution on its purposes.

G. The Pupils' Academic Motivation as Predicator of Institutional Effectiveness :

The pupils of one division of a senior class were administered the Junior Index of Motivation Questionnaire to find out their level of motivation. The resulting scores of all the pupils were grouped into four categories and the number of pupils falling into each category was noted. The schools were also arranged according to the scores from the highest to the lowest. Institution code No. "P" ranked 24th among the 25 institutions. This result was unexpected since the pupils came from favourable home background. The school too was observed to be disciplined and the administrative tasks were well planned. The scores ranged from +107 to +48 and only one pupil obtained +107 the next highest score was +95.

Table No.4.15 shows the percentage of pupils falling into each category, for academic motivation.

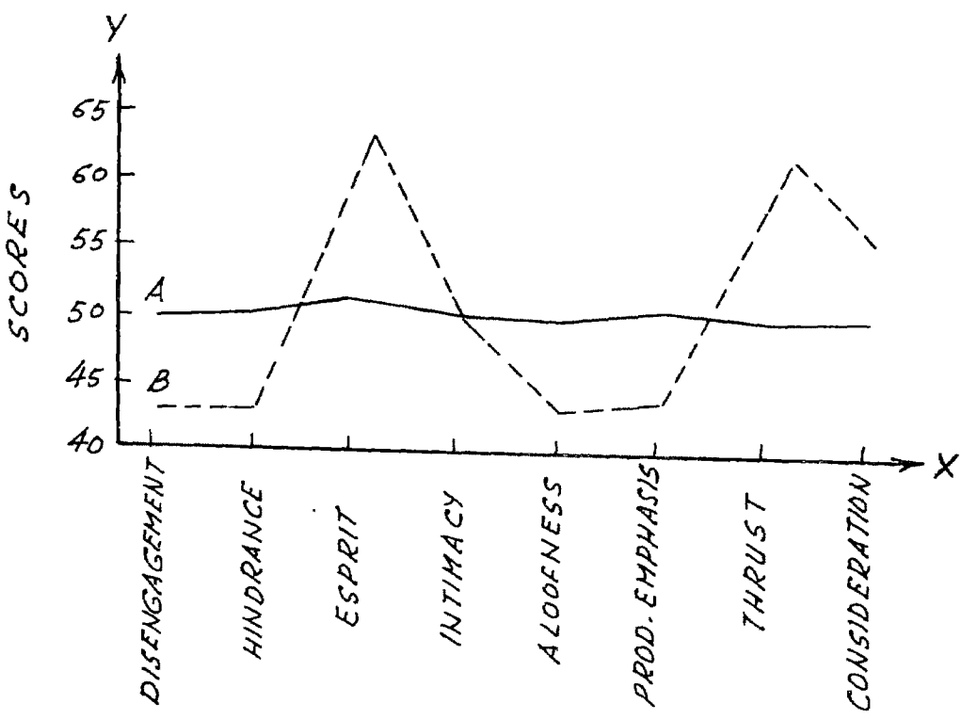
N = 48

INSTITUTION "P"	High Motivation +120 and above	Moderate Motivation +119 -+100	Low Motivation +99 & Below	RANK
Percentage	.2	13.2	86.6	24th

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GRAPH-35

INSTITUTION CODE No. "P"
ORGANIZATIONAL CLIMATE PROFILE



EIGHT DIMENSIONS OF CLIMATE

A —— SCORES OF INSTITUTION "P"
B --- "OPEN" CLIMATE PROTOTYPE SCORES

Some of the responses of the pupils were studied to see further the pupils' attitude towards their school and towards learning. A statement e.g. "School is more fun when teachers let students do the things they want to" forty pupils out of a total number of forty-four agreed with the statement. Did this indicate that they looked forward to greater freedom. Twentyseven of the forty-four felt that only some new ideas presented to them were interesting, but most of them were not. Thirty-one out of forty-four students were inclined to agree with the statement that nobody understood the young. The pupils also listed a large number of values which they felt the school was trying to inculcate in them. Among these were cleanliness; hard work and punctuality. The entire list seemed to be values that their principal and teachers perhaps kept repeating to them occasionally.

The school did not organize social gatherings except for annual days and sports day. But the numbers being large- only the best must have secured a chance.

H. Conclusion :

A summing up of the principal's values and institutional effectiveness brings the following factors to light:

i) while the principal's own assessment shows certain values emerging as core values - the pupils don't seem to have observed these values and hence a subjective and objective assessment does not lead to a total picture of core values emerging.

ii) the pupil's motivation score is low considering the background which is rather favourable of the pupils.

iii) considering the principal's positive and negative leadership behaviour dimension the difference is only of three points. The principal's scores on aloofness are relatively high.

iv) Summing up the salient features of this institution the words of Thomas J. S. and R.J. Starratt are applicable here.

"Schools which are characterized by a high degree of centralization, formalization, status differential, efficiency and the like, will tend to frustrate meaningful educational change. Such schools are geared to make a rather rapid superficial change."

v) Generally speaking, the pupils give the impression of wanting to create a good image of themselves on others. lacking a human sign for identifying themselves with the school, they possibly felt part of a huge machinary of education where they must do their part and in practice be at the mercy of the staff all of whom are not dedicated.

vi) An interesting **insight** is obtained when comparing the value emergence with Administrative Strategies scores. Truth is the core value and the principal's self-evaluation on Adm.Strategies ranks him 23rd among the 25 Institution Does this throw some light on the principal's habitual assessment of situation and this in the light of the results of the JIM Scale and there of the OCDQ.

INSTITUTION CODE NO. "P"

PROFILE OF INSTITUTIONAL EFFECTIVENESS

CLIMATIC TYPE	PRINCIPAL LEADERSHIP BEHAVIOUR				PUPILS' ACADEMIC MOTIVATION				ADMINISTRATIVE STRATEGIES							
	Aloofness	Production Emphasis	Thrust	Consideration	Highly Motivated	Average Motivated	Low Motivated	PLACEMENT	Curriculum	Organization	Teaching	Evaluation	In-service Training	Staff-Morale	Budgetting
FAMILIAR	−	−	+	+	Percentage			24th							
		17	25	14	.2	13.2	86.8		$\bar{X}$ 12.1	13.1	12.2	11.1	12.7	23.6	14.4
		36	−39 =	+3					X 13	12	12	7	12	23	9
									+.9	−1.1	−.2	−4.1	−.7	−.8	−5.4

CHART NO.4.21

OVER-ALL PROFILE OF INSTITUTION CODE NO."P"

	GROUP	EMERGENT VALUE	PRINCIPAL LEADERSHIP BEHAVIOUR	CLIMATE	PUPILS' ACADEMIC MOTIVATION	ADMINISTRATIVE STRATEGIES
1						
	I	TRUTH				
8						
	II	GOODNESS		CONTROLLED		
16			+ −		+120 +100 +99	C − O −T− E −In.S−Tr−S.M− B
			39 −36 =+3	PATERNAL	.2 13.2 86.6	+.9, −1.1, −2, −4.1, −.7, −.8, −5.4
	III		→ 19th			
					→ 24th	→ 23rd
25						

C = Curriculum
O = Organization
T = Teaching
E = Evaluation

In.S. = In-Service Training
S.M. = Staff-Morale
B = Budgetting

4.7 INSTITUTION CODE NO."L"

A. Introduction :

This Institution belongs to a minority group and is situated in a densely crowded and backward part of the city. It was started in 1782 for boys of the locality, who belonged mainly to the lower income group. It also gave priority for admission to boys belonging to its religious denomination while never refusing admission to others as well. The pupils are prepared for the Secondary School Board Examination.

Since the pupils have to study through the English medium and the parents are mostly not educated, they depend on the school for all the academic help. The school does get deeply involved with these pupils who have ineffective study habits, they are also a good number of drop-outs, and many with serious problems.

All these things the school has handled successfully with compassion and firmness. The school also encourages the boys and provides facilities for preparing for the elementary intermediate grade examination in drawing and the government examination in Hindi. Staff turn-over is a seldom occurance hence there is consistency in tackling various problems. The principal too has worked in this Institution for many years and hence institutional policies closely reflect the priorities of the principal. It is principal's policy to meet the boys not only in the classroom but also on the playground. He joins them in various games and considers it as an important opportunity to get to know the boys. The institution is primarily a boy's school with admission being open in recent years for girls as well. They form a minority

in all the classes.

B. Over-all Objectives of the Institution :

The hand-book of the school mentions those educational objectives that are spelt out in the educational code. However, the principal has well-established priorities and tries to conform, in the framing of the school policies and in deciding upon a course of action, to the directives given to catholic schools.

The school is defined in this document as a place of integral formation by means of a systematic and critical assimilation of culture. This integral formation occurs through a living encounter with cultural inheritance through personal contacts and commitments which consider absolute values in a life - context and seek to insert them into a life frame-work. The fundamental aim of teaching is the assimilation of objective values. (The Catholic School 1977).

Hence we see that the formative aspect of education is of prime importance to this Institution. The principal has spelt out the operational objectives in the following manner:

The aim of the education that he provides is to give them a foundation that will enable them to get some vocational training. The formative aspect of education is geared to disciplining them to adjust successfully to the changing circumstances of life. The choice to provide this kind of education has been made after a realistic appraisal of the social background of these boys. That there is a clarification of purposes is seen in the following decisions.

1. The boys are encouraged to take the intermediate drawing examination and the Hindi Parishad examination.
2. that commerce and allied subjects are offered by the school for the S.S.C. Examination.
3. the school does not seek academic excellence from the pupils.

The principal stated that because of the type of pupils he had, his staff needed to be truly devoted and help the pupils within a creative manner- they would need greater patience since the results would not be forthcoming immediately. He knew he could not expect this standard of service from all his staff, so he concentrated on those few who shared his vision, and were ready to sacrifice their time. The behaviour of this principal in this respect corresponds with the behaviour of other principals who have scored high on values viz. that they are realistic in their choice of action; to achieve institutional purposes.

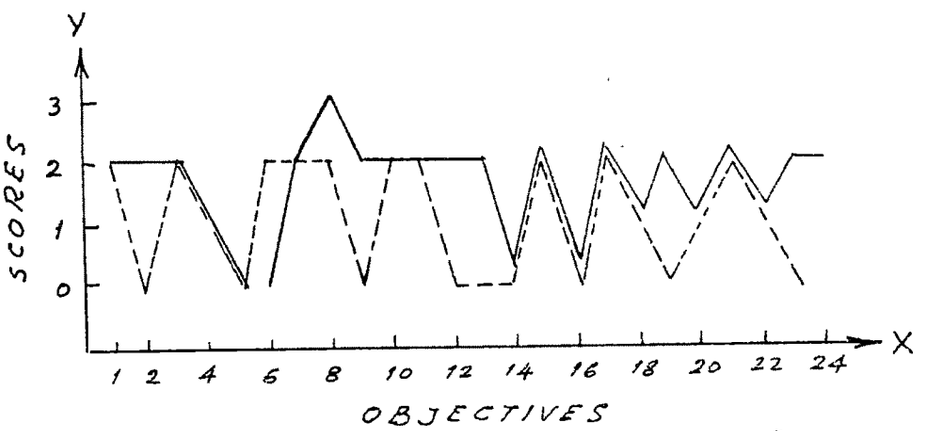
The principal's scores on the given set of objectives indicated that while he was achieving his purposes in terms of helping the disadvantaged pupils, he needed to work on the social dimension of education. The pupils needed to be trained in community sense.

The given set of objectives have been categorized into four groups and the scores obtained in each group would indicate the weightage given to each kind of goals. Table 4.16 shows the scores obtained for each category of objectives.

GRAPH-36

INSTITUTION CODE No. "L"

INSTITUTION PRINCIPAL'S PERCEPTIONS OF INSTITUTIONAL OBJECTIVES AS "PERCEIVED" AND PREFERRED" BY HIM FOR HIS INSTITUTION



—— OBJECTIVES AS PERCEIVED BY THE PRINCIPAL

--- OBJECTIVES AS PREFERRED BY THE PRINCIPAL

Table No.4.16 Achievement of various categories of goals as perceived by the principal.

INSTITUTION "L" GOALS	Output	Support	Elitist	Service
Total Obtainable Scores.	18	18	18	18
Scores obtained by "L"	8	6	7	10
Percentage	44.4	33.3	38.8	55.5

The scores plainly indicate that the weightage is on service goals and as explained above, this is observed to be true. The discrepancy between the principal's "perceived" and "preferred" values are given on graph No.36.

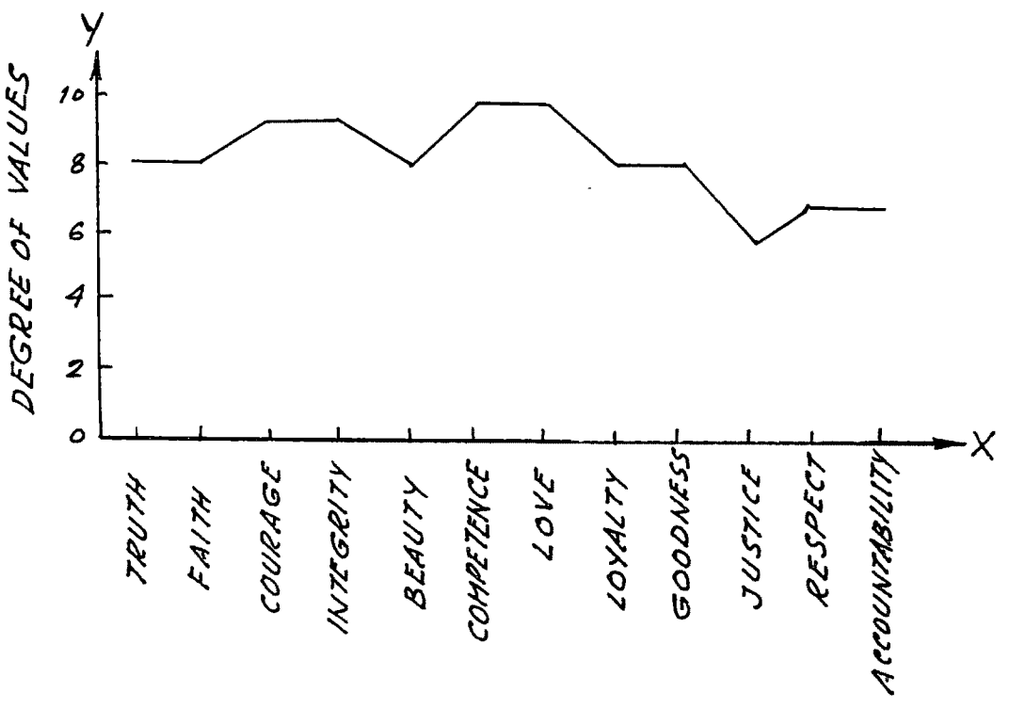
C. The Value Profile of the Principal :

In order to study the values of the principal in relation to his effectiveness, the principal assesses himself on values as he perceives, he possesses them and secondly as they would emerge through his choice of alternate course of action, in an imaginery school situation.

The profiles are depicted on Graph 37 and Graph 38. These are again synchronized with the values of the principal as observed by the pupils shown in Graph No.39 and 40. The pupils have responded at two levels. Firstly, their opinion is sought on a given set of values and secondly, they are expected to respond spontaneously to what they feel are the values of the principal.

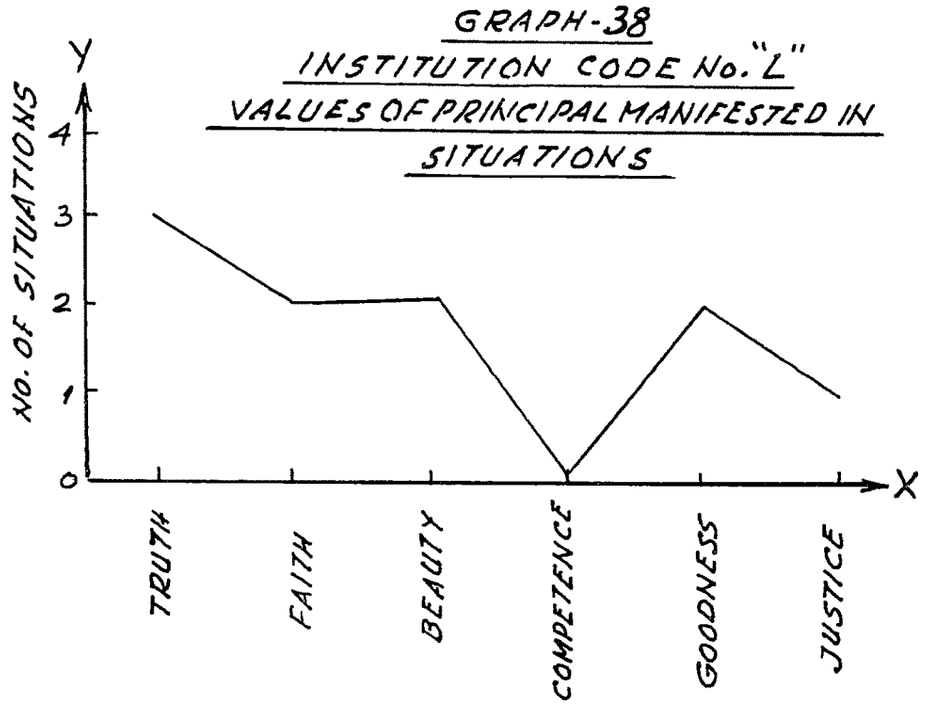
GRAPH-37

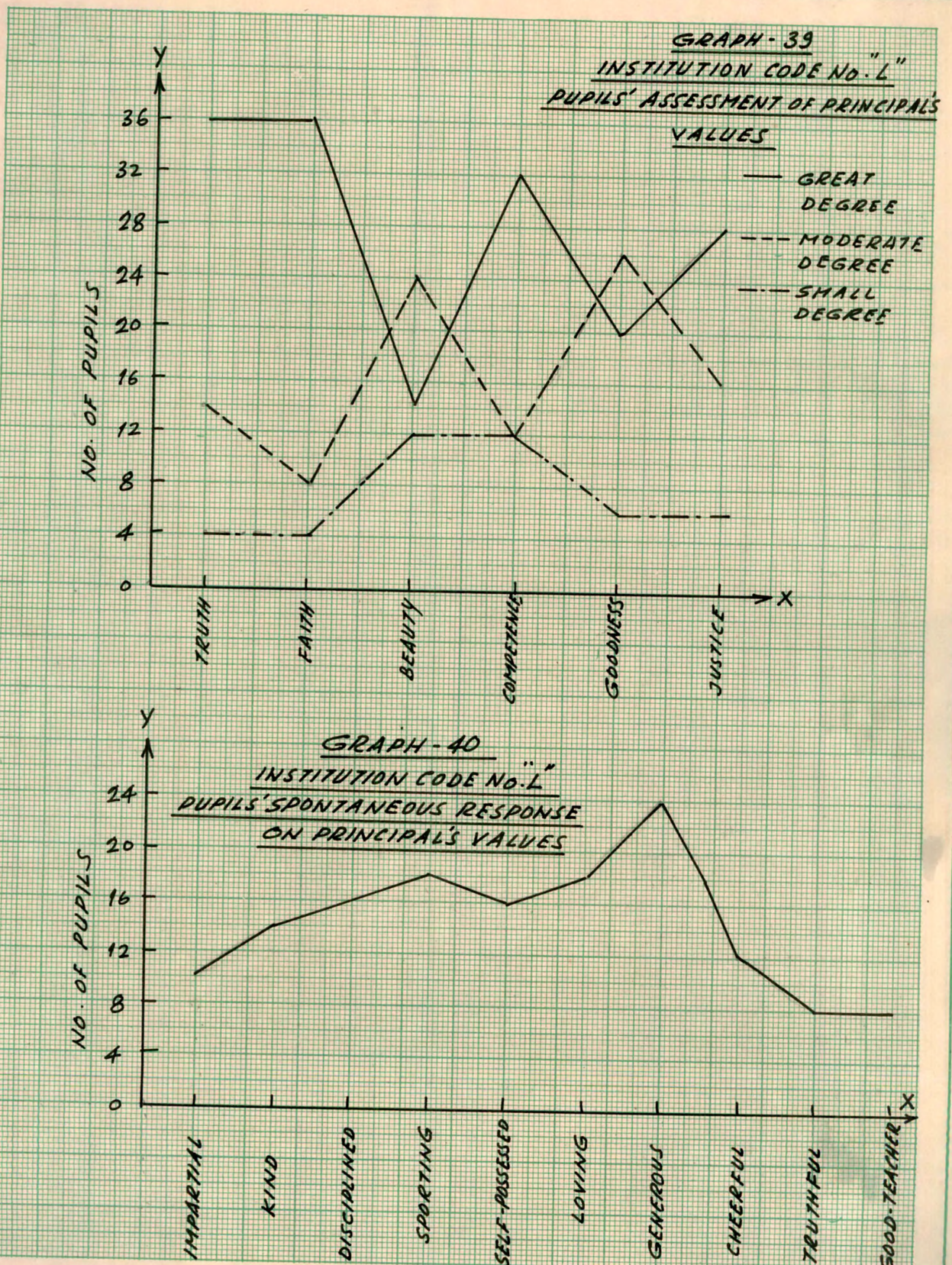
INSTITUTION CODE NO. "L"
VALUES OF PRINCIPAL



GRAPH-38

INSTITUTION CODE NO. "L"
VALUES OF PRINCIPAL MANIFESTED IN SITUATIONS



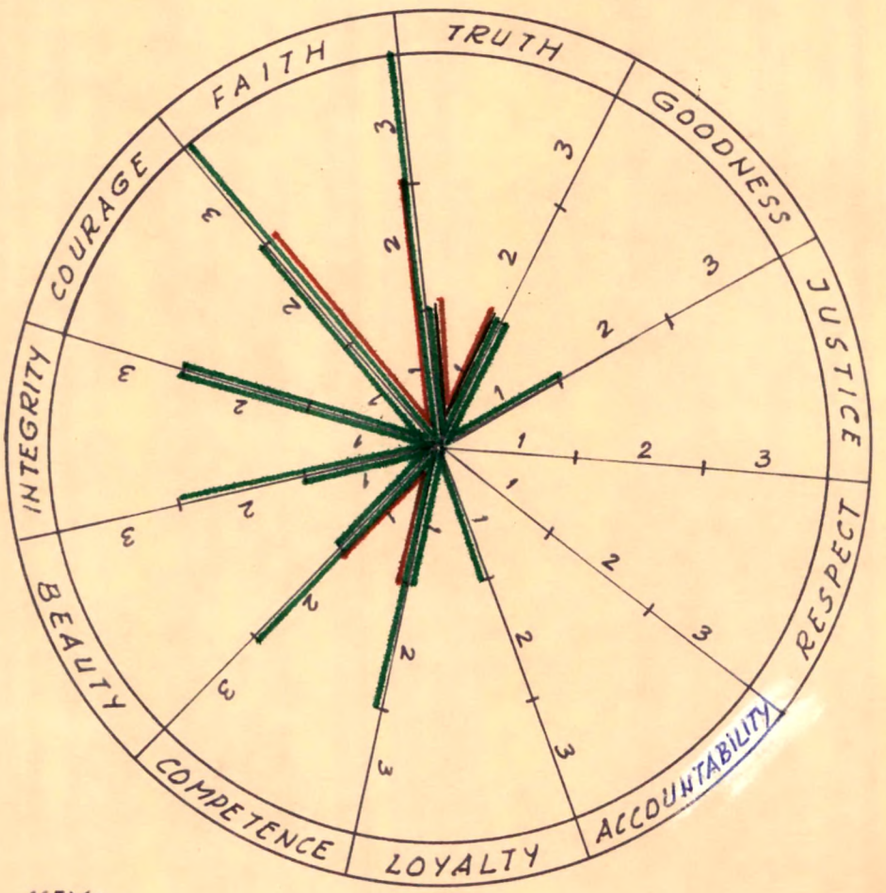

GRAPH - 39
INSTITUTION CODE No. "L"
PUPILS' ASSESSMENT OF PRINCIPAL'S VALUES
GREAT DEGREE
MODERATE DEGREE
SMALL DEGREE
Y
X
NO. OF PUPILS
0
4
8
12
16
20
24
28
32
36
TRUTH
FAITH
BEAUTY
COMPETENCE
GOODNESS
JUSTICE
GRAPH - 40
INSTITUTION CODE No. "L"
PUPILS' SPONTANEOUS RESPONSE ON PRINCIPAL'S VALUES
Y
X
NO. OF PUPILS
0
4
8
12
16
20
24
IMPARTIAL
KIND
DISCIPLINED
SPORTING
SELF-POSSESSED
LOVING
GENEROUS
CHEERFUL
TRUTHFUL
GOOD-TEACHER

238

FIG. 4.22

INSTITUTION CODE NO. "L"

VALUE PROFILE OF PRINCIPAL



KEY:

PRINCIPAL'S VALUES

PRINCIPAL'S VALUES - MANIFESTED IN SITUATIONS

PUPIL'S ASSESSMENT OF PRINCIPAL'S VALUES

1 = REPRESENTS 60% (FOR PUPILS' ASSESSMENT)	SCORE 3 (FOR SITUATIONAL VALUES)	SCORE 8 (FOR PRINCIPAL'S VALUES)
2 = " 70% "	SCORE 4 "	SCORE 9 "
3 = " 80% "	SCORE 5 "	SCORE 10 "

NOTE:-

SCORES OBTAINED BELOW THE ABOVE MENTIONED SCORES IN THE THREE QUESTIONAIRES ON VALUES ARE NOT MARKED ON THIS PROFILE

The four sets of responses will yield an over-all value profile in which a core-value system will or will not emerge, depending on the consistency with which any particular value or values will emerge. See figure 4.12.

The value profile of the principal on Figure 4.22 indicates that Truth and its cluster and beauty and some altered values have scored high. Among the values manifested in situations, Truth has again emerged as dominant. The pupils' assessment of the principal show the highest consensus of opinion on Truth and Faith, Competence too scores high in consensus of opinion. There is a division of opinion manifested on the values of Goodness and Justice. However, in the spontaneous response of the pupils, the highest number of pupils credit him with being generous.

The over-all profile does manifest a coreness of values. Truth emerges as the core value. Scores are high on its "allied" values as well. Hence, we have already seen in studying the objectives, that the principal has clearly chosen his priorities and formulated his plan of action. This is indicative of a clarification of values. The study will proceed to examine his role performance in terms of the given tools.

D. Organizational Climate as Predicator of Institutional Effectiveness :

The administration for the entire school is conducted separately for the primary and the secondary sections. The

principal administers the classes from Std.V up. The supervision of the school is shared by the principal with the supervisor and the Head Teacher of each subject.

The principal seldom resorts to formal ways of communicating with his co-workers. He is skilled in establishing rapport; he will communicate informally most of the time but chooses his men after a realistic appraisal of their capabilities and goodwill. The principal admitted that in the case of critical decisions he trusted his own judgement after obtaining all necessary information. In practice, the principal permits a lot of freedom to his personnel, and at times overlooks their tardiness at work. Since truth is his dominant value, one observes, him providing the environment and adjusting his non-verbal behaviour to allow others to be honest. He claims that due to his manner of handling his personnel he can count on their loyalty and sincerity.

The staff have stated that he comes across as authentic and they are aware of his priorities. They may not always agree with him, nor always meet his expectations but they are comfortable with him because he recognizes human weakness.

An evaluation of the school's organizational climate shows the school characterized by an open climate with 'paternal' characteristic being the next dominant dimension. (Graph No.41). The paternal characteristic probably emerges because of the directive behaviour of the principal. Considering the circumstances of the institutions and the demands made on the personnel because of the poor educational background of the pupils, the principal needs to exert a certain amount of directive behaviour.

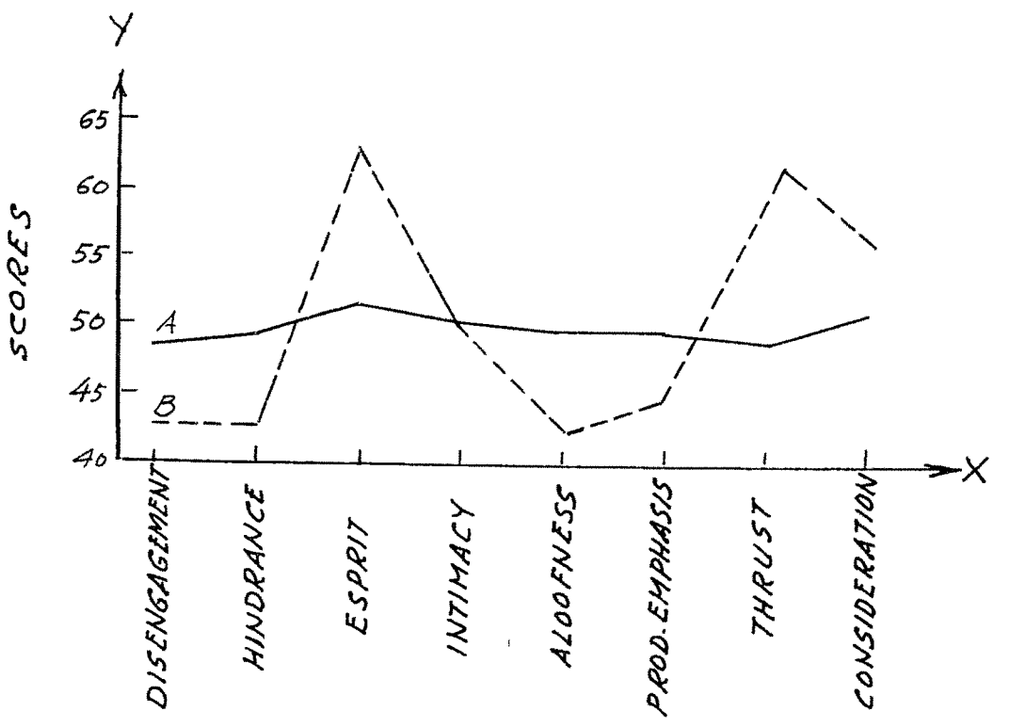
However, inspite of this, the climate emerges as "open" indicating that the environment is not oppressive for the pupils and the staff enjoy a good deal of professional freedom. The results of the sub-tests on the eight dimensions show high scores on intimacy and consideration.

The open climate results when pressure is not brought to bear down on the personnel for achieving its purposes. This will happen when the principal accepts his responsibility to the Management and other controlling bodies and is as well committed to achieving the purposes of the institution; but he is not over anxious for he has achieved an appropriate intergration between his own personality and the role he is required to play as principal. He possesses the personal flexibility to be genuine whether he be required to control and direct the activities of others, or to show compassion in satisfying the social needs of individual teachers. He is not aloof, nor are the rules and regulations set up inflexible or impersonal. A.W. Halpin (1968).

Since the principal's priorities are clear and his behaviour is consistent, the institution keeps moving towards its goal and the opportunities are provided and the climate consciously kept open - for those teachers who want job satisfaction to get it. The efforts to pursue the goals are not more energetic nor are the weaknesses overcome perhaps because there is not systematic evaluation of teacher performance.

GRAPH – 41

INSTITUTION CODE No. "L"
ORGANIZATIONAL CLIMATE PROFILE



EIGHT DIMENSIONS OF CLIMATE

A —— SCORES OF INSTITUTION "L"
B --- "OPEN" CLIMATE PROTOTYPE SCORES

E. Administrative Strategies as Predicator of Institutional Effectiveness :

The principal was asked to evaluate his administrative performance in these seven critical areas. Table No.4.17 shows his areas of strength as weakness as perceived by him.

Table No.4.17 Scores obtained by the Principal on Administrative Strategies compared with the Mean of 25 Institutions.

Sr.No.	ITEMS	X RAU SCORE	X MEAN SCORE of 25 Institutions	DEVIATION SCORE
1.	Curriculum	13	12.1	+.9
2.	Organisation	13	13.1	-.1
3.	Teaching	10	12.2	-2.2
4.	Evaluation	14	11.1	+2.9
5.	In-Service Training	11	12.7	-1.7
6.	Staff Morale	22	23.8	-1.8
7.	Budgetting	25	14.4	+.6

The scores obtained on evaluation are high. This is one area where innovation has been undertaken to avoid favouritism towards the pupils during the exams and pupil index system has been invented which is flexible and effective. There are four teachers for each of the four division teaching the same subject. At the end of the year, they set their papers individually - the principal pools these and draws the final question paper. This is a way of checking that the syllabic is covered in all divisions.

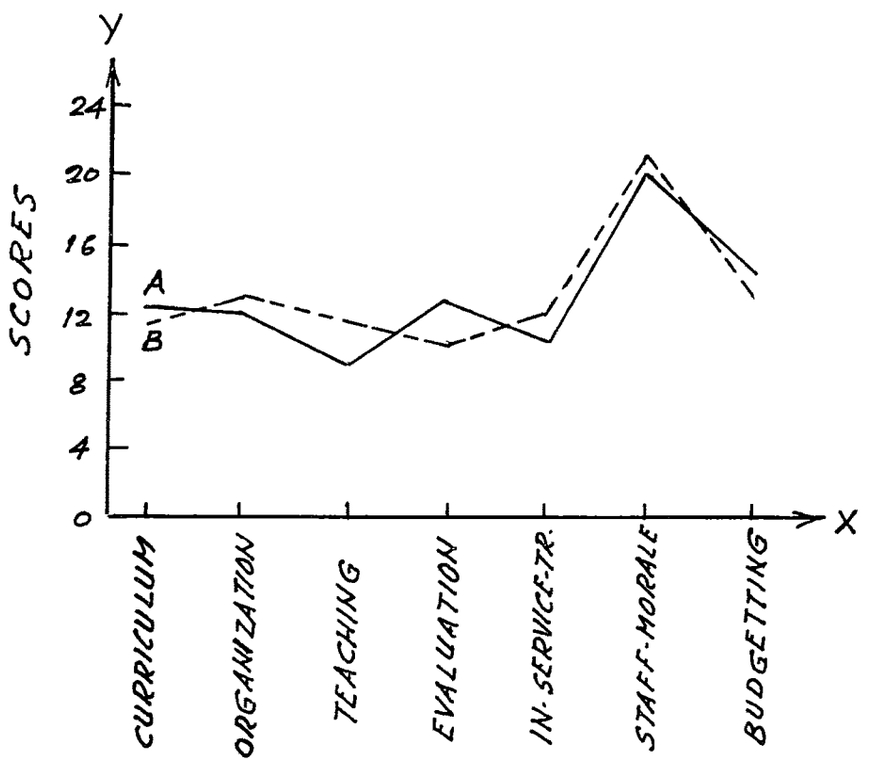
However, a brief review of a planning meeting attended by the investigator will give an insight into the inner workings of this system. The investigator observed, that though the staff-members concerned were "freed" to attend this meeting to plan their work, they were not punctual after an hour and half of sitting together nobody assumed leadership to go shead with the planning. Ultimately they drifted without any-one achieving anything. The investigator's cannot definitely comment on the causes of this manifested behaviour for it is one instance of the kind, though it synchronizes with the tardy attitude of a number of teachers. On the part of the teachers it was not a lack of capabilities so much as a lack of initiative and in this sense the instructional leadership of the principal failed. A general observation of classroom teaching also indicated that there was much teacher-talk and at times pupils appeared inattentive. Though, the principal does check his teachers perhaps there is not sufficient firmness and some teachers who began enthusiastically have got into a rut. However, the principal exercise sufficient thrust behaviour to keep the institution moving towards its purposes.

The manner in which co-curricular activities will be organized has been fixed after much thought and these procedures are followed year after year. Every activity is weighed against the time it takes from pupil's studies. Knowing the pupils poor background, the principal makes sure that the activities do not interfere with their studies. There is no Parent-Teacher organization for the Principal feels he cannot hope to get an intelligent co-operation from the parents.

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GRAPH-42

INSTITUTION CODE No. "L"
PRINCIPAL'S ASSESSMENT ON
ADMINISTRATIVE STRATEGIES



DIMENSIONS OF ADMINISTRATIVE STRATEGIES

A —— SCORE OBTAINED BY INSTITUTION "L"
B --- MEAN SCORE OF 25 INSTITUTIONS

However, his values prompt him to keep wide contact with all the parents and help them as well as their children.

F. Pupil's Academic Motivation as Predicator of Institutional Effectiveness :

The Junior Index of Motivation Scale was administered to a senior class to find out from a sample population, the motivation level of these pupils towards school and towards their study. Before considering the raw scores, it is to be noted that previous studies have indicated that the home background is an important factor in inducing motivation. A majority of these pupils have a poor family background - few incentives and fewer facilities in their home to study. There is also the inducement to vices of gembling and drinking in the locality.

The observation of the pupils in the school revealed that they were simple and friendly disciplined and docile to their teachers. Since the school has progressed and improved its public image, parents of the middle class too have sought admission.

The scores obtained by the pupils on the JIM Scale have been put into three categories +120 and above indicates pupils who are highly motivated, +100 indicates pupils who are fairly motivated and +99 and below are pupils with low motivation.

Table No.4.18 showing Academic Motivation Level of Pupils.

N=48

INSTITUTION "L"	+120	+100	+99 & abelow	RANK
Percentage	4.1	45.7	50.2	11th

Table No.4.18 shows the percentage of pupils falling in each category for academic motivation.

The school ranked 11th among the twenty-five institutions studied. The scores ranged from +125 to +39, the difference being 86 points. However, that 45.7 percent of the pupils were moderately motivated could be credited to the initiative and untiring efforts of the principal. It is also worth noting that though the pupils, come from a poor background, there are some who fall in the +120 score group, while other schools with pupils of a more affluent background do not come into this grade. The atmosphere of the school is on the whole supportive and friendly. It is also interesting to note that in the spontaneous response on the values of the principals, the pupil frequency scores were highest on those values which were of their nature out-going. This would support the conclusion that the principal as a leader does have sufficient personal appeal to attract pupils to challange themselves to give off their best.

G. Conclusion :

The over-all profile which gives the placement of the two variables in the study viz. values and institutional effectiveness present a picture of an educational institution that is to a degree effective in its environment.

It is to be observed that the results of the principal's evaluation falls in the first group indicating him as being a "helping" personality for his institution.

The profile is a comparative picture in terms of the twenty-five institutions studied and hence the principal in this case obviously ranks high. The principal's leadership behaviour shows 36 points on the positive dimension and 26 points on the negative dimension indicating that he is coming across as an effective leader.

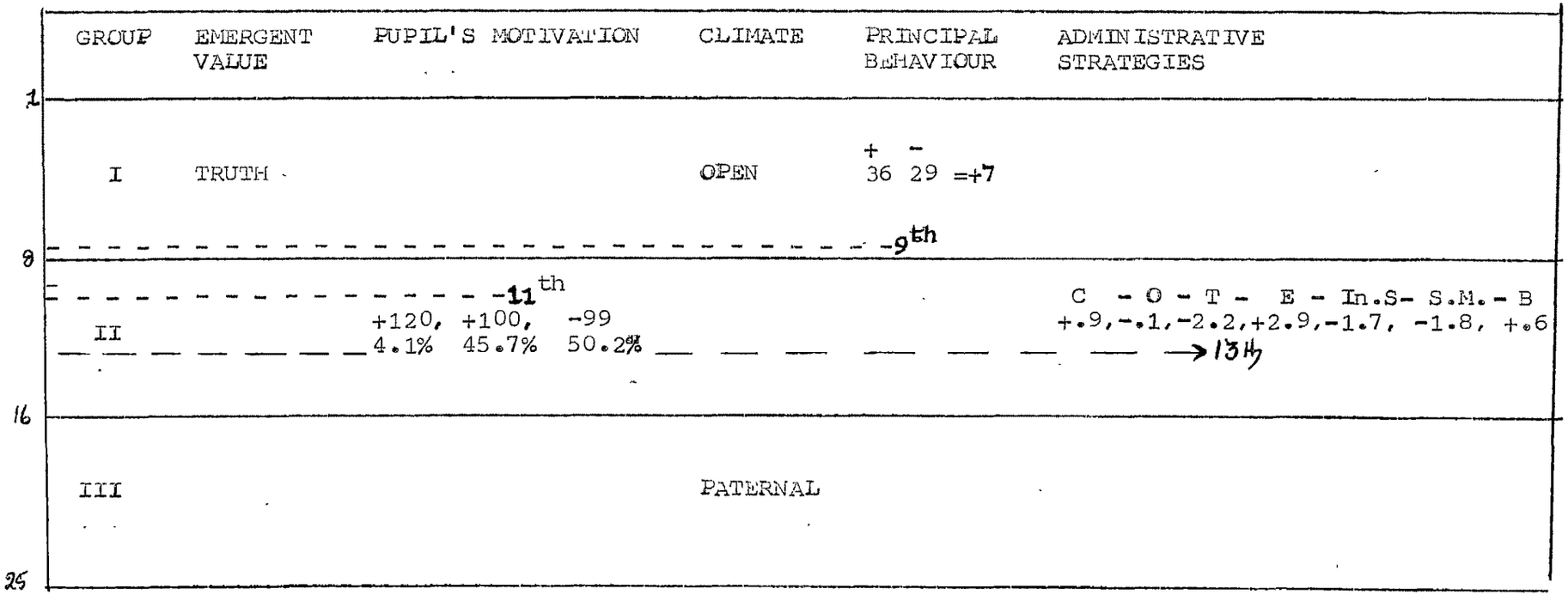
This institutional profile presents a picture of a principal who has successfully taken up the challenge of building up his institution and educating his pupils who mostly come from a poor socio-cultural background.

INSTITUTION CODE NO. "L"

PROFILE OF INSTITUTIONAL EFFECTIVENESS

NAL CLIMATE ader Dimension					PRINCIPAL LEADERSHIP BEHAVIOUR				ACADEMIC MOTIVATION (Pupils')				ADMINISTRATIVE STRATEGIES							
- Aloofness	Production Emphasis -	Thrust +	Consideration +	CLIMATE TYPE	Aloofness -	Production Emphasis -	Thrust +	Consideration +	Highly Motivated	Moderately Motivated	Low Motivated	PLACEMENT	Curriculum	Organisation	Teaching	Evaluation	In-service Training	Staff-Morale	Budgetting
									Percentage										
													$\bar{X}$ = 12.1	13.1	12.2	11.1	12.7	23.8	14.4
48.9	48.9	49.7	50.3	OPEN/PATERNAL	16	13	22	13	4.1	45.7	50.2	11th	X = 13	13	10	14	11	22	15
					29 - 36 = +7								+.9	-.1	-2.2	+2.9	-1.7	-1.8	+.6

Chart No. 24 OVER-ALL PROFILE OF INSTITUTION CODE NO. "L"



C = Curriculum
O = Organization
T = Teaching
E = Evaluation

In.S. = In-Service Training
S.M. = Staff Morale
B = Budgetting

4.8 INSTITUTION CODE NO. "O"

A. Introduction :

An interesting thing about this Institution which is situated in a fairly crowded area of a city is that it is the embodiment of a dream of an entire minority community and not just of its leaders. Hence its birth and growth have been viewed with keen interest by the community. These have also sought to pay a decisive part in the framing of policies while at the same time generously supporting it financially. In fact when Management and the Community were at logger heads with each other, the school found itself at nadir. They Staff members too were estranged and disengaged for sometime. The present principal has worked steadily and patiently on the Staff and has succeeded in raising their morale and welded them into a purposive group.

The school plant is well built with spacious airy rooms. The entrance however, was blocked by slums. The principal worked energetically to clear them; there is still a garage which keeps the place dirty and the smell of paint pervades the air. The school caters to boys and girls. The percentage of boys is larger. It possesses a small play-ground. The school has an enrollment of about a thousand pupils.

B. The Over-all Objectives of the Institution :

The over-all objectives of the Institution had been to educate the boys and girls of the minority community but the institutional priorities had not been spelt out clearly. The present principal too admitted that he had not reflected

sufficiently on the objectives of the institution though ever since he had taken over, he had worked on certain areas which needed re-vitalization. These were:

(a) discipline (a few years back the parents had withdrawn their wards due to the steady fall in discipline).

(b) regularity in studies (the principal stated that he was engaged in a campaign for regular home-work). The principal also devoted much time to parents of those pupils who were academically poor performers.

(c) the school stressed religious and moral instruction. Every morning at Assembly the principal addressed the pupils some good thoughts on a leader or a saint of the day. Then sacred music was played while the pupils went quietly to their class. Regular classes too are held in value education.

The principal expressed satisfaction at the progress the Institution had made. He admitted the beginnings were challenging for he was assigned the task of getting the institution back on its feet.

The principal was also administered a questionnaire on objectives in which he had to state to what degree he "perceived" each objective to be important and to what degree he would have "preferred" it to be.

The principal's expressed opinion is graphed on a polygon. It shows that the principal is satisfied with the pursuit of some 'output' goals but would like to put in more effort into others and some 'service' goals too had been neglected in the

past and would be paid attention to in future. The assessment of the principal is realistic in that it synchronizes with the observation of the investigator.

The formation of the pupils is perceived to be of special importance by the principal how far it has succeeded will need to be measured in terms of the pupil's opinion and their performance. At present the institution is engaged in clarifying its policies with its underlying values and looking to the future for till recently it has been occupied with serious problematic issues.

The four categories of goals that have been evaluated as being of importance by the principal show varying emphasis.

Table No.4.19 Achievement of various categories of objectives as perceived by the principal

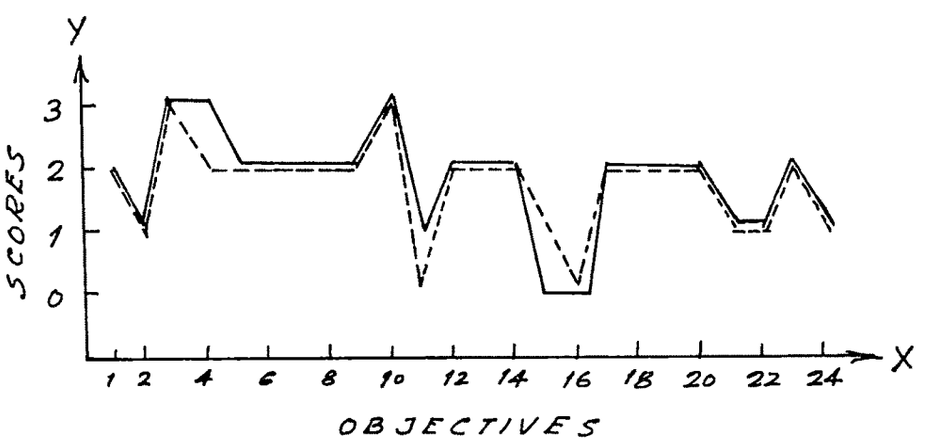
INSTITUTION "O" GOALS	OUTPUT	SUPPORT	ELITIST	SERVICE
Max. Obtainable Scores	18	18	18	18
X Scores	12	8	9	9
Percentage	66.6	44.4	50	50

The interview with the principal indicated that he had organized his priorities to meet the first situation and effectively improved the school to its present position. However, since no comprehensive, scientific evaluation has been done, there was a lack of awareness of present needs nor was a clarification of values undertaken on the present

GRAPH-43

INSTITUTION CODE No. "O"

INSTITUTION PRINCIPAL'S PERCEPTIONS OF INSTITUTIONAL OBJECTIVES AS "PERCEIVED" AND "PREFERRED" BY HIM FOR HIS INSTITUTION



—— OBJECTIVES AS PERCEIVED BY THE PRINCIPAL

– – – OBJECTIVES AS PREFERRED BY THE PRINCIPAL

situation. Observation of the institution confirmed this assessment made by the investigator. In fact, the data collection was a means of initiating this awareness as admitted by the principal

C. The Value Profile of the Principal :

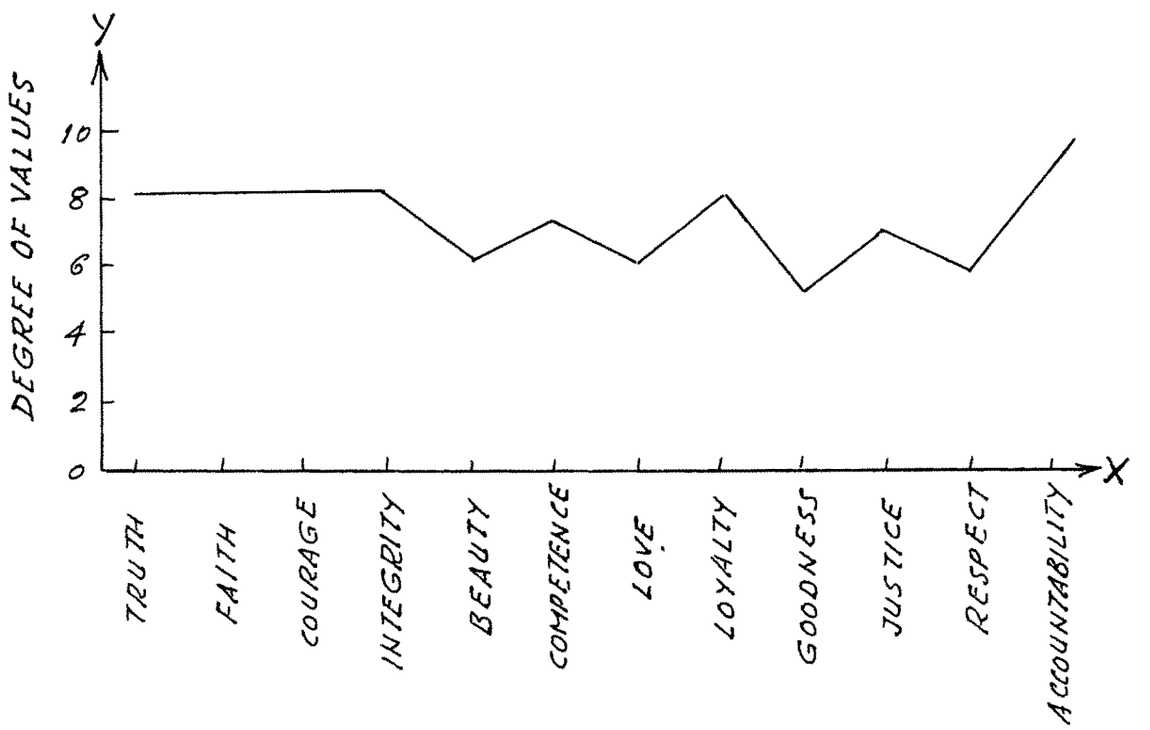
The value profile of the principal has been drawn from the scores obtained through the self-evaluation of the principal and the pupils' opinion of the principal.

The values that have emerged as outstanding in this principal are loyalty and accountability. These two values have also been observed to be present by the investigator. The graph no.44 indicating the principal's assessment of his values reveal a unique consistency in the degree of Truth and its clusters. The values of Beauty and Goodness and their cluster show strength and weakness in their respective clusters. Among the values that have emerged through the choice of alternative actions the value of Goodness emerges most dominantly. However, the pupils do not feel goodness is an important value and there is a division of opinion on the degree to which the principal possesses this value. There is a consensus of opinion on Faith and a lesser consensus of opinion on the value of Justice. In the spontaneous response the pupils have mentioned a number of values which they have observed in their principal, Justice, Faith and Love figure among these. Graph 46, 47.

The over-all profile clearly indicates that some values have been manifested through the actions of the principal. Particularly the value of Faith, Goodness and Justice, Fig. No.4.25.

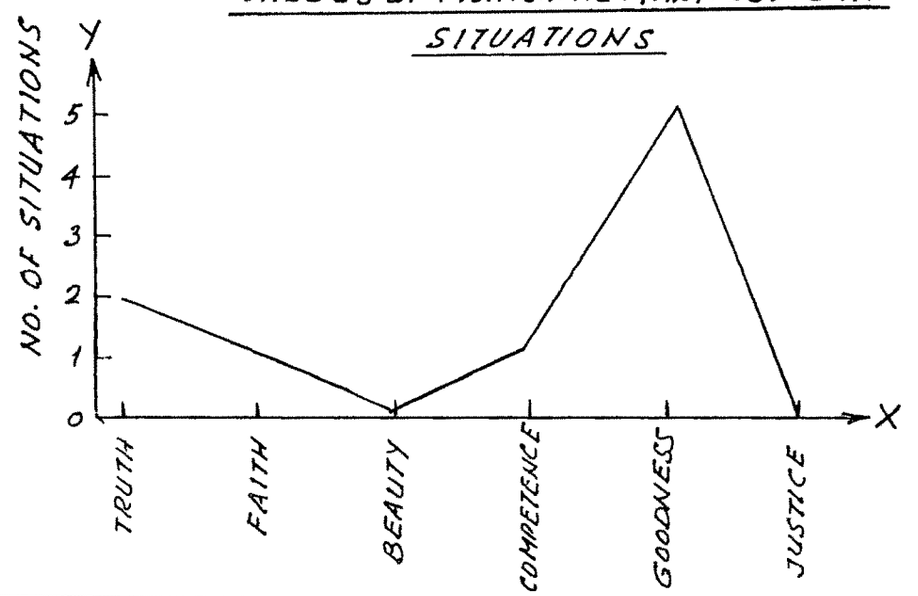
GRAPH-44

INSTITUTION CODE No. "O"
VALUES OF PRINCIPAL



GRAPH-45

INSTITUTION CODE No. "O"
VALUES OF PRINCIPAL MANIFESTED IN SITUATIONS



GRAPH - 46

INSTITUTION CODE No. "O"

PUPILS' ASSESSMENT OF PRINCIPAL'S VALUES



GRAPH - 47

INSTITUTION CODE No. "O"

PUPILS' SPONTANEOUS RESPONSE TO PRINCIPAL'S VALUES

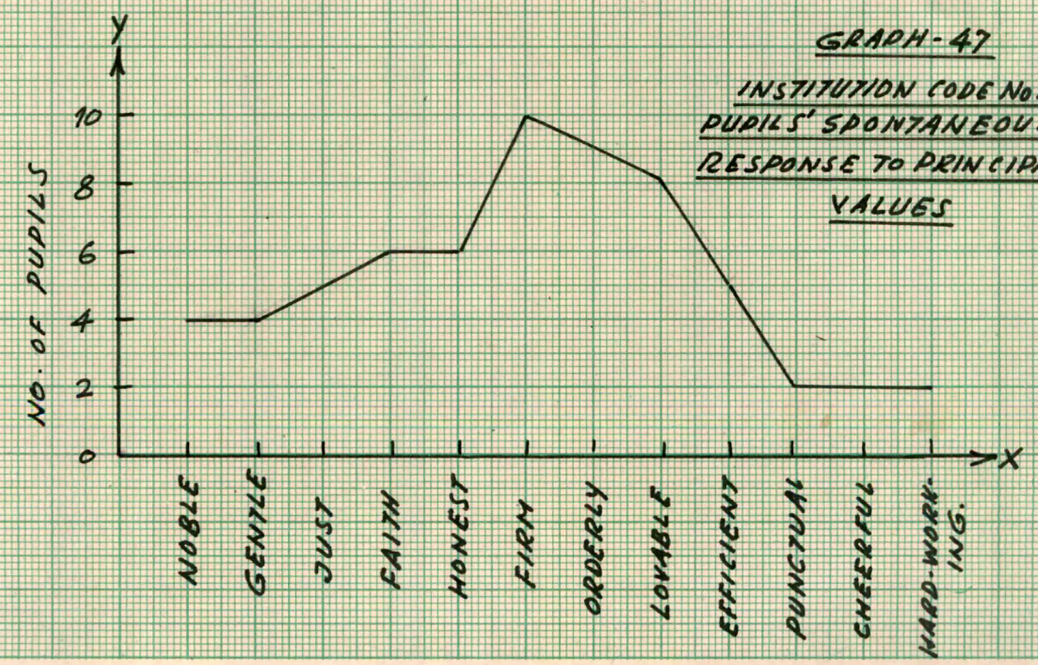
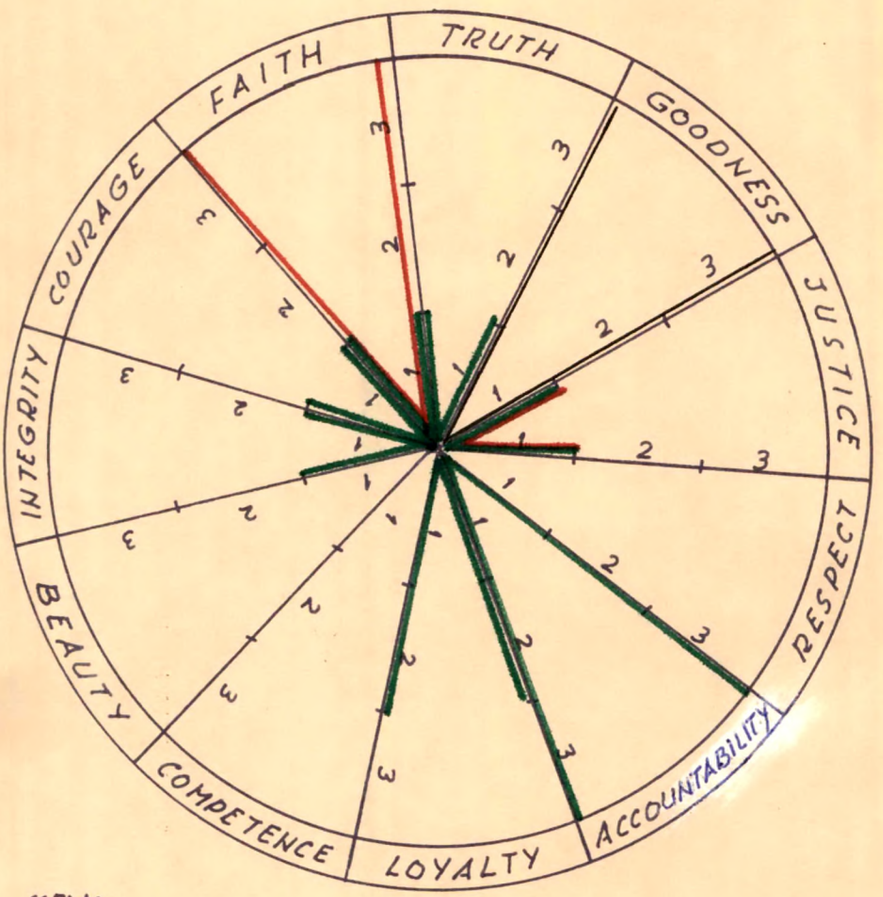


FIG. 4.25

INSTITUTION CODE NO. "O"

VALUE PROFILE OF PRINCIPAL



KEY:

PRINCIPAL'S VALUES

PRINCIPAL'S VALUES - MANIFESTED IN SITUATIONS

PUPIL'S ASSESSMENT OF PRINCIPAL'S VALUES

1 = REPRESENTS 60% (FOR PUPILS' ASSESSMENT)	SCORE 3 (FOR SITUATIONAL VALUES)	SCORE 8 (FOR PRINCIPAL'S VALUES)
2 = " 70% "	SCORE 4 "	SCORE 9 "
3 = " 80% "	SCORE 5 "	SCORE 10 "

NOTE:—

SCORES OBTAINED BELOW THE ABOVE MENTIONED SCORES IN THE THREE QUESTIONAIRES ON VALUES ARE NOT MARKED ON THIS PROFILE

However, they do not emerge as strongly as those of some other principals. The reason is probably because, while the principal is sure which values form his core system. They must be still value - indicators, not actual values and hence are not manifested consistently in his pattern of behaviour, and consequently not observed by those coming into contact with him.

D. Principal's administrative Performance as predicator of Institutional Effectiveness :

The principal stated in the interview that he was directly responsible for both the primary and secondary section of the school. Since the enrolment numbered to more than a thousand pupils, the principal was aided in his supervisory tasks by a Supervisor appointed for the secondary section. The supervisor admitted that her duties were not clearly defined. It was also observed that while the principal was never imposing or autocratic, he did most of the work himself, rather than delegate authority.

While most of the co-curricular and extra-curricular activities of the school are directly initiated and controlled by the principal the co-operation from the teachers is good.

Observation of classroom teaching revealed that a number of teachers planned their lessons well. The principal stated that he did not feel the need to supervise their work directly, but it did seem clear that while rapport existed between the staff and the principal, there was a minimum of instructional leadership provided. Progress in the school consisted in

meeting specific problems successfully rather than attempting planned innovations relevant to the needs of the pupils and the community.

In order to achieve the purposes of the institution, the principal was very selective in the recruiting of new members and once they were recruited, took care to train them in the ways of the institution. The criteria for selection of the new teachers was:

(a) adequate qualification,

(b) class control,

(c) good adjustment with the rest of the staff members.

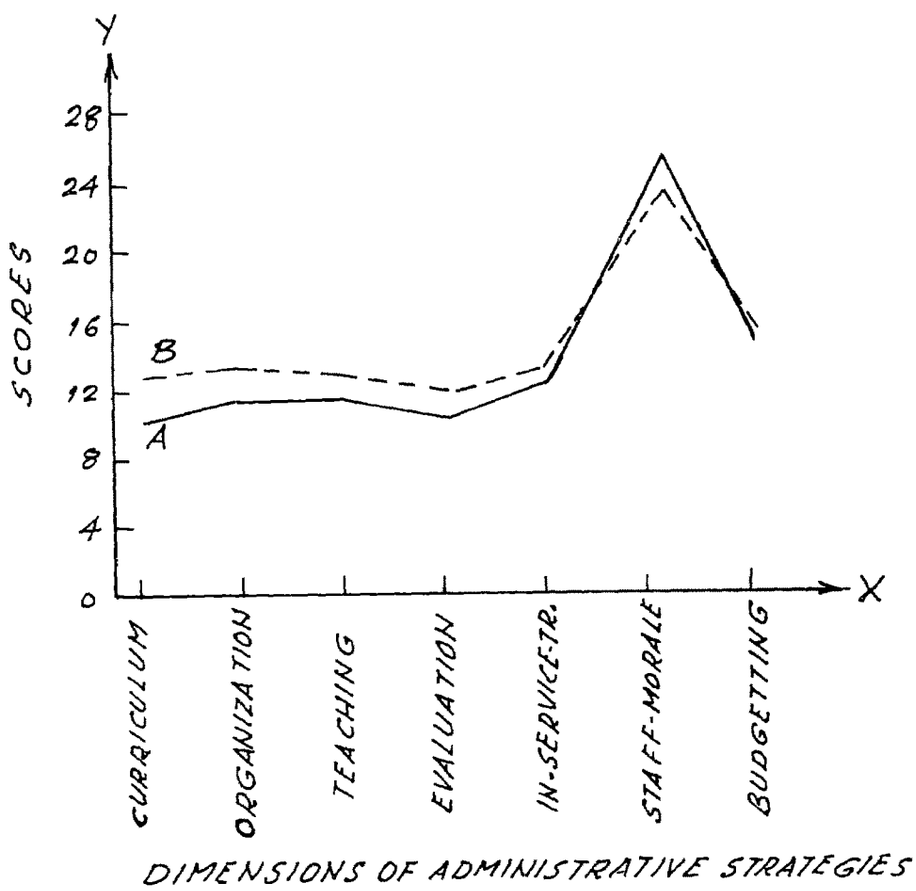
This has been found to be the criteria of "effective" principals of other institution as well.

There were a number of indications that the principal's first priority were his staff. He took care to organize social activities for the staff as well. Staff meetings were held regularly. The investigator's attendance at one such meeting indicated that there was a good rapport and at the same time, the principal's leadership in orienting the staff to the activity on hand was also seen. There was an evaluation done after the completion of every activity, but it was not too methodically done. The principal was observed to be positive in her feed-back at staff-meetings.

The pupils too expressed their opinion on the functioning of their teachers. The pupils agreed that their teachers were kind, but felt some of them did not teach effectively because they did not read enough on their subject-matter. Their teaching was confined to the text prescribed. Some complained that the

GRAPH - 48

INSTITUTION CODE No. "O"
PRINCIPAL'S ASSESSMENT ON ADMINISTRATIVE STRATEGIES



A —— SCORE OBTAINED BY INSTITUTION "O"

B --- MEAN SCORE OF 25 INSTITUTIONS

teachers were not consistent in their commands nor impartial in their treatment of the pupils - perhaps a reflection in the inconsistency of the principal's manifestation of values. The school too is committed to catering to pupils of the lower income group. It may happen that these already disadvantaged pupils are further neglected by some teachers who have not familiarized themselves with the objectives of the Institution.

The principal was asked to evaluate his role performance on a competency tool devised for the purpose. The evaluation was done on seven "critical" areas. viz. curriculum, organization, teaching, evaluation, in-service training, staff-morale, and budgetting. The evaluation indicates that the principal does not feel the institution is performing too well in these areas except for staff morale. The appraisal is realistic when compared with other schools studied, except for the budgetting. Institution "O" is seen to use its monetary resources wisely and has to some extent tapped the parent body but has not yet availed itself of the community resources. Though there is no formal parent-teacher association, the principal does seek the co-operation of helpful parents for the many functions of the school.

Table No.4.20 showing Principal's self-assessed scores on Administrative Strategies compared to the score of Other Institutions.

Sr. No.	INSTITUTION "O" ADMINISTRATIVE ITEMS	X SCORES	$\bar{X}$ SCORES OF 25 INSTITUTION	DIFFERENCE BETWEEN THE X & $\bar{X}$
1.	Curriculum	10	12.1	-2.1
2.	Organization	11	13.1	-2.1
3.	Teaching	11	12.2	-1.2
4.	Evaluation	10	11.1	-1.1
5.	In-Service Training	12	12.7	- .7
6.	Staff-Morale	25	23.8	+1.2
7.	Budgetting	14	14.4	- .4

E. Organizational Climate as Predicator of Institutional Effectiveness :

In order to find out the climate prevalent in this institution a random sample of ten staff members was taken and administered the organizational climate description questionnaire. This tool evaluates group reaction to principal and the principal leadership behaviour from the view point of the staff.

The climate is visualized as being made up of eight dimensions and the sub-tests on each dimension will indicate the similarity score. The resulting climate that emerges has been described in detail by A.W. Halpin in the vignette for six prototypes ranging from the "open" to the "closed" climate.

The scores of this institution compared with the "open" climate prototype scores show an average attainment in all the dimensions. The scores on 'intimacy' are nearest to the

prototype of the "open" type of climate and 'consideration' too has been scored closer to the ideal. However, the scores on "esprit" are low and this is surprising since the principal has been observed to give first preference to the staff and incidentally the scores on "consideration" are not more than those obtained by a majority of the institutions. The climate emerges as being "familiar" with the next dominant dimension being paternal.

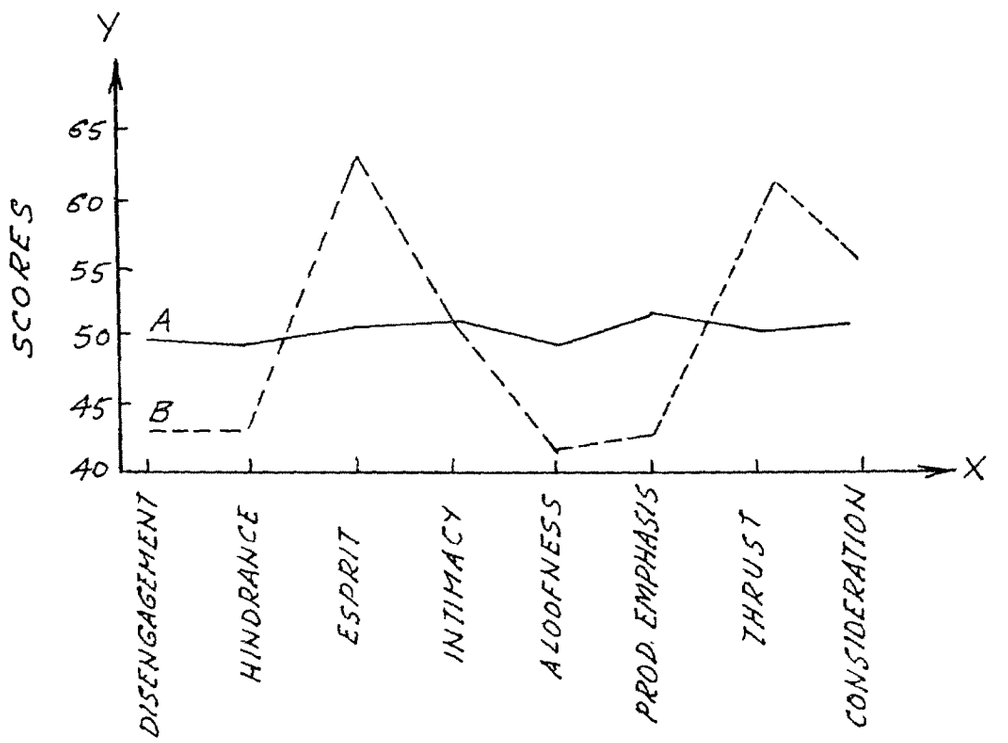
The "familiar" type of climate is characterized by high social needs satisfaction. Relationships are satisfying in themselves and not nurtured as a necessary condition to help attain institutional objectives. Therefore the entire staff is not observed to be really united for common purposes nor really concerned with the pupils they are teaching. The vignette too for this type of climate states that no-body works to his full capacity.

The paternal dimension emerges as the next dominant dimension because perhaps of the principal controlling all decisions in an obvious manner and doing most of the work himself. At the staff meeting it was observe that the principal effectively controlled the decisions that were finally taken but did not dominate the meeting. He also was effective in handling the 'laggards' among the staff. He listened to the staff members and at times changed his opinion after hearing them speak.

Generally speaking it seemed that since the school had gone through a critical period, the principal felt his first priority was to win over the staff and mould them into a

GRAPH - 49

INSTITUTION CODE No "O"
ORGANIZATIONAL CLIMATE PROFILE



A —— SCORES OF INSTITUTION "O"
B ---"OPEN" CLIMATE PROTOTYPE SCORES

co-operating force. The pupils had still to get the attention of the principal.

However, the atmosphere in the school, while not positively challenging the pupils to do their best, was friendly, non-threatening and to some extent nurturing for those pupils who were ambitious for achievement. The academic motivation of the pupils was measured through a random sample of one class.

F. Pupils Academic Motivation Level as Predicator of Institutional Effectiveness :

The Junior Index of Motivation Scale by Frymier (JIM) was administered to a class of senior pupils. This tool measures a number of factors in the pupils viz. it measures academic motivation, value for education, feeling for other people, concern for material things, the possession of a sense of personal determination.

The scores obtained by each pupil were arranged from the highest to the lowest. Pupils obtaining a score of +120 and above were put into the category of the highly motivated, those put into +119 and +100 were possessed of average motivation and those who got +99 and below were considered to be poorly motivated.

Table No.4.21 gives the scores of the pupils and the percentage falling in each category.

N=42

INSTITUTION "O"	HIGHLY MOTIVATED +120 & Above	AVERAGE MOTIVATION +119 - +100	LOW MOTIVATION +99 & below	RANK
Percentage	95	21.5	69.0	13th

Considering that these pupils come from the middle class and lower middle class the academic motivation score of these pupils is better when compared with the other institutions. According to its score this institution is placed 13th among the twenty-five institutions. The industrial scores obtained by the pupils ranged from +142 to +47. Some of the responses of the pupils to the questionnaire indicated that while the principal had not yet provided an effective leadership to cater to the differing needs of the pupils, he had succeeded to some extent in nurturing an atmosphere of care and love for the pupils.

G. Conclusion :

The over-all profile depicts the emergent value and the degree to which it is manifested in its coreness. Juxtaposed against this are the results of the various tools which indicate to what extent the institution has been effective in the chosen areas.

A study of this reveals or rather points out to what extent the values of the principal has aided his leadership skills and knowledge to be institutionally effective.

In this case, there is a coreness of value but it does not emerge too strongly. Goodness is an outgoing value and is most conducive to establishing rapport with one's co-workers. The Principal leadership behaviour indicates both, the positive and the negative dimension and the difference between the two places the principal as 5th among the 25 Institutions studied. These results are more positive; the results of the administrative strategies indicates that the principal is on the whole

dissatisfied. There is need to re-evaluate which are the critical areas for institutional progress and give these first priority and to clarify one's values so that one comes across as being consistent in one's actions. A lot of time and energy is spent in clearing misunderstandings when gaps exist in communication. The best way to communicate effectively is to be authentic and in order to do that one must be sure of one's values.

This is an institution where the principal has leadership qualities but need to a clarify and then be committed more deeply to his values.

INSTITUTION CODE NO. "O"

PROFILE OF INSTITUTIONAL EFFECTIVENESS

ATE er					PRINCIPAL LEADER-SHIP BEHAVIOUR				PUPILS' ACADEMIC MOTIVATION				ADMINISTRATIVE STRATEGIES							
Aloofness	Production Emphasis	Thrust	Consideration	Climate Type	Aloofness	Production Emphasis	Thrust	Consideration	Highly Motivated	Average Motivated	Low Motivated	Underachi		Curriculum	Organization	Teaching	Evaluation	Inservice Training	Staff Morale	Budgetting
-	-	+	+		-	-	+	+	Percentage											
49.5	50.2	50.0	50.1	PATERNAL/ FAMILIAR	16	18	27	15	-9.5	-21.5	69.0	13.4	R	12.1	13.1	12.2	11.1	12.7	23.8	14.4
													X	10	11.0	11.0	10.0	12.0	25.0	14.0
						32	+42	= +10						-2.1	-2.1	-1.2	-1.1	-0.7	-1.2	-0.4

INSTITUTION "O"

No. 4-27 OVER-ALL PROFILE OF INSTITUTIONAL EFFECTIVENESS

	GROUP	EMERGENT VALUE	PUPILS' MOTIVATION	CLIMATE	PRINCIPAL BEHAVIOUR	ADMINISTRATIVE STRATEGIES
1	I				+ and - 42 - 32=+10 ----->5th	
8	II	GOODNESS	+120, +100, +99 9.5, 21.5, 6.9 ----->18th	FAMILIAR		
16	III	TRUTH		PATERNAL		C - O - T - E - In.S-S.M. - B -2.1, -2.1, -1.2, -1.1, -.7 , +1.2, -.4 ----->21st
25						

C = Curriculum
O = Organization
T = Teaching
E = Evaluation

In.S. = In-Service Training
S.M. = Staff-Morale
B = Budgetting

4.9 INSTITUTION CODE NO. "C"

A. Introduction :

This Institution which is a branch of a complex of missions was founded by a Hindu seer who believed that all life is sacred and creation is one family. He wished to educate his countrymen to respect all religions. Hence his aim was to humanize society through education. As he has stated: "The aim of education is to enable man to know himself as a member of humanity." He stressed the value of taking all that is good in every religion and not localizing the veneration of heroes.

The institution caters to girls and has an enrollment of about 2000 pupils. It has maintained its tradition of giving importance to character building, instilling a taste for spiritual things and building up physical fitness. An important characteristic of this school is that the entire school including the staff are gathered in the middle of the day for 40 minutes and each class in turn conducts bhajans- then the Manager gives the pupils a talk which the pupils are expected to note down. The policy of the school is to test the pupils on the knowledge imparted during these periods. Guest speakers too are invited occasionally. The institution uses concrete measures to achieve its idealogy.

B. Over-all Objectives of the Institution :

The Management had clearly spelt out its over-all objectives. These were as follows:

(1) to spread the message of brotherhood, unity and harmony.

(2) to promote cultural and spiritual development by starting educational institutions and centers for training in concentration, character building and social service.

(3) to serve the poor and the sick irrespective of colour, caste and creed.

(4) emphasis was laid on Indian culture and ideals. It also endeavoured to create an atmosphere which would enable its students to grow in the love of God and man and attain the essential unity of all life.

The institution tried to attain these objectives through the setting aside of this special period and also having posters, wall placed with relevant quotations etc.

Another way the institution tries to achieve this objective is through its selection criteria. All school officers and prize winners in any field must be credited with good behaviour before they can claim any prize.

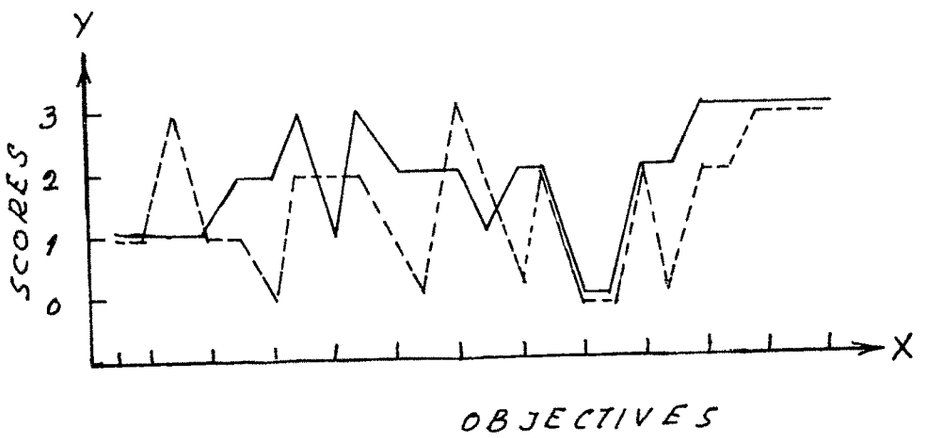
The second objective of the institution is to train pupils in social service. This is taken very seriously - the senior pupils are expected to participate in the feeding programme for the poor. It is interesting to observe that as the institution is making its attempt to instil its professed values, societal values clash with the former.

The principal was interviewed on the objectives he personally held for the institution. He stated that he aimed at forming pupils to be honest and self-dependant. The values

GRAPH-50

INSTITUTION CODE No. "C"

INSTITUTION PRINCIPAL'S PERCEPTIONS OF INSTITUTIONAL OBJECTIVES AS "PERCEIVED" AND "PREFERRED" BY HIM FOR HIS INSTITUTION



—— OBJECTIVES AS PERCEIVED BY THE PRINCIPAL

- - - OBJECTIVES AS PREFERRED BY THE PRINCIPAL

he stressed with the pupils was prayer, faith and trust in God and service of fellowmen. Responding to the given set of objectives, on the questionnaire the responses seemed to indicate that while the over-all objective was very clear in the mind of the principal, the operational objectives had not been spelt out. An evaluation of the fulfilment was not done. Regarding the support goals, those that are concerned with formation receive greater attention. The scores obtained by each category of goals is given below:

Table No.4.22 Achievement of various categories of goals as perceived by the principal.

INSTITUTION "C" GOALS	OUTPUT	SUPPORT	ELITIST	SERVICE
Maximum Obtainable Scores	18	18	18	18
X Score	6	12	10	11
Percentage	33.3	66.6	55.5	61.1

The results show that support and service goals are believed to receive a greater attention than output goals. Observation indicates that while the scores on service goals are realistic, the scores on support goals particularly these that seek genuine co-operation with the staff are not really taken care of.

C. The Value Profile of the Principal :

This has been drawn from the scores obtained through the self-assessment of the principal, through values emerging as

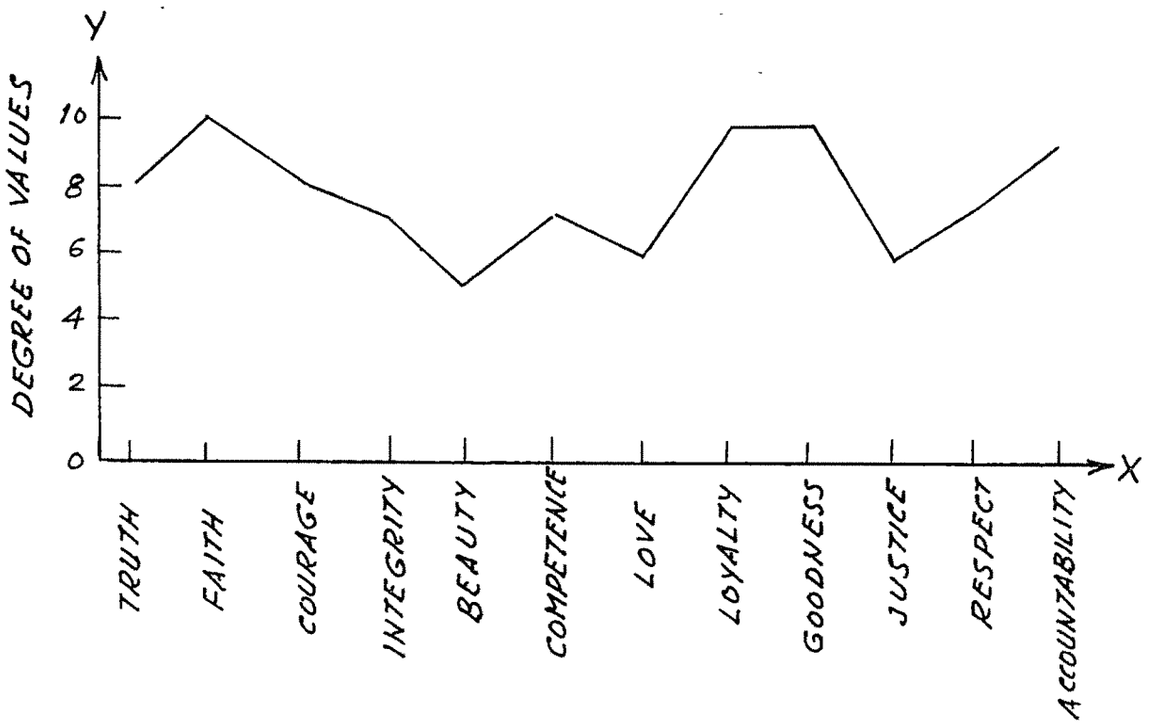
the principal made his choice in imaginary school situations and the pupils' opinion on the values of the principal. The principal's self assessment indicates that the principal has a clear idea on which values he perceives as forming his core value system (see Graph 51). It remains to be seen whether these values will emerge as his core values. The values the principal considers to be important are Faith, Goodness and Accountability. The situational value that emerges as most dominant is justice (Graph No.52). The pupils' assessment indicated the important values to be Truth, Goodness and Faith (Graph No.53,54). Since the results of all the three tools did not synchronize, a clear coreness did not emerge.

The over-all value profile Figure 4.30 shows a lack of coreness in the value system. The pupils attribute the qualities of Faith, Truth and Goodness to the principal. Though the principal claims an undisputed possession of values - these do not emerge as a core through the measured procedures of the tools used in this study.

The fact that the principal's behaviour is value - oriented is indicated by the fact that though the principal's perception of his values and pupils' perception of principal's values was not congruent, there was a consensus of opinion on the degree to which the pupils felt the principal possessed these values (see graph No.53,54). Though the principal is very strong on her ideology, she has been observed to come across to the staff as being inauthentic. His leadership behaviour scores are - 4 and he ranks last among the principals of the twenty-five sampled schools.

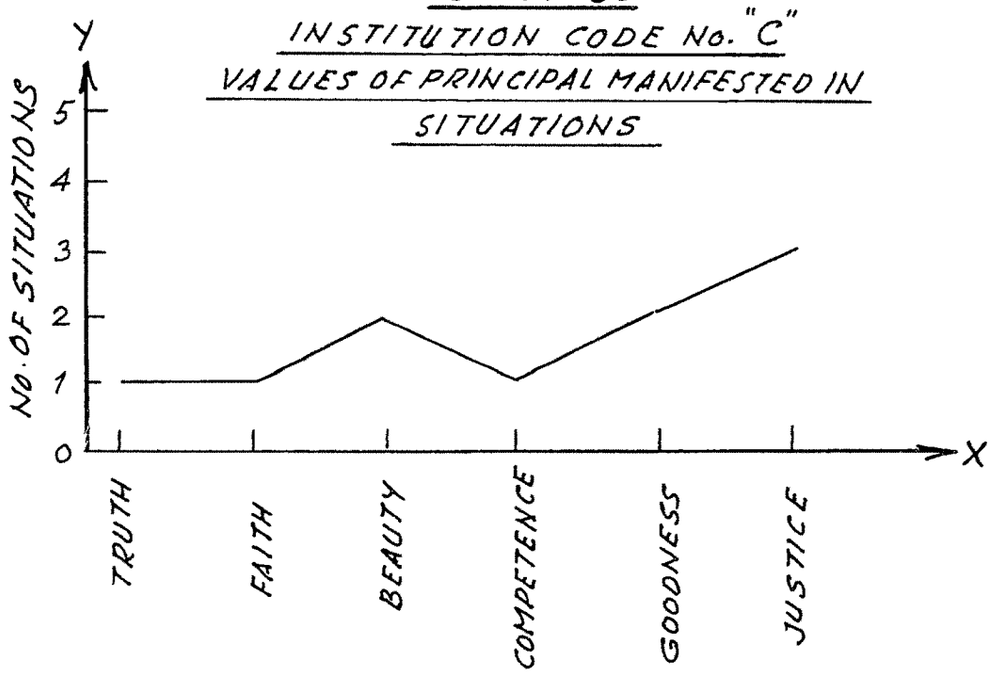
GRAPH-51

INSTITUTION CODE No. "C"
VALUES OF PRINCIPAL



GRAPH-52

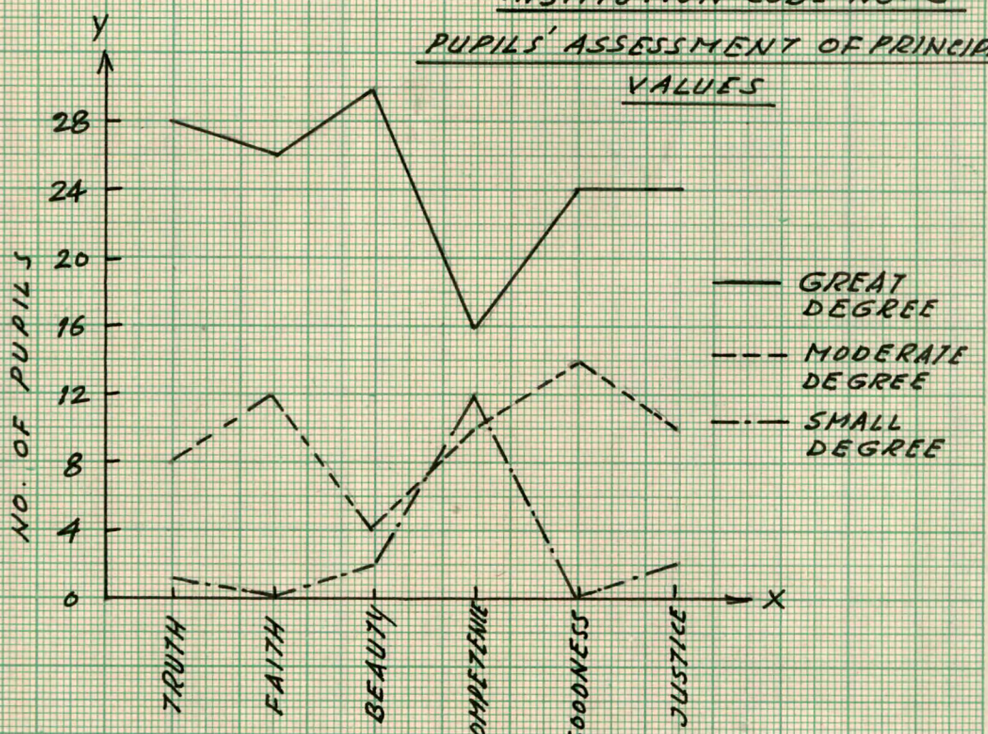
INSTITUTION CODE No. "C"
VALUES OF PRINCIPAL MANIFESTED IN SITUATIONS



GRAPH-53

INSTITUTION CODE NO. "C"

PUPILS' ASSESSMENT OF PRINCIPAL'S VALUES



GRAPH-54

INSTITUTION CODE NO. "C"

PUPILS' SPONTANEOUS RESPONSE ON PRINCIPAL'S VALUES

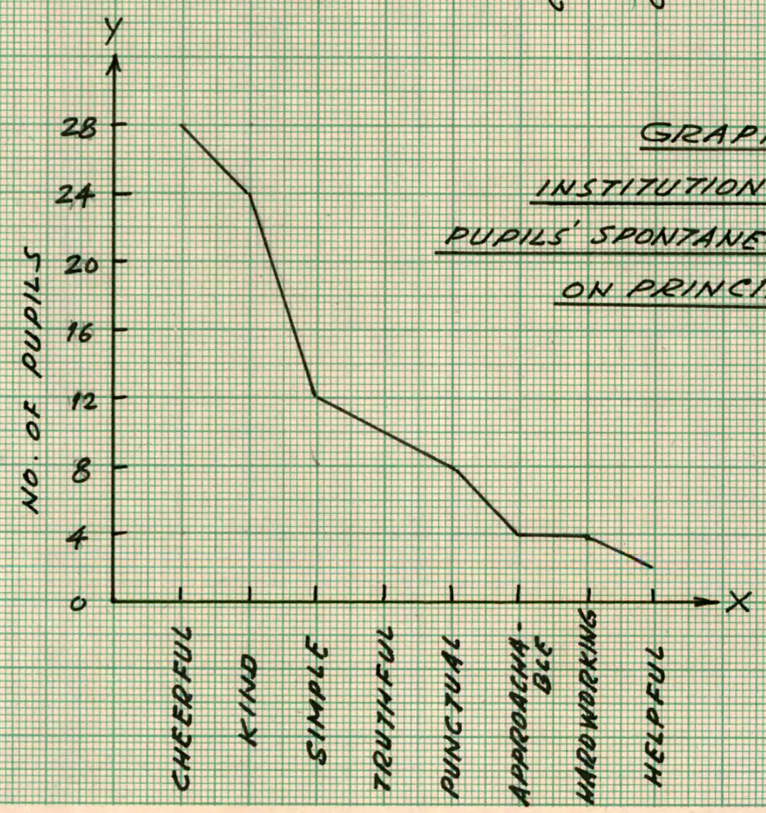
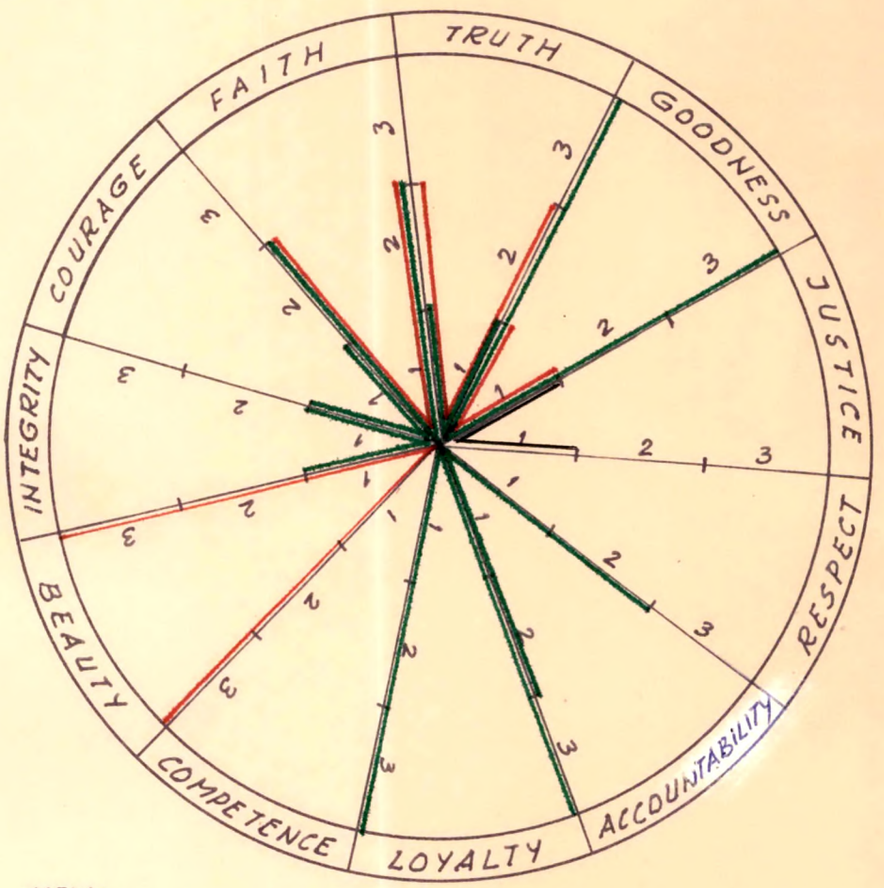


FIG. 4.28

INSTITUTION CODE NO. "C"

VALUE PROFILE OF PRINCIPAL



KEY:

PRINCIPAL'S VALUES

PRINCIPAL'S VALUES - MANIFESTED IN SITUATIONS

PUPIL'S ASSESSMENT OF PRINCIPAL'S VALUES

1 = REPRESENTS 60% (FOR PUPILS' ASSESSMENT)	SCORE 3 (FOR SITUATIONAL VALUES)	SCORE 8 (FOR PRINCIPAL'S VALUES)
2 = " 70% "	SCORE 4 "	SCORE 9 "
3 = " 80% "	SCORE 5 "	SCORE 10 "

NOTE:-

SCORES OBTAINED BELOW THE ABOVE MENTIONED SCORES IN THE THREE QUESTIONAIRES ON VALUES ARE NOT MARKED ON THIS PROFILE

Observation and the results of the interview also indicated that while the principal was clear on her priorities and interpreted them in the context of present needs of the institution, the Manager did not seem to have shared the principal's vision in this respect - in other words while the ideologies are the same for both, their interpretation differs and the conflict within the principal was sensed. However, loyalty to the Manager, motivates the principal to give in. The results are seen through the data collected on the effectiveness of the institution.

D. Administrative Strategies as Predicator of Institutional Effectiveness :

Since the school has a shift system, the principal though directly responsible for the primary and secondary section, has two supervisors to aid him. All of them however, are not present at the beginning of the 1st shift and the closing of the 2nd shift. Instead, the Manager is there to enforce regularity. This necessitates the holding of the Assembly in the middle of the day. Observation revealed wastage of time of the period preceding the assembly and the period following the assembly - for the assembly period varied and the pupils needed time to assemble in the hall.

During the week spent for data collection, pupils were seen frequently outside their class. On questioning them it was discovered that they were sent for often by the Manager for disciplinary matters or for assignments.

There was rapport between the Manager and the Principal, but the supervisor seemed more of a scapegoat than a liason between the principal and the staff. The principal also appeared to want to control the staff directly. The recruitment of the staff was done after a cursory assessment. Since the institution in its policy went all out to fulfill its objectives, it would be reasonably presumed that it would take care to recruit personnel with similar idealogies. But it appears that the Management considers itself directly and solely responsible for transmitting its Founders' values to its clientele.

Observation of the principal in dealing with the staff indicated a bureaucratic approach rather than a democratic approach. The paper work of the staff was strictly supervised and time schedule for different tasks was observed. The checking on the teachers was done through checking on the Pupils' work. It could be said that the staff was granted a certain amount of authority but very little autonomy in their profession.

The task of teaching seems to be allied of instilling the doctrine the institution had committed itself to; and perhaps on some occasions placed as secondary. The school does focus on the pupils who perform poorly. The parents are sent for and an attempt made to improve the performance of these children. Staff meetings are held whenever the principal feels the need for one. The agenda is known to the staff in a vague, general sort of way. The staff may also be called upon to

render gratuitous service to the Management's humanitarian works and they are expected to comply. Tuitions are discouraged in the school. Class X is provided with extra classes and the management pays the teacher for taking these.

The management deliberately keeps itself free of being obliged financially through donations by parents and since it is unaided, the staff too come under a closer control. The principal stated that he was not keen on a P.T.A. since he was afraid the parent body would use it as a platform to dictate to the management. The management's value was to keep its autonomy so that it could pursue its policy without outside pressures.

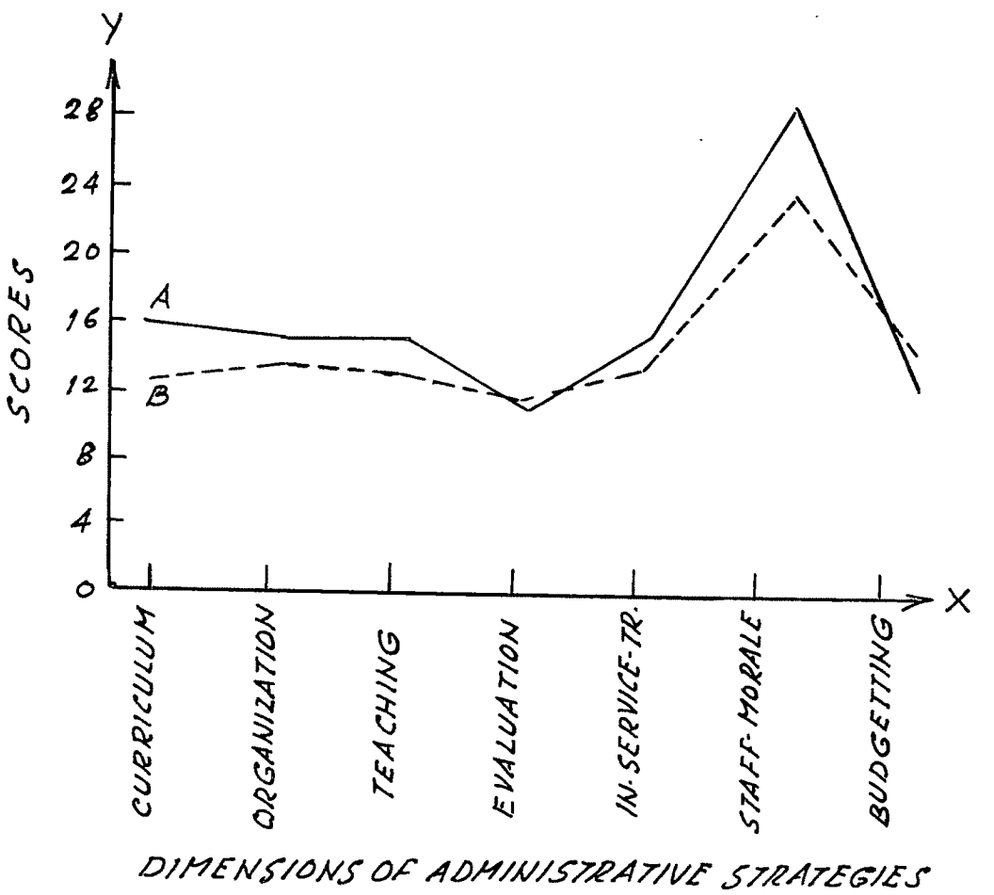
The principal was asked to evaluate his administrative performance on a competency tool. The results were shown in seven critical areas viz. curriculum, organization, teaching, evaluation, in-service-training, staff morale and budgetting. The results indicate that the principal has a high positive self-image of administrative performance. He considers himself performing poorly in the area of evaluation and budgetting. The data collected indicated that evaluation of nothing except examinations results was done.

Table No.4.23 showing Principal's self-assessment on Administrative Strategies against the Mean of 25 sampled Institutions.

Administrative Items	Raw Score X	Mean Score $\bar{X}$	Deviation form $\bar{X}$
1. Curriculum	16	12.1	+3.9
2. Organisation	15	13.1	+1.9
3. Teaching	15	12.2	+2.8
4. Evaluation	11	11.1	- .1
5. In-Service Training	15	12.7	+2.3
6. Staff-Morale	28	23.8	+4.2
7. Budgetting	12	14.4	-2.4

GRAPH-55

INSTITUTION CODE No. "C"
PRINCIPAL'S ASSESSMENT ON
ADMINISTRATIVE STRATEGIES



A —— SCORE OBTAINED BY INSTITUTION "C"

B ---MEAN SCORE OF 25 INSTITUTIONS

E. Organizational Climate as Predicator of Institutional Effectiveness :

This tool was administered to a group of ten teachers choosen by random sampling. The sample was taken from both morning and afternoon shift and from the Secondary Section where those teachers were more in contact with the Principal.

The final scores on the eight dimensions show relatively higher scores on Disengagement, Hindrance, Intimacy, Aloofness and Production emphasis.

The scores on disengagement and intimacy are both high probably because while there is general disunity and tale-carrying among the staff there are a few of them more friendly with the H.M. than other. And the sample chosen is random.

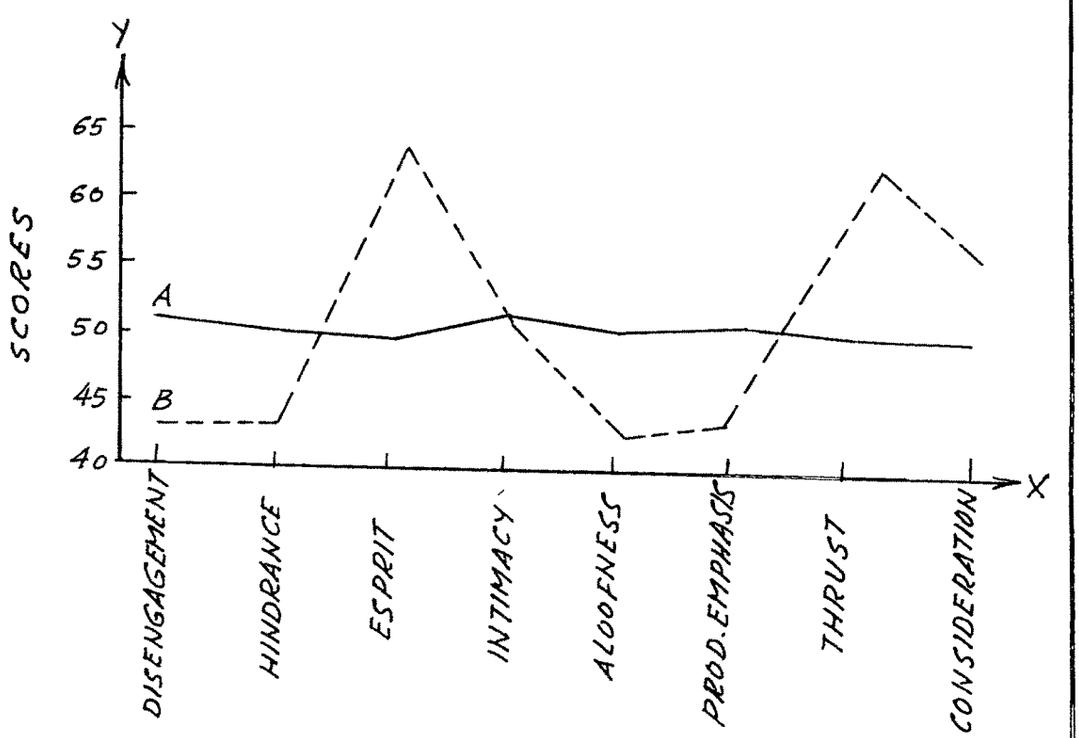
The final scores show that the 2 dimensions most emergent are Paternal and Closed.

The climate primarily emerges as paternal because the staff actually find themselves under two Masters and the Principal which closely allied to the ideals of his Institute still feels at odds when it comes to actual administration in certain which respects, teachers grant him a sense of dedication they find him too much under the thumb of the Management and therefore do not look up to her or their leader..

The closed dimension also stands out because the staff are not allowed really to participate in the decision-making process of the Institution. Procedures are rigid and never deviated from the traditional path. Turn over is fairly high. The staff do not view the Principal as genuine. He is not really low on consideration as he claims - but the staff's

GRAPH-56

INSTITUTION CODE No. "C"
ORGANIZATIONAL CLIMATE PROFILE



EIGHT DIMENSIONS OF CLIMATE

A —— SCORES OF INSTITUTION "C"
B --- "OPEN" CLIMATE PROTOTYPE SCORES

observed attitude when in his presence seems to indicate that the consideration - is of the type that Halpin describes in his critique on the OCDQ.

"We believe that certain kinds of behaviour that appear as consideration emerge from psychological weakness - conversely other kinds of consideration seem to emerge from strength. In the 1st case the individual is so hungry for affection and approbation that he is considerate, in the latter case the individual is considerate to others not because of his own poverty of love, but because of the freedom with which he can give love.

Since the institution is owned by a private management the over-ruling emotion is fear and behaviour is to a good degree inauthentic. The Management is definitely not harsh, but it has no two opinions as its ideology and operational objective and all personnel is expected to the time.

Incidentally, the scores on the principal leadership behaviour dimension shows higher scores on the negative dimensions. This implies that the staff are perceiving him as a negative factor rather than a positive one, and this inspite the principals commitment to the institution; the principal is unable to relate well with the staff and hence the values do not give him the expected returns.

F. Pupils' Academic Motivation level as Predicator of Institutional Effectiveness :

This tool was administered to a random sample of one division of the senior class. The purpose of administering the

Junior Index of Motivation was to find out the level of motivation of the pupils, their attitude towards learning and towards their school. The scores were calculated according to standardized procedure. The number of pupils falling into each category of highly motivated, average motivation and low motivation was noted. The scores obtained by the pupils ranged from +156 to + 62.

The scores are shown on Table No.4.24 - Pupils' Academic Motivation.

N=31

INSTITUTION "C"	HIGHLY MOTIVATED +120 and above	AVERAGE MOTIVATION +119 - +100	LOW MOTIVATION +99 and below	RANK
Percentage	3.0	21.3	75.7	17th

All the sampled schools were ranged from the highest to the lowest. This institution was placed 17th among the twenty-five sampled. Since the pupils came from the middle, rich and professional class, the results are compatible with their background. The institution too has laid a consistent emphasis on academic excellence.

In an interview with some of the pupils, they were questioned on the values of the school. They promptly replied "cleanliness" the school has been consistently winning an award as the cleanest school. They also appreciated the management's attempt to inculcate values in them and were on the whole satisfied with their school. Their only complaint was that they were not given sufficient activities, nor sufficient

interesting things to do e.g. the mass drill was considered a waste of time and if replaced by Girl Guides, Indian Dancing would be much appreciated.

G. Conclusion :

Generally speaking one may say that the institution was achieving its over-all purpose of instilling its ideology in the pupils. The procedures that were established were effective to some extent. For there was a waste of time and more significantly one wonders if it is wise to subordinate the task of academic learning to religious learning in an educational education. The latter is no doubt important and would cover a whole life time. The task of education too has its exigencies and in this case the educative process appeared to be neglected in the attempt to meet both demands.

The Management considers itself solely responsible for imparting its idealogy to the young - a very effective means to reinforce its effort viz. the co-operation of the staff was not sought.

The principal seemed aware of the dialectics existing between his particular vocation as a believer of a certain ideology and the demands of his role performance but had not successfully intergrated the two.

While there was no power struggle between the Manager and the Principal, the principal like in Institution "W" was hampered in his decision-making tasks by the active presence of the Manager.

There was a coreness in the values of the principal for some values were clearly seen to influence the motives of the principal, but most of the values were self-growth values rather than affiliating values - the principal was effective with the pupils but too directional with the staff and hence never secured their willing nor full co-operation. In this respect the principal did not seem to have clarified his values.

INSTITUTION CODE NO. "C"

PROFILE OF INSTITUTIONAL EFFECTIVENESS

		PRINCIPAL LEADERSHIP BEHAVIOUR				PUPILS' ACADEMIC MOTIVATION				ADMINISTRATIVE STRATEGIES							
	CLIMATE TYPE	Thrust	Consideration	Aloofness	Production Emphasis	Highly Motivated	Average Motivated	Low Motivated	PLACEMENT	Curriculum	Organization	Teaching	Evaluation	In-service Training	Staff-morale	Budgeting
		-	-	+	+	Percentage										
.7	PATERNAL	17	10	17	14	3.0	21.3	75.7	17th	X	12.1	13.1	12.2	11.1	12.7	23.8	14.4
		+27-31=+4								X	16	15	15	11	15	28	12
											+3.9	+1.9	+2.0	-.1	+2.3	+4.2	-2.4

CHART NO. 4.30

OVER-ALL PROFILE OF INSTITUTION CODE NO. "C"

	GROUP	EMERGENT VALUE	PUPILS' ACADEMIC MOTIVATION	PRINCIPAL'S LEADERSHIP BEHAVIOUR	CLIMATE	ADMINISTRATIVE STRATEGIES
1						C - O - T - E -In.S- S.M.- B +3.1,+1.9,+2.8,-.1,+2.5, +4.2,-2.4
	I					→6th
8						
	II	FAITH TRUTH			PATERNAL	
16						
		→17th				
	III		+120,+100,+99 3.0, 21.3,75.7	+ 27 - 31=-4	CLOSED	
				→25th		
25						

C	=	Curriculum	In.S.	=	In-Service Training
O	=	Organization	S.M.	=	Staff-Morale
T	=	Teaching	B	=	Budgetting
E	=	Evaluation			

4.10 INSTITUTION CODE NO."Z"

A. Introduction :

This Institution established in developing part of the town was the achievement of a welfare organization whose aims and objectives are:

1. To work for the spread of education, with a view to encourage the spirit of good citizenship and public work.
2. To diffuse useful knowledge - literary, scientific, fine arts and other kinds.
3. Generally, to help and promote the cause of education in general and public welfare in particular in Maharashtra.

Hence, the Institution is committed to education in a secular state. It is not committed to any particular community but rather the ethnic group belonging to a particular state. The Institution in which this research was done is one of the many institutions run by the Mandali. The school has an enrollment of about 500 pupils. The Primary section of the Institution is housed in a separate building, but the secondary section shares rooms with the B.Ed. Classes and the middle school of the Marathi section. The school is still in the process of growth and the classes have been raised to Standard IX.

The fact that 2 institutions are housed in the same building has many practical implications. Some classrooms are used on the basis of a shift system between Marathi and English section the result is the classroom climate suffers for neither section owns the room hence no attempt is made to create an appropriate learning

atmosphere. The Principal felt this keenly. The B.Ed. students too become a source of distraction to younger children who are easily diverted by the free movements of the former. Tolerating this state of affairs and allowing it to exist for some years are also pointers to the values of the management. The classrooms are overcrowded too. The Headmistress appears to some extent to be pressurised to take in admissions.

An interesting feature of this Institution is that it is administered by one who has really been responsible for it since its inception. The implication being that her values will have played a major role in shaping the Institution. Another characteristic feature is that the Sister Institution - the Marathi section - is a fullfledged secondary school while the English medium is being raised standard by standard - however, the Marathi section is implicated as feeling the other to be "elite" - while this was not observable - the tension existing between the two Institutions was sensed. There are definite areas of sensitivity where this tension is felt, e.g. on sharing and keeping premises clean - a clear conflict in values is observed. The management expects certain decisions to be joint decisions and the delay is often caused by the easy-going attitude of one Head. However, the silent, latent tensions between the 2 institutions does have some repercussions - both on staff and pupils and where values differ - the conflict is more painful, e.g. the peons take advantage of this to do as little as possible of their duties. The classes are left bare - because neither section is prepared to own the room to make it educatively satisfying. The Principal is expected to maintain good public relations as well as to deal efficiently with

the educational department. Managerial priorities surface here. The staff members teaching the B.Eds and the teachers of the Secondary school are not favoured with the same attention. The latter have no staff-room in the building but sit on the corridors outside their respective classrooms. The Management is prompt in responding to pressures for admission and upgrading the school by promptly providing the necessary minimal facilities to satisfy conditions for recognition. Personnel needs are met with "left-over" resources.

B. The Over-all Objectives of the Institution :

The Investigator seeking information on these was informed that the institution had not really worked on these. The Management has allowed the principal a free hand in planning the administration and so far the principal has taken decisions in terms of her personal priorities. These have been clearly defined for himself and are based on the personal value system and philosophy of education.

During the interview, the principal came across as being very conscious of the need for character formation of the pupils. He stated that he aimed at training the pupils to acquire the ability to choose between right and wrong and to build an intergral character. It is interesting to note a brief comparision in this respect between the Heads of Institution Z and Institution Code No.A. Both Heads are keen on character formation. The principal of Institution "A" appealed to his pupils through their religious myths, holy books, presented them with real, living character worthy of emulation. The principal of institution Code No. Z.

presented his pupils with abstract ideals. It was observed that the pupils of Institution "A" picked up more from their principal than did the pupils of Institution "Z".

The principal of Institution "Z" assessed the emphasis laid on the given set of objectives in terms of his "perception" and "preference".

Objectives of the Institution

The Headmistress was asked to evaluate the fulfilment of objectives of her Institution, in terms of perceived and preferred objectives (Graph No.57). The evaluation appears to be objective and realistic, and the priorities among the objectives too are apparent.

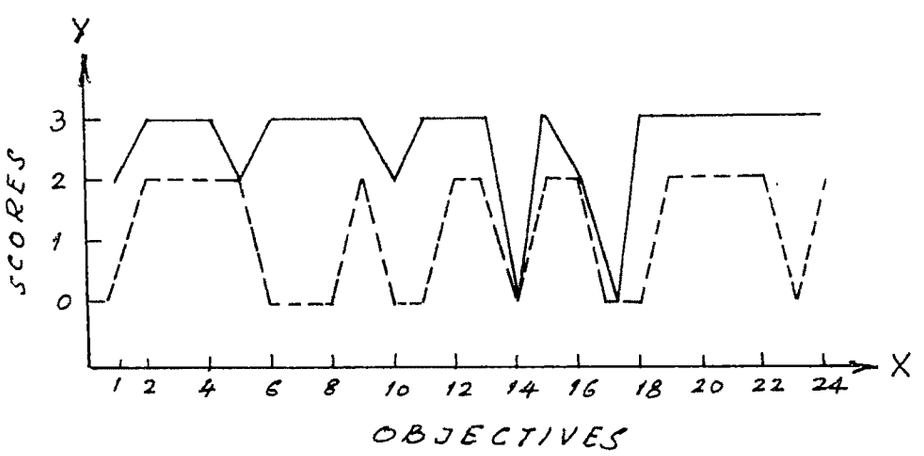
There is a clear tendency to strive for output goals and an urgent sense that there is still much to achieve. The same need to strive for support goals too is present. Regarding goals that could be termed "elitist" the expectations on some of these goals are high while others are ignored.

The weightage given to the four category of scores indicate that the output goals and support goals are equally taken care of. This evidence is supported by observation of the Institution.

GRAPH-57

INSTITUTION CODE No. "Z"

INSTITUTION PRINCIPAL'S PERCEPTIONS OF INSTITUTIONAL OBJECTIVES AS "PERCEIVED" AND "PREFERRED" BY HIM FOR HIS INSTITUTION



—— OBJECTIVES AS PERCEIVED BY THE PRINCIPAL

--- OBJECTIVES AS PREFERRED BY THE PRINCIPAL

Table No.4.25 showing Principal's perception or Institutional Objectives as "perceived" and "preferred" by him for his Institution.

INSTITUTION Z GOALS	OUTPUT	SUPPORT	ELITIST	SERVICE
Maximum Obtainable Scores	18	18	18	18
X Scores	10	11	8	9
Percentage	55.5	61.1	44.4	50

There is a dissatisfaction expressed in the achievement of service goals - some of these goals reflecting service show a wider discrepancy between perceived and preferred goals.

From the Headmistress' evaluation, the objectives that appear to have received less attention appear to be, fostering sentiments of nationalism, preparing students for responsible position in society, preparing them for useful jobs and providing sufficient number of activities. The principal stated that the questionnaire helped her focus better on her priorities.

C. The Value Profile of the Principal :

An insight into the personal value system of the principal was sought through two questionnaires. The first measured the values as they were felt to be owned by the principal while the second took count of the values that emerged in and through situations. The results of the self-assessment of the values of the principal are graphed on a frequency polygon.

The results show a balanced acquisition of values whilst among the values manifested in situations, goodness stands out as being dominant. However, Truth is claimed by the principal as being the dominant value. The pupils too opine the same value to be dominant in the principal.

The pupils have also mentioned honesty in their spontaneous response on the values of the principal. The graph No.58,59,60 and 61 shows a consensus of opinion on the values of Truth and competence. There is a division of opinion indicated on the other values; particularly Faith; this is interesting for the principal admitted not being inclined to religiosity though the livid by principles. Informal interviews with the staff indicated that inter-personal relationships in a small school faculty in which relationships are emotionally intensive can strengthen common values and thus significantly affect the behaviour of the various faculty members.

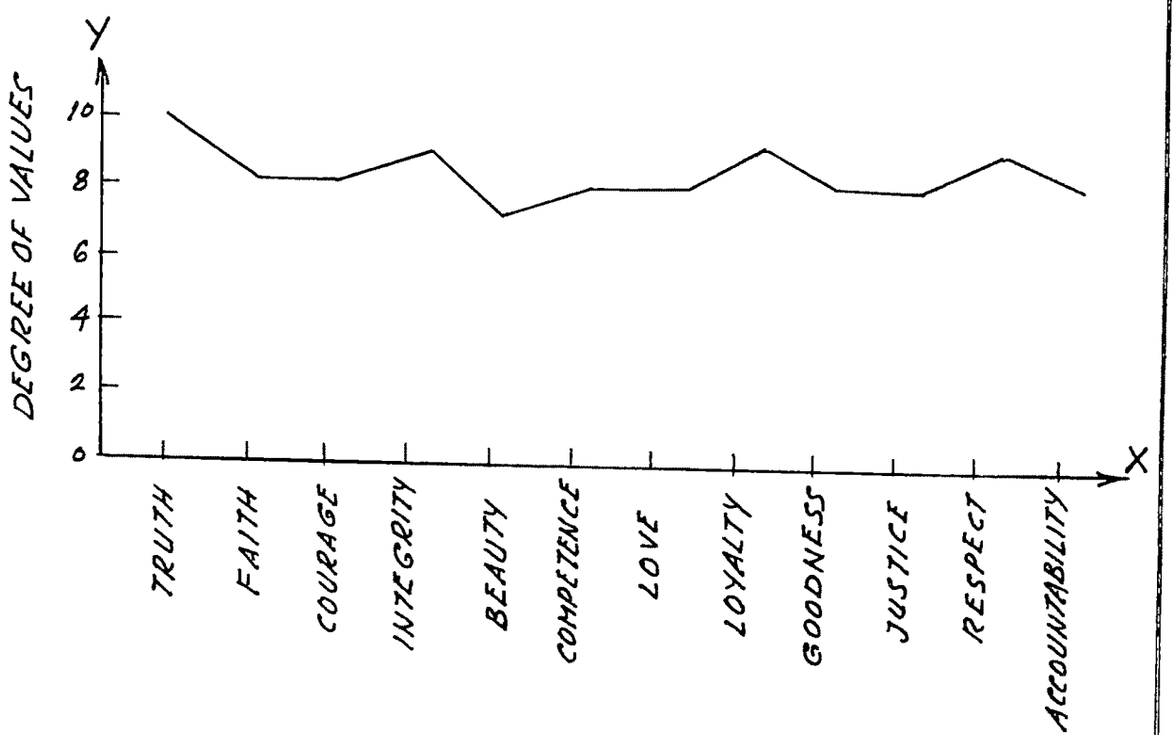
It was observed that cleanliness was an important value communicated to the pupils and they had been sensitized to it. The principal also cheerfully shared deprivations felt by the staff. It was noted that the staff cheerfully accepted a lack of comfortable working conditions since their principal too lacked the same.

In conclusion one may say that the values of the principal indicated a certain degree of coreness. The Institution is still in the process of growth and the personnel form a closely knit group and values are more sensitively communicated to each other.

GRAPH-58

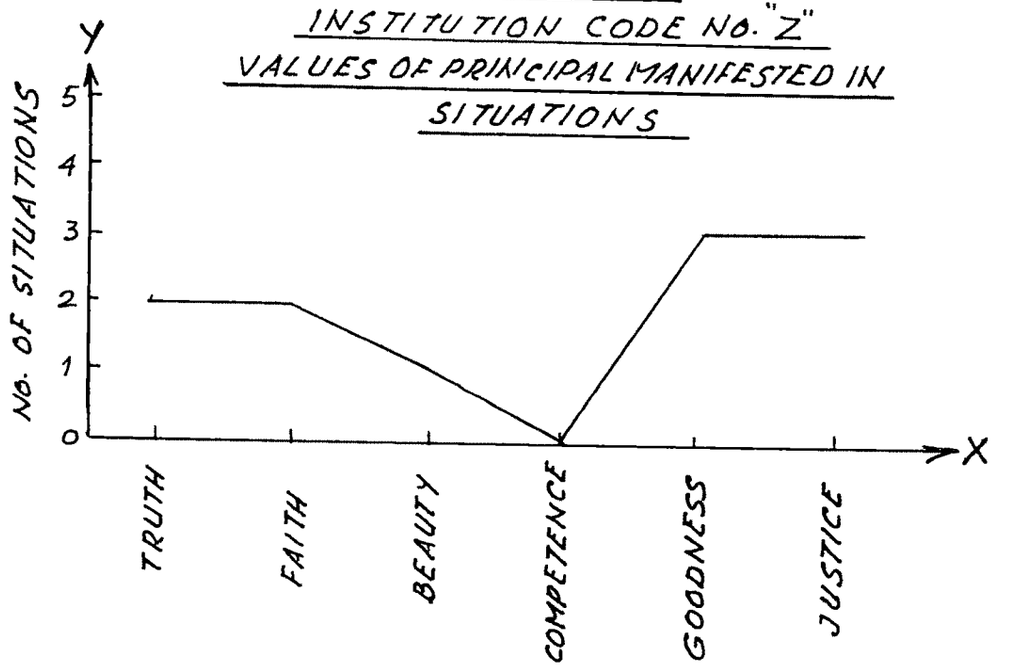
298

INSTITUTION CODE No. "Z"
VALUES OF PRINCIPAL



GRAPH-59

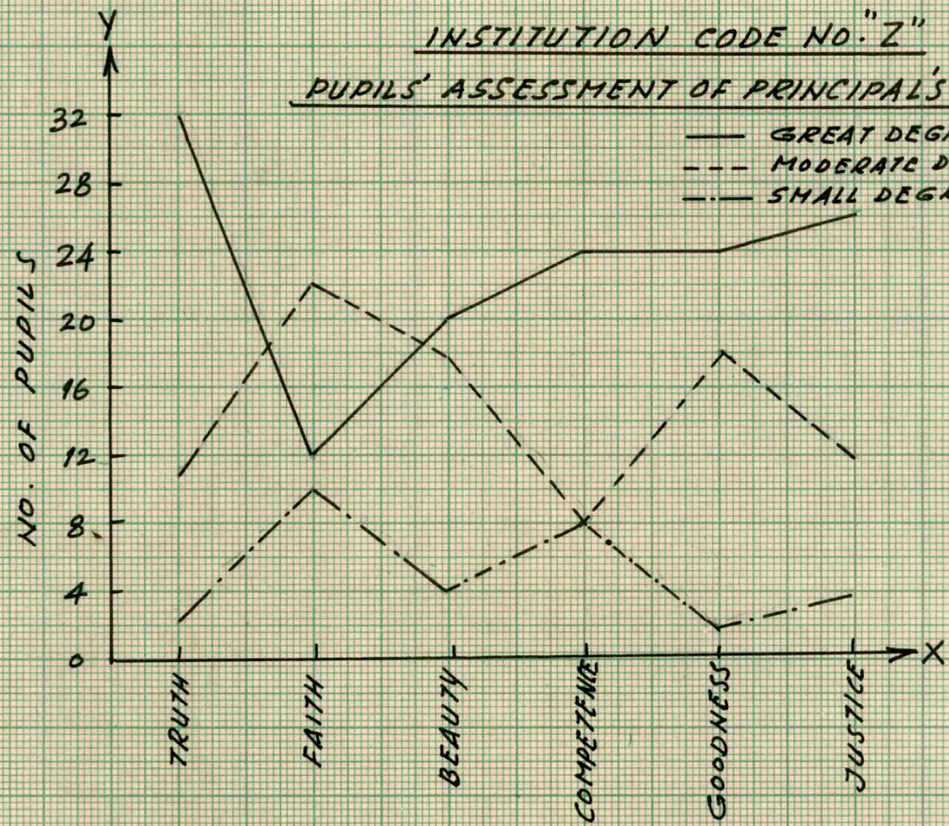
INSTITUTION CODE No. "Z"
VALUES OF PRINCIPAL MANIFESTED IN SITUATIONS



GRAPH - 60

INSTITUTION CODE NO. "Z"

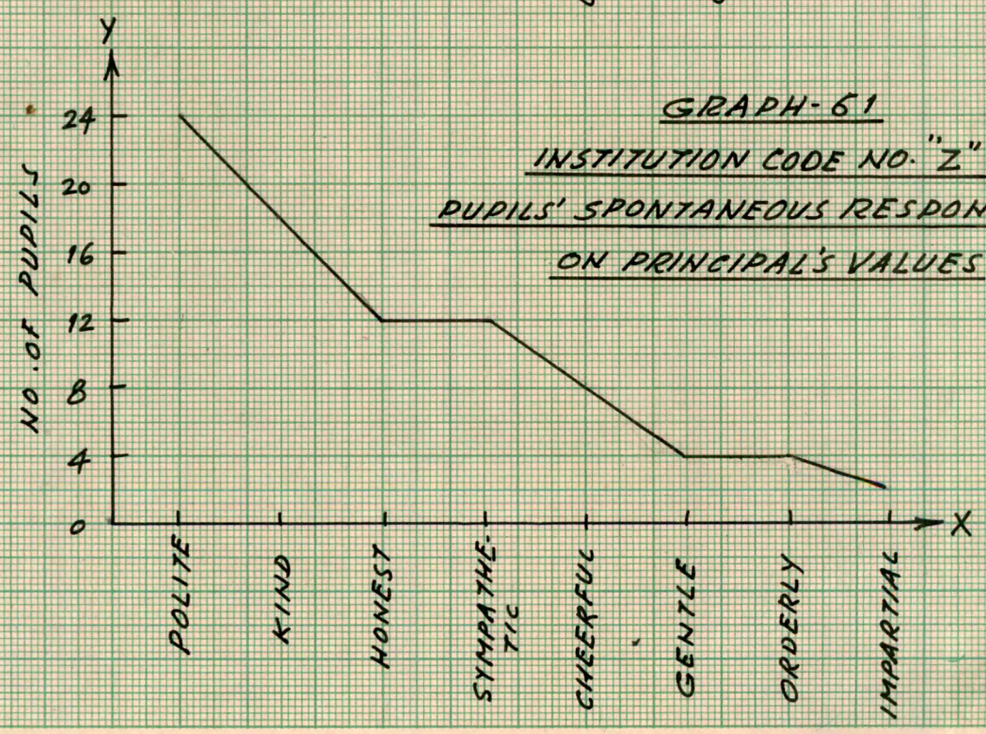
PUPILS' ASSESSMENT OF PRINCIPAL'S VALUES



GRAPH - 61

INSTITUTION CODE NO. "Z"

PUPILS' SPONTANEOUS RESPONSE ON PRINCIPAL'S VALUES

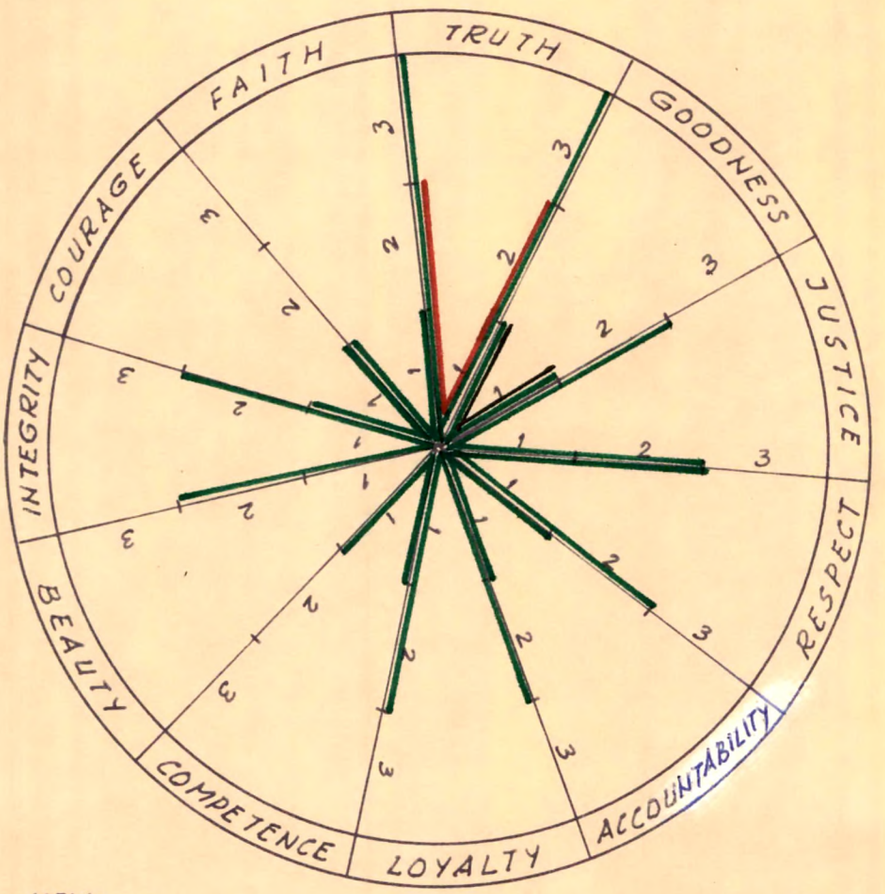


300

FIG. 4.31

INSTITUTION CODE No. "Z"

VALUE PROFILE OF PRINCIPAL



KEY:

PRINCIPAL'S VALUES

PRINCIPAL'S VALUES - MANIFESTED IN SITUATIONS

PUPIL'S ASSESSMENT OF PRINCIPAL'S VALUES

1 = REPRESENTS	60% (FOR PUPILS ASSESSMENT)	SCORE 3 (FOR SITUATIONAL VALUES)	SCORE 8 (FOR PRINCIPAL'S VALUES)
2 = "	70% "	SCORE 4 "	SCORE 9 "
3 = "	80% "	SCORE 5 "	SCORE 10 "

NOTE:-

SCORES OBTAINED BELOW THE ABOVE MENTIONED SCORES IN THE THREE QUESTIONAIRES ON VALUES ARE NOT MARKED ON THIS PROFILE

D. Administrative Strategies as Predicator of Institutional Effectiveness :

The administrative role performance of the principal was evaluated through his self assessment on seven "critical" areas of administration and through the observation of the school during the week of data collection.

Observation of the classrooms reveal that teachers use the traditional methods of traditional methods of teaching - hardly any usual aids are used. They also speak in a loud voice - they are kind to the pupils and do not use corporal punishment. However, the discipline of demanding work punctually from the pupils has still to be enforced. The supervision by the Principal was indirect. He also obtains information from the pupils. He stated that he took great care in choosing his teachers and hence did not feel the need to supervise them too closely. The exercise books of the pupils were sent for from time to time.

The principal also took care to arrange regular meetings between parents and teachers - observation of their mutual conversation reveals their interest in the pupils is mainly academic. The principal too admitted that the staff are not to quick to use the facilities provided for them even when it is done at their demand. On the whole, the administrative pattern reveals that the innovation are still at the level of meeting basic facilities and have not yet moved in the area of improving teaching methodology.

The staff stated that the principal came across as a person of integrity and they accepted her as leader. Since the principal

was person orientated, her communication with the staff was successful. However, the relationship tended towards the familiar rather than functional e.g. teachers were observed to eat their lunch during their free period instead of the recess - an example that could easily be imitated by the pupils, to the detriment of discipline. The staff too were divided into camps supportive of two Heads and each tried to keep her own to herself.

Staff meetings were held regularly every month on a fixed date. The agenda was made known to the staff. Communication appears to be across power and status boundary.

The Head-mistress stated that she had to strive hard to secure dedicated service from the staff - at present a few activities had been introduced into the school.

It was observed that the staff members met the Headmistress and freely discussed the pupils' problems.

The staff remarked that the discipline of the school needed to be improved. However, the reason is understandable, the pupils being cooped up for long periods with academics only - the teaching too is traditional - pupil participation is minimal except for guided responses. The Primary section was in the habit of dictating notes to "speed up" the learning.

The evaluation of the Headmistress on the Questionnaire on Administrative Strategies appears to be very realistic and objective in terms of the comparative weightage given to each item though the scores on organization are high and they don't appear to correlate with the verbal report - it would be worth

nothing that the role performance as an administrator is being evaluated on the background of the school being up-graded.

Table No.4.26 showing Scores obtained by the Principal on Administrative Strategies compared with the Mean of 25 schools.

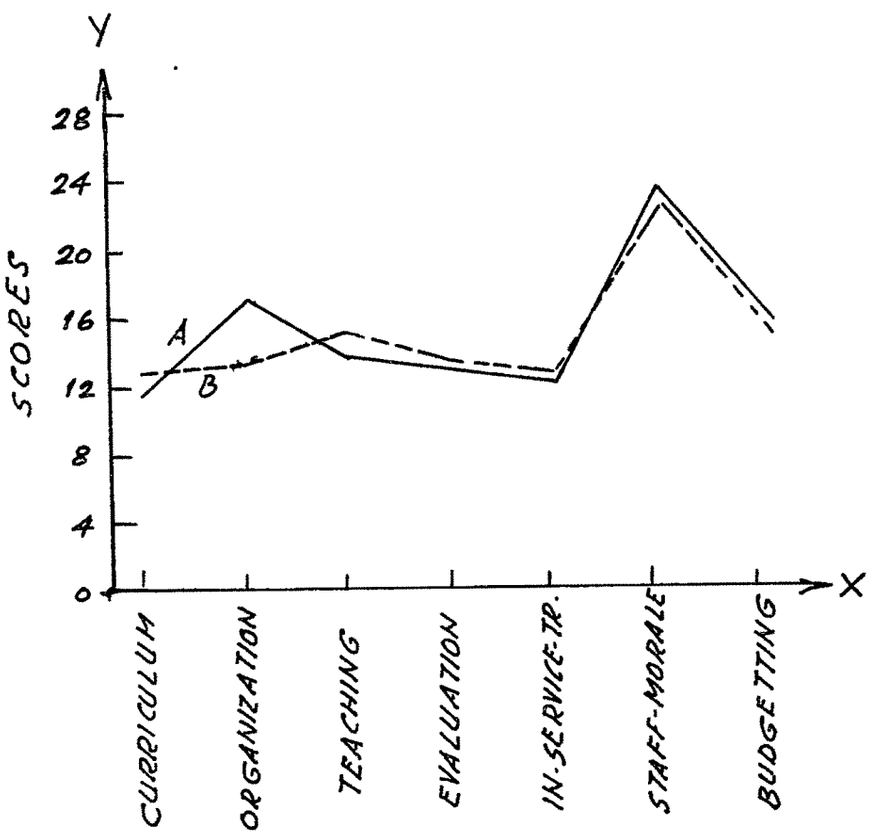
Sr. No.	ADMINISTRATIVE ITEMS	RAW SCORE X	MEAN SCORE $\bar{X}$	DEVIATION FROM $\bar{X}$
1.	Curriculum	11	12.1	- .9
2.	Organization	17	13.1	+3.9
3.	Teaching	14	12.2	+1.8
4.	Evaluation	13	11.1	+1.9
5.	In-Service Training	12	12.7	- .7
6.	Staff Morale	23	23.8	- .8
7.	Budgetting	15	14.4	+ .6

In the principal's opinion, the areas in which the school is functioning well are Organization, Teaching and Evaluation. The evaluation is naturally in terms of the standards visualized by the principal for the school. These standards again are based on the personal priorities of the principal and have not yet taken on the dimensions of the needs of an educational institution. This is proved by the fact that the hand-book only contains disciplinary injunctions for guardians not real objectives which must be achieved through a chosen type of education.

However, it has been observed that the principal does have commitment to certain values and clarifies them in terms of actual circumstances hence his behaviour is purposive and goal-oriented.

GRAPH-62

INSTITUTION CODE No. "Z"
PRINCIPAL'S ASSESSMENT ON ADMINISTRATIVE STRATEGIES



DIMENSIONS OF ADMINISTRATIVE STRATEGIES

A —— SCORE OBTAINED BY INSTITUTION "Z"
B --- MEAN SCORE OF 25 INSTITUTIONS

She has been assessed by her colleagues as being a woman of integrity. Contact with her seems to show that while her priorities are consistently adhered to; she is still at the stage of clarifying them for each situation - hence the organization of the values has not yet being achieved - in a symphony has still to be attained.

She justifiably needs to be more directional since she is the Head of a school that is still coming up. However, she needs to reflect more deeply on the implications of her values, in order to be more successful in achieving her objectives.

In the given school situations, the values of the Headmistress that are manifested do show coreness.

The atmosphere of the school was not really one of restlessness or indifference but a little noisy - due to a certain lack of self-control. The staff were tolerant of noise. Many of them seemed to accept chorus answering and a certain restlessness was due to overcrowding and the constant movement on the corridors because of the B.Eds. and there is no mental relief offered through co-curricular activities being interspersed with academic periods.

E. Organizational Climate as Predicator of Institutional Effectiveness :

The learning environment provided by the Institution was studied through the organizational climate description questionnaire. This tool also studied the leadership behaviour of the principal as seen through the eyes of the staff. The tool was

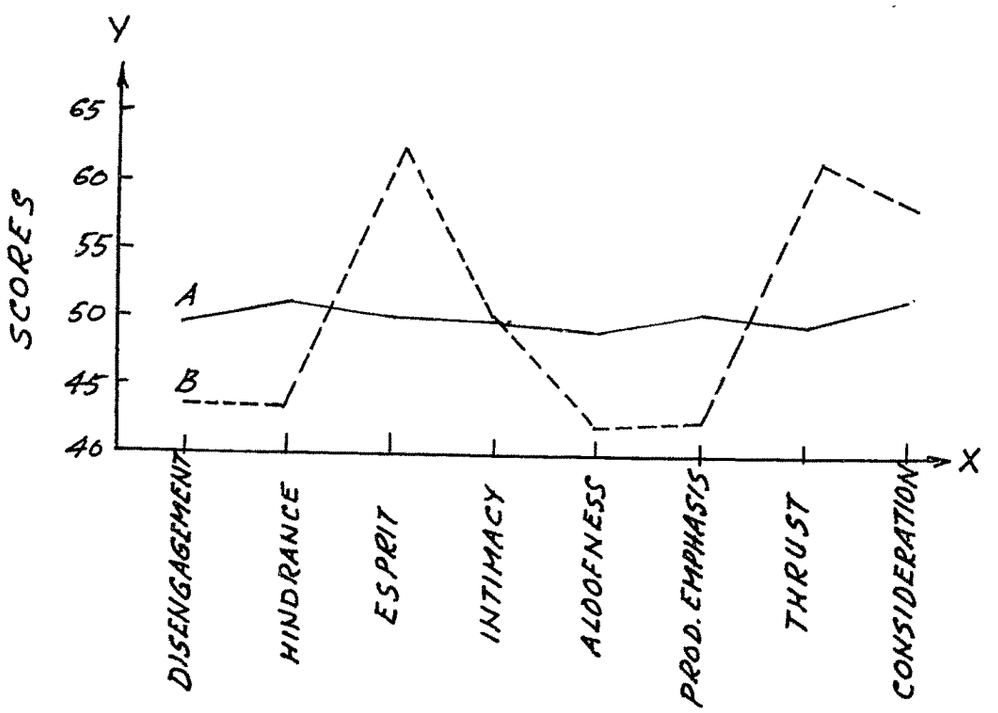
administered to a random sample of ten teachers and a standardized procedure followed to score the results along eight dimensions viz. disengagement, hindrance, esprit, intimacy, which are the four dimension relating to staff group behaviour and aloofness, production emphasis, thrust and consideration, relating to principal's leadership behaviour, Graph No.63.

The scores on hindrance and consideration are comparatively high and the climate characteristic of the institutions is controlled with the next dominant dimension being familiar.

A.W. Halpin explains the characteristics of this climate as being marked by a press for achievement at the expense of social needs satisfaction. However, the latter part of the statement does not appear to be true of this institution. The next dominant dimension is familiar climatic type which implies a friendly atmosphere. The teachers are completely engaged in this task - the job satisfaction found in this climate results primarily from task accomplishment. The principal is strongly directive and allows little flexibility and insists that things be done his way. He personally sees to it that everything runs properly. However, the principal in their case is not aloof-and staff morale is high, the principal's personal values. motivate him not to demand anything from the staff that he is not willing to perform. The principal said that he listened to suggestions carefully but finally making the decision himself. There was a hint of a suggestion communicated of the hindering behaviour of the principal - but there does exist a good rapport between the staff and the principal and they do not grudge him

GRAPH - 63

INSTITUTION CODE No. "Z"
ORGANIZATIONAL CLIMATE PROFILE



EIGHT DIMENSIONS OF CLIMATE

A —— SCORES OF INSTITUTION "Z"
B --- "OPEN" CLIMATE PROTOTYPE SCORES

the co-operation needed.

The selection of the staff is done through a series of interviews - for the P. tries to get at the attitude of the staff also asks for a hand-written application - her criteria for choosing teachers is-

- good academic qualification,
- good handwriting,
- rejects applicants who are aggressive;
- and those whose first consideration is money.

Inspite of all this care, the Principal stated that some staff members resented her authority and took advantage of being under two Heads. Most of them, however, were loyal.

F. The Pupils Academic Motivation as Predicator of Institutional Effectiveness :

The Junior Index of Motivation Scale was administed to a senior class of pupils. The scores were grouped into three parts according to scores indicating highly motivated pupils, moderately motivated pupils and pupils with low motivation. Table No.4.27 gives the percentage of pupils into each group.

N = 39

INSTITUTION CODE NO."Z"	HIGHLY MOTIVATED +120 & above	MODERATELY MOTIVATION +119 -+100	LOW MOTIVATION +99 & below	RANK
Percentage	2.7	51.4	45.9	8th

The school is placed 8th when compared to the other Institutions studied. The highest score obtained by the pupils was +129 while the lowest score was +49.

Next, the pupils' opinion was sought on various aspects of their school life. They were questioned on what values the school had taught them. Among the values they mentioned most frequently were good manners, politeness, honesty, Among the others mentioned are discipline, respect for elders and cleanliness. It is noticeable that most of these values tend towards developing the person rather than go towards community building. When the pupils were asked on how the school had failed them. More than half the number of pupils felt the school had not failed them in anything. Others mentioned mostly the lack of necessary facilities.

The pupils on the whole seemed happy with their learning experience, though they keenly felt the lack of games facilities.

G. Conclusion :

The over-all institutional profile drawn brings out certain salient features of this institution.

Among all the sampled institutions, this institution would be one where the values of the principal would be most clearly seen, for the principal had been in charge from the time of its foundation.

The results of the tools indicated that the principal had a definite set of priorities. Though no core value emerged - Truth was a dominant value as supported by the pupils and the

staff. Goodness and its cluster of values were also frequent motivators of principal's actions.

The pupils belonged mainly to the middle socio-income group and their academic motivation was high. The pupils ranked 8th among all the sampled schools.

The principal also made a realistic appraisal of her administrative performance - the interview revealed him to have a clear picture of his 'critical' tasks and he had practical solutions to his problems. His leadership behaviour as measured through the OCDQ indicated high scores - the positive dimension scores being 41 points and the negative dimension being 31.

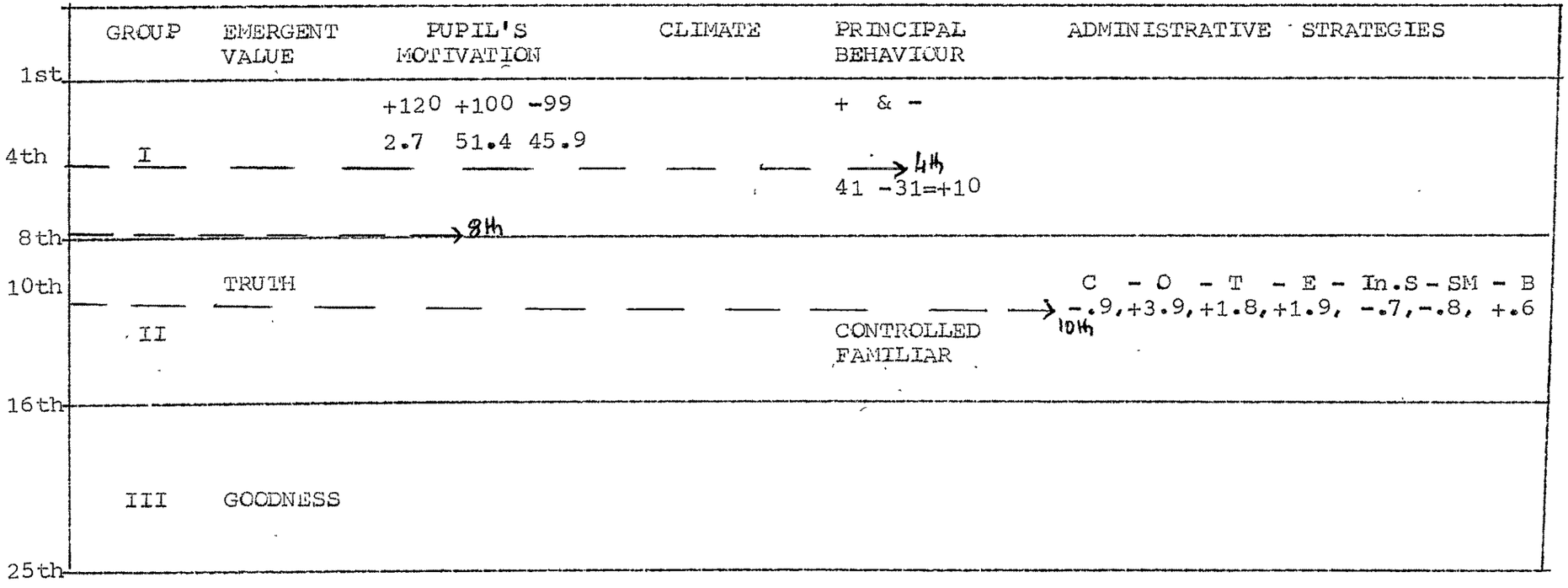
It would be interesting to see through a longer period of observation of principal behaviour and further referred tools how his values would aid his administrative skills to be effective. For this principal has talents but was gaining both experience and learning his skills while at the same time raising his school to S S C Standard.

INSTITUTION CODE NO. "Z"

PROFILE OF INSTITUTIONAL EFFECTIVENESS

		PRINCIPAL LEADERSHIP BEHAVIOUR				ACADEMIC MOTIVATION (Pupils') +1SD +1SD +SS			PLACEMENT	ADMINISTRATIVE STRATEGIES							
	CLIMATE TYPE	Aloofness	Production Emphasis	Thrust	Consideration	Highly Motivated	Moderately Motivated	Low Motivated		Curriculum	Organisation	Teaching	Evaluation	In-service Training	Staff-Morale	Budgetting	
		-	-	+	+	Percentage											
.3	CONTROLLED/ FAMILIAR	16	15	26	15	2.7	51.4	45.9	8th	X 12.1	13.1	12.2	11.1	12.7	23.8	14.4	X
		31 - 41 = +10								11	17	14	13	12	23	15	
										- .2	+3.9	+1.8	+1.9	- .7	- .8	+ .6	

CHART No.4.33 OVER-ALL PROFILE OF INSTITUTION CODE NO."Z"



C = Curriculum
O = Organization
T = Teaching
E = Evaluation

In.S. = In-Service Training
SM = Staff Morale
B = Budgetting

4.11 INSTITUTION CODE NO."G"

A. Introduction :

This school situated in the more developed part of Bombay was opened in 1855. It was originally established to educate the wards of the Anglo-Indian Community and in the course of the years began meeting the needs of the elite society in its vicinity. It had received recognition in 1882 and the pupils were prepared for Senior Cambridge which later changed to the I.S.C. and still later to I.C.S.E. In 1980 the school opted for the S.S.C. and now has an enrollment of a little less than a thousand. Openness to innovation has always been its hall-mark and this was amply manifested in the smooth and happy transition from one public examination to another; the staff and Parent Community trusting the judgement of the Management in effecting this change.

The school also has a very long record of good community relations. The Parent-Body has always supported all undertakings of the institution and generously provided material and financial help. The P.T.A. was formally inaugurated in 1966. It aided the school to build its hall-cum-stage, its three well-equipped laboratories and has taken charge of the canteen from 1977. It also pays for the services of a regular Councillor and arranges for annual medical check-ups for the pupils. Another very evident characteristic of the school is the number of co-curricular opportunities provided by the school. These activities cover a wide range of interest and aim to develop the pupils emotionally intellectually and socially.

Another important characteristics of the school is the tradition of Social Service rendered by the Pupils. Even before the Social Service Club was formally inaugurated in 1959, the school log book notes that during World War II, the ex-students had formed a Florence Nightingale Club to organize financial help. At present the school has organised class-wise, a number of community and welfare services - helping the Spasties, the Blind, and the Municipal Schools with regular visits and voluntary tuitions by senior girls to these children. The school programme seemed specifically geared to prepare students for their station in life.

B. Over-all Objectives :

The education provided in this Institution "aimed at promoting the whole development of the child-spiritual, moral, physical, intellectual, aesthetic, cultural, emotional and social - so as to give the child a total intergrated personality.

The spiritual and moral formation meant promoting a meaningful spirituality - awareness of God and acceptance of the brotherhood of man. The school also took upon itself the responsibility to create an atmosphere of freedom, where there was possibility of the development of human qualities. The school also aimed at inculcating good health habits as well as developing the aesthetic sense - teaching pupils to plan their leisure so as to balance activities that yield satisfaction with those that are socially useful. This would arouse in them a

social awareness, so necessary, because these pupils belonged to the class of "haves". To achieve this, the curriculum of the school has been given a wide scope for e.g. in the Socially Useful and Productive Work period, the school provides opportunities for Needle-work, Flower-arrangement, cooking, gardening, teaching Spasties, the deaf and the dumb and looking after a mobile creche.

The principal evaluated his institution on the fulfillment of its objectives. The scored objectives categorized as output goals, support goals, elitist goals and service goals. The scores are clearly weighed on support and service goals. The scores are given on Table No.4.28.

This finding is supported by a review of the type of activities selected by the school and personal aims and priorities of the principal as disclosed in the interview. The Principal stated that she had personally identified herself with the aims and objectives of her Institution. To ensure that the staff too would work towards the fulfillment of objectives, she carefully scrutinized the applicants.

Observation of the role-enactment of the principal revealed that she was in constant communication with her staff. However, a close observation of the Institution revealed that while pupils had ample opportunities for developing their talents and the competitive spirit was strong, unlike Institution Code No."H" where the growth and progress of an activity was closely watched to ensure that its formative training aspect was

not lost sight of in favour of output results, these activities could not be said to be means of forming the pupils - an aspect emphasized in the institutions over-all objectives.

Table No.4.28 showing Achievement of various categories of objectives as perceived by the Principal.

INSTITUTION "G" Goals	OUTPUT	SUPPORT	ELITIST	SERVICE
Maximum Obtainable Scores	18	18	18	18
X Scores	6	11	7	10
Percentage	33.3	61.1	38.8	55.5

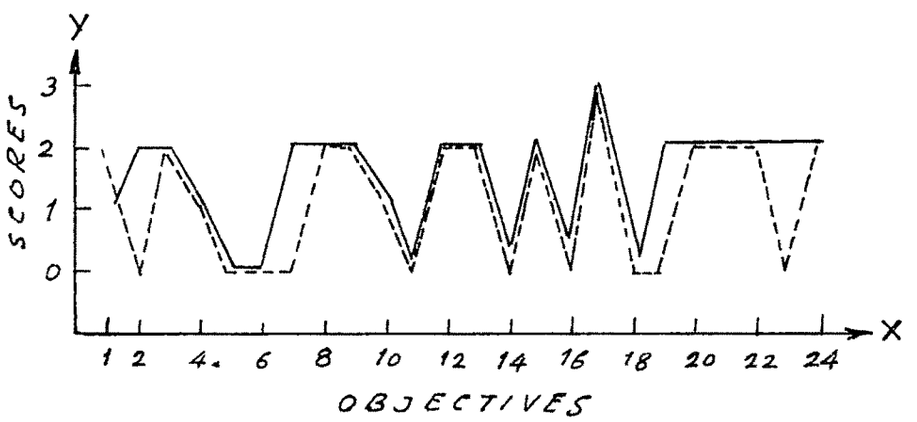
The Institution seems satisfied with its achievement of "output" goals, for it does not seek intellectual excellence rather a well adjusted intergrated person.

The principal seems satisfied with its achievement on some Support goals particularly those concerning the welfare of the staff. However, she does not consider a disciplined atmosphere as a necessary requisite for work. This is supported by observation where a certain wastage of time was observed in the performance of curricular and co-curricular activities. Although the original purpose for establishing this institution has a religious bias, the principal does not consider this as an over-riding objective - it is perhaps because she considers

GRAPH- 64

INSTITUTION CODE No. "G"

INSTITUTION PRINCIPAL's PERCEPTIONS OF INSTITUTIONAL OBJECTIVES AS "PERCEIVED" AND "PREFERRED" BY HIM FOR HIS INSTITUTION



—— OBJECTIVES AS PERCEIVED BY THE PRINCIPAL

--- OBJECTIVES AS PREFERRED BY THE PRINCIPAL

religious formation as an intergral part of the total formation. Regarding the "elitist" goals - only those goals pre sought which would help a pupil be successful in the type of society, it will live in future. The Graph No.64 gives the discrepancy between "perceived" and "preferred" goals of the principal.

It is evident in the assessment made by the principal, that she finds the least discrepancy in output goals seeking good results. The principal also feels the school has been successful in catering to the differing abilities of its pupils and paying special attention to talented pupils. In order to achieve its purposes consistently the school is choosing in its admission policy. It takes in pupils of the highest academic potential and further checking into its family background to ensure that these students will gain from the type of education offered by this school. The scores reveal a definite priority in the extent to which each goal will be fulfilled. One can also surmise which goals will henceforth receive greater impetus.

C. The Value Profile of the Principal :

The value profile of the Principal has been built up from the scores obtained in the self-evaluation by the principal, the principal dimension of the O.C.D.Q., the opinions expressed by the pupils on the values of the principal.

In the personal evaluation of the principal - Graph No. 65, 66 - the value Goodness and its cluster emerges as the most

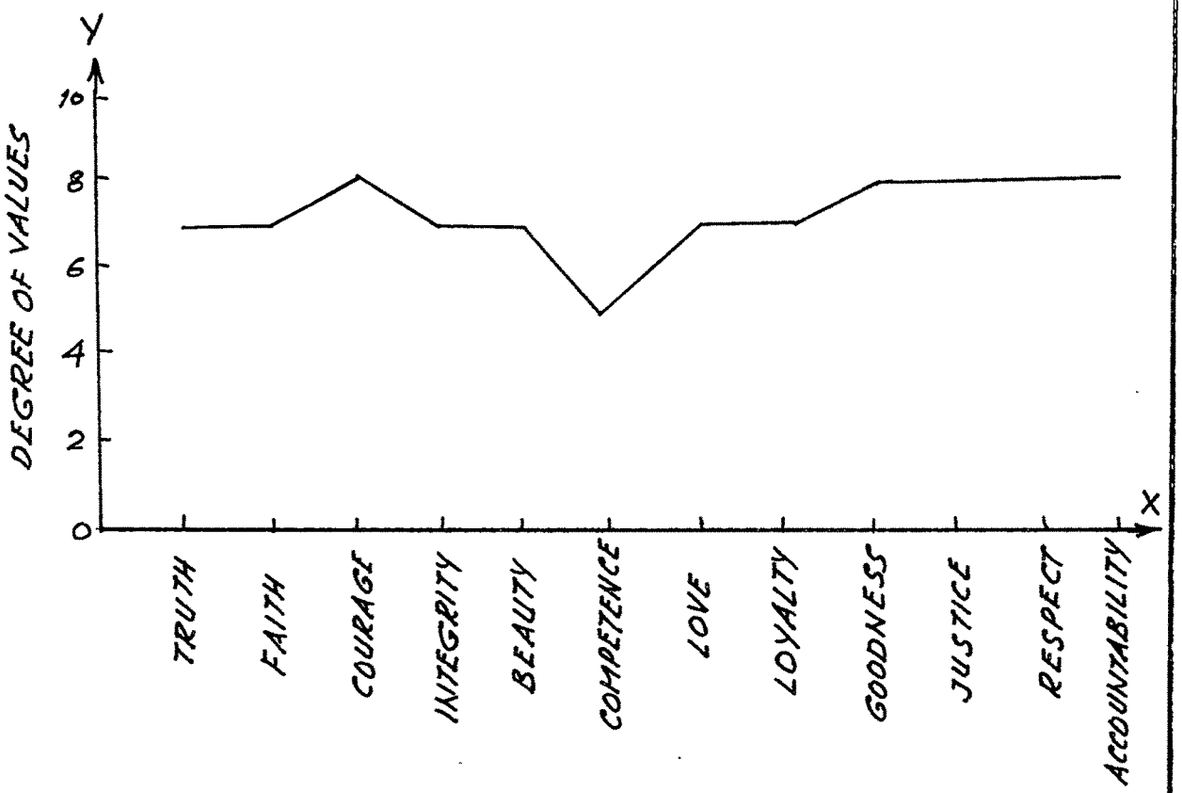
dominant and forms the core value. The same value is also mentioned in the spontaneous response of the pupils. In the scoring on school situations, goodness again emerges as a dominant value. In the pupils' assessment of the principal's values, truth, faith and competence have more than 60% consensus of pupils opinions. Hence from the comparative study of the results indicated by the different tools show Goodness to be a dominant value. "Good" is considered philosophically to be the value at which all living things aim. The knowledge of the supreme good is of great importance as regulating the aim or object of human life. Aristotle states that one can "know" goodness only through entering into wisdom. The possession of this value seems to help one create a nurturing atmosphere for other human beings to grow - hence one can see how important and relevant this value would be to a principal.

A cumulative result of the pupils' spontaneous response on the values of the principal mention the following values which are allied to the value of Goodness - Cheerfulness, Kindness, Helpfulness, courtesy and Justice. The total over-all results show a certain balance in the adoption of values - The total value profile of the principal as emerging in the various tools is shown in figure no.4.34.

The interesting feature of this value profile is that a number of values seem to fall into the pre-determined category. Of these values Goodness and its clusters is the most emergent (already noted). However, all the tools only score point-1 implying that none of the values have very strongly emerged.

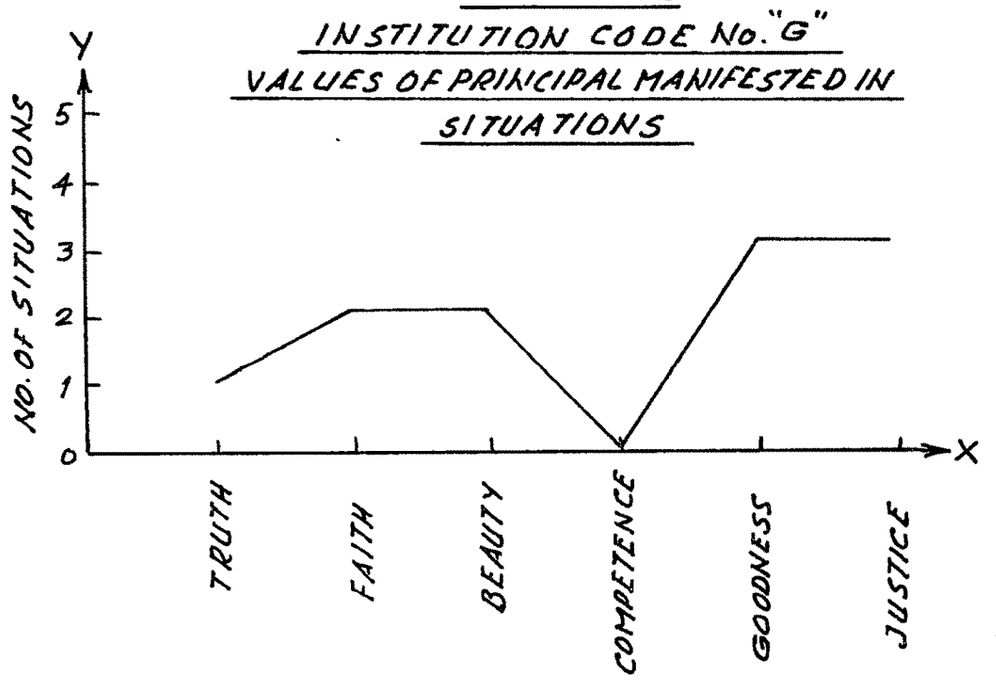
GRAPH - 65

INSTITUTION CODE No. "G"
VALUES OF PRINCIPAL



GRAPH - 66

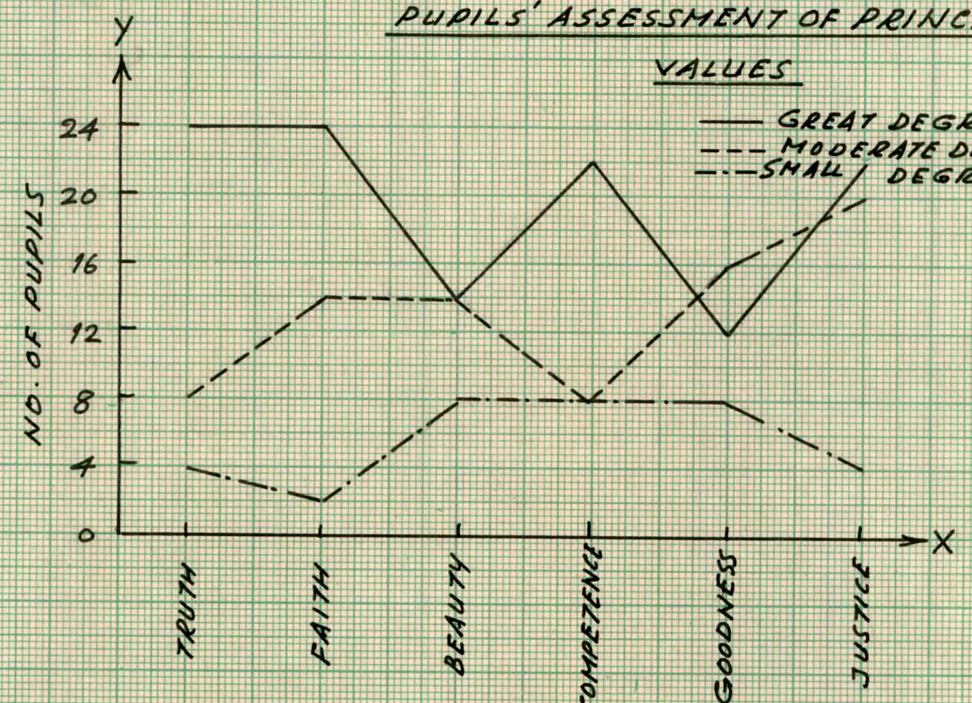
INSTITUTION CODE No. "G"
VALUES OF PRINCIPAL MANIFESTED IN SITUATIONS



GRAPH - 67

INSTITUTION CODE No. "G"

PUPILS' ASSESSMENT OF PRINCIPAL'S VALUES



GRAPH - 68

INSTITUTION CODE No. "G"

PUPILS' SPONTANEOUS RESPONSE ON PRINCIPAL'S VALUES

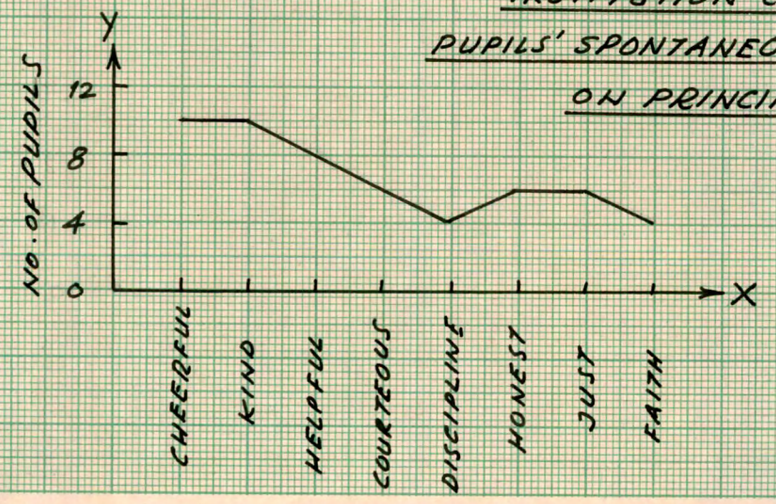
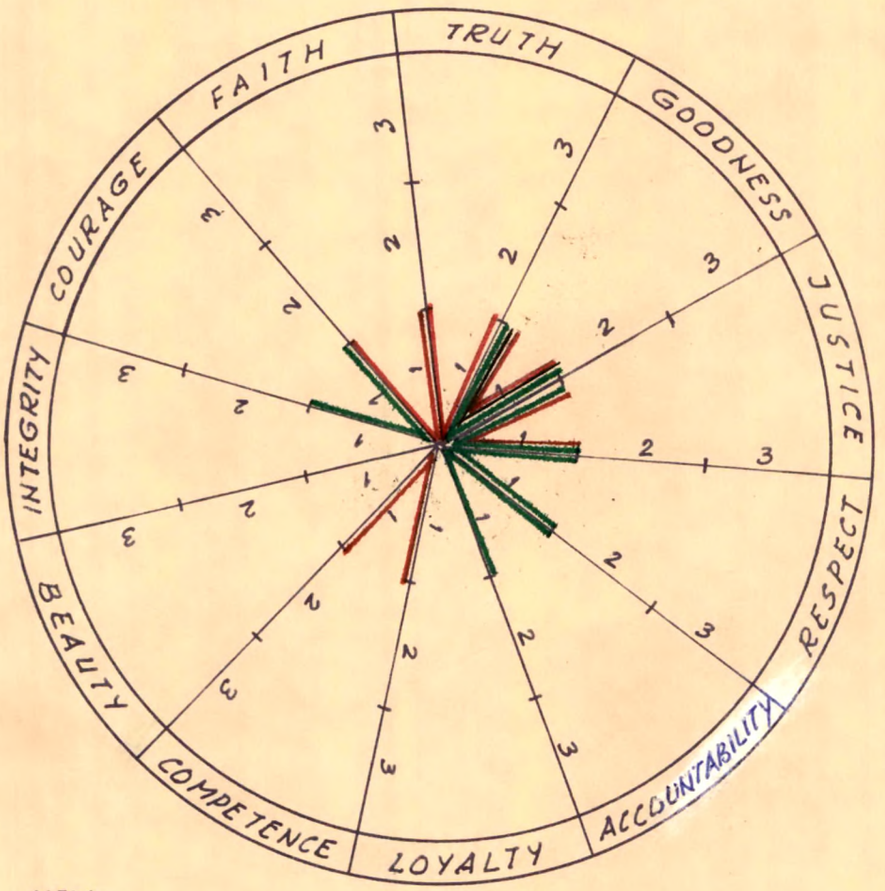


FIG. 4.34

INSTITUTION CODE No. "G"

VALUE PROFILE OF PRINCIPAL



KEY:

PRINCIPAL'S VALUES

PRINCIPAL'S VALUES - MANIFESTED IN SITUATIONS

PUPIL'S ASSESSMENT OF PRINCIPAL'S VALUES

1 = REPRESENTS 60% (FOR PUPILS' ASSESSMENT)	SCORE 3 (FOR SITUATIONAL VALUES)	SCORE 8 (FOR PRINCIPAL'S VALUES)
2 = " 70% "	SCORE 4 "	SCORE 9 "
3 = " 80% "	SCORE 5 "	SCORE 10 "

NOTE:-

SCORES OBTAINED BELOW THE ABOVE MENTIONED SCORES IN THE THREE QUESTIONAIRES ON VALUES ARE NOT MARKED ON THIS PROFILE

While there is a goodness, the spontaneous manifested coreness response of the pupils support his value through their naming a number of values falling in that cluster.

D. The Organisational Climate as Predicator of Institutional Effectiveness :

The human behaviour in an educational institution is to a large extent modified by the leadership behaviour of the principal. Forehand & Gilmer (1969) says that behaviour is a function of the inter-action between personal character and environmental variables; and the resulting inter-action establishes the climate.

The organizational climate of this Institution has been categorized as being autonomous with a leaning towards being paternalistic type too. The distinguishing feature of the autonomous climate is the almost complete freedom that the principal gives to teachers to provide their own structure for inter action.

Observation of principal behaviour revealed that the establishment of rapport with the staff formed an important priority and a conscious effort was made to encourage their potentialities and affirm them as persons. The principal was also prompt in encouraging innovations and creative in solving problems. The principal's scores on the Thrust dimension are higher than those of Institutions with an open climate. However, the paternal dimension has emerged probably because of the strong directive behaviour of the principal.

However, on the whole, there is a family atmosphere celebrations are held frequently but well-balanced with academic activities.

Staff turn-over is rare, hence routine duties are disposed off quickly and efficiently while the school makes time and space for new ideas and new experiments.

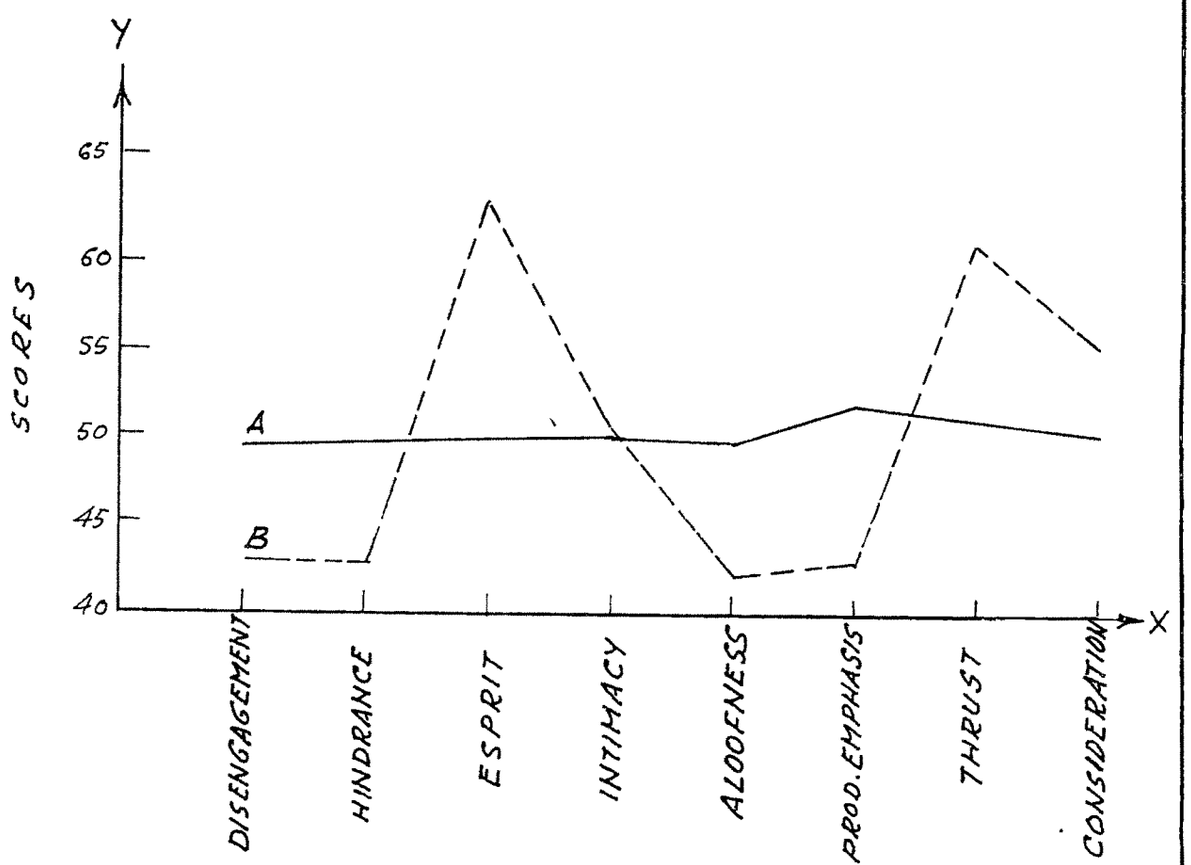
The principal maintains constant inter-action with the staff. The latter are observed to consult the Principal freely and she in turn is available, for a minimum of protocal is expected of the personnel. The principal claims that she takes very few decisions on her own. The principal checks to see that the newly recruited staff adjust successfully to the senior staff.

There is a certain rigidity of perogatives and duties among the staff; seniority is a recognized factor and may have precedence over talents.

The Vignette for an autonomous climate states that in this type of climate, the principal is found to be hard-working. He has the personal flexibility both to maintain control and to look for the personal welfare of the teachers. This is observed to be true of this principal under study. The principal has also provided facilities that would make working conditions comfortable for the staff. There appears to be a minority pressure group - but the group interests are in favour of the school - hence it gets things moving while protecting its own interests and priviledges.

GRAPH- 69

INSTITUTION CODE No. "G"
ORGANIZATIONAL CLIMATE PROFILE



EIGHT DIMENSIONS OF CLIMATE

A —— SCORES OF INSTITUTION "G"
B --- "OPEN" CLIMATE PROTOTYPE SCORES

On the whole, the principal is clear on the direction it wants to give the Institution and enthusiastic in using the talents available in the Institution.

Table No.4.29 showing Principal's self-assessment on Administrative Strategies against the Mean of 25 sampled institutions.

Sr. No.	ITEMS	X Scores	$\bar{X}$ of 25 Institution	Deviation from the Mean $X - \bar{X}$
1.	Curriculum	9	12.1	-3.1
2.	Organization	11	13.1	-2.1
3.	Teaching	12	12.2	- .2
4.	Evaluation	8	11.1	-3.1
5.	In-service Training	9	12.7	-3.7
6.	Staff-Morale	20	23.8	-3.8
7.	Budgetting	10	14.4	-4.4

The scores indicate a modest assessment for the institution's records reveal a better performance.

E. Administrative Strategies as Predicator of Institutional Effectiveness :

Though the climate emerging through the organizational climate description questionnaire appears favourable for learning experience - the principal's self-evaluation on his role performance is rather low. Her scores on all seven

dimensions, viz. Curriculum, Organization, Teaching, Evaluation, In-service Training, Staff-Morale and Budgetting are all lower than the scores obtained from the mean of all the schools. A possible explanation for this could be that her expectations are high (for herself).

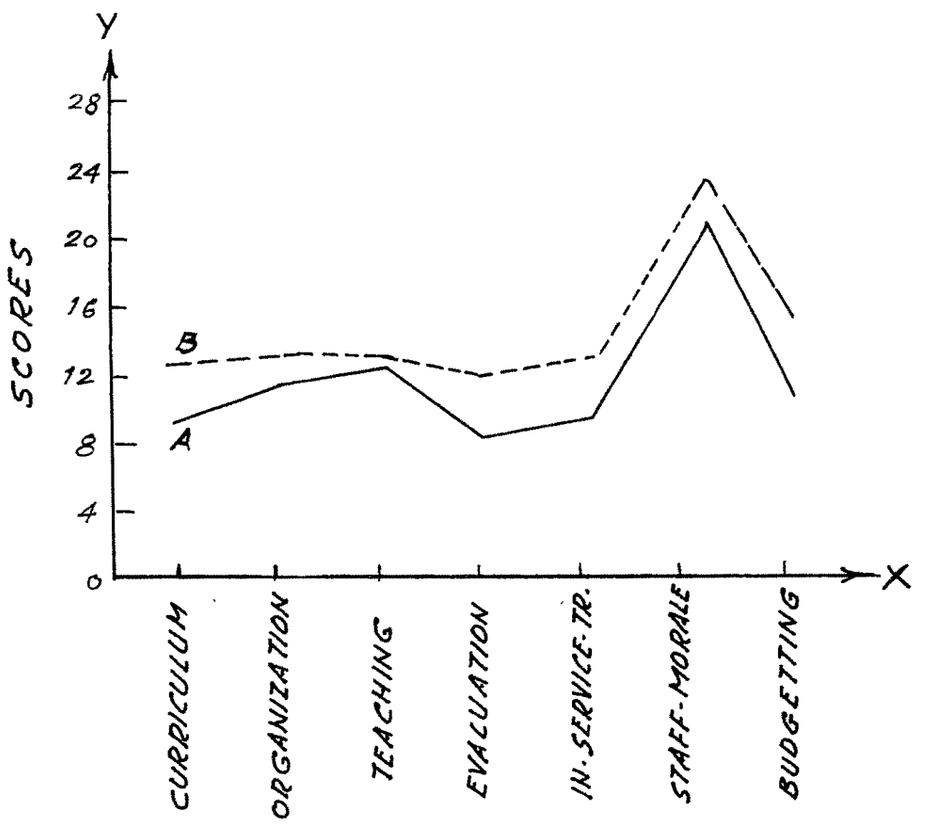
It has also been observed that principals who are considered to be performing well are more modest in their self-appraisal compared to those whose actual performance is low.

The records of the school show that it has consistently provided in-service training programmes for the staff, and both Management and Staff are quick to assess the advantages of an innovation and implement it.

School supervision is mainly accomplished by teacher Heads of each Department. The pupils, of course, come from an affluent background - hence parental co-operation with school in academic matters is intelligent and relevant. The school office is well maintained and orderly and matters are despatched promptly. The school also has a very long record of good community relations. The Parent Body has always supported all undertakings of the institution and generously provided material and financial help. The P.T.A. was formally inaugurated in 1966. It helped the school build its hall-cum-stage and three equipped laboratories. It also took charge of the canteen in order that the pupils may get wholesome food at a nominal rate. It is responsible for conducting regular medical check up and has engaged a councillor for the school.

GRAPH- 70

INSTITUTION CODE No. "G"
PRINCIPAL'S ASSESSMENT ON ADMINISTRATIVE STRATEGIES



DIMENSIONS OF ADMINISTRATIVE STRATEGIES

A —— SCORE OBTAINED BY INSTITUTION "G"
B --- MEAN SCORE OF 25 INSTITUTIONS

F. The JIM Scale as Predicator of Institutional Effectiveness :

This tool was administered to one division of a Senior Class consisting of about forty pupils. While measuring the motivation level of the pupils the tool also exposes the following areas - viz. attitude towards the school, value for education, concern for material things, attitude towards self.

The scores for motivation level was divided into three categories +120 and above were those who were very highly motivated, +100 and above were moderately motivated and +99 and below had low motivation. The number of pupils falling into each category was noted and the percentage found.

Table No.4.30 showing percentage of pupils falling in each category

N = 34

INSTITUTION "G"	HIGHLY MOTIVATED +120 and above	MODERATELY MOTIVATED +119 - +100	LOW MOTIVATION +99 and below
Percentage	36.3%	42.4%	21.3%

The school ranked 1st among the 25 institutions studied for motivation level. The scores ranged from +144 to +79, the difference being 65 points.

Previous studies (Shelatt 1975) show that family background and paternal influence are the more decisive factors in

influencing the motivation level of pupils. The Senior staff of this institution stated that most of the pupils belonged to the affluent society, the upper middle class or the new rich. Very small percentage belonged to the lower middle class. This could be one reason why the percentage of pupils belonging to +120 and above are the highest. An instance of the school pursuing "service" goals is seen in its admission policy while it caters mainly to the elite, it also undertakes to admit the poor pupils. When such an admission is made, then the institution provides every facility to the admitted pupil to avoid any disparity between her and her companions.

A reason for the high motivation level of the pupils could be that the curriculum is made more relevant and less burdensome through a creative and intelligent handling of the school time-table. In the Senior Classes the time-table is freely modified according to the nature of the subjects and the needs of the pupils - the classroom climate is observed to be open and free and teachers not only plan their work well but introduce innovations on their own initiative.

The school has also remedial classes which are successful in improving the academic performance of the pupils. All these are contribution made by the institution to achieve its purposes as widely as possible and to raise the motivation level of the pupils.

Some responses on the JIM Scale were also used to find out the attitudes of the pupils towards their school. Though observation showed that pupils could ignore the need for

discipline at times their expressed opinion indicated that they valued discipline. Twenty-five pupils out of forty disagreed with the statement that school would be better if teachers allowed them to behave as they liked. That teachers do communicate knowledge successfully pleasantly is indicated by the fact that only ten pupils agreed with the statement athat "Some new ideas are interesting but most of them are not, and twenty-eight out of forty pupils disagreed with the statement "Many new ideas are not worth the paper they are printed on. The same number of pupils also agreed that the best way to spend a free evening is with a good luck. That the school has instilled a sense of social awareness in the pupils is borne out by the fact that thirty-eight out of forty pupils said that helping other people is the key to happiness. These few statements confirm the positive impact the institution has on its pupils.

The pupils had been asked to state what values the school inculcated in them. The responses of the pupils offered a wide range, but none of the values had a high frequency. Among the more frequently mentioned values were honesty - good study habits, politeness, good manners and punctuality.

Being an elite school, in the good sense of the word, it enjoyed many advantages - material as well as ideological and the principal was making a responsible use of them. It was effective in providing the skills and knowledge required to help pupils fit into the society to which they belonged, but it needed to evaluate its performance with reference to its own

over-all objectives, and the specific needs of the country today manifested in the emerging educational traits.

G. Conclusion :

The self-assessed scores of the principal on the seven areas of administration are compared with the mean obtained from the scores of all the principals. It has been observed in this study that principals who emerge as effective in the other tools score themselves modestly on their administrative performance. The reason could be that they are realists and also have set a high standard of performance for themselves.

The over-all profile of Institution "G" is shown in Figure - 4.36 and indicate the Institution placement with regard to its effectiveness.

The profile shows that the value of "Goodness" and its cluster are more dominant and would form the core value system of the principal. The principal's leadership behaviour indicates that the positive dimension is high and the difference between the positive and negative dimension is +12 points. Though the overall impression obtained of the institution is that it is fulfilling its purposes to a great extent the principal scores are modest on administrative strategies. This has been observed to be true of other principals who have a vision for their institution and are ambitious to improve on their performance.

INSTITUTION CODE NO. "G"

ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS

...AL CLIMATE ...sions					PRINCIPAL LEADERSHIP BEHAVIOUR				ACADEMIC MOTIVATION (Pupils') +120 +100 +99				ADMINISTRATIVE STRATEGIES							
Aloofness	Production Emphasis	Thrust	Consideration	CLIMATE TYPE	Aloofness	Production Emphasis	Thrust	Consideration	Highly Motivated	Moderately Motivated	Low Motivated	PLACEMENT OF SCHOOL	Curriculum	Organisation	Teaching	Evaluation	In-service Training	Staff-Morale	Budgetting
-	-	+	+		-	-	+	+	Percentage				$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$
													$\bar{X}$ 12.1	13.1	12.2	11.1	12.7	23.8	14.4
49.4	52.1	50.1	49.9	AUTONOMOUS/ PATERNAL	16	15	29	14	36.3	42.4	21.3	1st	X 9	11	12	8	9	20	10
					= 31		- 43	=+12					-3.1	-2.1	- .2	-3.1	-3.7	-3.8	-4.4

CHART NO.4.36 : OVER-ALL PROFILE OF INSTITUTION "G"

RANK	GROUP	EMERGENT VALUE	PUPILS' LEVEL OF MOTIVATION	CLIMATE TYPE	PRINCIPAL BEHAVIOUR	ADMINISTRATIVE STRATEGIES
			+120, +100, +99			
1st			→ 1st			
2nd	I		36.3 42.4 21.3		→ 2nd - & + 31 - 43=+12	
8th						
	II	GOODNESS		AUTONOMOUS		
16th						
	III	JUSTICE		PATERNAL		C - O - T - E - In.S.-S.M.- B -3.1, -2.1, -.2, -3.1, -3.7, -3.8, -4.4
25th					→ 25th	

C = Curriculum
O = Organization
T = Teaching
E = Evaluation

In.S. = In-service Training
S.M. = Staff-Morale
B = Budgetting

4.12 INSTITUTION CODE NO."R"

A. Introduction :

This Institution owned by the Municipal Corporation is situated in a crowded area. It is an unsuitable locality because near its premises is the Truck Contract Corporation. This means constant noise. This Institution is interesting because the principal had just retired and it is worthwhile checking how long does the influence of the principal last after his withdrawal. The tools, therefore, were administered to the concerned role encumbents in terms of the retired principal and these questionnaires which had to be answered by the principal were given to the retired principal. The Institution caters to both boys and girls and is run by the Asstt. Head Mistress at present. She has been instructed in the ways of the old principal and a new principal had not yet been appointed.

The Assistant Head Mistress stated that the principal had been there for many years and had shaped the school to its present image. He was appreciated and loved by both staff and pupils. He had maintained a standard of discipline and this is evinced even at present where the atmosphere in the school is peacefully studious. The pupils do not appear beisterous and the teachers are fairly punctual in beginning their class. This principal was reported to possess clear priorities and found creative ways and means to implement them e.g. The Assembly was held once a week by the former principal - groupwise for their was absolutely no place to take the pupils together.

The Assistant has discontinued the practice because of the lack of space and not considering the Assembly important enough, made no attempt to meet the pupils in other ways. Actually at present the pupils were not contacted even as a group and slowly living contact with the pupils was becoming an ideal of the past.

The staff here appeared better qualified than in Institution "Q". A few may have appeared irresponsible, non-committal but most of them were conscientious in their work. This was gather from observation of the staff during the week spent in that institution for data collection. The furniture in the staff room appeared thrown about haphazardly unlike in Institution "A" belonging to the municipal corporation but where the principal clearly expected a standard of behaviour. This point is taken note of because in the interview with the retired principal, the investigator learnt that maintenance was an important priority with him, because like Principal of institution "A" he too was keen on establishing a favourable public image for his institution. This indicated that things had deteriorited with time.

The Assistant Head-Mistress was pleasant and approachable and attentive to visitors. While no tension was observable between her and the staff, and the relationship was cordian - she did not seem to have assumed leadership. When questioned on her ideas for the school, she quoted the grant-in-aid code and did not seem to have developed her own ideas. She emphasized discipline and intended carrying on the tradition established by the principal.

This research was undertaken in that institution at a point when the principal has just left coming to the institution and the Head-Mistress was getting her bearing and assuming leadership.

B. Institutional Objectives :

In a scheduled interview the Head-Mistress was questioned on her vision for the school, the goals she had in mind and the kind of formation she wished to impart to the students.

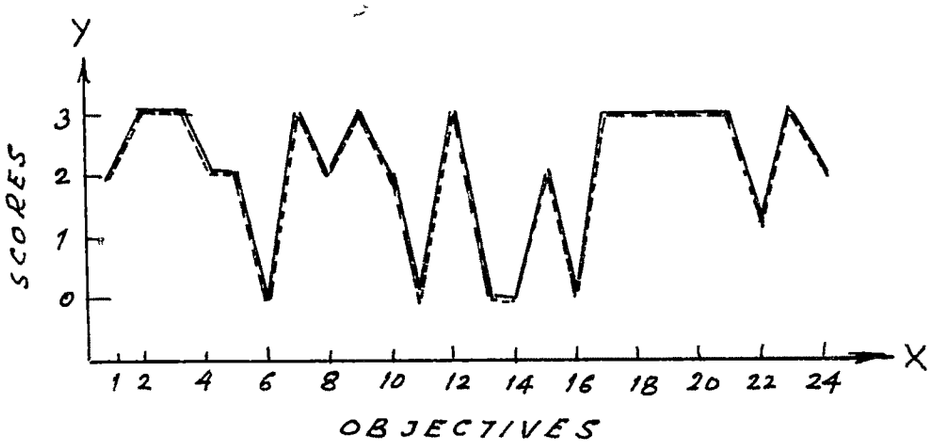
The school did not have a hand-book, though the previous Principal claimed in an interview with him that he had worked out the policies of the school within the frame-work of the regulations issued by the Municipal Corporation. The present Head-Mistress had not yet studied the policy book nor integrated these priorities with her own and outlined her choice of action.

Her personal values as named in the interview were respect for other, discipline and punctuality. The former principal scored the given set of objectives, stating to what degree he considered them important. The scores were calculated in two ways. Firstly the difference between the perception of the principal against his preference for each objective was calculated. Next all the objectives were categorized into four groups and the principal's scores on each group was noted. The higher scores on a category implied that, that category of goals were considered very important.

The scoring by the principal revealed that he was very satisfied with support goals but wished to expend more effort on output goals. The graph shows that on the whole, the principal

GRAPH-71

INSTITUTION CODE No. "R"
INSTITUTION PRINCIPAL'S PERCEPTIONS OF INSTITUTIONAL OBJECTIVES AS "PERCEIVED" AND "PREFERRED" BY HIM FOR HIS INSTITUTION



—— OBJECTIVES AS PERCEIVED BY THE PRINCIPAL

– – – OBJECTIVES AS PREFERRED BY THE PRINCIPAL

is satisfied with the performance of his institution. The evaluation is, of course in the context of the subjective standard set by the principal for his institution.Graph No.71.

Table No.4.31 showing Achievement of various categories of objectives perceived by the principal.

INSTITUTION "R" GOALS	OUTPUT	SUPPORT	ELITIST	SERVICE
Maximum Obtainable Scores	18	18	18	18
X Scores	14	17	10	12
Percentage	77.7	94.4	55.5	66.6

The scores are highest on the support goals which are of the nature of maintenance activities. A serious, successful pursuit of these will create a suitable, healthy atmosphere for educating the pupils achieving output goals and other purposes of the institution. The scores on the service goals are high and they are realistic too for the school caters primarily to pupils of the lower income group and it has helped those seeking admission to its institution hence it considers it has given sufficient importance to its service goals.

C. The Value Profile of the Principal :

The profile has been drawn from the principal's perception of his own values as well as the pupil's perception of his values and whether the investigator has observed anything to support the findings from the resulting scores.

The values that ultimately emerge are Truth, and to some degree, Goodness and its cluster as well as Beauty, Graph No.72. The values also seem to emerge in terms of priorities. Truth being the core value implying that other values that emerge would be most of the time linked with this. The value of Goodness is the next dominant value followed by Beauty.

An interesting thing to note is that there is a consensus of opinion from the pupils on the degree to with they think the principal possesses these values. According to pupils' opinion too Truth has the highest scores, followed by Goodness and then Beauty - Graph No.74,75. In this spontaneous response too they name a number of values. The character of most of these values mentioned seemed to be outgoing i.e. they would make the principal aware of the needs of others rather than help him to build up his own personality.

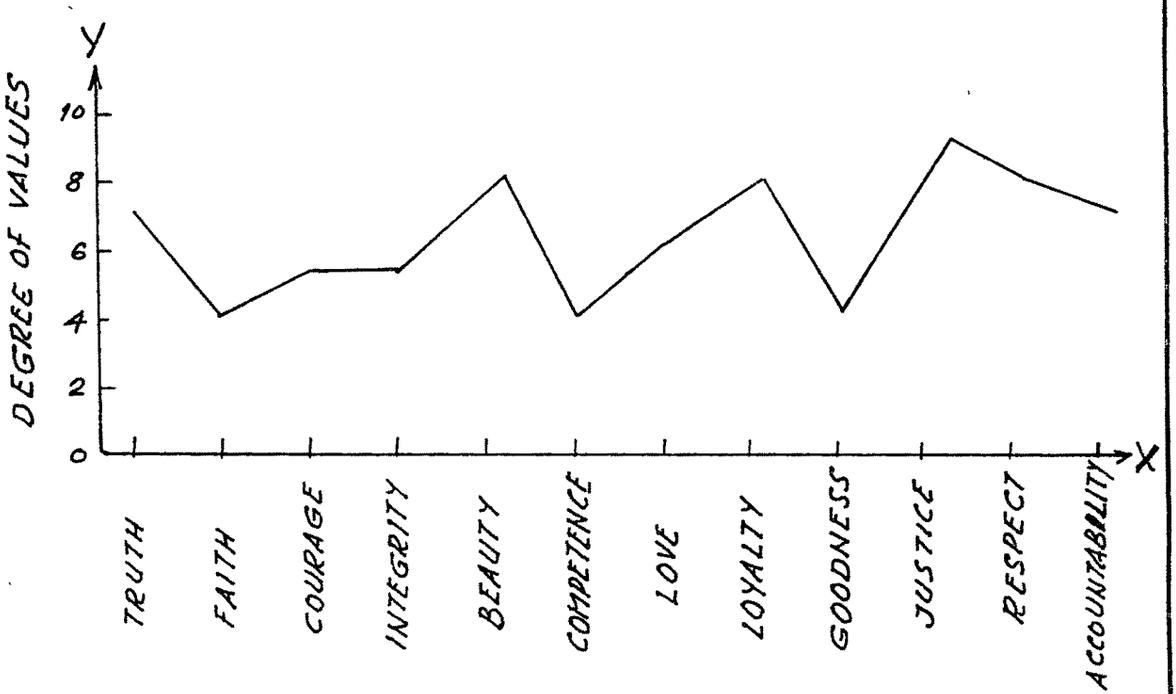
Reports and informal questioning on the principal reveals the fact that he has achieved a high degree of success in raising the standard of academic performance of his institution as well as maintaining a discipline **vigorous** fulfillment of one's duties. The principal admitted in the course of that he owned his success to his development as a person and this in turn was achieved because he established his value system and then consistently clarified his system in terms of the current situation.

The over-all value profile of the principal - see Fig.No. 4.37 - shows no value falling in Group I as core value. Truth

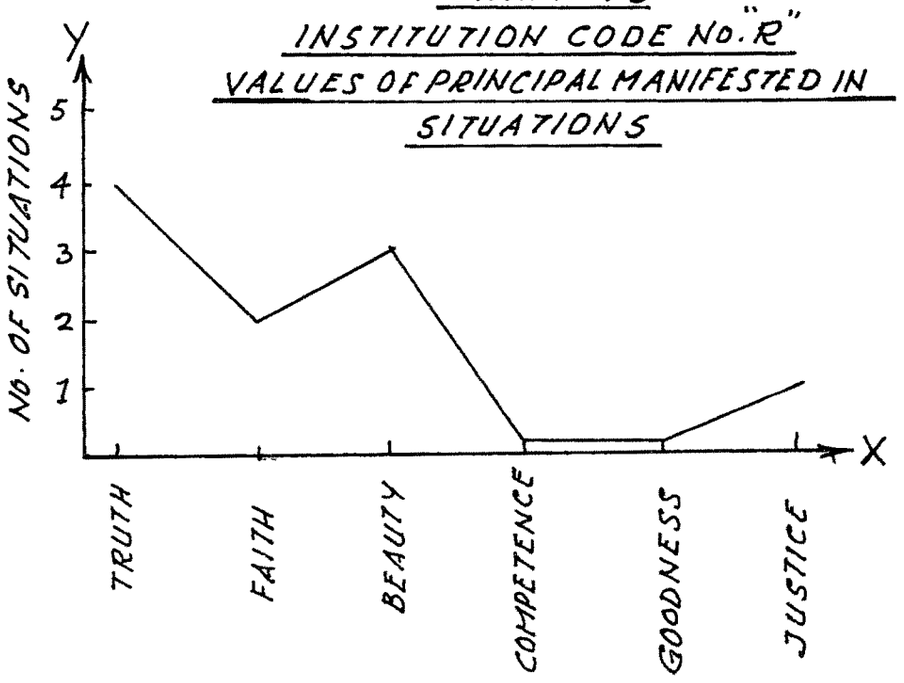
341

GRAPH-72

INSTITUTION CODE No. "R"
VALUES OF PRINCIPAL



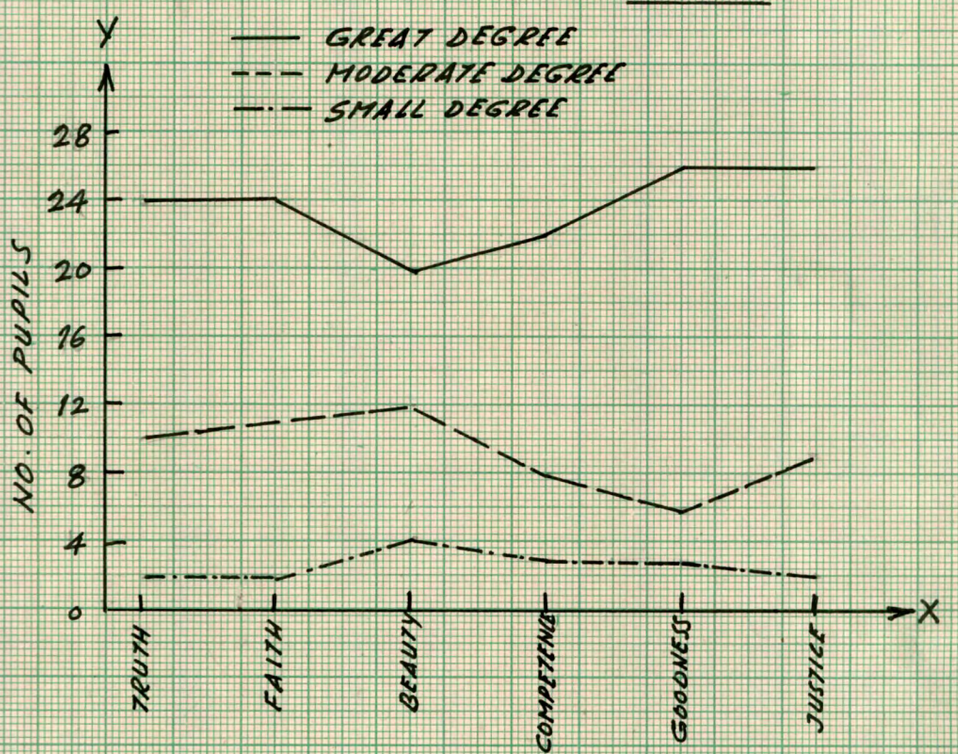
GRAPH-73
INSTITUTION CODE No. "R"
VALUES OF PRINCIPAL MANIFESTED IN SITUATIONS



GRAPH - 74

INSTITUTION CODE No. "R"

PUPILS' ASSESSMENT OF PRINCIPAL'S VALUES



GRAPH - 75

INSTITUTION CODE No. "R"

PUPILS' SPONTANEOUS RESPONSE ON PRINCIPAL'S VALUES

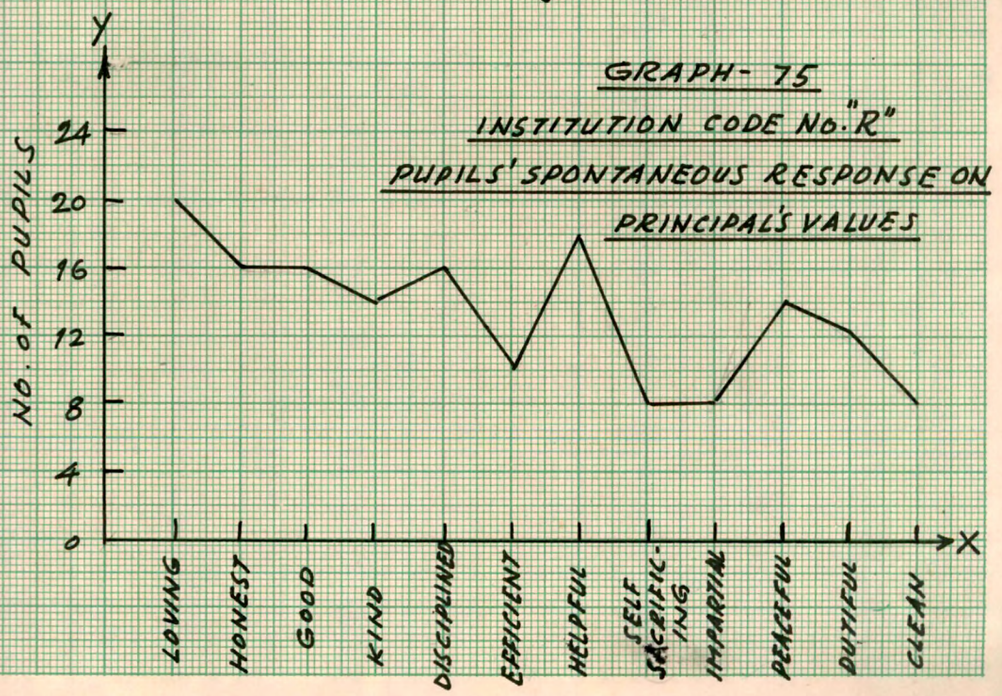
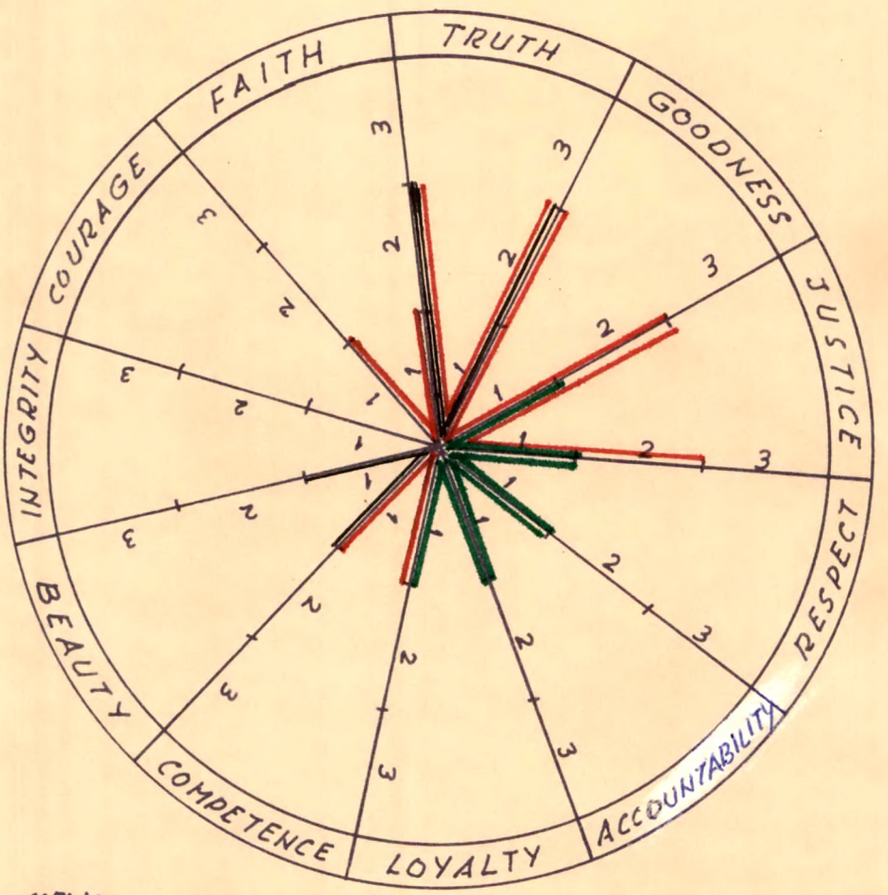


FIG. 4.37

INSTITUTION CODE No. R

VALUE PROFILE OF PRINCIPAL



KEY:

——— PRINCIPAL'S VALUES

——— PRINCIPAL'S VALUES - MANIFESTED IN SITUATIONS

——— PUPIL'S ASSESSMENT OF PRINCIPAL'S VALUES

1 = REPRESENTS	60% (FOR PUPILS' ASSESSMENT)	SCORE 3 (FOR SITUATIONAL VALUES)	SCORE 8 (FOR PRINCIPAL'S VALUES)
2 = "	70% "	SCORE 4 "	SCORE 9 "
3 = "	80% "	SCORE 5 "	SCORE 10 "

NOTE: —

SCORES OBTAINED BELOW THE ABOVE MENTIONED SCORES IN THE THREE QUESTIONAIRES ON VALUES ARE NOT MARKED ON THIS PROFILE

and Justice emerges as dominant values and are manifested strongly enough for pupils to observe them. The value of Beauty too motivates the principal and it falls in Group-II.

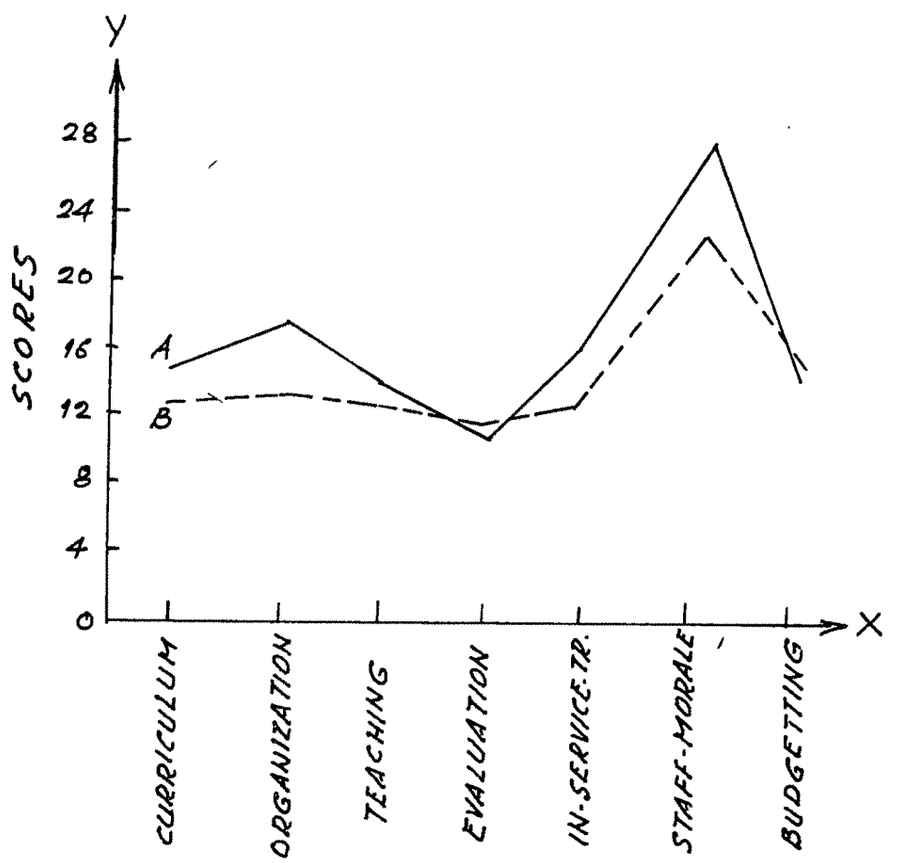
D. The Principal's Administrative Role Performance as Predicator of Institutional Effectiveness :

At the time of data collection, the routine administration seems to have been carried on in the manner the previous principal had done. A general observation of classroom teaching revealed that the teachers conducted their classes fairly methodically. Visual aids too were observed to be used but the setting up of graded standards of expected performance was lacking (as compared to Institution "A") also it seemed that a number of teachers expected a higher standard of academic performance and pupils who did not measure up to it were punished. The previous principal, in the interview claimed that the syllabic had been graded for the various classes and the present Head-Mistress was demanding the previously established standards.

The principal's assessment of the questionnaire on Administrative strategies revealed that he considered himself performing well in all the areas and on the whole, in the context of the resources available to him, he is not unrealistic in his assessment. However, the lack of actual dynamic leadership seemed to have been felt by the staff. This institution was a clear indication of the influence a principal has on his institution.

GRAPH-76

INSTITUTION CODE No. "R"
PRINCIPAL'S ASSESSMENT ON ADMINISTRATIVE STRATEGIES



DIMENSIONS OF ADMINISTRATIVE STRATEGIES

A —— SCORE OBTAINED BY INSTITUTION "R"
B --- MEAN SCORE OF 25 INSTITUTIONS

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Table No.4.32 showing self-assessment of principal on Administrative Strategies.

Sr. No.	ADMINISTRATIVE ITEMS	RAW SCORES X	MEAN SCORES $\bar{X}$ OF 25 SCHOOLS	DEVIATION FROM $X - \bar{X}$
1.	Curriculum	15	12.1	+2.9
2.	Organization	17	13.1	+3.9
3.	Teaching	14	12.2	+1.8
4.	Evaluation	11	11.1	.1
5.	Inservice Training	16	12.7	+3.3
6.	Staff Morale	28	23.8	+4.2
7.	Budgetting	14	14.4	.4

E. Organizational Climate as Predicator of Institutional Effectiveness :

In order to find out whether the prevalent climate was conducive or non-conducive to the learning experiences offered to the pupils and to what extent the principal's leadership acts helped or hindered the nurturing of this climate was found out through the perception of the teachers in the organizational climate description questionnaire. See Graph No.77.

This tool was administered to a random sample of ten staff-members and the result scored on all the eight sub-tests showed a climate whose dominant dimension was autonomous. This type of climate ranks second on a continuum of best to the worse climatic types. In this type of climate the leadership

behaviour of the principal is more directive though the teachers do enjoy professional freedom.

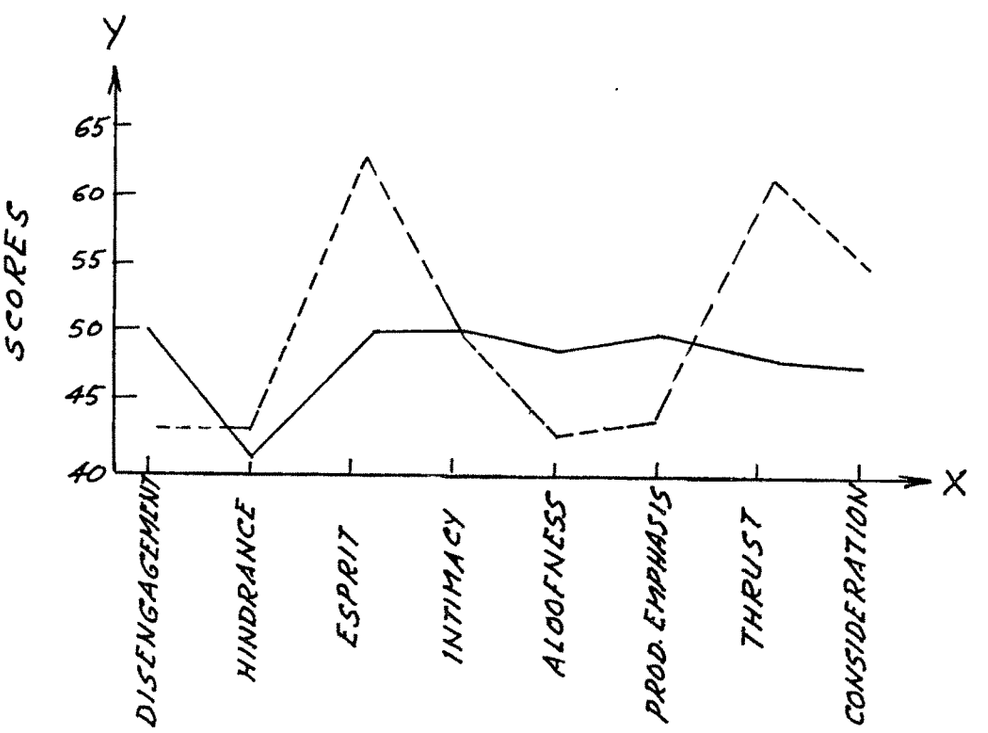
In fact the scores of this Institution when compared with the scores of the "Open" Climate prototype, those scores obtained by the Institution on Hindrance are almost as low as those of the Open Climate implying that the principal does not consider the directive behaviour of the principal as being a positive hindrance. It also implies that the principal has so efficiently organized the paper-work that it is not burdensome to the teachers. The scores on Esprit too are fairly high.

However because of its limited financial resources, the principal is perhaps obliged to be stringent about expenditure. Perhaps enthusiastic teachers would find a lack of facilities they expect is a "damper" to their efforts to improve the academic performance of the pupils. Perhaps the principal's priorities on expenditure clashed with those of the teachers - and the tension understandably would be greater here since the resources are more limited. Considering all these factors the tendency for the climate also show an indication to be paternal is understandable.

However, observation of principal behaviour did indicate that the principal did possess a well-established core value system and his efforts to improve the institution and obtain the co-operation of the staff, who were well-qualified, competent and experienced, without having the means to offer monetary rewards was commendable. The teachers were observed to perform their duties responsibly during the inter-school sports. The inter-relationships among the staff were friendly too.

GRAPH-77

INSTITUTION CODE No. "R"
ORGANIZATIONAL CLIMATE PROFILE



EIGHT DIMENSIONS OF CLIMATE

A —— SCORES OF INSTITUTION "R"
B --- "OPEN" CLIMATE PROTOTYPE SCORES

F. Pupil's Academic Motivation as Predicator of Institutional Effectiveness :

The pupil's academic motivation was measured through a random sample of one senior class whose number was thirty-six, since English was the second language of these pupils and their comprehension was rather poor. The aid of the senior Marathi teacher was enlisted and a number of the statement from the questionnaire which the pupils did not understand were translated into Marathi; the investigator took care that the teacher did not emphasize either the positive or negative aspect of the statement while translating it.

The pupils had been administered the Junior Index of motivation scale which sought to measure the level of academic motivation of the pupils, their attitude to life in general, and their desire for learning and their attitude towards the school.

The scores when tabulated and arranged were found to fall below +89 points is low motivation.

Table No.4.33 showing the percentage of pupils falling in each category for academic motivation

N = 36

INSTITUTION "R"	HIGHLY MOTIVATED +120 & above	AVERAGE MOTIVATION +119 -+100	LOW MOTIVATION +99 & below	RANK
Percentage	-	-	100%	25th

This came as an unexpected surprise and the cause for it has not been established. When the pupils were questioned on

how the school had failed them eleven out of thirty-six stated that the school had not failed them in any way. Others maintained only the lack of physical facilities like a playground, the shining, unpainted blackboards and the lack of a canteen. Those things were observed to be sorely necessary for the situation.

The first impression obtained on the pupils is that they were better behaved than those in Institution "Q". The girls appeared to be more attentive in class than the boys. They were all clean in their appearance. During the recess, it was observed that they had hardly any place to play. Most of them went out on the main road. Since a few of the staff members had served the Institution for a long time there was a certain amount of caring for the pupils. Since the school ran in two shifts - there was no place to take up remedial teaching. Only Std. X were given tuition classes. The enrolments of these pupils never remained steady. The rate of dropouts was fairly high and others left if they got admission in private school. Not a helpful state of affairs to build up the morale of the staff or enhance the public image of the school. The pupils gave the impression that the teachers had no contact with them outside the classroom.

The opinion of thirty-six pupils was sought on how they felt about remaining in school and whether they were happier to be away. Twenty-one agreed that being away from the school premises was better. The statement put in another way. Most young people do not want to go to school had thirty pupils agreeing and most of them agreeing strongly with the statement.

All agreed unanimously that some teachers make school more interesting than others - this correlated with observation. How happy/unhappy they were with their present environment was gauged by the indirect question. The world we live in is a pretty lonesome place. Thirty agreed with the statement. A confirmation of this was obtained from a question in the similar strain thirty-two agreed with the statement that life seems to be one big struggle after another. However, they did not think that their teachers on the whole were really unkind.

There was an attempt made to discuss their attitude towards failure. An indirect statement 'All these who fail have worked in vain' was scored in terms of frequency. The score twenty-six did not agree with the statement. The pupils were questioned on what were the values the school has instilled in them. The pupils were allowed to respond in their mother tongue since they were not confident about English. Their responses have been translated and recorded below. The values mentioned by the pupils are numerous and widely chosen and seem to be those they have heard the Head-Mistress repeating to them off and on. Since these have been given mainly in the form of instruction and deliberate opportunities may not yet be provided - how much of these values are really practised by them have to be seen.

The values they mention are truth, cleanliness, honesty, regular study, discipline, respect for elders, independence, helpful, string to perform tasks well, being punctual, respect and love for the school, kindness, good manners and obedience.

Even though one cannot be sure how much they practise these values, they seemed to have been given a wide repertoire of them to work on.

G. Conclusion :

The study of this Institution has thrown some light on the effects of principal influence on an educational institution and yet at the same time it has raised some problems. The principal's claim to organizational efficiency was supported by evidence from observation by the investigator of the school. Keeping in mind the character of the Founding Body in this sense the clerical office, the staff-room and the principal's office were well arranged for speedy communication and despatch of work. The pupils were well behaved, the teachers on the whole, were well-qualified and proficient in their job and yet the pupil academic motivation scored 'low' as well as the principal's leadership behaviour as viewed by the teachers did not score well.

One possible explanation could be due to the existing circumstances. The pupils, inspite of the translation may not have interpreted the statements correctly and accordingly their opinion is misled too. The staff in answering the questionnaire may have thought in term of two persons the retired principal (who was actually being evaluated) and the present Head-Mistress (who was not meant to be assessed.

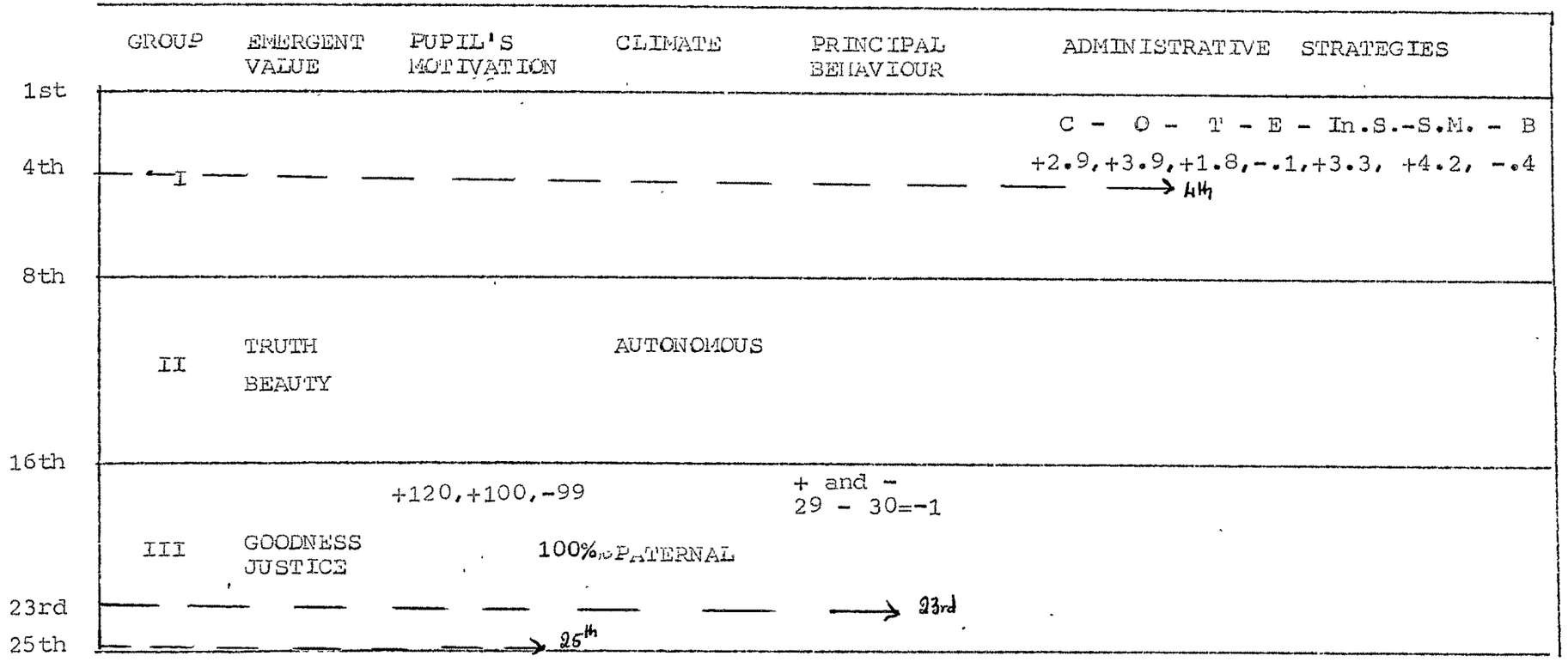
The study recognize its limitation in that it has not taken into account the functioning of values which would have been more specific in nature and through more sure light on the influence of the principal's values on the Institution.

INSTITUTION CODE NO. "R"

PROFILE OF INSTITUTIONAL EFFECTIVENESS

AL CLIMATE Leader				PRINCIPAL LEADERSHIP BEHAVIOUR				ACADEMIC MOTIVATION (Pupils')				ADMINISTRATIVE STRATEGIES							
Aloofness	Production Emphasis	Thrust	Consideration	CLIMATE TYPE	Aloofness	Production Emphasis	Thrust	Consideration	Highly Motivated	Moderately Motivated	Low Motivated	PLACEMENT		Curriculum	Organisation	Teaching	Evaluation	In-service Training	Staff-Morale	Budgetting
-	-	+	+		-	-	+	*	Percentage											
													$\bar{X}$	12.1	13.1	12.2	11.1	12.7	23.8	14.4
49.8	50.1	49.6	49.6	AUTONOMOUS/ PATERNAL	16	14	19	10	-	-	100	26th	X	15	17	14	11	16	28	14
					30 - 29 = +1									*2.9	+3.9	+1.2	- .1	+3.3	+4.2	- .4

CHART NO.4.39 OVER-ALL PROFILE OF INSTITUTION CODE NO."R"



C = Curriculum
O = Organization
T = Teaching
E = Evaluation

In.S. = In-service Training
S.M. = Staff Morale
B = Budgetting

4.13 INSTITUTION CODE NO."U"

A. Introduction :

This institution founded in the more recently developing part of the town has steadily grown to meet the needs of its clientele whose numbers are increasing with the industrial growth of the area.

That its Managers truly meant the Education they would offer the community would be a "service" is borne out by the size and the construction of the school plant. It is equipped with airy spacious rooms, a good library and well-equipped laboratories. The building is also surrounded by grounds spacious enough to allow the boys free movement - though not large enough for organized games.

The Institution belonging to a Minority group is owned by a Trust and the principal is appointed by the Trust. The present principal has been in charge since a few years after it started and has been recognized as the one whose leadership has brought it to a full fledged school and established good public relations.

B. Over-all Objectives :

Though the principal did not clearly express his vision for the Institution, what was gathered from his activities and the nature of his decision was that he aimed at helping all the students he could to prepare for the public examination and also find them opportunities for jobs. He expended a good bit of energy in helping his boys obtain the careers they wanted. It

It was with this purpose in mind that he tried to raise the school to a Higher Secondary and inspite of not obtaining a Grant, boldly and promptly opted for subjects like Paramedicine, Catering and Banking - all very lucrative but expensive subjects. The principal is very keen that his boys obtain opportunities for training to hold responsible and respected position in the country, and is constantly on the alert for advertisement on relevant courses for boys. The principal stated that the objectives of the Institution were:

a) to serve one's fellowmen in the educational field.

b) to provide the necessary formation to boys to make them into responsible citizens.

The principal was also asked to respond to a questionnaire on objectives. His responses and his precision in the choice of words describing the objectives (he changed some of the wording and then gave his opinion on the objective) reflected a habit of deliberately choosing the direction he wished to lead the institution in and a conscious establishment of priorities. All the objectives had previously been grouped into Output, Support, Elitist and Service Goals.

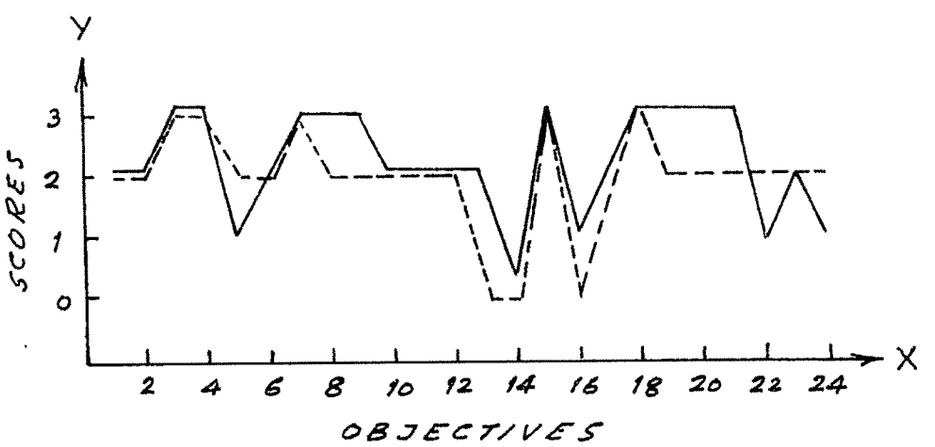
The institution was perceived by the principal as being consistent in the demands it makes on itself for the fulfillment of output goals. It also clearly recognized the importance of support goals and felt satisfied with its performance on these. And it seemed to veer away from elitist goals and straining towards service goals. The results are given on table No.4.34.

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GRAPH-78

INSTITUTION CODE No. "U"

INSTITUTION PRINCIPAL'S PERCEPTIONS OF INSTITUTIONAL OBJECTIVES AS "PERCEIVED" AND "PREFERRED" BY HIM FOR HIS INSTITUTION



—— OBJECTIVES AS PERCEIVED BY THE PRINCIPAL

– – – OBJECTIVES AS PREFERRED BY THE PRINCIPAL

Table No.4.34 Achievement of various categories of objectives as perceived by the principal.

INSTITUTION "U" GOALS	OUTPUT	SUPPORT	ELITIST	SERVICE
Maximum Obtainable Scores.	18	18	18	18
X Scores	14	14	10	13
Percentage	77.7	77.7	55.5	72.2

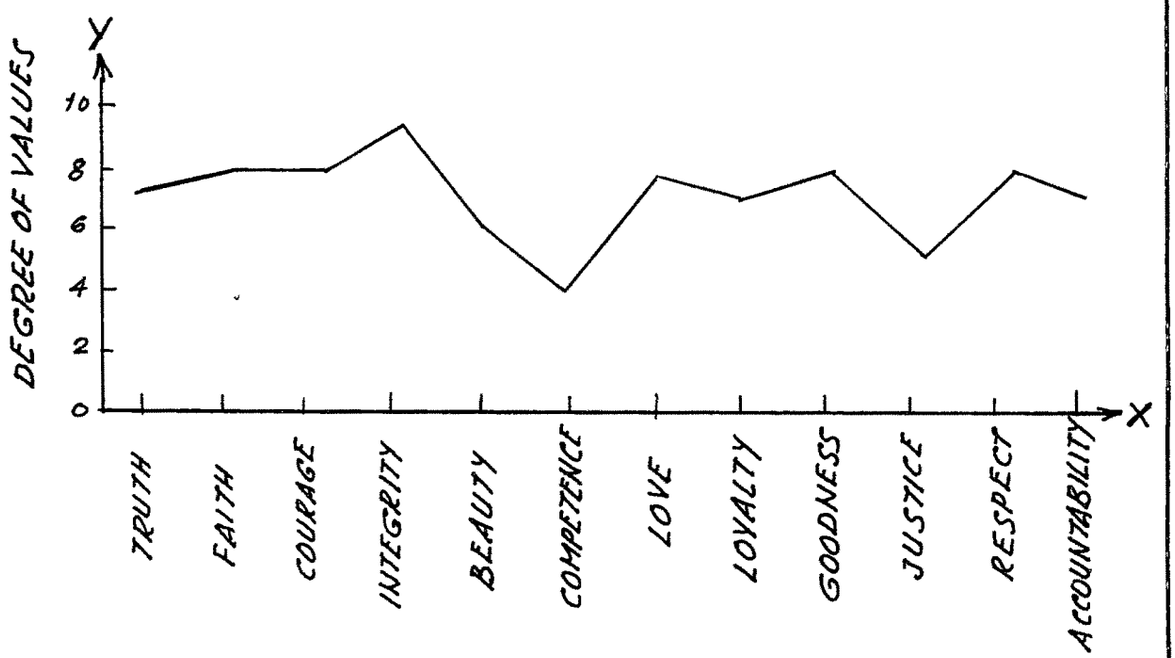
C. The Value Profile of the Principal :

This has been drawn from the scores obtained on the three questionnaires on values. It comprises of the self-evaluation by the principal and the pupil's on the values of the principal. According to the self-evaluation by the principal - Graph No.79. There is a certain degree of coreness of values for Truth and Goodness with some values in its cluster emerge as dominant. The pupils name Truth, Faith, Goodness and Justice as values that have been observed in the principal. The over-all profile- Figure No.4.40 - to indicate that the scored value-system of the principal would place him in Group No.II.

The principal claimed in the interview that he is a person with a single standard of behaviour. At a function, a public official recommended the principal's sincerity and hard-work.

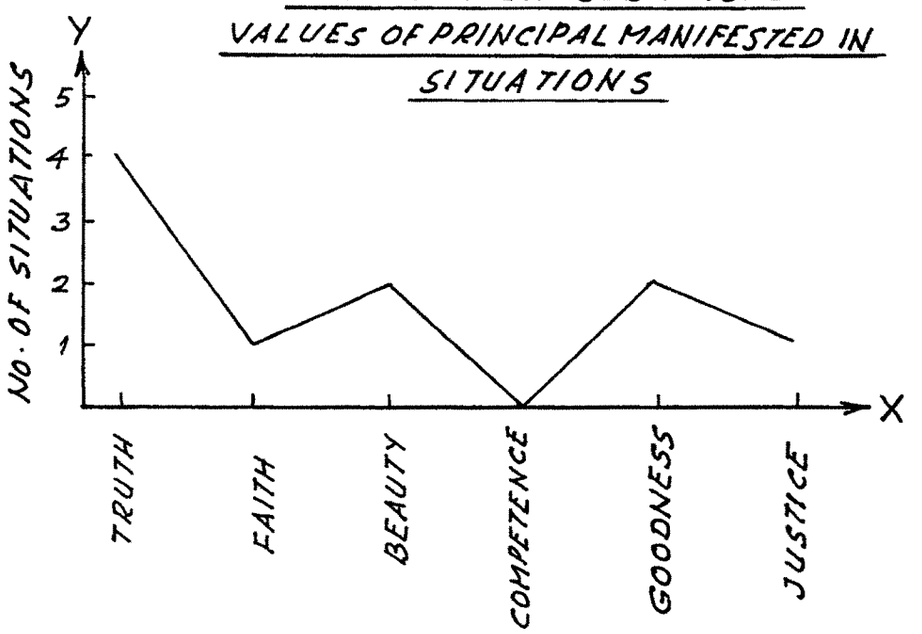
GRAPH-79

INSTITUTION CODE No. "U"
VALUES OF PRINCIPAL



GRAPH-80

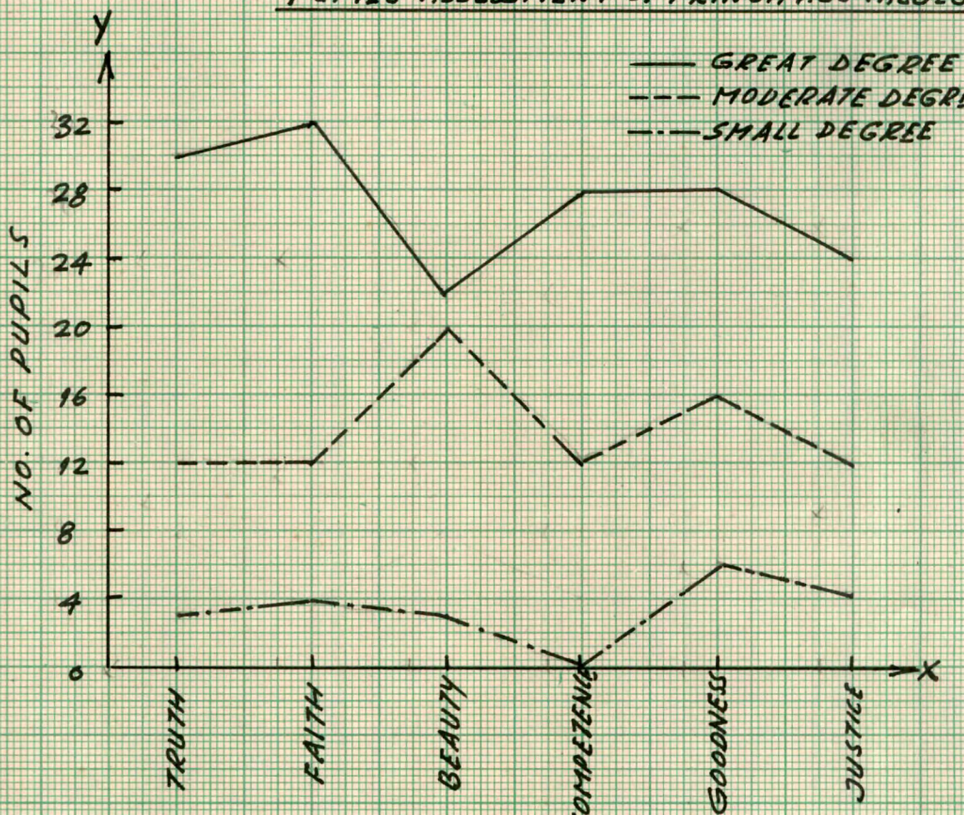
INSTITUTION CODE No. "U"
VALUES OF PRINCIPAL MANIFESTED IN SITUATIONS



GRAPH - 81

INSTITUTION CODE NO. "U"

PUPILS' ASSESSMENT OF PRINCIPAL'S VALUES



GRAPH-82

INSTITUTION CODE NO. "U"

PUPILS' SPONTANEOUS RESPONSE ON PRINCIPALS VALUES

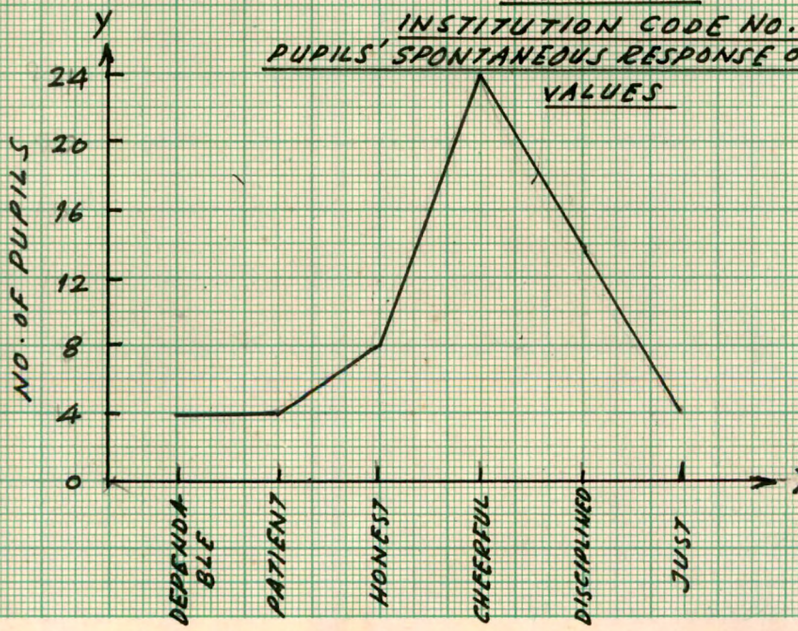
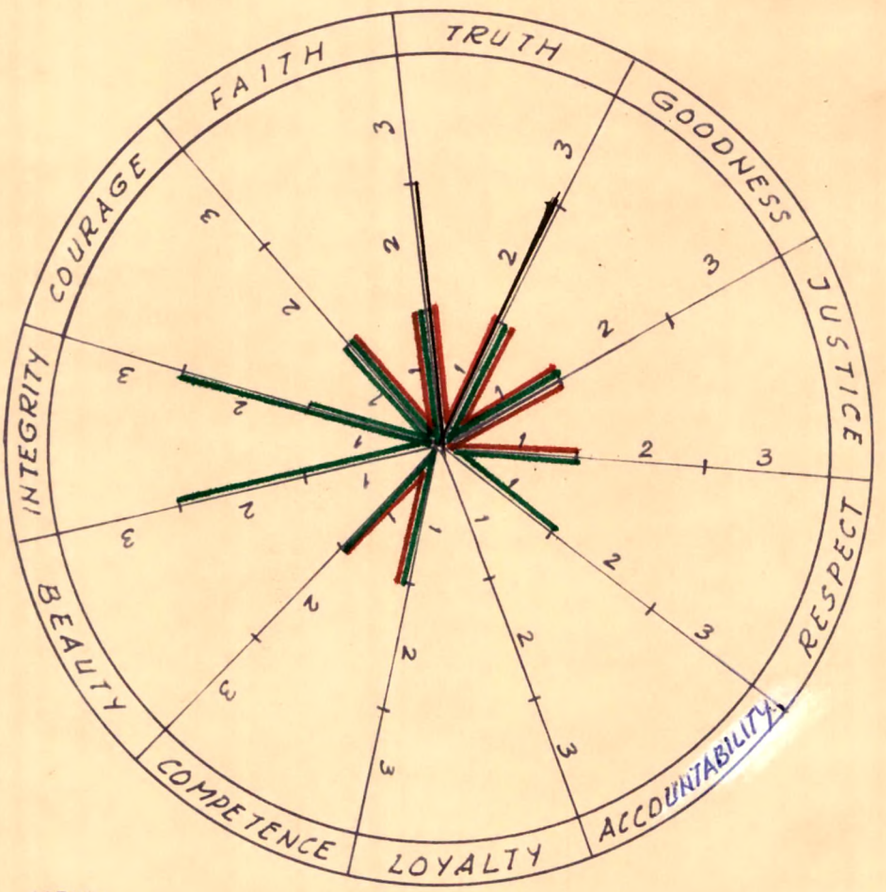


FIG. 4.40

INSTITUTION CODE NO. "U"

VALUE PROFILE OF PRINCIPAL



KEY:

- PRINCIPAL'S VALUES
- PRINCIPAL'S VALUES - MANIFESTED IN SITUATIONS
- PUPIL'S ASSESSMENT OF PRINCIPAL'S VALUES

1 = REPRESENTS 60% (FOR PUPILS' ASSESSMENT)	SCORE 3 (FOR SITUATIONAL VALUES)	SCORE 8 (FOR PRINCIPAL'S VALUES)
2 = " 70% "	SCORE 4 "	SCORE 9 "
3 = " 80% "	SCORE 5 "	SCORE 10 "

NOTE:-

SCORES OBTAINED BELOW THE ABOVE MENTIONED SCORES IH THE THREE QUESTIONAIRES ON VALUES ARE NOT MARKED ON THIS PROFILE

Goodness appeared to be an important value with him. It was evidenced in his finding jobs for his boys in his own institution. Sometimes even at the cost of efficiency, for the boys were poor, inexperienced and the school clerical work suffered while they gained experience in it.

Generally speaking, the principal seemed to be acting consistently in keeping with his value system, in the pursuit of objectives, and had accordingly established his priorities. However, his role-performance appears to be ineffective with his present hierarchy of values. For though he was attaining his educational objectives, it was at great cost to himself.

The over-all value profile - fig.no.4.18 - indicated that while a coreness of values did not emerge, the value of Goodness and Competence emerged as dominant. This is supported by observation as well as staff-talk. The principal is very kind in his dealings with his colleagues and staff; however, this gentleness lacks the strength for direct confrontation with the need arises - rather the principal acts according to his own wishes without clarifying disputed issues hence he does not come across as genuine. Hence even though his priorities do emerge strongly his manner of living by them comes across as inauthentic. That is perhaps the main reason why the climate emerges as "closed" with a leaning towards paternalism - see Graph No.84.

D. Administrative Strategies as Predicator of Institutional Effectiveness :

Though the institution has an enrolment of more than a thousand pupils, the principal handles the administration unaided.

There is Junior Head-Mistress for the Pre-Primary section but no supervisors are appointed.

Observation of the class-rooms indicated that a good number of the classes were over-crowded and pupils were found to be seated uncomfortably. In some classes there were more pupils than seats and extra pupils kept changing places and occupying the seats of the daily absentees. Not a very happy position for any pipil to be in.

On the other hand observation of the principal behaviour indicated that the welfare of the pupils was his first priority, in fact his behaviour indicated that the staff were there only for the sake of the pupils.

The morning Assembly was conducted by the Headgirl. The staff were present, though some remained in the staff-room and even if the principal come to it, he remained in the background. The pupils appeared disciplined but there was no definite feeling of a conscious orientation by the school towards a self-image or the institutional identity. The staff-members too were spectators at the assembly. (This was an example or an incorrect interpretation of valuing students). The discipline was observed to slaken as pupils went to their respective classrooms. The teachers took their time collecting their books and going to their class.

The same pattern of behaviour was also observed at a school function. For the senior pupils were found to be seated

comfortably while a number of staff-members remained standing during the function. The atmosphere of the school was on the whole free and friendly. The pupils were observed to approach their principal freely at all times.

The principal stated that he held staff-meetings whenever he felt the need for it. He claimed he did give the staff a feed-back on their performance sometimes in a group, sometimes individually. He did not directly supervise the lessons of the teachers but depended on the pupil's informing on how their classes were conducted. He claimed that he was judicious in accepting the reports of the pupils and will not act hastily. However, it was learnt from the staff that they resented this method of acquiring information.

The principal stated that he always listened to the suggestions offered by the teachers. The teachers good-naturally commented that the most of their suggestions fell on "listening" but "unmoved" ears. It was finally gauzed that the policy of the principal was to take up "critical" tasks himself and seeks help wherever he needs it among trusted and tried teachers. This is seen as the approach adopted by a number of principals.

There is no evaluation of activities held, social gathering are few. The staff too are not sent in for any in-service training. Though most of the administrative functions are performed with efficiency, a certain amount of inefficiency is tolerated in the clerical office. This is manifested by the recommendations given by the E.O. The principal admitted that

the clerical staff had been recruited out of kindness rather than on the basis of competency.

The principal also evaluated his role-performance through a questionnaire covering seven areas of administration. The results showed that in the principal's opinion the institution was functioning well in all areas. The results are given below:

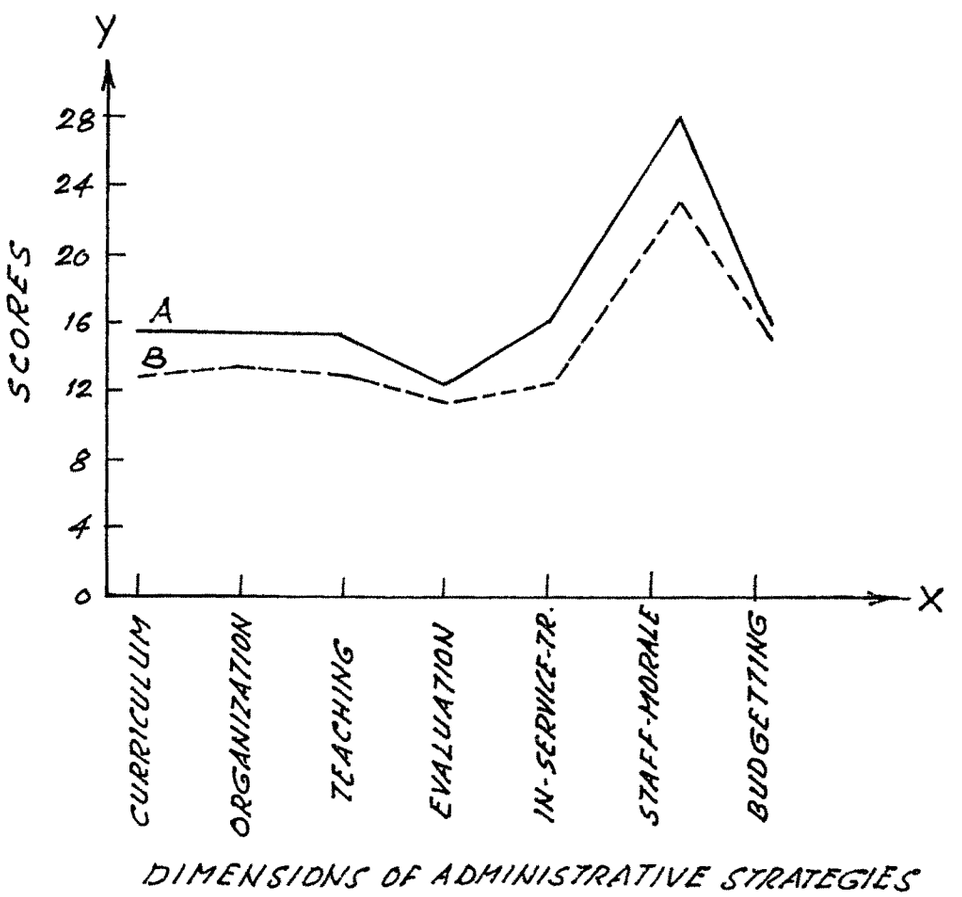
Table No.4.35 showing Principal's Self-assessment on Administrative Strategies

Sr. No.	ITEMS	RAW SCORE X	MEAN SCORE $\bar{X}$	DEVIATION SCORE $X - \bar{X}$
1	Curriculum	15	12.1	+2.9
2	Organization	15	13.1	+1.9
3	Teaching	15	12.2	+2.8
4	Evaluation	12	11.1	+ .9
5	In-Service Training	16	12.7	+3.3
6	Staff-Morale	28	23.8	+4.2
7	Budgetting	16	14.4	+1.6

The evaluation when compared with other sources of information viz. informal interviews and observation appears to be idealistic. The areas the school has not performed well have been In-Service Training - the records do not show any courses held

GRAPH-83

INSTITUTION CODE No. "U"
PRINCIPAL'S ASSESSMENT ON ADMINISTRATIVE STRATEGIES



A —— SCORE OBTAINED BY INSTITUTION "U"

B --- MEAN SCORE OF 25 INSTITUTIONS

except those conducted by the department of education. The staff-morale too is not high. The difference between the positive and negative dimensions of the principals leadership behaviour is only 6 points.

Teaching on the whole is well-conducted, but a few enthusiastic teacher are frustrated by the overwhelming numbers. These appear to be a very great pressure for admissions and the principal is not able to withstand it.

The principal has laid down broad, practical policies for covering the syllabi and checking the pupils work. There is a conscious effort made to encourage the talented pupil. The pupils, a good number of whom come from the professional class do find in the principal sufficient encouragement to develop their talents. The principal would have been more effective if he had succeeded in securing the co-operation of the staff as well.

E. Organizational Climate as Predicator of Institutional Effectiveness:

The prevalent organizational climate of the institution is measured by the organizational climate description questionnaire. In this questionnaire, the leadership behaviour of the principal is perceived through the eyes of the staff-members. This tool was administered to a random sample of ten staff-members.

After the results had been scored through a standardized procedure, the scores on the eight-sub-tests indicated the

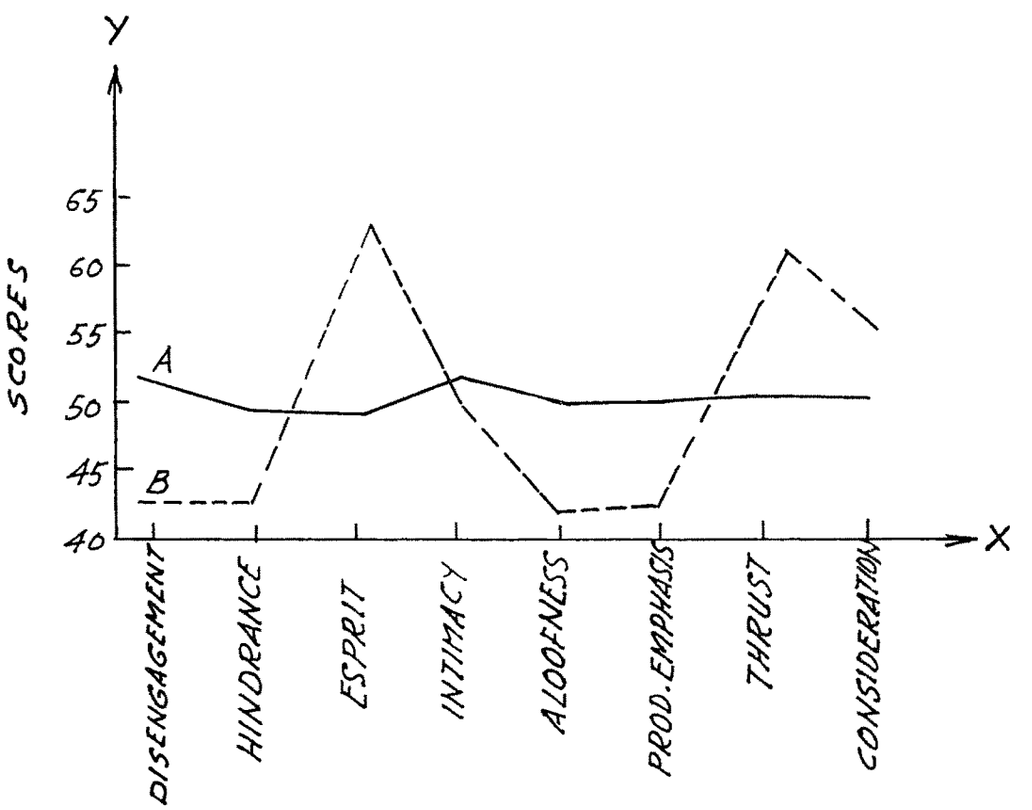
prevailing climate. The climate that emerged was of the paternal type with an inclination towards being 'closed' too.

The vignette for the paternal type of climate states that it is characterized by ineffective attempts of the principal to control the teachers as well as to satisfy their social needs. The principals behaviour is observed to be non-genuine and non-motivating by the teachers. Group maintenance too has not been established. This is most probably due to the establishment of unhelpful priorities. Unhelpful meaning, they do not help the principal achieve his chosen purposes. The school and his duties within it are the principal's main interest in life. But the principal does not involve the staff in the decision-making process - hence the score on disengagement is high. There is a friendly atmosphere among the staff-members and rather are they hostile towards the principal, but on the other hand, they are not won over to give off their best.

There is a certain amount of job-satisfaction for teachers who are interested in their profession for hindrance is low. The principal also took care while recruiting the teachers - hence the present friendly atmosphere could be because the teachers were people of some integrity and showed the same ideology but the conditions that prevailed were not the best for providing profitable educational experience to the pupils. Graph No.84.

GRAPH-84

INSTITUTION CODE No. "U"
ORGANIZATIONAL CLIMATE PROFILE



EIGHT DIMENSIONS OF CLIMATE

A —— SCORES OF INSTITUTION "U"
B --- "OPEN" CLIMATE PROTOTYPE SCORES

F. THE JIM SCALE :

Table No.4.36 showing the academic motivation of pupils and the percentage of pupils falling into each category.

N = 57

INSTITUTION	Above 120	119-101	100-90	89 and below	RANK
"U"	1.7%	19.2%	15.7%	64.9%	16th

The JIM scale administered to a senior class gave the following results which have been obtained and then categorized into four groups.

The number of pupils falling into each category was noted and the percentage found. Taking a score of 120 and above as a criterion for excellence, the school was ranked according to the number of pupils who obtained that score. This school ranked 16th among 25 schools. This is a poor record since most pupils come from the professional class of society. The scores ranged from +133 to +38 with 57 pupils of Std.IX. The above 120 scores also has a very low percentage which is surprising considering that a majority of them have parents who belong to the professional class.

Some responses from the JIM Scale were also used to find out pupils experience of study and their relationship with their teachers. A statement like "Many children are punished without cause" had 35/37 agreeing with it. The same number of

pupils agreed that many young people did not wish to go to school. However, the majority 33/57 seemed to think that teachers were not so prejudiced that they made pupils suffer deliberately. 39/57 felt the world was a lovely place, and an overwhelming majority 50/57 said "Most people don't give a 'darn' for others. A rather poor self-opinion seems reflected in 48/57 agreeing with "Most people just don't know what is good for them".

G. Conclusion :

The institution generally speaking could be said to be achieving the purposes it has set for itself viz. preparing boys for a career and providing opportunities for them to prepare themselves well. It also helps the poorer boys to complete their education. However, as it has been noted before, the principal is almost alone in his efforts except for a very small number of dedicated teachers.

The principal undertakes some innovative practices but since the implementation of it is left to the group that suggested it, with the principal's tacit encouragement, sometimes only does one see the results - this has been stated by some staff-members.

Though the climate has emerged as "closed" i.e. the least conducive to positive learning experience, the atmosphere is not so oppressive nor are teachers totally neglectful of the pupils. The principal too does listen to the staff and accept suggestions if he finds them worth his while.

The general impression this institution gives is contained in the words of Takatt Poisons : "The principal who holds growth goals for students but denies growth opportunities to teachers inadvertently denies them to students.

INSTITUTION CODE NO. "U"

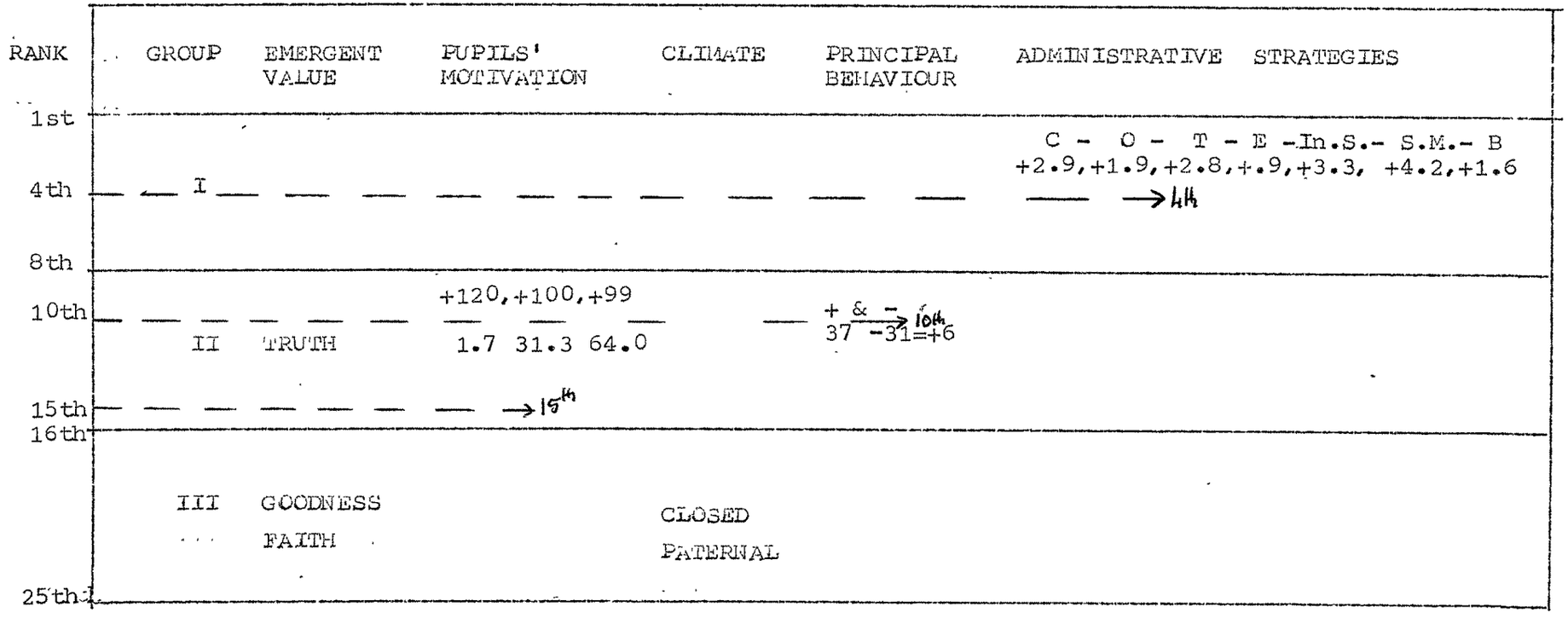
PROFILE OF INSTITUTIONAL EFFECTIVENESS

...NAL CLIMATE Leader					PRINCIPAL LEADERSHIP BEHAVIOUR				ACADEMIC MOTIVATION (Pupils') +120 +100 +99			PLACEMENT	ADMINISTRATIVE STRATEGIES							
Aloofness	Production Emphasis	Thrust	Consideration	CLIMATE TYPE	Aloofness	Production Emphasis	Thrust	Consideration	Highly Motivated	Moderately Motivated	Low Motivated			Curriculum	Organisation	Teaching	Evaluation	In-service Training	Staff-Morale	Budgetting
-	-	+	+		-	-	+	+	Percentage											
49.8	49.9	50.0	50.0	PATERNAL/ CLOSED	17	14	24	13	1.7	34.3	64.0	16th	$\bar{X}$	12.1	13.1	12.2	11.1	12.7	23.8	14.4
					31 - 37 = +6								X	15	15	15	12	16	28	16
														+2.9	+1.9	+2.9	+.9	+3.3	+4.2	+1.6

CHART NO. 4.42

INSTITUTION CODE NO."U"

OVER-ALL PROFILE OF INSTITUTIONAL EFFECTIVENESS



C = Curriculum
O = Organization
T = Teaching
E = Evaluation
In.S.= In-Service Training
S.M. = Staff-Morale
B = Budgetting

INSTITUTION CODE NO."M"

A. Introduction :

The institution is situated in a well established locality of Bombay and has the advantage of having the sports grounds in the vicinity of the school. Hence the common complaint of pupils of Bombay schools where data has been collected regarding lack of facilities for games was not heard here. The school caters to boys and unlike some other schools has only one shift.

The Trust to which this institution belongs owns Educational Institutions only, unlike the Trust of Institution "J", "I" and "P" which own a number of works. A note is taken of this because in the case of the latter schools, the industrial works aid the educational works, hence money is not the chief consideration - hence the institution itself does not give priority to the acquisition of finance. In the former case, there seems a tendency to keep count of the profit secured in the enterprise. The institution being unaided, the fees are high and that in itself limits the admission of pupils to the upper middle class and the rich. The three sections of the school are housed on three floors in spacious rooms which are well-ventilated. The classes are not over-crowded.

The Trustees hold meetings every fortnight to which the Principal is invited. Principal, Vice-Principal and the Guidance Officer form the school Academic council.

B. The Over-all Objectives of the Institution :

The Trust has spelt out its objectives which are meant to encompass the purposes of all its educational institutions - schools as well as colleges. These objectives seem to be of the nature of promoting the liberal arts and humanities while preparing the pupils for responsible citizenship. The aims and objectives that the school has spelt out for itself seem to be in keeping with these.

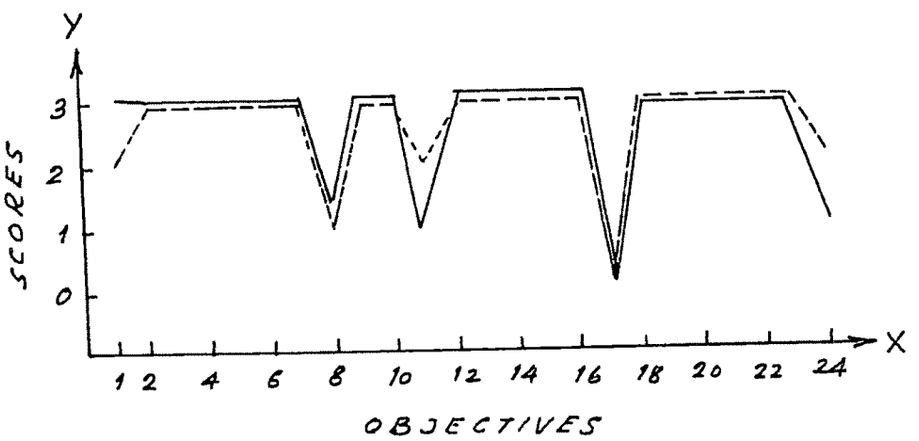
The school Hand-books states that the aim of the Institution is: "To promote a cosmopolitan atmosphere, to train children of all denominations providing for them a liberal education, founding its edifice on Indian culture. Instruction imparted in this institution helps the development of the head and the heart of the child as also his aesthetic appreciation. The school wishes to develop each pupil to the limit of his capacity so that he may make the most of himself and contribute to the greatest good of the society." Thus we seen that knowledge, skills, citizenship, attitudes, service character, loyalty and appreciation are the goals of the institution. The institution professes its commitments to nurture in its pupils all these qualities by providing the ideal environment for learning. The activities it gives importance to and which have been observed are sports, public speaking and dramatics.

The principal was also presented with a number of objectives through a questionnaire and asked to state their importance in terms of his perception and preference. The results were graphed and are shown on Graph No.85. The

GRAPH-85

INSTITUTION CODE No. "M"

INSTITUTION PRINCIPAL'S PERCEPTIONS OF INSTITUTIONAL OBJECTIVES AS "PERCEIVED" AND "PREFERRED" BY HIM FOR HIS INSTITUTION



—— OBJECTIVES AS PERCEIVED BY THE PRINCIPAL

--- OBJECTIVES AS PREFERRED BY THE PRINCIPAL

principal's evaluation indicate that he is satisfied about the degree of importance placed on the various objectives. These given set of objectives were also grouped into four categories; Output goals, support goals, elitist goals and service goals. The responses of the principal were scored and these showed balanced weightage given to the output, support and elitist goals. The service goals did not receive the same degree of attentions. This evidence is supported by observation as well. The formation given to the pupils is geared to develop their personality as individuals - there is in practice less attention paid to the social dimension of education.

Table No.4.37 Achievement of various categories objectives as perceived by the principal.

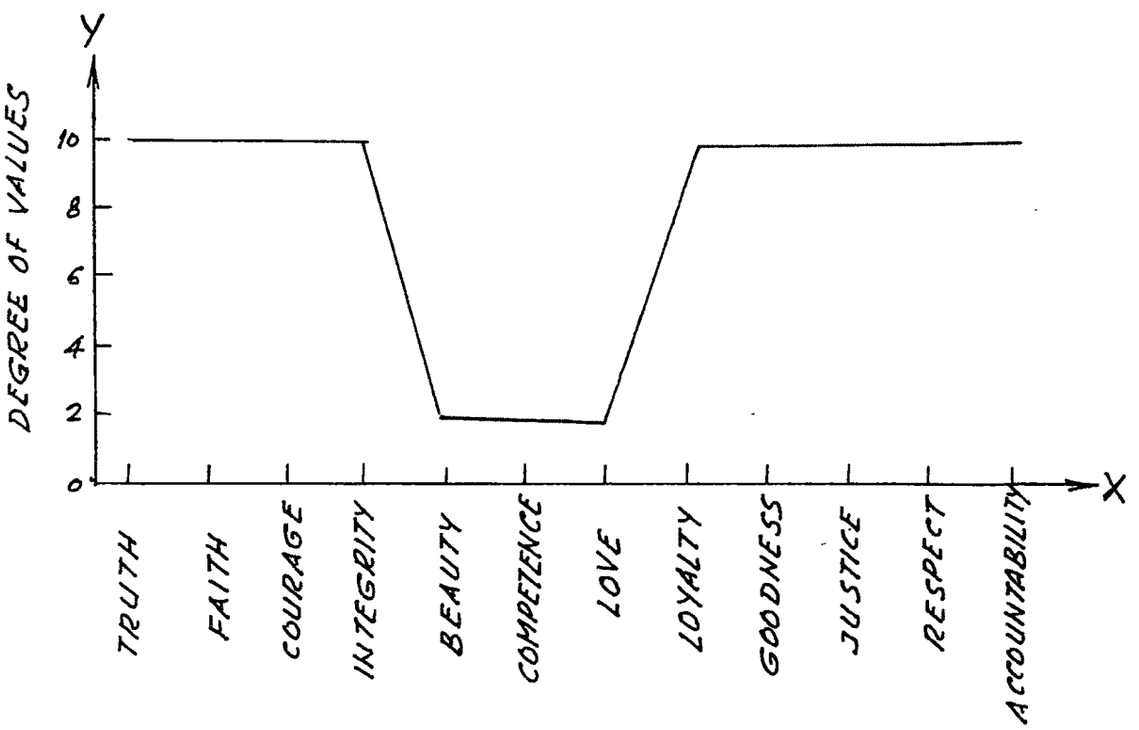
INSTITUTION "M" GOALS	OUTPUT	SUPPORT	ELITIST	SERVICE
Maximum Obtainable Scores	18	18	18	18
X Scores	17	17	16	12
Percentage	94.4	94.4	88.8	66.6

C. The Value Profile of the Principal :

The principal had identified himself with the institution and had established a good rapport with the Board of Trustees. Since the role and function of each role-incumbent involved in the administration of the school was clearly defined, there were few chances of clash and the authority of the principal was

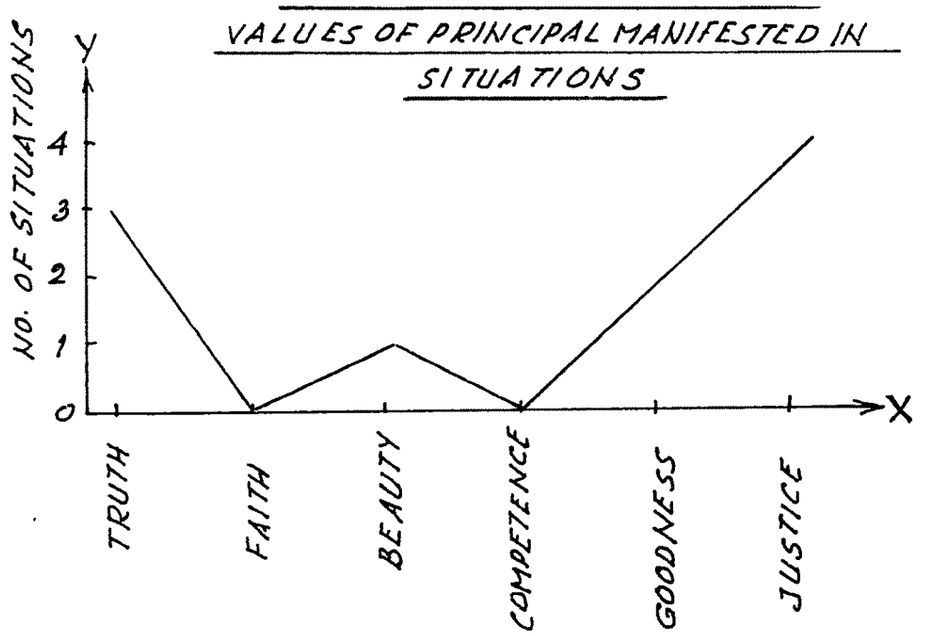
GRAPH-86

INSTITUTION CODE No. "M"
VALUES OF PRINCIPAL

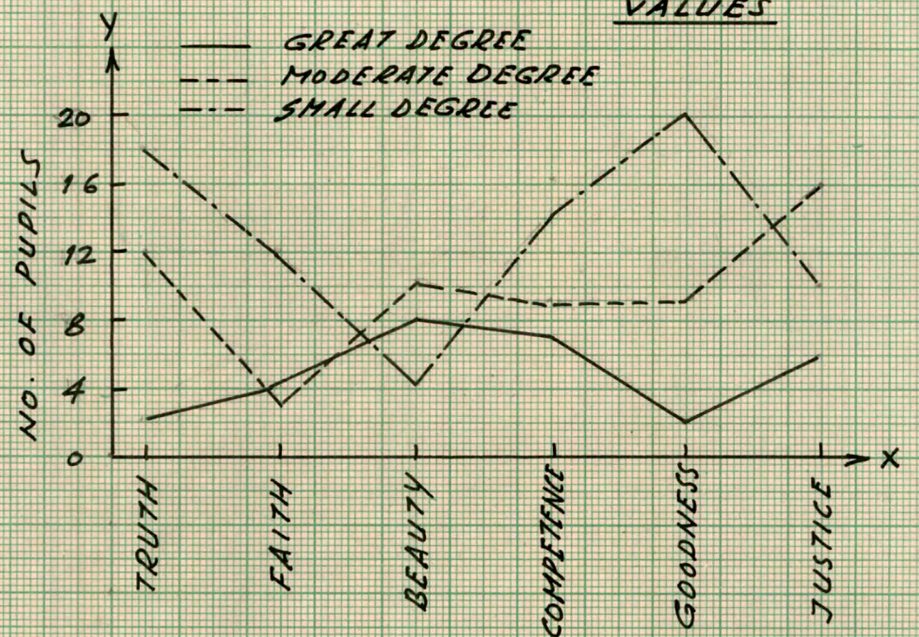


GRAPH-87

INSTITUTION CODE No. "M"
VALUES OF PRINCIPAL MANIFESTED IN SITUATIONS



GRAPH - 88
INSTITUTION CODE NO. "M"
PUPILS' ASSESSMENT OF PRINCIPAL'S VALUES



GRAPH - 89
INSTITUTION CODE NO. "M"
PUPILS' SPONTANEOUS RESPONSE ON PRINCIPAL'S VALUES

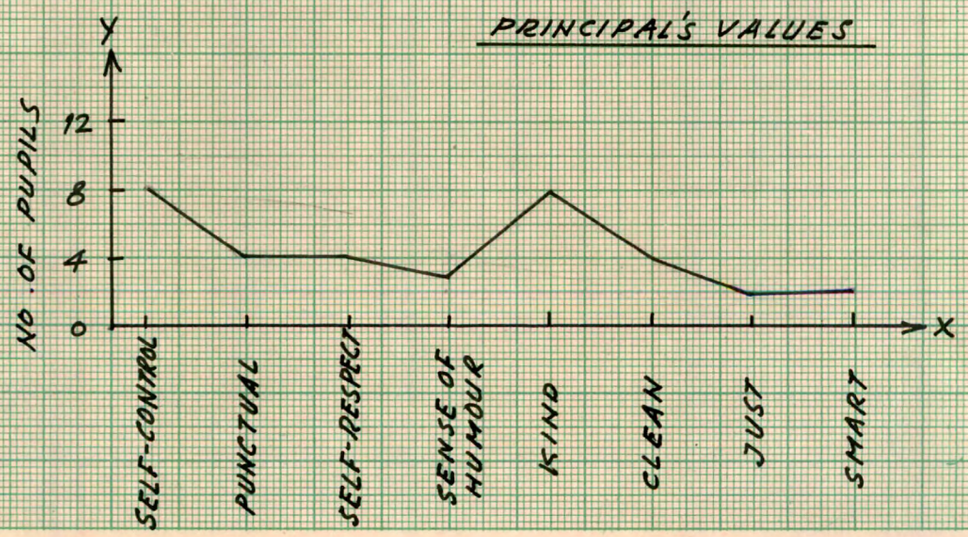
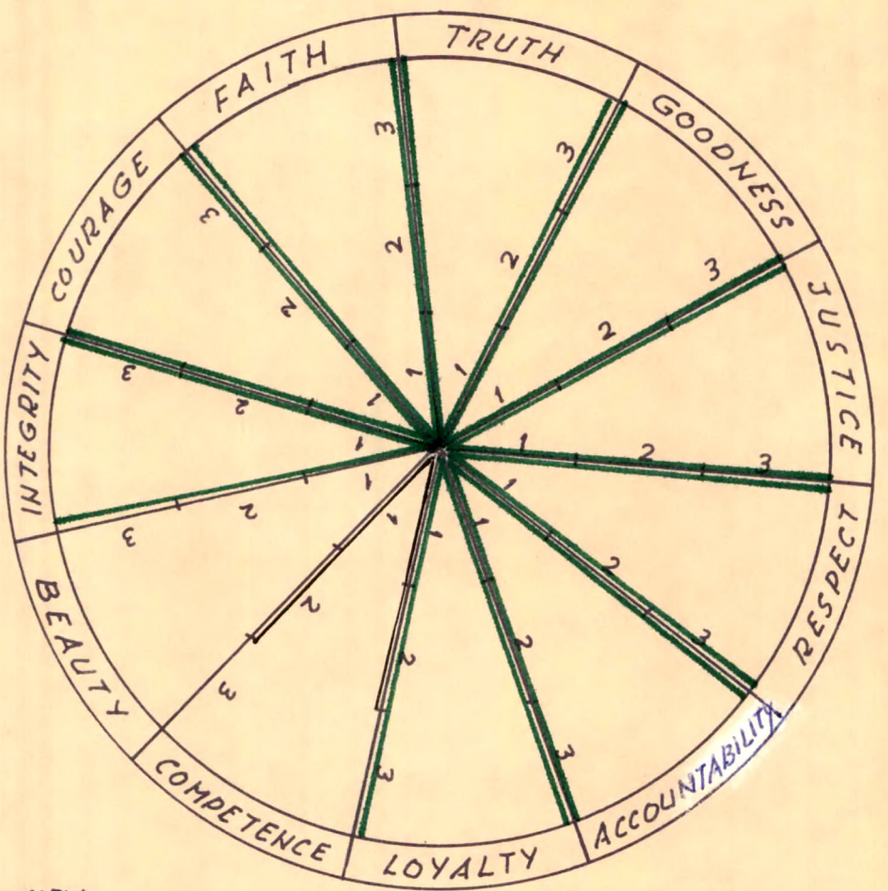


FIG. 4.43

INSTITUTION CODE NO. "M"

VALUE PROFILE OF PRINCIPAL



KEY:

PRINCIPAL'S VALUES

PRINCIPAL'S VALUES - MANIFESTED IN SITUATIONS

PUPIL'S ASSESSMENT OF PRINCIPAL'S VALUES

1 = REPRESENTS 60% (FOR PUPILS' ASSESSMENT)	SCORE 3 (FOR SITUATIONAL VALUES)	SCORE 8 (FOR PRINCIPAL'S VALUES)
2 = " 70% "	SCORE 4 "	SCORE 9 "
3 = " 80% "	SCORE 5 "	SCORE 10 "

NOTE:—

SCORES OBTAINED BELOW THE ABOVE MENTIONED SCORES IN THE THREE QUESTIONAIRES ON VALUES ARE NOT MARKED ON THIS PROFILE

observed to be accepted in all matters. The principal seemed to have an unerring sense of which of the manifold tasks were "critical" and these received his undivided attention hence he was observed to be efficient.

The principal was requested to evaluate himself on a questionnaire requiring to state to what degree he felt he possessed the given set of values. The responses of the principal to this questionnaire indicate that he has a very positive self-image. In the choice for alternatives to action in imaginery situation, the values that emerge is Truth. Graph No.87. In the self-evaluation on values, the principal refrained from marking the values of competence hence the Graph No.86 shows blank. However on the total value profile, none of the values emerge as core values - Fig.No.4.43. In the opinion of the pupils there is a division of opinion on all the values. The majority of pupils opine that the principal possesses truth and goodness to a small degree.

In their spontaneous response a few pupils stated that the principal was kind - this value has the highest score. The other values mentioned by the pupils are of the nature to aid the development of the personality of the principal rather than make him an "out-going" person. The principal was observed to be gracious in her dealings with outsiders.

D. Administrative role performance as predicator of Institutional Effectiveness :

The principal is responsible for all three sections of the school and since the enrollment numbers more than a thousand,

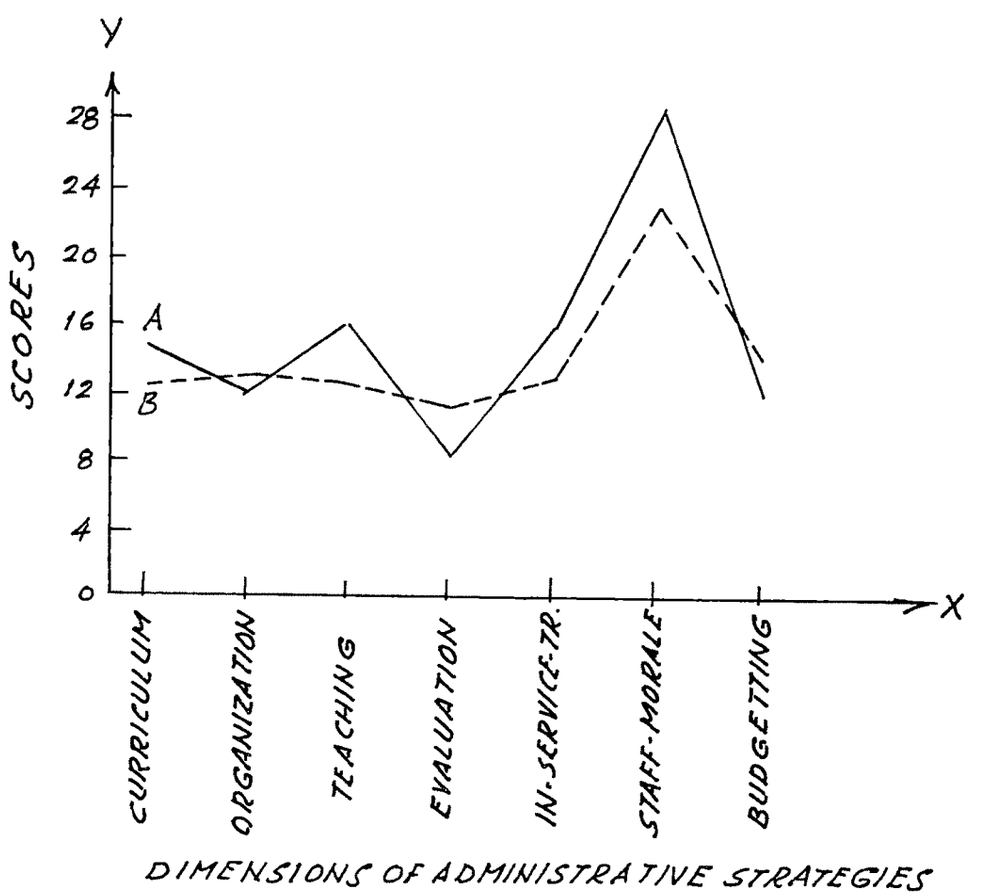
he is aided in his task by the vice-principal and two supervisors. The duties of each role-encumbent are clearly defined, and priorities have been established. The principal is responsible for all that concerns public relations, while the vice-principal sees to the over-all internal administration. The supervisor is directly responsible for checking on the work of the teachers. The Academic Council consisting of the Principal, Vice-Principal and the Guidance Officer, plan and co-ordinate the over-all administration. No staff member is on this committee. The policies of the school are worked out in co-ordination with the Management. It was also observed that the syllabi were laid down in great detail for each class. The staff followed the recommandations given by the principal. Since activities of the school too had been chosen and their priorities established they followed the yearly schedule. Staff-meetings were rare and were more of the nature of information and normally held before the planning of a major function of the school.

The principal was asked to evaluate the administrative performance through a questionnaire. The tool covered seven areas of administration. The results of the principal's evaluation showed that he wished to improve the school's performance in budgetting and evaluation. The need for evaluation was also expressed by the principal in the interview but he did not appear to have got down to it. In other areas the schools is functioning well and the evaluation in terms of

384

GRAPH-90

INSTITUTION CODE No. "M" PRINCIPAL'S ASSESSMENT ON ADMINISTRATIVE STRATEGIES



A —— SCORE OBTAINED BY INSTITUTION "M"

B --- MEAN SCORE OF 25 INSTITUTIONS

efficiency is realistic. A study of the organizational climate would throw further light on the functioning of the institution.

Table No.4.38 showing Principal's Self-assessment on Administrative Strategies.

S.No.	ITEMS	RAW SCORE X	MEAN SCORE $\bar{X}$	DEVIATIONS SCORE $X - \bar{X}$
1.	Curriculum	15	12.1	+2.9
2.	Organisation	12	13.1	-1.1
3.	Teaching	16	12.2	+3.8
4.	Evaluation	8	11.1	-3.1
5.	In-service Training	16	12.7	+3.3
6.	Staff-Morale	28	23.8	+4.2
7.	Budgetting	12	14.4	-2.4

E. Organizational Climate as Predicator of Institutional Effectiveness :

In order to measure the prevalent organizational climate of the Institution, a random sample of ten staff members were administered the organizational description questionnaire. The results on the eight sub-tests were scored and the similarity score revealed the climate to be paternal type with the next dominant tendency to be towards the closed type of climate.

The final scores of the institution were compared with the 'open' climate prototype scores. The comparison indicated that the scores on the "intimacy" dimension were similar. This indicated that the relationship among the role-incumbents

was functional (as it should be for the personnel came together to serve the institution first). A comparison between the two scores on "Esprit" and "Thrust" showed the greatest difference. The institution's score on Esprit were low explaining the tendency towards closedness. Low scores on Thrust indicated that the staff did not perceive the principal as pulling in his weight with the others.

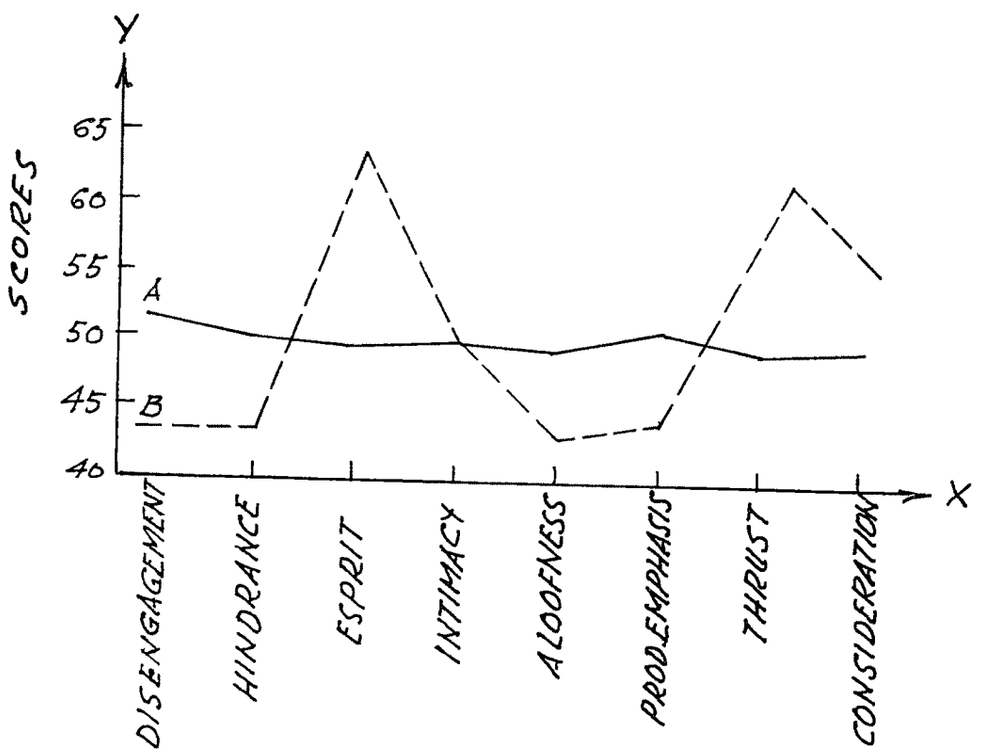
Observation revealed that the teachers involved in the three sections were accomodated on three floors. Some members gave the investigator to understand that they resented this. There was a lack of easy authentic relationship among themselves though there was a certain pride in the institution and a loyalty to it. The staff were not involved in the decision-making process. Each fulfilled his task according to the directions given by the Management.

At the time of data - collection, this institution was preparing for a function. The staff members who were directly involved in preparing the pupils for the function were busy with practices, the other staff members remained in the staff-room, and the non-participating pupils were left to their own devices. The pupils opined that most of the teachers were not interested in them as persons, nor really sympathetic with their problems.

However, the staff had good control over their class during periods of teaching and they conducted their class competently; in between periods there was much noise and wastage of time.

GRAPH- 91

INSTITUTION CODE No. "M"
ORGANIZATIONAL CLIMATE PROFILE



EIGHT DIMENSIONS OF CLIMATE

A —— SCORES OF INSTITUTION "M"
B --- "OPEN" CLIMATE PROTOTYPE SCORES

F. Pupil's Academic Motivation as Predicator of Institutional Effectiveness :

It has already been noted that the pupils came from the upper middle class or they belonged to the affluent class. Previous studies too have indicated that the family background is more influential in deciding the degree of motivation possessed by the pupils though the school can provide an environment which will decisively improve that motivation level or curb it. Against this background, the results of the pupils will be studied.

The Junior Index of Motivation scale was administered to a senior class. The scores obtained by each student was arranged from the highest to the lowest. The scores ranged from +133 to +53. The school's placement was tenth in comparison with the other twenty-four institutions studied. The total scores were also divided into those who obtained +120 and above, those who obtained +119 - +100 and those who obtained +99 and below. The 1st category indicated pupils who were highly motivated, the second category showed average motivation while the last category indicated low motivation.

Table No.4.39 showing percentage of pupils academic motivation

N = 29

INSTITUTION "H"	HIGHLY MOTIVATED +120 & above	AVERAGE MOTIVATION +119 - +100	LOW MOTIVATION +99 & Below
Percentage	4.8	46.1	49.1

An observation that is striking as these results are studied is that there is a high percentage of low motivated pupils. Of course it would be necessary to study further in terms of institutional values and their clarification to see how much they have influenced the motivation of the pupils. At this stage the low motivation cannot be definitely attributed to the influence of the principal and of the institution. Certain statements were chosen from the questionnaire and the pupil's responses to these statements were studied.

The number of pupils who responded to the questionnaire were twenty-nine. Twenty-two agreed that they looked forward each day to the dismissal bell and the same number felt that "most young people did not want to go to school". Another statement to which twenty-eight students answered in the affirmative was "Life seems to be one big struggle after another." Sixteen pupils felt that "people don't really care for each other."

There was a unanimous agreement about some teachers making the school more interesting than others. However, they did not feel the teachers were vengeful or would make them work unnecessarily hard. It was perhaps felt that a majority of them were not interested in them as persons; though this did not apply to all the teachers. Among the few complaints they made was that the drinking water troughs and the toilets were not maintained clean. Ten students appeared satisfied with their school.

Conclusion :

The institution seems to have been organized with sound educational priorities and for a limited category of clientele. (as seen from the fees rates). The school plant too is well maintained on the whole and cleanliness is stressed. The time-table too is organized so that lunch break is given for the three sections at three different times in order to accomodate all in the gymnasium. This policy indicates that the Management values a certain degree of decorum. The tuition policy too is for the benefit of the pupils. Teachers are not allowed to take private tuitions; those boys who need tuition classes are grouped after school hours and teachers are appointed. These receive a remuneration for their services. The pupils pay a very nominal sum for this tuition.

However, the climate on the whole seems less favourable to bring out the best from the boys for it is paternal. Though the pupils may not be directly suffering, the principal does not seem to be able to use the resource personnel to its full capacity. The staff were experienced and capable, yet they did not appear to give they best to the Institution. The scores on principal leadership showed that the difference between the positive and negative dimension showed 3 points only.

Though the pupils' academic motivation is fairly high, the school climate does seem to be conducive to optimal learning experience. Informal talks with the pupils gave the impression that they were concerned over the fact that money figured so prominently in all inter-actions and transactions in the school. The principal's self evaluation on his administrative performance

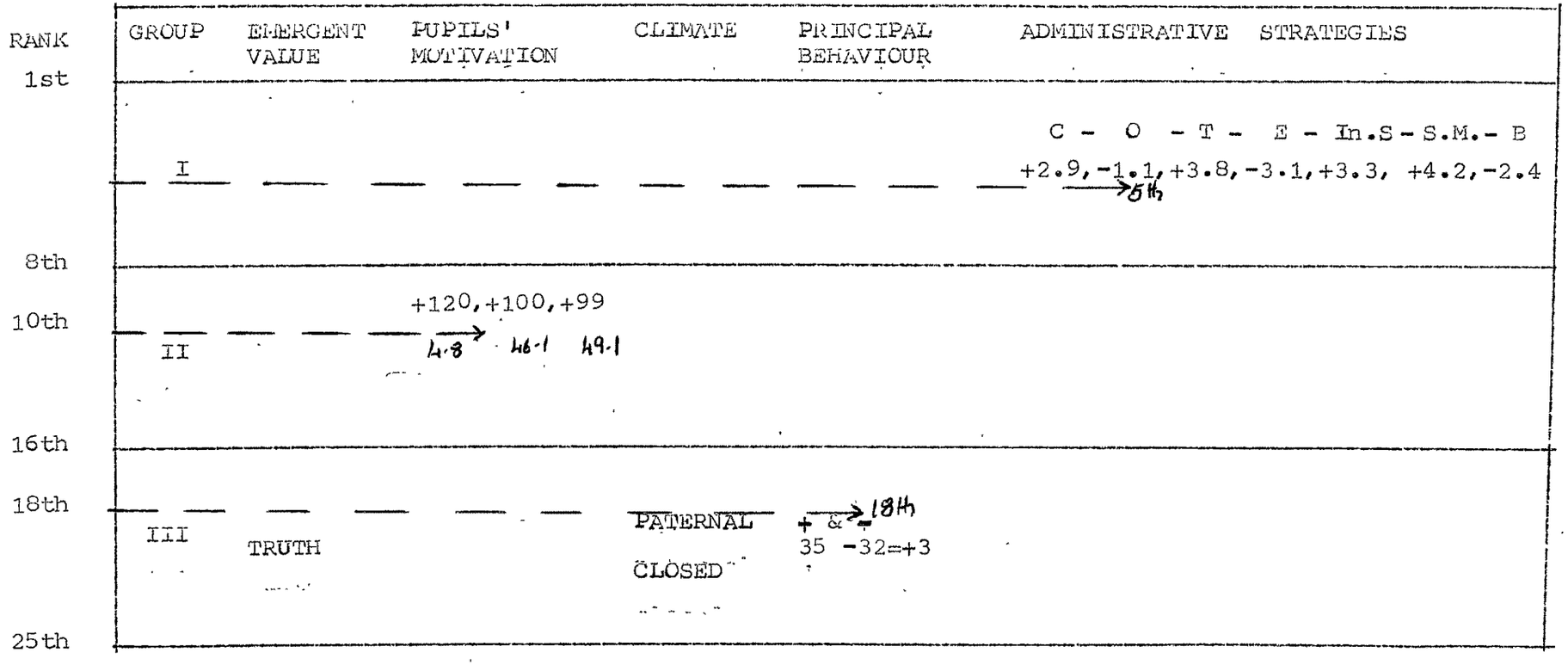
contrasts sharply with his leadership scores - see 'Over-All Profile' The manifestation of values as measured by the tools in this study is also weak.

INSTITUTION CODE NO. "M"

PROFILE OF INSTITUTIONAL EFFECTIVENESS

CLIMATE Leader					PRINCIPAL LEADERSHIP BEHAVIOUR				ACADEMIC MOTIVATION (Pupils')				ADMINISTRATIVE STRATEGIES							
Aloofness	Production Emphasis	Thrust	Consideration	CLIMATE	Aloofness	Production Emphasis	Thrust	Consideration	Highly Motivated	Moderately Motivated	Low Motivated	PLACEMENT		Curriculum	Organisation	Teaching	Evaluation	In-service Training	Staff-Morale	Budgetting
-	-	+	+		-	-	+	+	Percentage											
9.8	50.1	49.8	50	PATERNAL/ CLOSED	17	15	22	13	4.8	46.1	49.1	D^{th}	$\bar{X}$	12.1	13.1	12.2	11.1	12.7	23.8	14.4
					32 - 35 = +3								X	15	12	16	8	16	28	12
														+2.9	+1.1	+3.8	-3.1	+3.3	+4.2	-2.4

CHART NO.4.45 OVER-ALL PROFILE OF INSTITUTION CODE NO."M"



C = Curriculum
O = Organisation
T = Teaching
E = Evaluation
In.S. = In-service Training
S.M. = Staff-Morale
B = Budgetting

4.15 INSTITUTION CODE NO."K"

A. Introduction :

This institution under Study was one of the pioneer Institution in education founded in 1870 under the impetus given to English education by Lord Macaulay. It belonged to a Minority group and had begun instruction in the Gujarati Medium. It was in 1947 that it sent its first batch of students for the Matriculation Examination. In 1955 it introduced the Urdu medium and the first batch from this medium appeared for the S.S.C. in 1959. Finally the English medium section was started in June 1961. Thus we see that the school has a long history and it proudly counts a number of noted citizens of India among its illustrious pupils.

Since the institution is managed by a Trust which was formed after the desire of the donor of the building works. This implied that the chairman was appointed by this founder and he had a decisive voice in the framing of policies. The other Trustees were opted in. The principal is appointed by the Trust and is not a member of this Board. According to his self-evaluation, the principal feels competent in performing his duties.

The original aim of the donor of the building was to provide free education to the poor. In fact, when the institution was first started, it kept its fees deliberately very low.

The school has grown in size, and the Gujarati medium section has been shifted on other premises. The English medium

consists of one division with a total enrollment of less than 500 pupils. The institution caters to boys. Since the space is insufficient the school runs in shifts. The secondary section is held in the morning and the primary in the afternoon. The school frontage touches the road which is always over-crowded with parked vehicles. There is no hall to hold an Assembly hence the principal does not come into direct contact with the pupils. The school provides a canteen for the boys where eatables are sold at a nominal price.

The school library was combined with the staff-room. The books there were mainly in Gujarati and Urdu (these two mediums were housed here formerly). The Management has not yet shifted the library to the new premises for the Gujarati medium and new books for the English medium have not yet been bought since there is no room for them. A teacher has voluntarily accepted the responsibility to give out the few books they have during his free periods. But the library reading is still in an unsatisfactory state of affairs.

B. Over-all Objectives :

The principal stated that he supported the aims of the Institution viz. that the education offered in this institution was vocational. In practice this meant providing commerce course for the S.S.C. students. Comparatively Institution "S" had gone further and provided an extension programme of technical training. The principal did have certain priorities and he did try to work them out in his administration, but the progress visualized was more in terms of a general education including refinement and

culture; not so much in terms of academic excellence.

The principal was asked to score a given set of objectives on the extent to which he felt they were perceived as being important and to what extent would they have been preferred to be important. The scores indicate that the institution does not aim at a high standard of achievement on output goals. The principal admitted this; nor did he think it important to put in extra effort for the support goals except those that were of a disciplinary nature. The elitist goals were not sought after and the principal expressed dissatisfaction at the manner in which the Institution was fulfilling these. On the whole the institutio appeared to be maintaining itself rather than moving towards broader horizons. One of the chief reasons appeared to be the tension caused by a power struggle between the principal and the supervisor.

Table No.4.40 Achievement of various categories objectives as perceived by the principal.

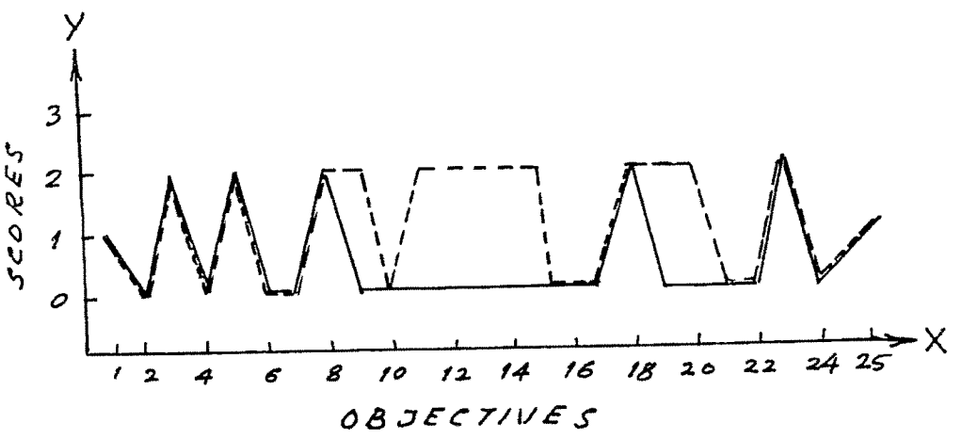
INSTITUTION "K" GOALS	OUTPUT	SUPPORT	ELITIST	SERVICE
Maximum Obtainable Scores.	18	18	18	18
X Scores	7	7	7	6
Percentage	38.8	38.8	38.8	33.3

Graph No.92 indicates the principal's perception of Institutional objectives as "perceived" and "preferred" by him for his Institution.

GRAPH-92

INSTITUTION CODE No. "K"

INSTITUTION PRINCIPAL'S PERCEPTIONS OF INSTITUTIONAL OBJECTIVES AS "PERCEIVED" AND "PREFERRED" BY HIM FOR HIS INSTITUTION



—— OBJECTIVES AS PERCEIVED BY THE PRINCIPAL

---OBJECTIVES AS PREFERRED BY THE PRINCIPAL

C. The Value Profile of the Principal :

The value profile of the principal has been drawn from the self-assessment by the principal and the pupils' opinion on the principal. The self-assessment is very modest. The principal has scored himself high only on competence - Graph No.93. This is a very interesting example of clarification of a value. The high score on competence indicates the principal's opinion of his value. Observation and confidential reports confirm this value as being present in the principal - but because of this power struggle and the sensitive nature of the principal the over-all impression of administration is not one of effectiveness. The value of competence would really be called "a value" not only when the principal theoretically chose it, cherished it but was also able to act on it inspite of adverse circumstances.

The value that emerged through the principal's choice in imaginery school situations was Goodness and Beauty - Graph No.94. The pupils too in their spontaneous response mentioned only a few values, but kindness ranked fairly high. Faith and Truth were ranking low in both tools. It could probably be because the principal was keenly duty-conscious but felt he did not have the courage for a direct confrontation to improve the situation.

The principal had in the interview admitted that he was a religious minded man and the moral formation of the pupils was important to him; he felt he could not secure the full co-operation of the staff on this matter. The principal seemed to be aware of the needs of his pupils and responded sensitively to

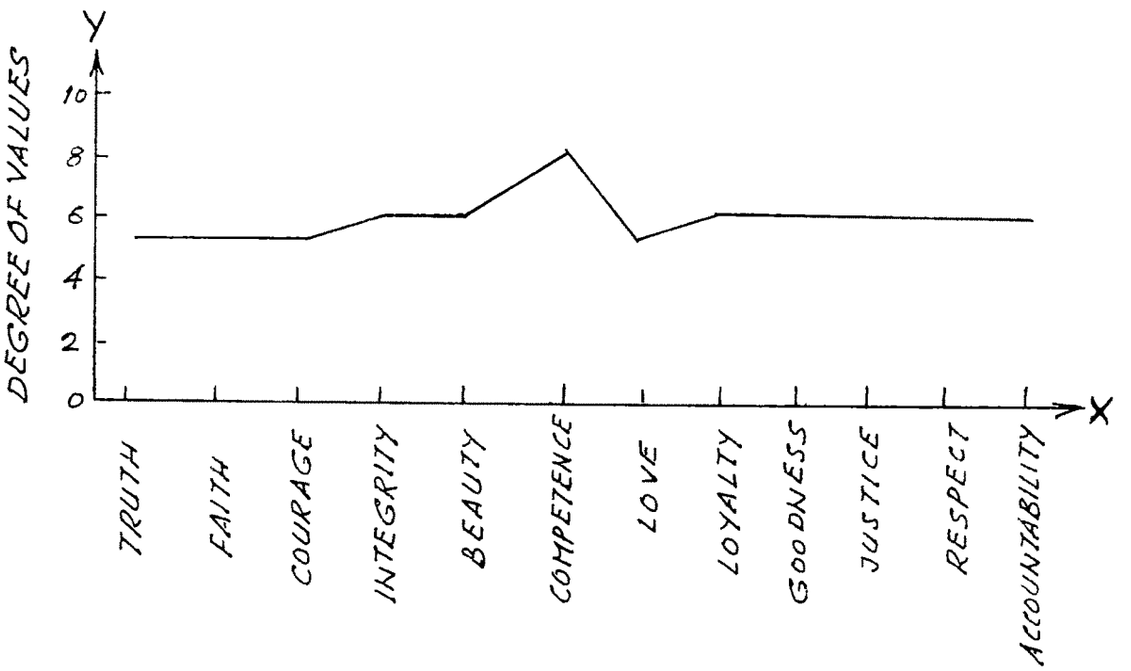
them. His helping influence was extended to individual pupils. He did not exert himself sufficiently to give a forward impetus to the whole school. The pupils scored their principal on the value of "justice". This value is not often attributed to the principal by the pupils as was seen in the other case studies. Observation also revealed that he was very respectful. He admitted that he liked people to be refined and cultured. This was one of the values he consistently tried to instil in the pupils.

A sense of cleanliness was another value important to the principal. He was strict with the boys and expected clean well-pressed uniforms to be worn daily. The value was successfully impressed upon the boys. The principal also took pains to instruct these appointed to be in charge in their respective duties and allowed them sufficient initiative to develop leadership qualities. The principal demanded punctuality from the pupils and from the staff. He himself was always early enough to see that the school had everything ready to start the day well.

The principal also gave importance to order. This was especially observable during the change-over from one shift to the other. The Junior school remained on the grounds and the senior pupils came down in single file when the school gave over. The school officers were in charge and performed their duties efficiently - the consequence of the principal himself training them - see Figure No.4.46.

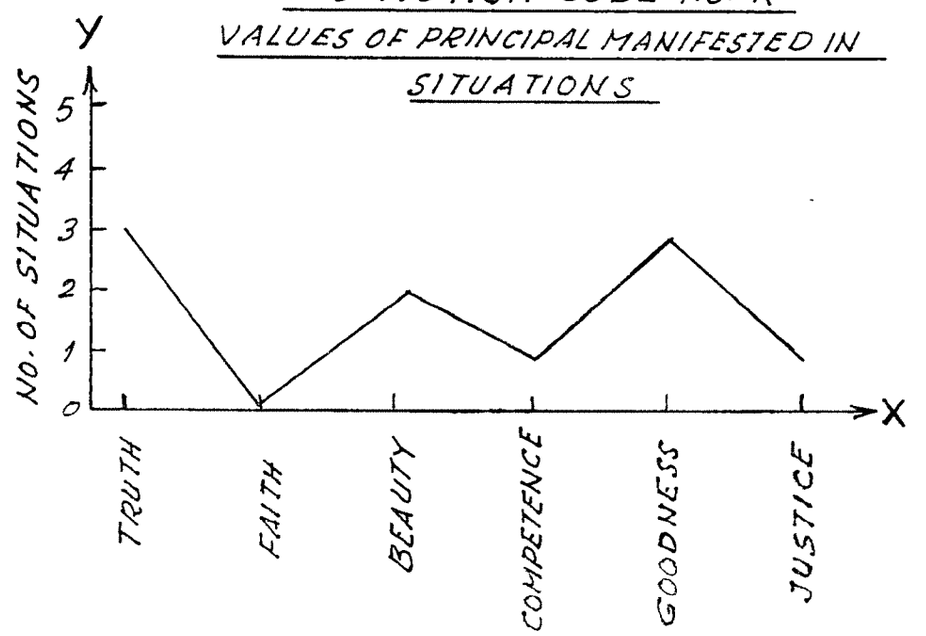
GRAPH-93

INSTITUTION CODE No. "K"
VALUES OF PRINCIPAL



GRAPH-94

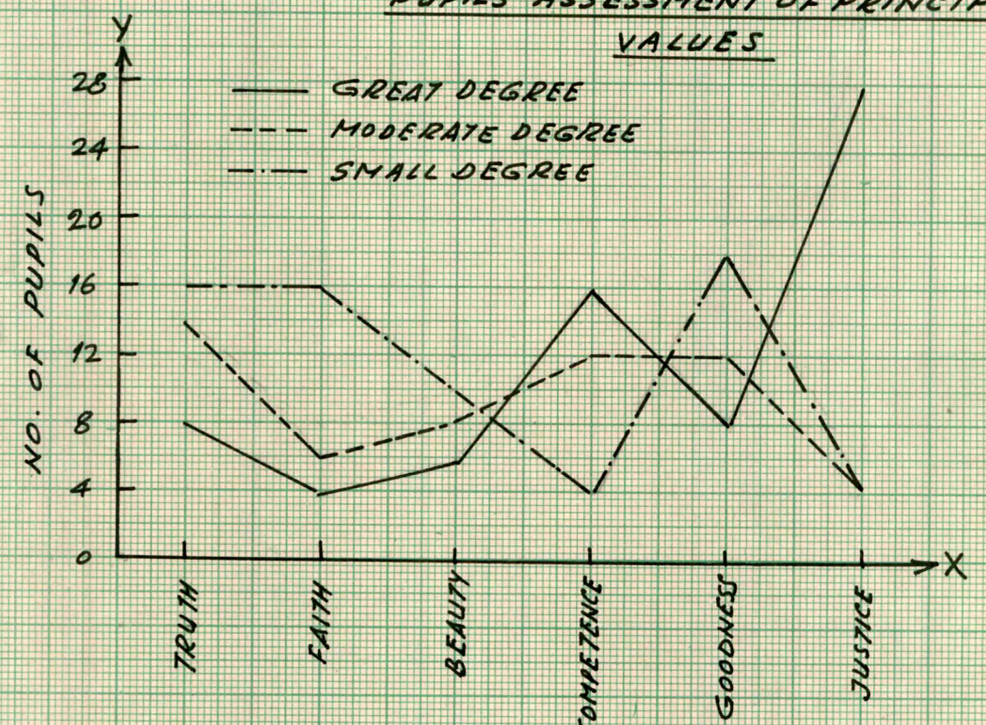
INSTITUTION CODE No. "K"
VALUES OF PRINCIPAL MANIFESTED IN SITUATIONS



GRAPH-95

INSTITUTION CODE NO. "K"

PUPILS' ASSESSMENT OF PRINCIPAL'S VALUES



GRAPH-96

INSTITUTION CODE NO. "K"

PUPILS' SPONTANEOUS RESPONSE ON PRINCIPAL'S VALUES

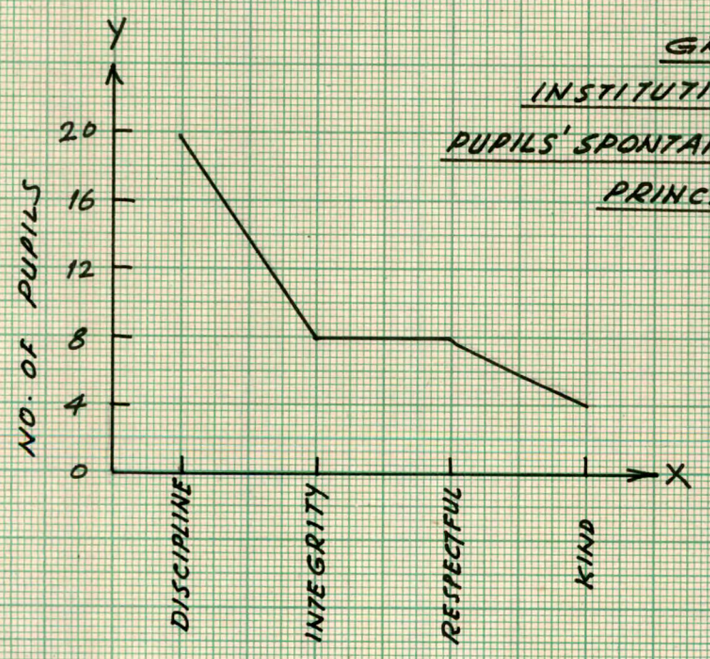
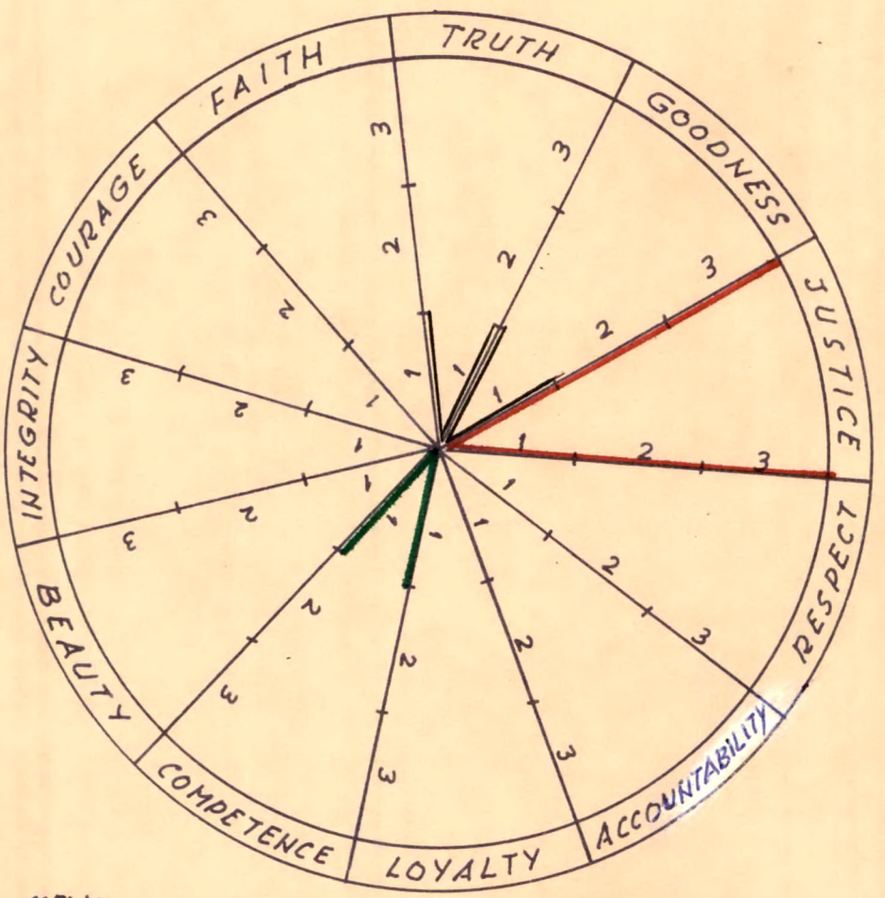


FIG. 4.46

INSTITUTION CODE No. "K"

VALUE PROFILE OF PRINCIPAL



KEY:

PRINCIPAL'S VALUES

PRINCIPAL'S VALUES - MANIFESTED IN SITUATIONS

PUPIL'S ASSESSMENT OF PRINCIPAL'S VALUES

1 = REPRESENTS 60% (FOR PUPILS' ASSESSMENT)	SCORE 3 (FOR SITUATIONAL VALUES)	SCORE 8 (FOR PRINCIPAL'S VALUES)
2 = " 70% "	SCORE 4 "	SCORE 9 "
3 = " 80% "	SCORE 5 "	SCORE 10 "

NOTE:—

SCORES OBTAINED BELOW THE ABOVE MENTIONED SCORES IN THE THREE QUESTIONAIRES ON VALUES ARE NOT MARKED ON THIS PROFILE

The Over-all value profile - Chart No.4.48 - shows no core value emerging nor is there any value falling in Group-II either as a dominant value. Justice emerges in group-III as a situational value and the pupils do credit him with this value in their spontaneous response. However, there is an indirect indication that Beauty and its cluster is aiding him in his administrative performance - in handling his hostile staff, his school office-bearers and those pupils who manage to come into contact with him.

D. The Administrative Strategies of the Principal as Predicator of Institutional Effectiveness :

The principal is aided in his administrative duties by an Assistant. The areas of authority and responsibility are clearly demarcated but as has been noted before, there is a power struggle between the two, work is not co-ordinated effectively. There is some undermining of the authority of the principal and the staff are affected by this. However, the intergrity of the principal has earned him the respect of his staff so that they are not completely divided among themselves. While they find him genuine, they do not find him hard-working enough to provide them with effective instructional leadership. A number of them expressed their opinion informally that they would have liked the principal to assert himself more and take on the leadership so that they move towards some goals. Most of the staff seem to be getting no satisfaction from this tension

The principal makes an attempt to communicate with his staff across power and status. He was observed to always be

courteous towards them. The principal stated that his method of supervison was to take regular rounds of the school. The principal did not check the performance of the teachers through their pupils as (did the principal of institution "U") but he stated that sometimes he would walk into any class and take over the class from the teacher to question the pupils - a more direct approach and effective too from the effect it had on the staff. It also reflects his value of respect for others.

Since the school did not have grounds the principal had no means of contacting the pupils as a body. He addressed them over the inter-communication system but observation of the classes while he was doing it revealed that it was not effective - for neither the pupils nor the teachers paid much attention to the announcements or the brief talk given on some worthy topic. This was perhaps because the pupils never came into a face to face contact with their principal. He did depend on individual pupils to help him and he appeared to meet them individually but with a heavy daily schedule it does not seem that he succeeded in establishing contact with the majority of them. That the majority of them viewed him mostly as a disciplinarian is supported by their spontaneous response where two-thirds stated his value to be discipline. The values they names as being possessed by him too were very few. Could it be that they did not meet him sufficiently to get to know him.

Observation of classroom teaching revealed that most of the staff members used the lecture method for teaching. Some

teachers made their lessons interesting. There were hardly any visuals to aid them. Most of them limited their teaching to the text books. However, the principal's attitude of fair treatment of the pupils, appeared to have rubbed off on to the staff for none of them were observed to be unduly harsh or neglectful of them considering they came from the lower income group. The S.S.C. class had coaching classes arranged in English and Maths instead of their parents paying high tuition fees. Std. X was also left out of all co-curricular activities - These pupils expressed their resentment though they understood the principal wanting to give them time to study. (This is an example of not only the need for values but of correct values).

During the week the investigator spent at the institution collecting data not many parents were observed to visit the school. The school does have a parent-teacher association with its constitutions. The parents are invited for meetings to discuss the problems of the pupils but the organization has not undertaken any note-worthy works. Although there is an Executive Body, the parents are treated enmasse when they are called in for a meeting.

The principal was also asked to evaluate his administrative performance through a questionnaire. The results indicate the areas of strength and weakness as viewed through the eyes of the principal. The scores of the Institution are higher than the mean of the twenty-five institutions studied in curriculum and budgetting.

The scores on each of the seven areas evaluated are given on the Table No.4.41.

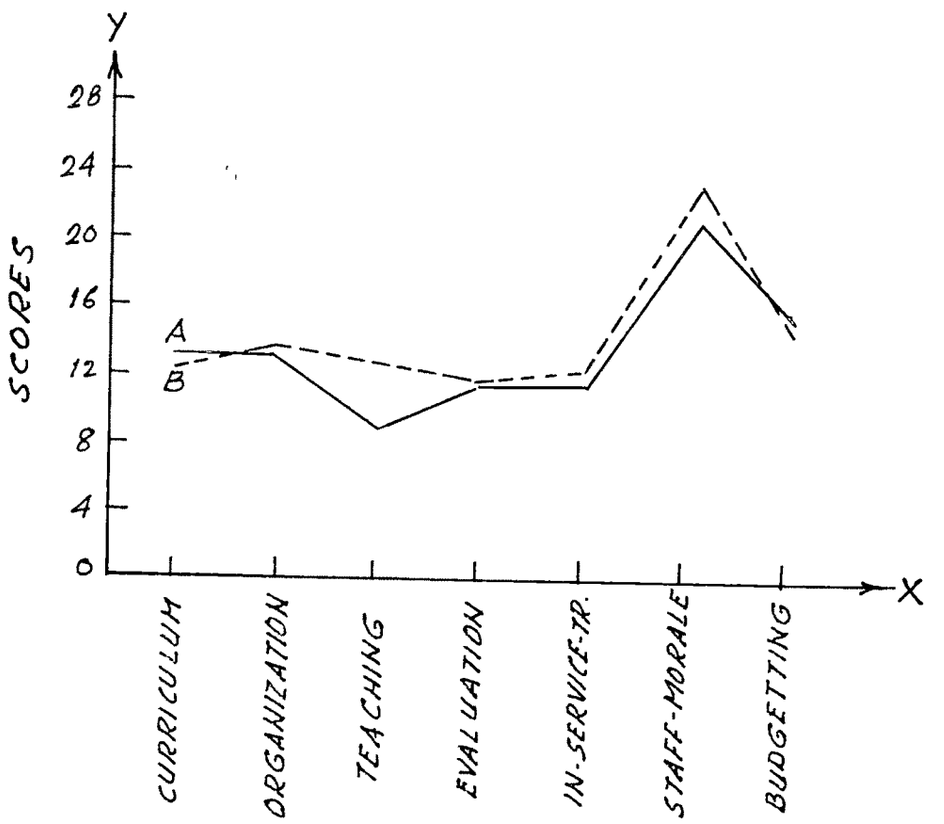
Table No.4.41 showing principal's self-assessment on Administrative Strategies.

S. No.	Administrative Item	RAW SCORES X	MEAN OF 25 SCHOOLS $\bar{X}$	DEVIATION FROM $\bar{X}$
1.	Curriculum	13	12.1	+ .9
2.	Organization	13	13.1	- .1
3.	Teaching	9	12.2	-3.2
4.	Evaluation	11	11.1	- .1
5.	In-Service Training	11	12.7	-1.7
6.	Staff-Morale	21	23.8	-2.8
7.	Budgetting	15	14.4	+ .6

Since the institution has been serving the public for many years, it has established certain family traditions and one of these is a vital interest in past pupils. The school also has a family atmosphere and since the personnel too have been working there for many years, the boys feel at home and will visit their Alma Mater quite frequently. The Old Boys Association also helps poorer pupils through scholarships while the institution holds functions precisely to meet its past pupils. The over-all impression is that institutional values have been established over the years and do aid in ensuring a certain standard of performance and a sense of loyalty but there is an urgent need for an over-all evaluation of institutional performance to become aware of actual needs.

GRAPH-97

INSTITUTION CODE No. "K"
PRINCIPAL'S ASSESSMENT ON
ADMINISTRATIVE STRATEGIES



DIMENSIONS OF ADMINISTRATIVE STRATEGIES

A —— SCORE OBTAINED BY INSTITUTION "K"
B --- MEAN SCORE OF 25 INSTITUTIONS

E. Organizational Climate as Predicator of Institutional Effectiveness :

In order to measure the prevailing climate of the institutic and find out if it was conducive to nurture the learning experiences of the pupils and motivate them to do their best, the organizational climate description questionnaire was administered to a random sample of ten staff members.

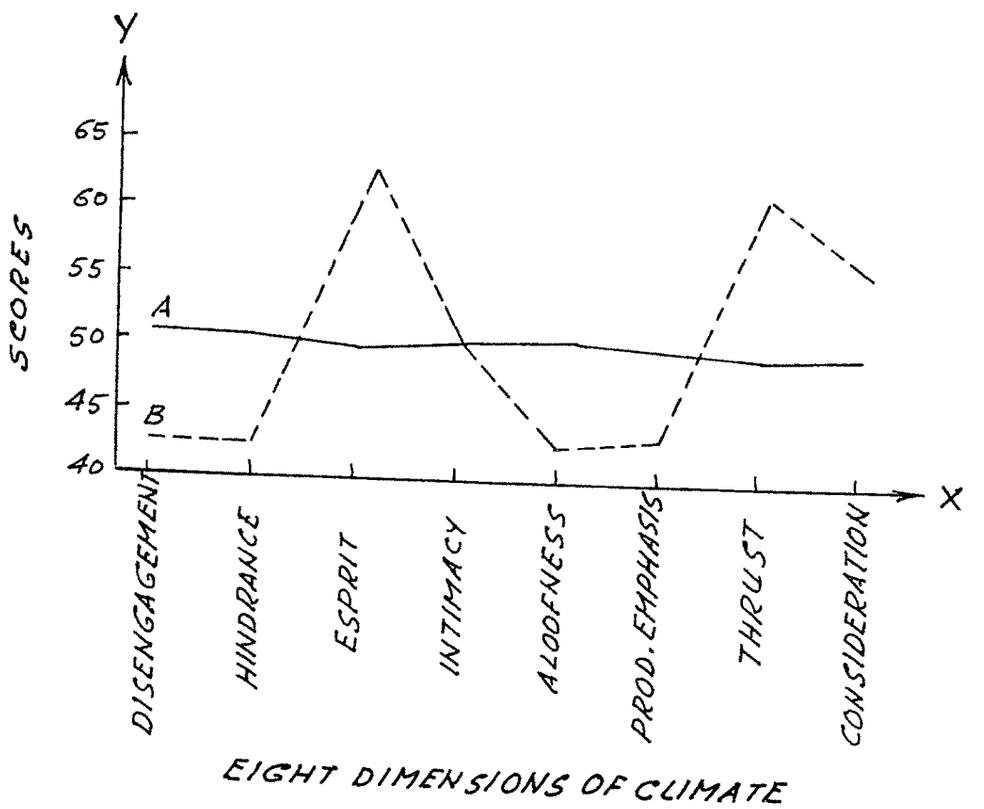
The scores on the eight sub-tests indicated that the principal while not succeeding in using his full potential was nevertheless successful in handling a difficult situation.

The scores show that the negative aspect of group behaviour i.e. Disengagement is high and Espirit is fairly low, but the scores indicating the principal leadership behaviour have comparatively high scores on "Thrust" and "Consideration". It is true some staff-members felt that the principal should work harder, but it was a small minority and also it was observed that the principal did not demand from the staff what he did not do himself. In this respect his behaviour was authentic.

Hence the climate that emerged is autonomous. It also tends towards paternal type. The latter is the case perhaps because regarding the priorities that the principal considers important he is demanding. An autonomous climate is characterized by the almost complete freedom that the principal gives to teachers to provide their own structures for interaction so that they can find ways within the group for satisfying their social needs. The teachers are not hindered by administrative

GRAPH – 98

INSTITUTION CODE No. "K"
ORGANIZATIONAL CLIMATE PROFILE



A —— SCORES OF INSTITUTION "K"
B --- "OPEN" CLIMATE PROTOTYPE SCORES

paper work. The principal is aloof - and the scores on aloofness are relative high. But on the whole he is considerate. He is genuine and flexible but his range of administrative behaviour as compared to that of the principal in the open climate is somewhat restricted. This description of leadership behaviour given by Halpin (1968) applies to the principal of this institution. It appears in general that his leadership behaviour would have achieved greater success if he had a more acceptable atmosphere to function in. Being of a sensitive nature, he fought shy of handling a co-worker firmly and hence allowed him to hamper his actions. Brean Hall states that a man who is aware of his own values will never impose himself on other - hence values need a minimal favourable atmosphere to be effective motivators.

F. Pupil's Academic Motivation as Predicator of Institutional Effectiveness :

In order to find out how effectively the institution was fulfilling its purposes, the academic motivation of pupils was measured by means of the Junior Index scale of Motivation. The tool also focussed to some extent on the pupils' attitude towards the school, their attitude towards self and their value for education. The resultant scores were placed in a predetermined category and the percentage in each category was noted.

The scores indicated pupils who were considered highly motivated i.e. those with +120 and above. Those pupils whose scored +119 to +100 were pupils with average motivation while those who obtained +99 and below were considered to be poorly motivated.

Table No.4.42 gives the percentage of pupils in each category.

INSTITUTION "K"	HIGHLY MOTIVATED +120 and above	AVERAGE MOTIVATION +119 - +100	LOW MOTIVATION +99 & below
Percentage	3.0	18.3	78.7

The test had been administered to pupils of Class IX and it is found that a large percentage of pupils fall in low motivation group. It is true and a number of them come from poor family background and that is an important factor in determining the motivation level, but the institution's one-sided emphasis on academics in the senior school and deprivation of activities does not seem to have had any beneficial effect on the pupils.

The scores obtained by the pupils ranged between +130 to +34, and the schools was placed 19th among the twenty-five schools studied. Hence although the climate is non-threatening, friendly, it is not helpful or challenging to the boys to urge them to better performance. Some statements from the questionnaire administered to the pupils were studied to see how they felt about their school. These pupils had school only in the morning. To the question whether they would prefer to spend the afternoon being in the school doing something they liked, twenty-seven out of thirty-five replied that they preferred leaving the school premises immediately. Twenty out

of thirty-five pupils stated that some teachers enjoyed making the pupils suffer. It was noted that these pupils performed poorly in the school. Among the things they mentioned that they lacked were periods for games, a good library, a school band. Some wanted the principal to insist that English be spoken in the school. However, there were thirteen pupils who stated that the school had given them all they wanted.

G. Conclusion :

There are a number of things that emerge through a study of this institution. Firstly, the principal does have an established priority of values (all of them are not covered in this study) and he is seen to act on them. Secondly, the values that emerge as being stronger than others are values which in their intrinsic nature are helpful in handling the difficult situation he is in viz. the power-struggle between the principal and another stronger character. Thirdly, because he does not exercise his leadership energically many of the principal's actions are perceived by the staff as non-motivating. This leads to the implication that may be it is not enough to have values but they must be those that are relevant to Headship in an educational institution. The Leadership Behaviour dimension of the O.C.D.Q. (Organizational Climate Description Questionnaire) give the positive dimension score as 34 and the negative dimension score as 35. This shows that his leadership behaviour is not perceived as being effective by the staff.

Thus in conclusion we could say that while the principal's value system helps him as a person -, he had not developed it to meet institutional demands and so the over-all profile does not present him as an effective leader. The over-all value-profile does not show any coreness to the values - however some of the values this principal possesses to an eminent degree are not included in this study. But as noted in the value profile - Beauty is the value that is effectively aiding him in his administrative behaviour.

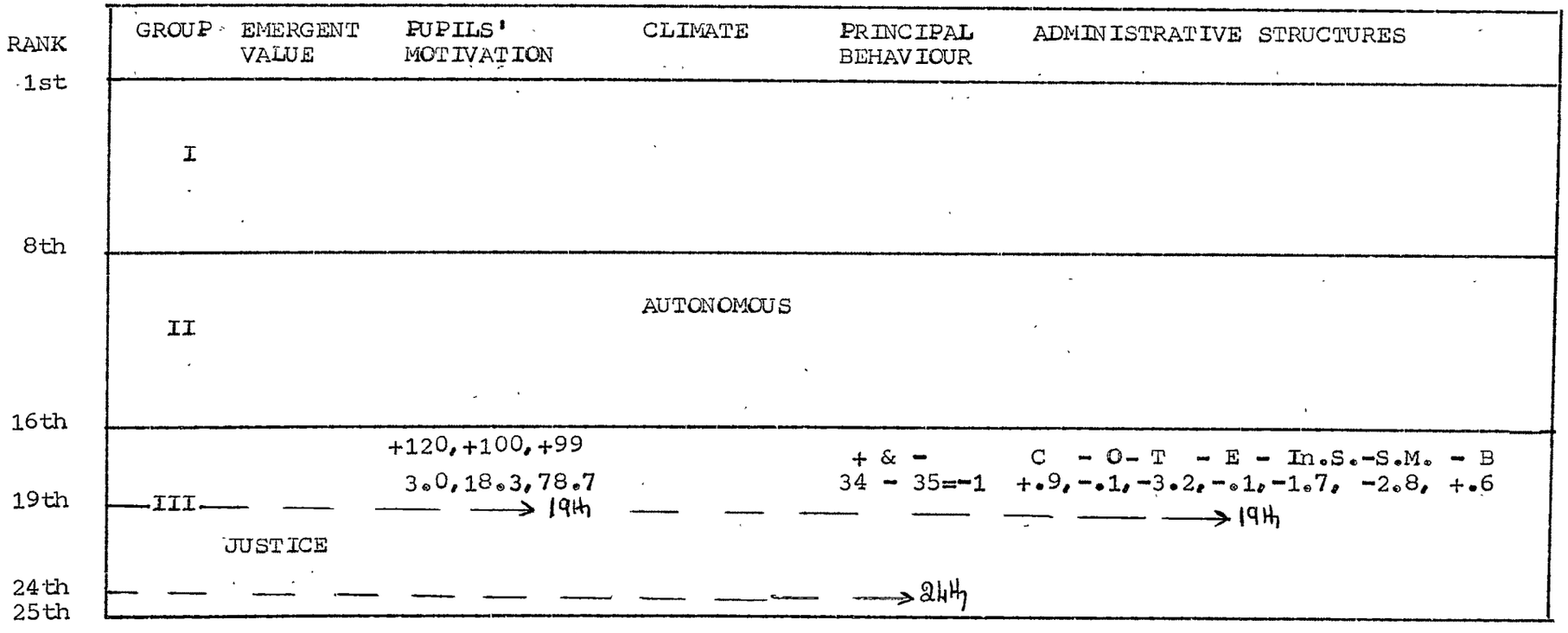
INSTITUTION CODE NO. "K"

PROFILE OF INSTITUTIONAL EFFECTIVENESS

		PRINCIPAL LEADERSHIP BEHAVIOR				PUPILS' ACADEMIC MOTIVATION				ADMINISTRATIVE STRATEGIES							
	CLIMATE TYPE	Aloofness	Production Emphasis	Thrust	Consideration	Highly Motivated	Average Motivated	Low Motivated	PLACEMENT		Curriculum	Organization	Teaching	Evaluation	In-service Training	Staff-Morale	Budgeting
		-	-	+	+	Percentage											
.7	AUTONOMOUS/ PATERNAL	21	14	22	12	3.0	18.3	78.7	19th	$\bar{X}$	12.1	13.1	12.2	11.3	12.7	23.8	14.4
		35 - 34 = -1								X	13	13	9	11	11	21	15
											+.9	-01	-3.2	-.1	-1.7	+2.8	+.6

INSTITUTION "K"

CHART NO.4.48 : OVER-ALL PROFILE OF INSTITUTIONAL EFFECTIVENESS



C = Curriculum
O = Organisation
T = Teaching
E = Evaluation

In.S. = In-service Training
S.M. = Staff-Morale
B = Budgetting

4.16 INSTITUTION CODE NO."S"

A. Introduction :

This institution is situated in a developing part of a town and is managed by a Trust. The Trustees are all businessmen who have contributed to the Founding Fund and have been responsible for opening a number of charitable institutions. There is a Managing Board directly responsible for the school. The school belongs to a Minority Group. The Board meets once in two months - the principal and the supervisor are invited to the meeting and the problems of the school are discussed. The Trustees are life-members but the principal is nominated on probation for two years. Then his post is permanent unless he proves incapable or unworthy. The supervisor is chosen by rotation according to seniority for two years. He can be re-appointed upto a period of 5 years.

The Managing Board gives the principal a free hand in all administrative affairs and is interested in controlling financial matters only. The policy laid down is that the principal must obtain previous permission for all purchases etc. the principal admitted this slowed down the taking of decisions a bit, however it was not a great handicap for the Board Members made themselves available as much as possible within the time demands of their own occupations and good rapport existed between the two. The supervisor stated that the Trustees took active interest in the school and tapped various sources to get information on how the school was administered. The staff too were

free to approach the Trustees. The whole system seems well-organized with checks and counter-checks but with sufficient freedom.

The school is aided in the secondary section and hence the pressure for admissions is great. Some of the classes especially in the middle school are over-crowded and at times the pupils are seated uncomfortably. Ninety percent of the pupils came from the lower middle class. The school caters to boys. Accomodated on the same premises is a technical school for boys and admission to this is sought after Std.VIII. The school has four divisions per class, three of Urdu medium and one of English medium. The English medium is mainly commerce and technical line, hence boys who wish to follow the science or arts stream from the English section leave after Std.VIII. In a sense the school really fulfills the needs of its own community and locality by its admission policy and the courses it offers and this objective is amply fulfilled.

The highway is very close to the school - hence there is constant noise of the traffic. The school building however, is enclosed by a wall. The pupils enter mainly by a side gate. The front gate opens into a well-kept garden, but it is virtually kept out of bounds for the boys for that gate is always kept close. This manifestation of behaviour indicates the Managements desire to obtain a favourable public image, and at the same time control its boys. May be one could imagine the boys too wanting to be proud of their school and having a better sense of identification with the school if they too were allowed to use their

beautiful school frontage. The school has very limited grounds - sufficient for an Assembly but insufficient for any type of organized games. There is some degree of restlessness observed during recess and listlessness too. The changing of periods was observed to be noisy. However, on the whole the boys were disciplined. As a preventive measure for pupils property being stolen by the pupils themselves. The classrooms are kept closed until after Assembly.

B. The Over-all Objectives of the Institution :

The objectives of the educational institutions have not been formulated specifically in writing; the Founding Institution has its aims and objectives. Like Institution "L" this institution too aims at giving its pupils the required academic qualification to acquire a vocational training and further provides an institution for such a training. This appears to be its over-all objective and this was stated as such by the principal.

The principal's personal priorities seems to give a character to the formation intended for the pupils. The principal was observed to communicate these values through the morning assembly and through staff meetings.

The assessment of the principal on a given set of objectives which were perceived to be existing and which indicate his preferences - See Graph No.99. The results on the graph indicate that the principal is clear on his priorities 'knows' what he has achieved and what further he would like to achieve.

The graph has a futuristic dimension and indicates the direction in which the principal would like to move, gauging at the same time how well satisfied he is or not. On the other hand, the Table 4.43 shows the scores obtained by the principal on the four groups of objectives. These scores are on the objectives as "perceived" and hence, as existent at present for the institution.

These scores of institutions show a balanced emphasis on all four types of objectives.

Table No.4.43 shows the achievement of various categories of objectives as perceived by the principal.

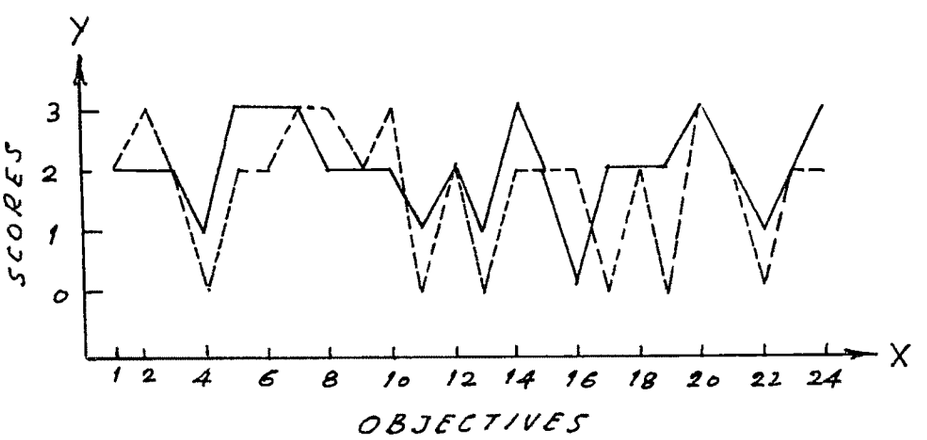
INSTITUTION "S" GOALS	OUTPUT	SUPPORT	ELITIST	SERVICE
Maximum Obtainable Scores	18	18	18	18
X Scores	13	11	10	12
Percentage	72.2	61.1	55.5	66.6

The principal's appraisal of the given set of institutional objectives indicate the institution's commitment to help its pupils acquire a profession. It does not seek academic excellence nor is the institution very sensitive to the social dimension of education; neither does it undertake to make any extra effort to provide cultural opportunities the entire programme of the school. The co-curricular activities were few. Its ideology was a disciplined, competence bring in a competetive world.

GRAPH-99

INSTITUTION CODE No. "S"

INSTITUTION PRINCIPAL'S PERCEPTIONS OF INSTITUTIONAL OBJECTIVES AS PERCEIVED" AND "PREFERRED" BY HIM FOR HIS INSTITUTION



—— OBJECTIVES AS PERCEIVED BY THE PRINCIPAL

– – – OBJECTIVES AS PREFERRED BY THE PRINCIPAL

C. The Value Profile of the Principal :

The value profile of the principal has been drawn from the principal's response to questionnaires on values as he perceived them in himself, as they surfaced in his choice of alternative actions, as pupils observed him manifesting these values in his actions and as the Investigator got to know him and his priorities in administration through the interview. The priorities of a man are an indication of his value system.

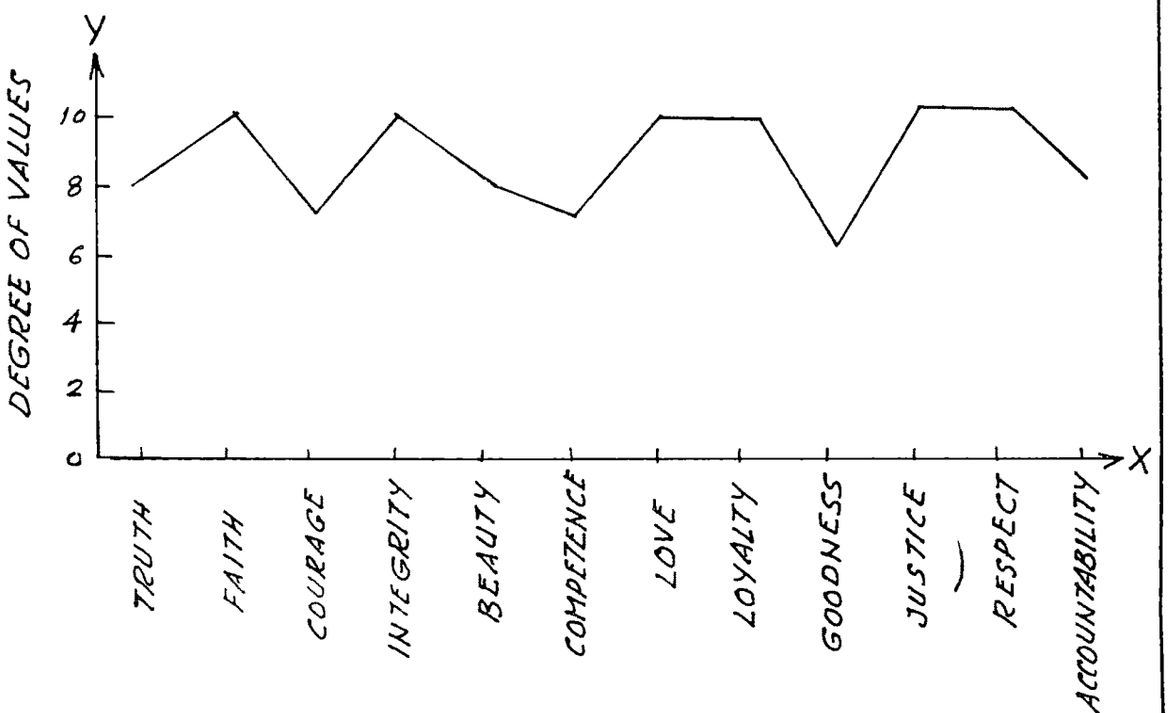
In a scheduled interview the principal stated that the value of religion was his dominant value. The principle of faith in a personal God and a sense of commitment to fellowmen governed his actions. Incidentally, to support this, there is the statement of the supervision & some staff-members that the principal is a man of intergrity. The principal used frequently, the morning assembly as an occasion for inculcating values in his pupil. He wanted his boys to be good citizens and self-supporting in this profession.

The principal also claimed in the interview, that punctuality, cleanliness and respect for the other person were important value for him.

The self assessed value profile showed a balanced system of values, except that the principal evaluated himself low on competence while the pupils scored him relatively high on this value. The over-all profile - Figure No.4.49 indicated that Truth and its clusters formed the core values. The value of intergrity and justice emerged as important and witnessed to by pupils and staff in an informal interview.

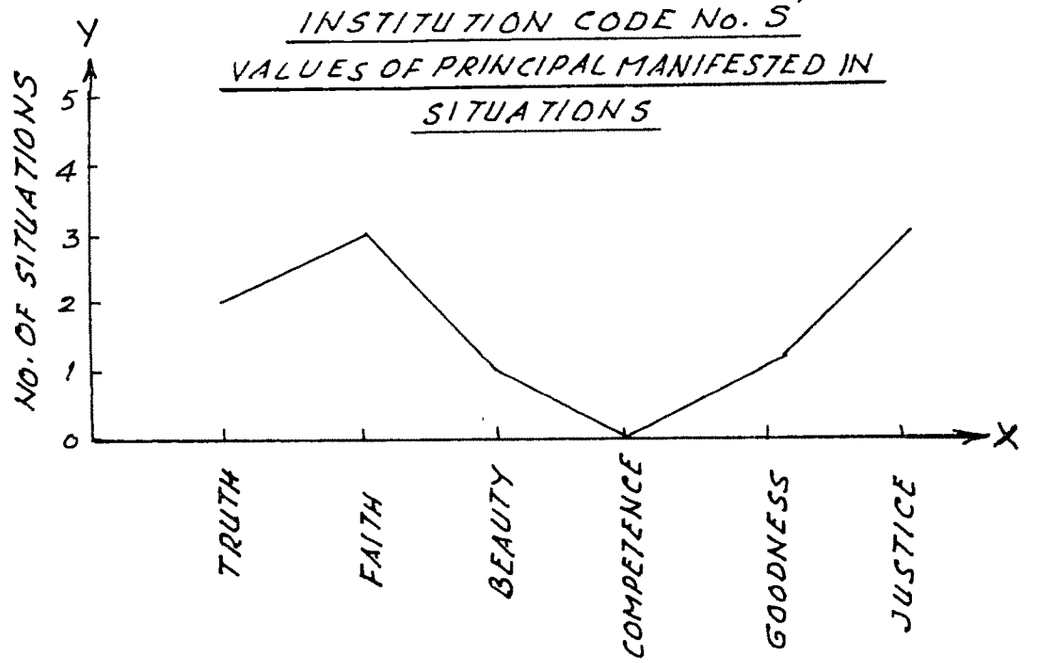
GRAPH-100

INSTITUTION CODE No. "S"
VALUES OF PRINCIPAL



GRAPH-101

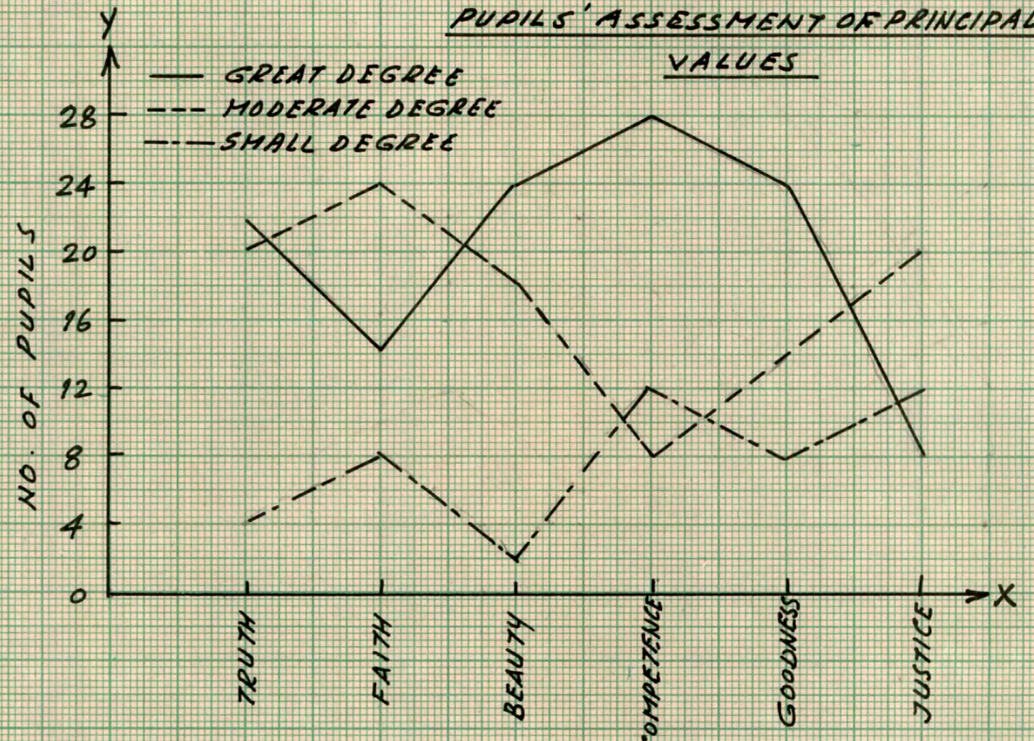
INSTITUTION CODE No. "S"
VALUES OF PRINCIPAL MANIFESTED IN SITUATIONS



GRAPH - 102

INSTITUTION CODE No. "S"

PUPILS' ASSESSMENT OF PRINCIPAL'S VALUES



GRAPH - 103

INSTITUTION CODE No. "S"

PUPILS' SPONTANEOUS RESPONSE ON PRINCIPAL'S VALUES

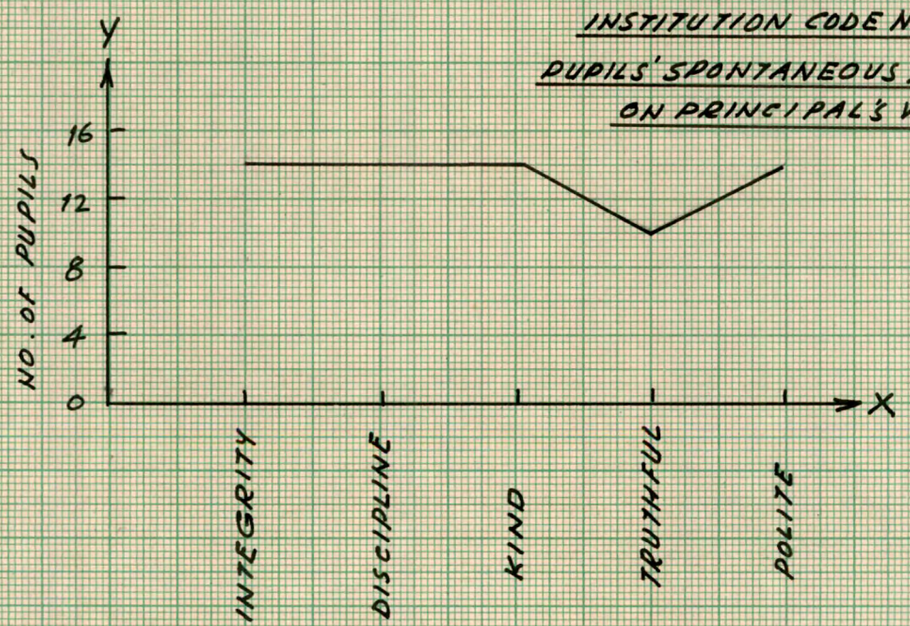
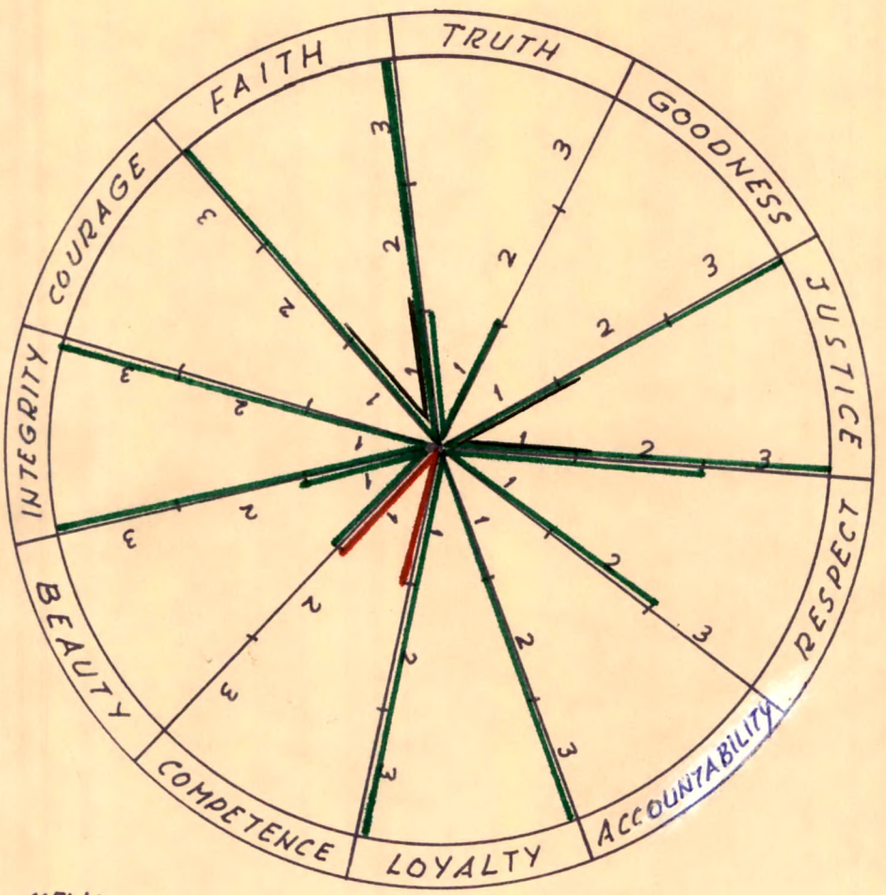


FIG. 4.49

INSTITUTION CODE No. "S"

VALUE PROFILE OF PRINCIPAL



KEY:

PRINCIPAL'S VALUES

PRINCIPAL'S VALUES - MANIFESTED IN SITUATIONS

PUPIL'S ASSESSMENT OF PRINCIPAL'S VALUES

1 = REPRESENTS 60% (FOR PUPILS' ASSESSMENT)	SCORE 3 (FOR SITUATIONAL VALUES)	SCORE 8 (FOR PRINCIPAL'S VALUES)
2 = " 70% "	SCORE 4 "	SCORE 9 "
3 = " 80% "	SCORE 5 "	SCORE 10 "

NOTE:—

SCORES OBTAINED BELOW THE ABOVE MENTIONED SCORES IN THE THREE QUESTIONAIRES ON VALUES ARE NOT MARKED ON THIS PROFILE

It was also evident that the principal valued human beings. He was courteous to his staff. The Class-IV employees had a certain sense of dignity about them and he stated that he treated them with respect, and had delegated authority to them to correct the boys if they found them misbehaving.

On the whole, it was observed that though the principal did not dominate, he was respected by all . However the Graph No.102 representing the pupil's opinion on principal's values show a division of opinion on the degree to which they felt the principal possessed these six values, the least being on competence.

Since other evidence have indicated that the principal is authentic, a reason perhaps for this lack of consensus is that the pupils do not really meet the principal sufficiently on a personal basis to get to know him. During the week of data collection in the school, it was hardly observed that pupils went to his office. They seemed to be more in contact with the supervisor..

D. The Organizational Climate as predicator of Institutional Effectiveness :

In order to find out what was the impact of the leadership behaviour of the principal on the school atmosphere (though Halpin has warned that his impact is not the only influencing factor) - subsequent studies have indicated that the principal's leadership acts, his attitudes, priorities also

have a bearing on the character of his institution. Then there is the factor of how the staff perceive him, and what kind of learning environment is created for the pupils; hence the organizational description questionnaire was administered to a random sample of ten staff members.

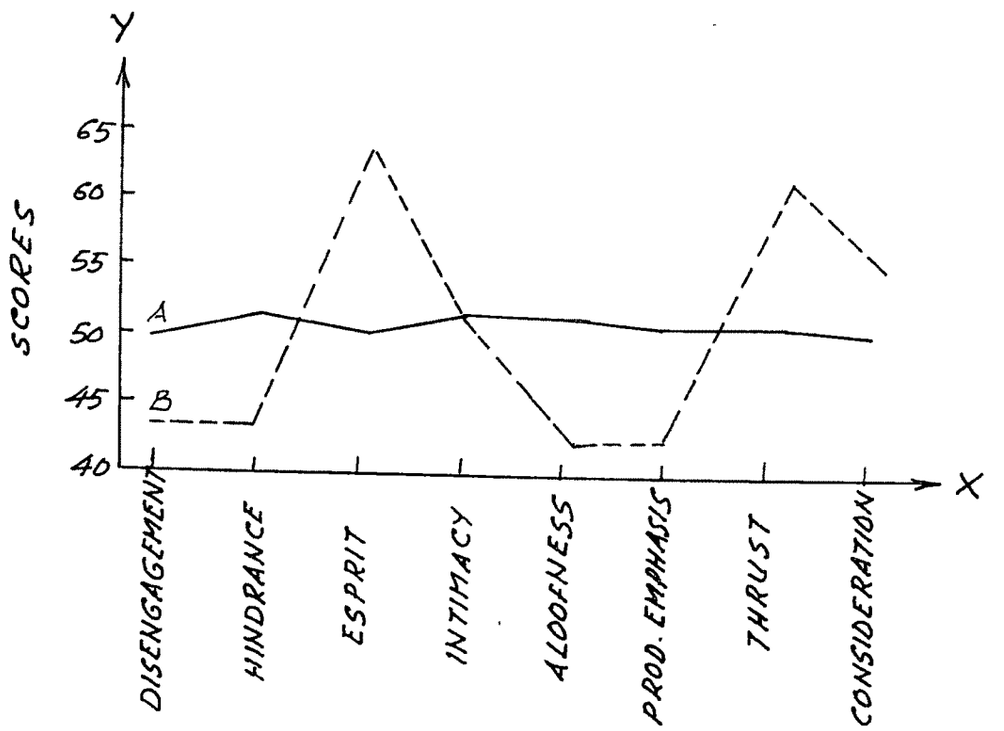
The scoring of the data according to the standardized procedure gave the final scores on the eight sub-tests - the weightage on each of these ultimately resulting in one characteristic climate. The similarity score indicated the climate to be open. The next dominant dimension was paternal - See graph No.104.

The Vignette for the open climate states that the behaviour of the principal represents an appropriate intergration between his own personality and the role he is required to play as principal. In this respect his behaviour can be viewed as genuine, and this seems to be the single dominant factor that has led to openness of climate.

A. Halpin has developed the concept of authenticity. His main contention is that the professional roles of individuals remained secondary to what the individuals themselves were as human beings. His behaviour is characterized by respect for all those he has to work with. Not only does he set on example by working hard himself but depending upon the situation he can either criticize the actions of teachers or go out of his way to help a teacher. He is not aloof, nor are the rules and regulations set up inflexible or impersonal.

GRAPH-104

INSTITUTION CODE No. "S"
ORGANIZATIONAL CLIMATE PROFILE



EIGHT DIMENSIONS OF CLIMATE

A —— SCORES OF INSTITUTION "S"
B --- "OPEN" CLIMATE PROTOTYPE SCORES

The paternalistic dimension is second in strength because the principal is responsible to a management that checks on him thoroughly he feels the need for checking and monitoring his staff a lot. Though the Management trusts him, it directly controls the budgetting and the expenditure and hence the principal may be found more directive than he would otherwise have wished to be.

E. Administrative Strategies as Predicator of Institutional Effectiveness :

The evaluation of the administrative behaviour of the principal has been done on the basis of his self-assessment on the administrative strategies questionnaire covering seven critical areas of administration - curriculum, organization, teaching, evaluation, in-service training, staff morale and budgetting.

Observation of principal behaviour during a week of visiting the school, attending any school event, a staff meeting as well as through the interview with the principal.

The principal stated that the supervisory duties were clearly demarcated between him and the supervisor. It was observed that the two offices were situated conveniently for supervision of each floor. The clerical office too appeared to be well-organized; the staff too did a certain amount of clerical work concerning their class.

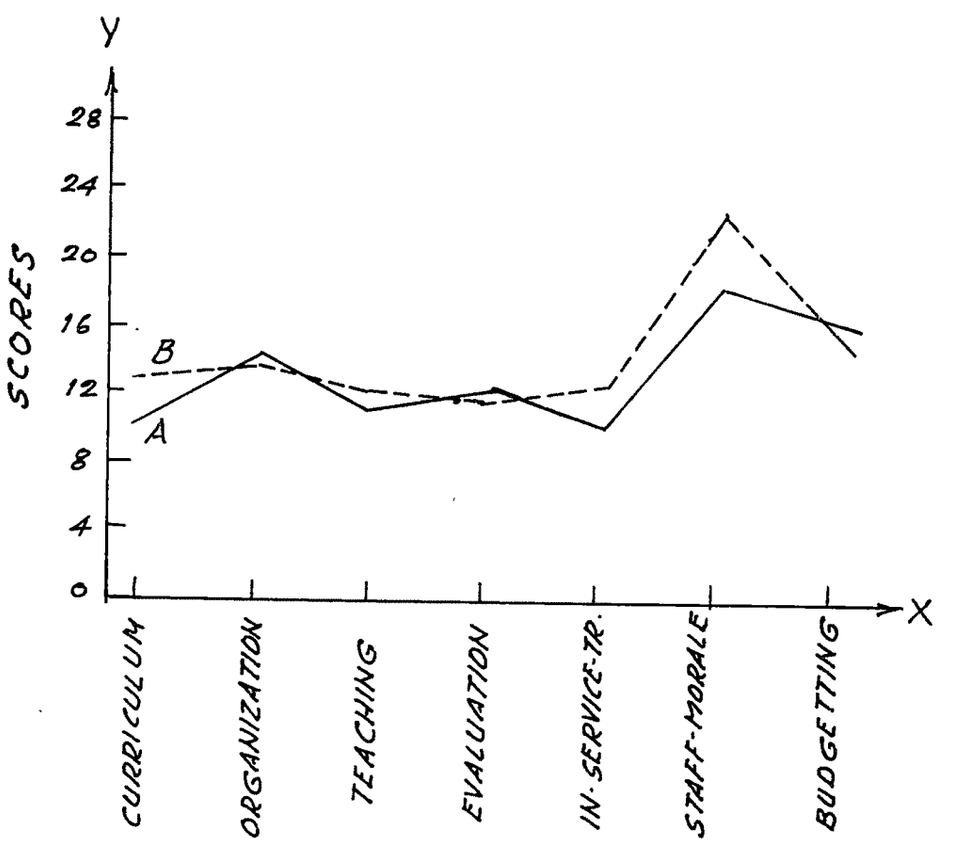
The teaching staff was expected at the beginning to the year to plan their annual work and each day to submit before

going home their plan for teaching for the next day. The principal stated that this helped him is supervising their lessons which he did regularly. Some of the teachers were appointed as subject co-ordinators. The subject teachers of Std. IX moved up with their class into Std. X and were held responsible for the results. The bulletin periods are not neglected and in the absence of teachers the students are not neglected. Both the principal and the supervisor pitch in with their quota of work. Observation of the school at work revealed that teaching was done with varying success. The main difficulty facing the teachers seemed the large numbers and the inadequate accomodation in some classes. However, they took personal interest in the pupils and helped them with extra time.

In the principal's opinion, the areas where the school was performing well was in the area of organization, evaluation and budgetting. He scored his institution low on teaching for he felt a number of his teachers were meticulous in the paper-work of the classroom performance but taught in a routine manner with little aids. The principal, is aware that though his example does help his staff to toe the line, they were burdened because of the large numbers in the class, and hence were not creative in their teaching. This type of choice of alternative has been observed in other principals who were effective. They judge the teaching in their school to be ineffective, but feeling that the numbers in class does not allow the teacher to be effective allow mediocre teaching to be

GRAPH-105

INSTITUTION CODE No. "S"
PRINCIPAL'S ASSESSMENT ON ADMINISTRATIVE STRATEGIES



A —— SCORE OBTAINED BY INSTITUTION "S"

B --- MEAN SCORE OF 25 INSTITUTIONS

carried one. At the same time they experience a keen frustration at being pressurised into admitting such large numbers.

Table No.4.44 showing self-assessed administrative strategies scores of principal

S. No.	Administrative Items	Raw Scores X	Mean of 25 Schools	Deviation from Mean
1.	Curriculum	9	12.1	-3.1
2.	Organisation	14	13.1	+ .9
3.	Teaching	10	12.2	-2.2
4.	Evaluation	12	11.1	+ .9
5.	In-Service Training	10	12.7	-2.7
6.	Staff-Morale	18	23.8	-5.8
7.	Budgetting	16	14.4	+1.6

The appraisal of his administrative performance is on the whole realistic. It was learnt through the interview that the principal's decisions were goal oriented rather than expedient - Graph No.105.

F. Academic Motivation of Pupils as Predicator of Institutional Effectiveness :

The Junior Motivation Index Scale was administered to one section of a senior class to find out the motivation of the pupils towards learning, towards their school, their general attitude to life. The data was scored according to standardized procedure and the results categorized into three groups symbolizing a grading in motivation level. The number of pupils

falling into each group was noted and the percentage found. The scores obtained by the pupils ranged from +123 to +48. Table 4.45 gives the scores obtained in each category by the entire group. The school compared with the other twenty-five schools was placed 16th for motivation level.

Table No.4.45 shows Academic Motivation of Pupils

N = 31

INSTITUTION "S"	HIGHLY MOTIVATED +120 & above	MODERATELY MOTIVATION +119 -+100	LOW MOTIVATIO +99 & below
Percentage	3.4	22.5	74.1

Certain statements from the JIM scale were taken and studied to analyse the pupil's opinion. Thirty-eight pupils were administered the test. Thirty-one pupils agreed that some teachers made school more interesting than others. That they accepted the challenge of education is revealed by the fact that thirty out of thirty-eight pupils agreed with the statement that the best part of education is that which people teach themselves.

In general, they were content with the prevailing atmosphere of their school. They only expressed their need of a larger playground which is understandable and a number of them wanted Moral education classes and religion classes. This was interesting to note for the principal seems to have aroused their interest in these matters through his talks at

assembly but had not provided formal teaching facilities for the pupils. This was the only school which was studied here a large number of pupils asked for such facilities.

G. Conclusion :

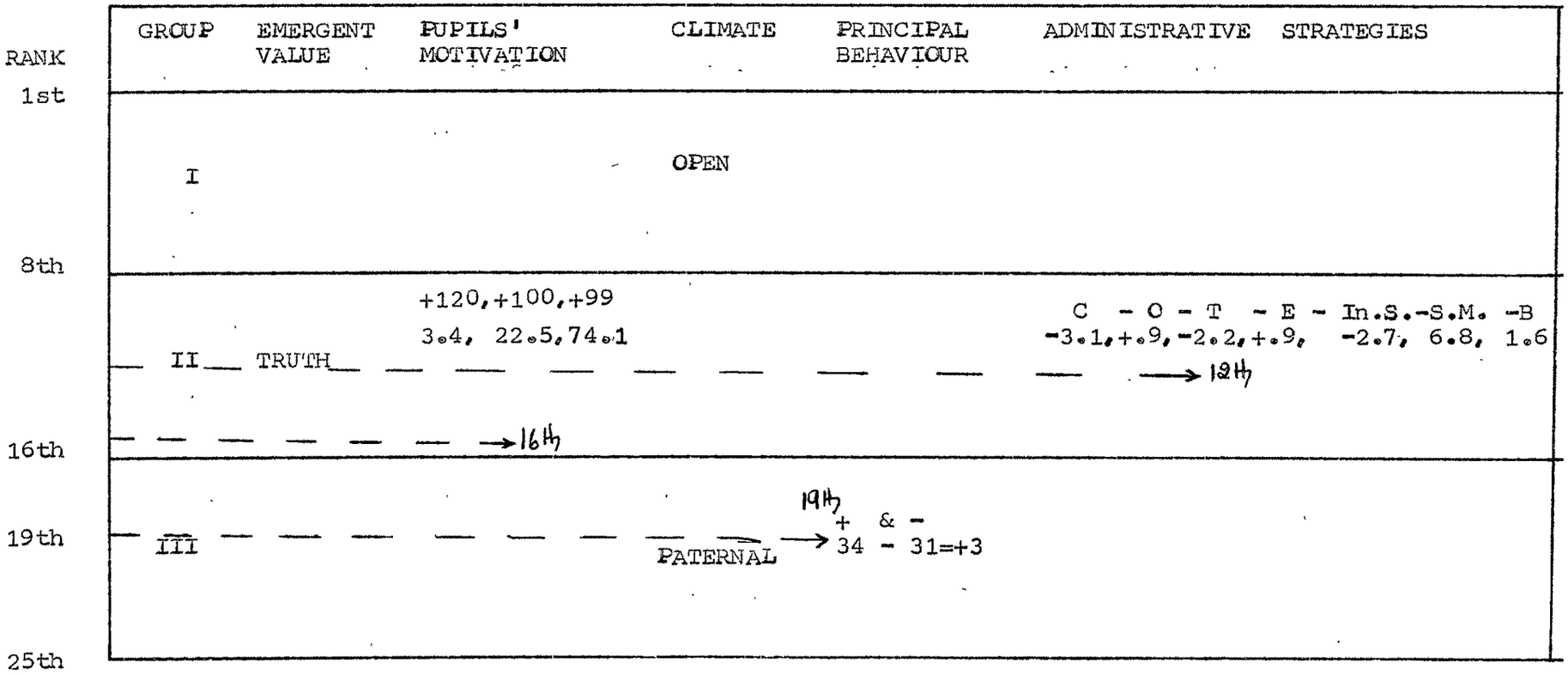
The over-all profile of the Institution indicates that the Institution has committed itself to a definite but limited number of objectives and these the institution seems to be achieving with some degree of success while there is a coreness to the value system of the principal and his behaviour comes across as authentic, he scores relatively high on aloofness. Observation too revealed that while he is correct and kind he is aloof. The responses of the senior pupils on the behaviour of the principal too indicated that they did not know him well enough. The difference between the positive and negative dimensions of his behaviour is only +3 points. Also the values of the principal which the pupils named in this spontaneous response are of the nature of personal self-development. All these findings seem to indicate that it is not enough to possess a core-value system. The degree of success also depends on the type of values one has acquired - these must be most suitable to the nature of the profession one is committed to.

INSTITUTION CODE NO. "S"

ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS

ONAL CLIMATE Leader						PRINCIPAL LEADERSHIP BEHAVIOUR				ACADEMIC MOTIVATION (Pupils') +120 +100 +99			PLACEMENT	ADMINISTRATIVE STRATEGIES						
Aloofness	Production Emphasis	Thrust	Consideration	CLIMATE TYPE	Aloofness	Production Emphasis	Thrust	Consideration	Highly Motivated	Moderately Motivated	Low Motivated		Curriculum	Organisation	Teaching	Evaluation	In-service Training	Staff-Morale	Budgetting
-	-	+	+		-	-	+	+	Percentage											
													$\bar{X}$ 12.1	13.1	12.2	11.1	12.7	23.8	14.4
3 50.1	49.5	49.9	49.7	OPEN/PARENTAL	19	12	23	11	3.4	25.5	74.1	15th	X 9	14	10	12	10	18	16
					31 - 34 = +3								-3.1	+ .9	-2.2	+ .9	-2.7	-5.8	+1.6

CHAPRT No.4.51 : OVER-ALL PROFILE OF INSTITUTION CODE NO."S"



C	=	Curriculum	In.S.	=	In.service Training
O	=	Organization	S.M.	=	Staff-Morale
T	=	Teaching	B	=	Budgetting
E	=	Evaluation			

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4.17 INSTITUTION CODE NO."W"

A. Introduction :

This Educational Institution which is situated in a city area was founded by a minority community. The school was first begun for the boys with a boarding attached to it. Shortly after, the need to cater to the girls of the same community was felt and a school was started for them with a boarding attached to it. The Research has been conducted in the Girls' section which was first started in 1893. The Primary Section admits both boys and girls. They are later separated in the Secondary School. In this current year an attempt was made to include pupils in the decision-making process of the school. A Senior Girls' Council was established of which the Headgirl is the Chairman. Any complaint or suggestion is expected to be properly channelized to reach the Head, through this Council.

The class-rooms are spacious; the furniture is the old heavy type; the school has added a library and a gymnasium this year.

The former principal who had been the administrator for many years is now retired but still comes to the office and at times takes charge of things. She was even observed to occupy the present principal's chair when interviewing visitors. Since the younger principal accepted this state of affairs, there was no tension between the two. The Management provides living quarters for the Head and the retired principal still

occupied those rooms. The reason for providing the quarters had been so that the Head could supervise the Boarders. The present principal is not able to fulfil this duty since he is away from the premises.

B. Over-all Objectives of the Institution :

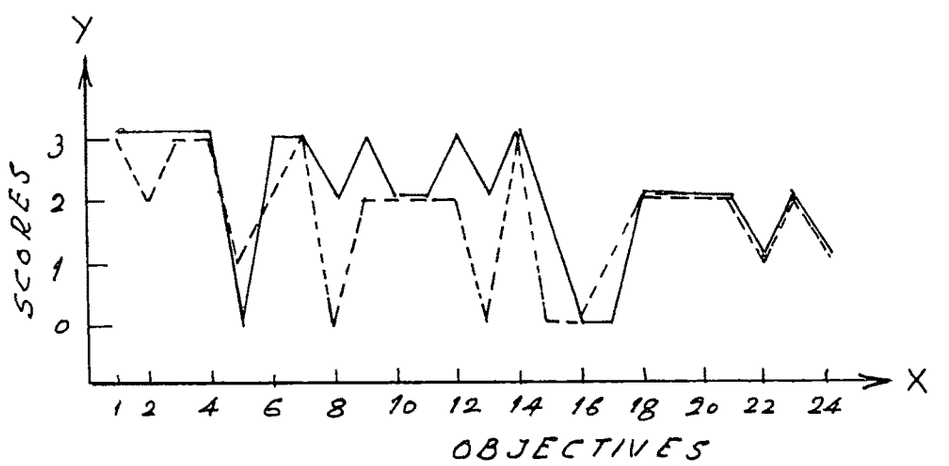
The school Hand-book contained only disciplinary rules and quotations from the Code. The over-all impression received from the interview with the principal was that the principal considered good social behaviour to be important. This was confirmed in the interview. The principal stated that she wished to form her pupils to have good manners, to adhere to common moral principles, and to do well in their studies. A further questionning indicated that there was no planned concerted effort made by the principal to see that these were attained. There was a feeling that their efforts were being cramped by the Department of Education. A negative attitude towards the policies of the Education Department was also indicative of the lack of clarification of values. There was also a sense of frustration that their own community did not bring their wards for admission to this institution.

The principal was also asked to assess the goals of this institution in terms of the given objectives - See Graph No-106 . The scores indicated that the principal was satisfied with the achievement of output goals for there is little discrepancy between the perceived and preferred goals implying that the principal felt satisfied with the performance of the

GRAPH-106

INSTITUTION CODE No. "W"

INSTITUTION PRINCIPAL'S PERCEPTIONS OF INSTITUTIONAL OBJECTIVES AS "PERCEIVED" AND "PREFERRED" BY HIM FOR HIS INSTITUTION



——OBJECTIVES AS PERCEIVED BY THE PRINCIPAL

– – –OBJECTIVES AS PREFERRED BY THE PRINCIPAL

institution. The principal is also satisfied with the institution's performance regarding support goals. Observation of the institution indicates the self-image of the institution to be very idealistic. The performance on elitist goals is poor but there is an attraction for these and a wanting to strive after them. There is also a keen awareness of the need to upgrade its pursuit of service goals.

The principal claimed that the morning Assembly was used as an occasion for the moral formation of the pupils. Observation of the school assembly showed that the stress was mainly on proper decorum, correct uniform and punctuality. On the whole the school policies are tradition based and still tradition oriented. The weightage given to each category of goals was studied and the table No.4.46 gives the resulting scores:

Table No.4.46 showing the achievement of various categories of objectives as perceived by the principal.

INSTITUTION "W" GOALS	OUTPUT	SUPPORT	ELITIST	SERVICE
Maximum Obtainable Scores.	18	18	18	18
X Scores	13	10	8	10
Percentage	72.2	55.5	44.4	55.5

C. The Value Profile of the Principal :

This profile has been drawn from the principal's self-assessment on his values as well as the values emerging through his choice of school situations and lastly from the pupils'

opinion on the values of the principal.

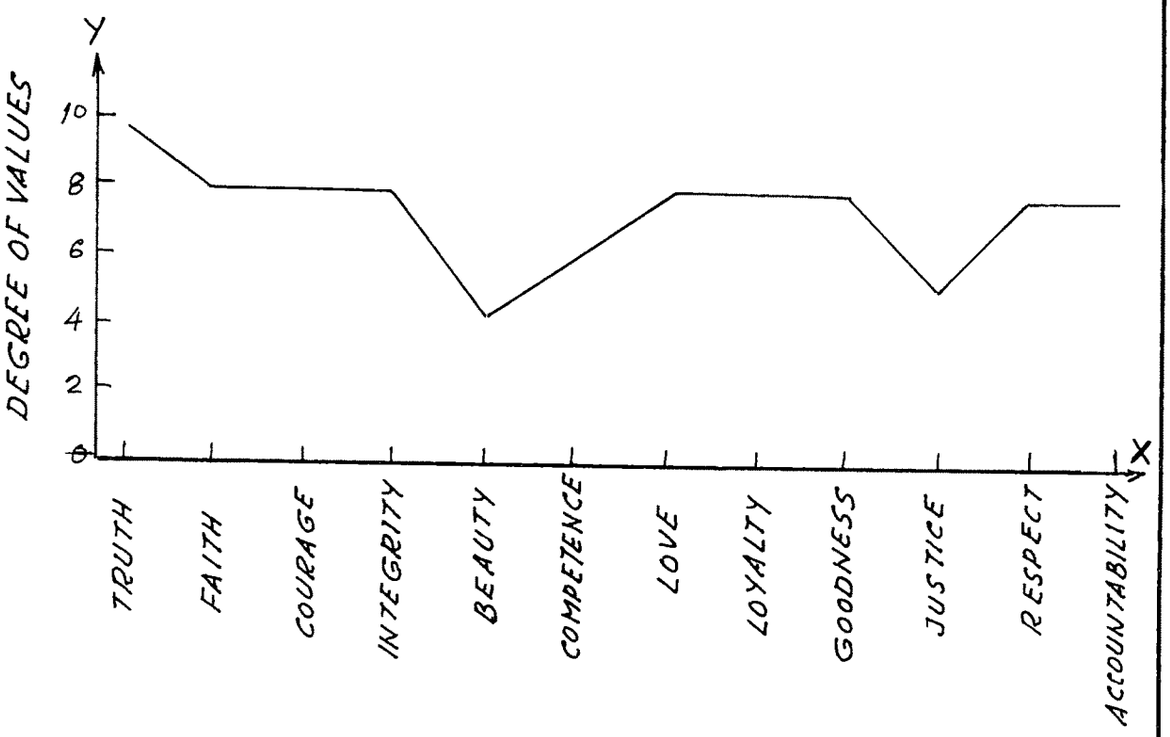
In the opinion of the principal the values of Truth, Respect for others, Goodness and Love rank high. The principal finds himself low on the values of sensitivity (Beauty) and on Justice. (See Graph No.107,108). In the graph showing the values manifested in situations, Truth and Goodness stand out. Both these are the principal's self-evaluation. However, the pupils' opinion does not indicate the possession of values to a great degree nor is there a consensus of opinion on any of the values. Regarding their spontaneous response too, the pupils have named a number of values but none of them secure a high frequency. (See Graph No.109,110). Thus the over-all value profile diagram No.4.52 does not register any value to be of consequence in the opinion of the pupils. Observation too indicated that while the principal had clarified his personal value system, the clarification of values in terms of the profession needed to be done.

An instance observed is the policy of pupil-participation in school administration particularly regarding discipline. While the policy is worthwhile, there is no checking done either by the principal or the staff on how the pupils actually performed their tasks. It was observed that the pupils were harsh with/in their school mates their correction.

There was no formal moral instruction period, but the principal being a person of intergrity did set an example. In other words the principal was a witness to values but as an educator did very little to inculcate them in the pupils. See Fig.No.4.52.

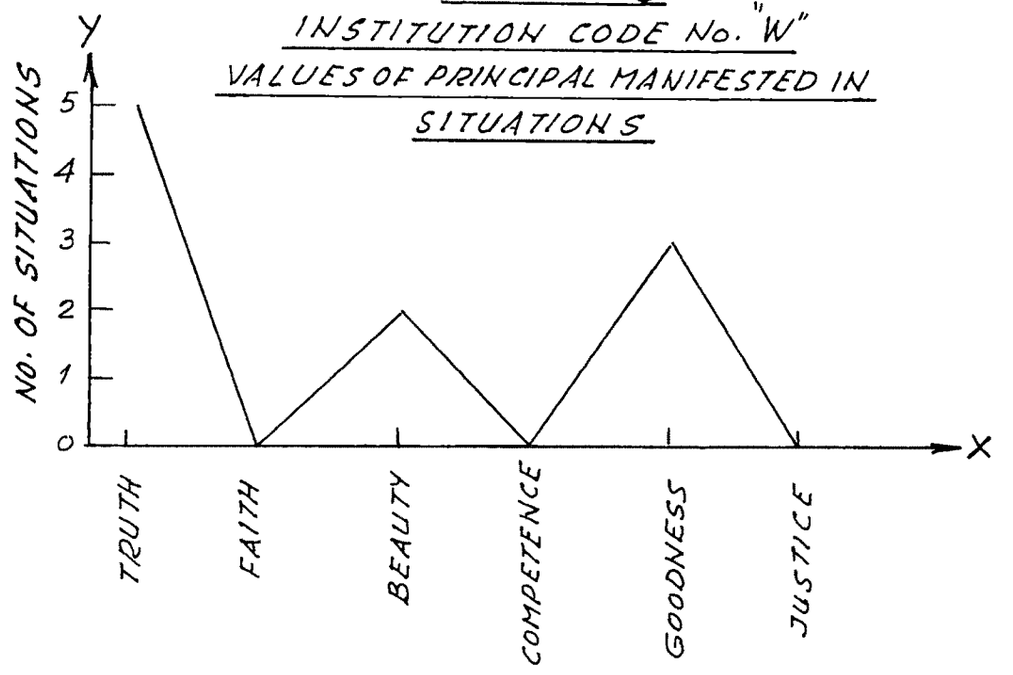
GRAPH-107

INSTITUTION CODE No. "W"
VALUES OF PRINCIPAL



GRAPH-108

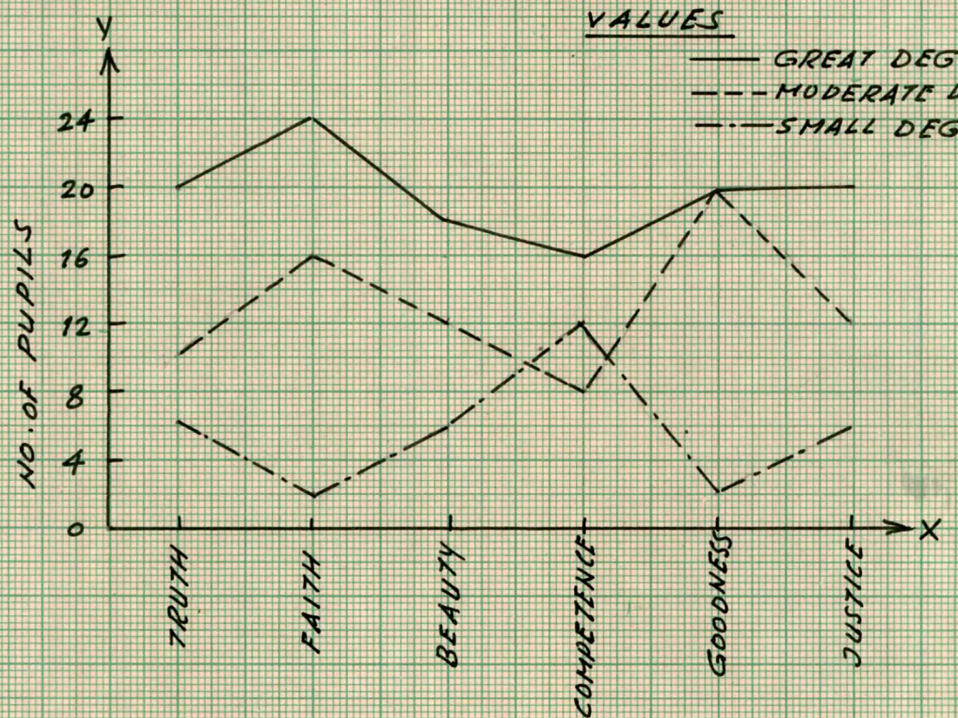
INSTITUTION CODE No. "W"
VALUES OF PRINCIPAL MANIFESTED IN SITUATIONS



GRAPH-109

INSTITUTION CODE NO. "W"

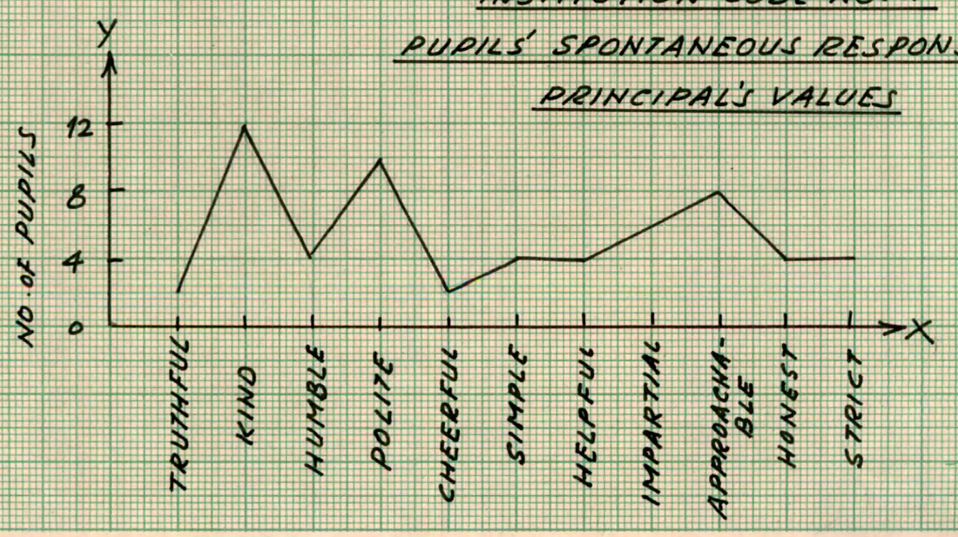
PUPILS' ASSESSMENT OF PRINCIPAL'S VALUES



GRAPH-110

INSTITUTION CODE NO. "W"

PUPILS' SPONTANEOUS RESPONSE ON PRINCIPAL'S VALUES

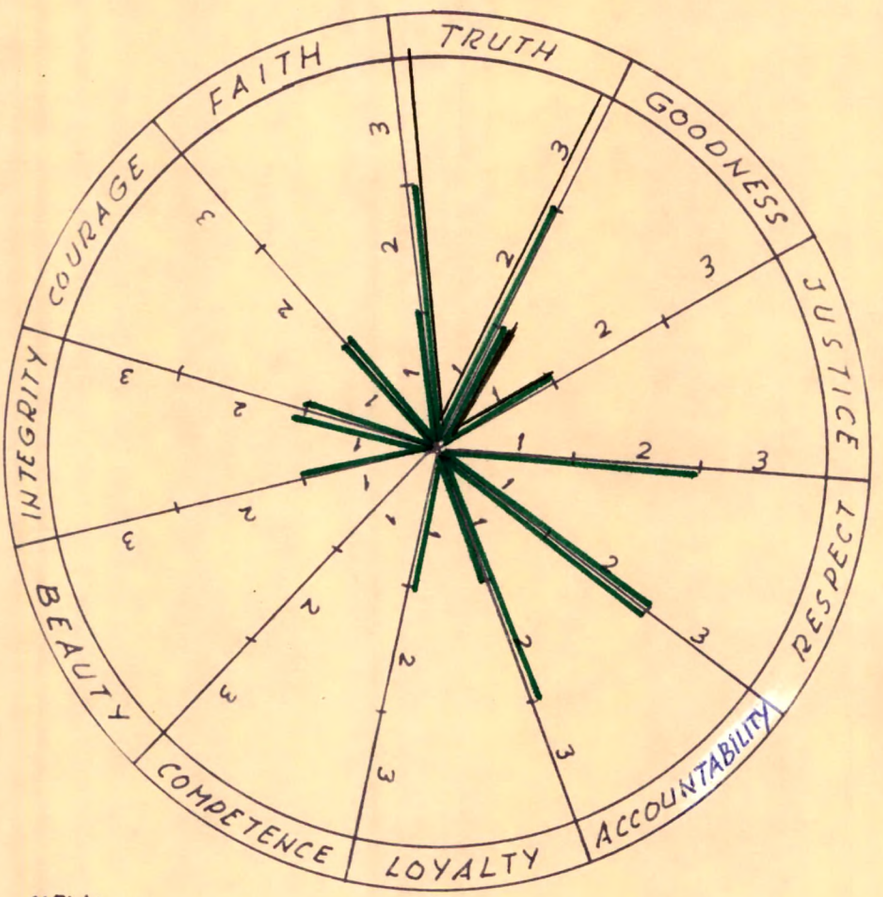


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FIG. 4.52

INSTITUTION CODE NO. "W"

VALUE PROFILE OF PRINCIPAL



KEY:

PRINCIPAL'S VALUES

PRINCIPAL'S VALUES - MANIFESTED IN SITUATIONS

PUPIL'S ASSESSMENT OF PRINCIPAL'S VALUES

1 = REPRESENTS 60% (FOR PUPILS' ASSESSMENT)	SCORE 3 (FOR SITUATIONAL VALUES)	SCORE 8 (FOR PRINCIPAL'S VALUES)
2 = " 70% "	SCORE 4 "	SCORE 9 "
3 = " 80% "	SCORE 5 "	SCORE 10 "

NOTE:—

SCORES OBTAINED BELOW THE ABOVE MENTIONED SCORES IN THE THREE QUESTIONAIRES ON VALUES ARE NOT MARKED ON THIS PROFILE

The diagram indicates that according to the results of the tools, there is no manifestation of a coreness. However, the seeking for Truth seems a dominant value and falls in the second group in the over-all profile. The pupils do not offer a undisputed censensus of opinion on the values of this principal either on the given set of values or in their spontaneous response. (See chart No.4.54)

D. Administrative Strategies as Predicator of Institutional Effectiveness :

The present study is the observation of Stds. V to X for the Primary Section has been housed in a different building. Since the numbers are small, the principal supervises the classes directly. Many of the staff members have been working there over a long period and staff turn-over is low. There is a certain decorum in their dealings with each other. The Management seems to have deliberately created this kind of atmosphere to instil a sense of being priviledged to be called to this profession. There is also a certain amount of discipline among the staff. However, the facilities for them are meagre. They lack stenciling facilities e.g. and have to write their tests on Roller Black Boards, a fact that would naturally influence their setting of the papers. The staff also gave the impression that they were reticent in their dealings with the principal.

The principal claimed that he did supervise the work of the staff directly and also got to evaluate their performance through checking the work of the Boarders. That the principal

was firm in his dealings was seen in that he had succeeded in getting the staff to actively supervise the pupils during their tests. In many schools the principals are unable to control the teachers doing their own correction during the tests.

Staff meetings are held as and when the principal felt them to be necessary. The staff was not informed of the agenda before hand. The principal claimed that she took the suggestions of the teachers seriously. The impression obtained was that though immediate needs were met efficiently, a clear focussing on goals was lacking, and these were not sufficiently clarified to the staff. The staff imitated the practices as they saw them manifested in the behaviour of the older members but since there was no evaluation of these, there was no creative innovation to meet the actual needs of the pupils. The principal stated that he preferred to watch the process of education and remedy anything that needed to change rather than spend time on a postmortem of past decisions and activities.

The principal claimed that she was impartial in her dealings with the staff. There was a tendency to treat them all equally rather than show some preference to the talented ones to encourage them to give off their best to the institution.

The over-all impression was that routine work was performed meticulously, but innovative practices were lacking. Though teaching was done in a sound manner, it followed the traditional pattern. This synchronizes well with the values upheld by the principal. It appears that while the principal can hold his own

on certain issues and get the staff to toe the line, there is a feeling among the staff that critical decisions are shelved and hence nothing substantial gets done. The Management is somewhat aloof and hence critical issues never really come out into the open. A more effective principal would have sensed when an issue was critical and done something about it.

The principal also assessed his administrative performance on a competency tool. His scores compared with the mean of the other sampled schools indicate his scores to be less than the mean in all areas except inservice training, staff Morale and Budgetting. The scoring appears to be realistic and also points to the aspirations of the principal.

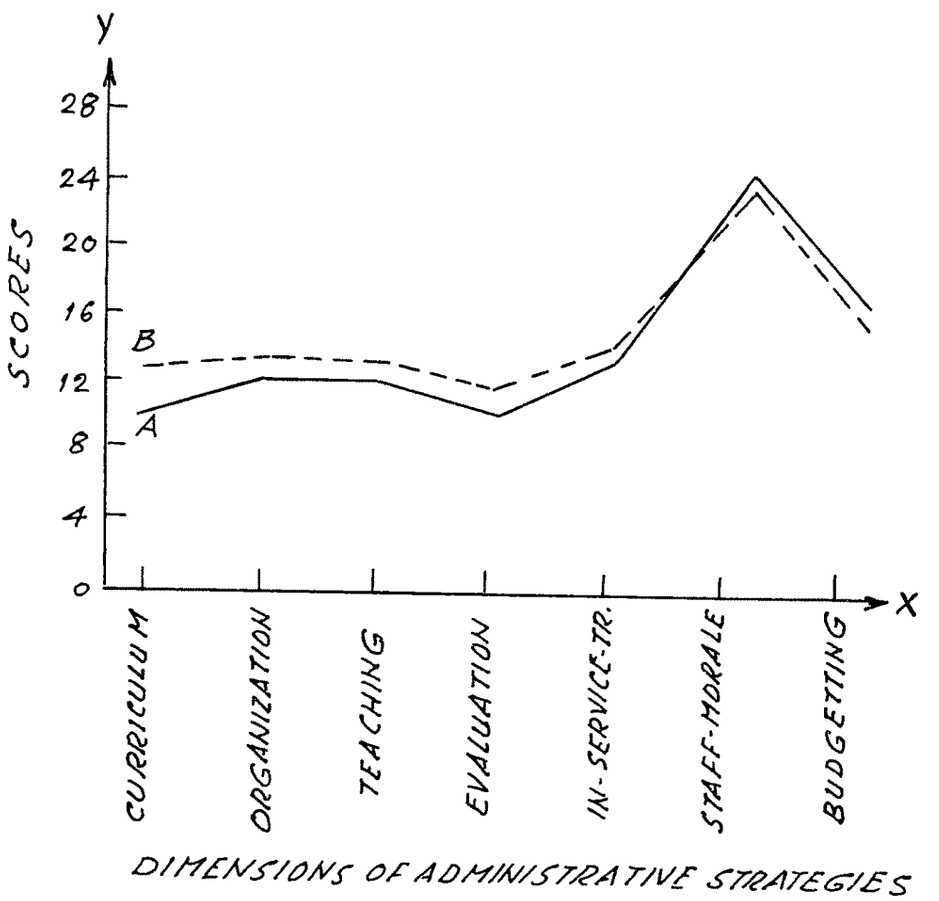
Table No.4.47 showing the scores as obtained by the Institution against the scores of 25 Institutions.

S.No.	ITEMS	RAW SCORE X	MEAN SCORE $\bar{X}$	DEVIATION SCORE $X - \bar{X}$
1.	Curriculum	10	12.1	-2.1
2.	Organisation	12	13.1	-1.1
3.	Teaching	12	12.2	- .2
4.	Evaluation	10	11.1	-1.1
5.	In-Service Training	13	12.7	+ .3
6.	Staff-Morale	24	23.8	+ .2
7.	Budgetting	16	14.4	+ 1.6

The results show that the principal is aware that the institution is low regarding its performance in a number of critical areas.

GRAPH-111

INSTITUTION CODE No. "W"
PRINCIPAL'S ASSESSMENT ON
ADMINISTRATIVE STRATEGIES



A —— SCORE OBTAINED BY INSTITUTION "W"
B --- MEAN SCORE OF 25 INSTITUTIONS

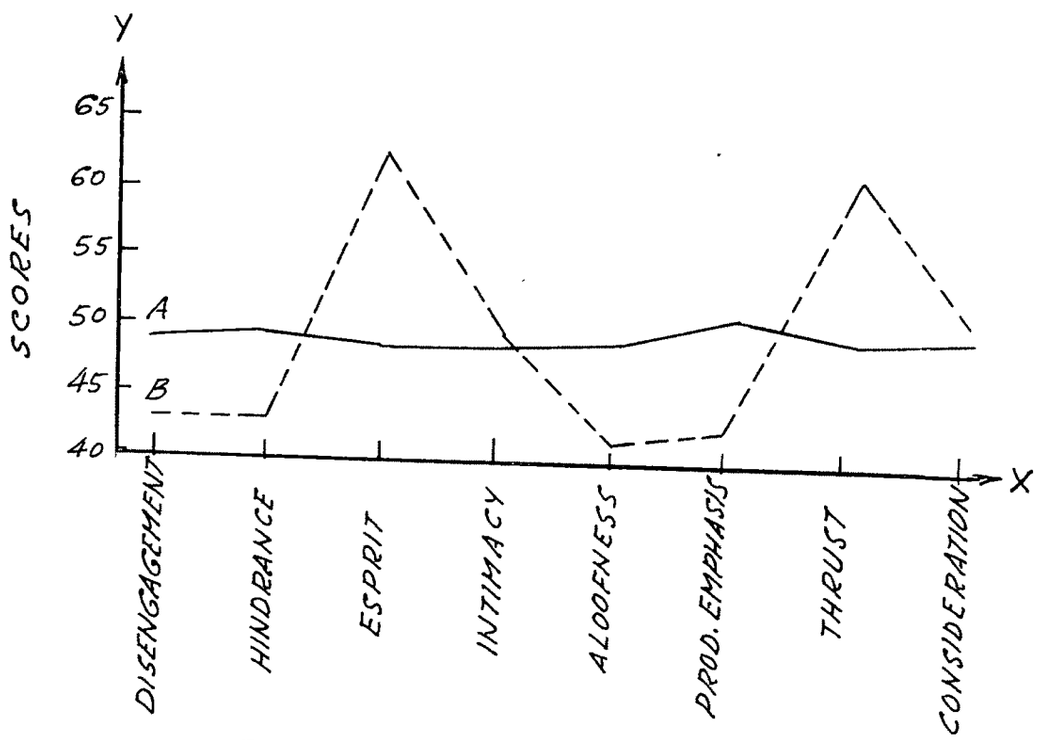
E. Organizational Climate as Predicator of Institutional Effectiveness :

This tool was administered to a random sample of ten teachers and the results scored according to standardized procedure. The results on the eight sub-tests show the scores to be high on production emphasis and thrust. Though the scores on disengagement were low, the scores on Esprit were low too. The climate that emerged according to the similarity score was "paternal" type with a leaning towards being "closed". The "closed" climate dimension emerged because authentic vertical communication was lacking for management did not appear to have established channels for communication. In this paternal climate the raw scores are high on hindrance. It has been observed that teachers do find themselves burdened with duties they construe as unnecessary and at times they feel the principal hindering rather than facilitating their work. The Esprit is low because teachers obtain inadequate satisfaction in respect to both task accomplishment and social needs. The administrative structure is too rigid for the teachers to enjoy any real freedom as professionals.

The teachers also view the principal's behaviour as lacking authenticity in some areas. While they respect the principal and will oblige him, a limited number only are enthusiastic about their work. Intimacy among the staff too is low, though there are informal groups. For the principal, the school and her duties within are of main interest, she derives only minimal social needs satisfaction outside her professional

GRAPH-112

INSTITUTION CODE No. "W"
ORGANIZATIONAL CLIMATE PROFILE



EIGHT DIMENSIONS OF CLIMATE

A —— SCORES OF INSTITUTION "W"
B ---"OPEN" CLIMATE PROTOTYPE SCORES

role. Though the principal does show consideration and is respectful of their opinion, she does not act as a free agent; hence the teachers do not get any real help either professional or as persons. The principal will always lend a sympathetic ear but will never take a decision outside the traditions of the institution-(See Graph No.112).

F. Pupils' Academic Motivation as Predicator of Institutional Effectiveness :

In order to find out the academic motivation of the pupils a random sample of one senior class was taken and administered the Junior Index of Motivation (JIM Scale). The total scores were divided into three categories of highly motivated, average motivation and low motivation. Those pupils who fell into +120 scores were considered to be highly motivated and those who fell between +119 and +100 were pupils having average motivation and those obtaining below +100 scores were considered as low in motivation. Depending on the scores obtained on all three categories, the school was placed in rank. This institution ranked 23rd out of the 25 sampled schools. This is surprising for the pupils come from favourable educational background. These results will need to be further studied to find out the causes. The scores obtained by the pupils ranged from +112 to +43. An unusually large number fall in the low motivation group. Some of the answers to the statements on the JIM Scale were culled out to know the attitude of the pupils towards their school and life in general.

Their responses indicated that though these pupils had high ideals, their motivation was low. May be a majority of them had experienced hostility or inadequacy. Forty-three out of forty-five pupils agreed with the statement that most people didn't care for others. Twenty-eight out of forty-five agreed that young people had no good ideas until they grew up and twenty-six of them agreed that they should be given good grades even if they made a mistake. Twenty-eight felt there was a limit to man's intelligence. The investigator in her contact with the pupils felt they were intelligente but lacked a zest for life and their studies presented little challenge.

Table No.4.48 showing percentage of pupils falling in each category for academic motivation. N = 45

INSTITUTION "W"	HIGHLY MOTIVATED +120 & above	AVERAGE MOTIVATION +119 -+100	LOW MOTIVATION +99 & below	RANK
Percentage	-	15.5	84.5	23rd

G. Conclusion :

The over-all picture obtained of this institution on the values of the principal and the scores on institutional effectiveness, reveal the following salient features:

a) While the principal's values stand out in their coreness as assessed by himself, they by implication do not seem to have been manifested frequently and clearly enough for

the pupils to observe them. Therefore an over-all coreness of the principal's value system does not emerge.

b) tradition has been a useful stand-by in the business of running the school and the teaching is carried on according to sound methodology, but innovative practices are very few.

c) The Management does not appear to seek an authentic feedback from the staff hence there is a lack of awareness of the really critical issues for the institution.

d) While the principal has spelt out - clarified his value system in terms of his personal life, this does not seem to be the case in his professional life as an administrator. A few discrepancies between the ideal visualized and the practice allowed was seen.

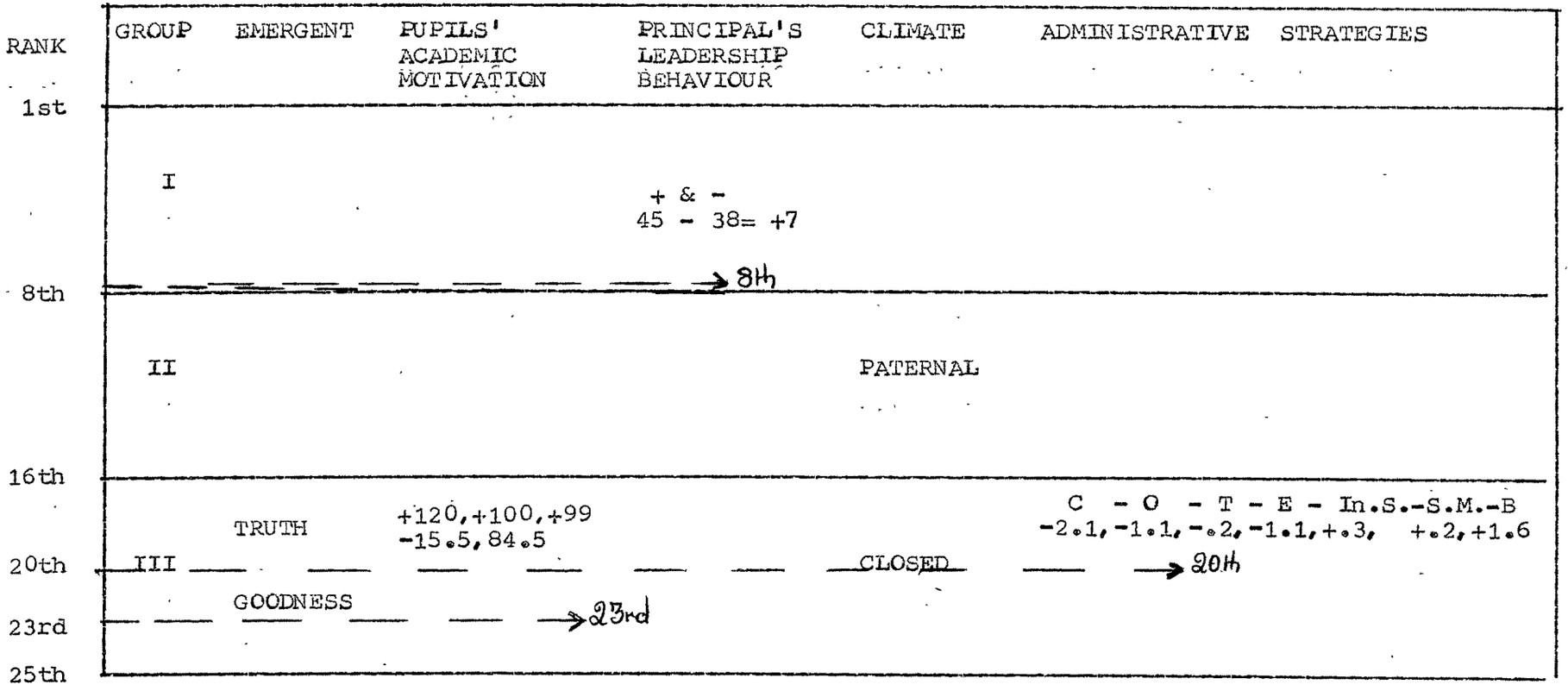
e) The school appear to be fulfilling its purposes in a very limited way for the main purpose - the pupils have a poor motivation towards learning. The school seems to be functioning in terms of an inherited tradition or community ethos rather than some-thing that is fully alive within it.

INSTITUTION CODE NO. "W"

PROFILE OF INSTITUTIONAL EFFECTIVENESS

Consideration	CLIMATIC TYPE	PRINCIPAL LEADERSHIP BEHAVIOUR				ACADEMIC MOTIVATION (Pupils')			PLACEMENT	ADMINISTRATIVE STRATEGIES						
		Aloofness	Production Emphasis	Thrust	Consideration	Highly Motivated	Average Motivated	Low Motivated		Curriculum	Organization	Teaching	Evaluation	In-Service Training	Staff-Morale	Budgeting
		-	-	+	+	Percentage										
.1	PAUL ZONAL/ CLOSED	20	18	29	16	15.5	84.5		23rd	$\bar{X}$ 12.1	13.1	12.2	11.1	12.7	23.8	14.4
			38	- 45	+7					X 10	12	12	10	13	24	16
										-2.1	-1.1	-.2	-1.1	+.3	+.2	+1.6

CHART NO.4.54 : OVER-ALL PROFILE OF INSTITUTION CODE NO."W"



C = Curriculum
O = Organization
T = Teaching
E = Evaluation

In.S. = In-service Training
S.M. = Staff-Morale
B = Budgetting

4.18 INSTITUTION CODE NO. "V"

A. Introduction :

This Educational Institution under study was established in 1949 to cater to the boys and girls of a minority community. The Trust had generously provided a fairly good school plant and through the efforts of the Trustees the school has been raised to a high school and grant-in-aid procured for its secondary section. The Trustees appoint a Head belonging to their own community and in the recruitment of the staff preference is given to teachers belonging to this minority community.

The primary and the secondary section are accommodated on the same premises. The school plant can accommodate one division per class only so the school runs in two shifts. The English medium in the morning and the Hindi medium in the afternoon. The school was originally established for the wards of this minority community but in more recent years this community kept seeking admissions in more prestigious schools so this institution has been obliged to open its doors to all communities. It still maintains its policy of preferential treatment in admission of pupils and recruitment of staff.

The school management controls strictly the entrance into its premises. The school gate is opened only at specific times. Even during the change-over of school, the gate is not fully opened and the crowd uncomfortably surges out or squeezes itself in. Even parents who come regularly for their wards are kept waiting on the road. The school is self-sufficient financially

since any deficit is met from its "religious" funds. Though the Class IV workers are few the school plant is clean and these workers are seen to sweep the corridors and stairways after each recess.

B. Over-all Objectives :

Although the school hand-book had mostly quoted the rules and regulations issued by the Department of Education, an observation and culling out of the priorities of the Institution and that of the principal gave a fairly good idea of the objectives of the institution.

The institution did commit itself to meeting the educational needs of its community as well as instructing its pupils in its religious duties. For this purpose, it gave preferential treatment in recruiting staff members from its own community. Even though it may have lacked classroom space, it still kept rooms vacant to provide living accommodation for "suitable" teachers. Though there were no formal religion classes, the religious book was read and prayers recited every morning for Assembly. The pupils remained in their respective class and heard the readings through the intercommunication system. When the principal was questioned in the interview about his views on the institution objectives, he stated that he wished to foster in his pupils correct ideals of citizenship. He did not specify this further. From the observation of the institution, there seemed to be two values that were given priority, Punctuality and Orderliness. The principal stated that he aimed at instilling these values in the pupils.

The principal was also asked to state in the given questionnaire on objectives, how important he perceived these objectives were and how important he would have preferred them to be - see results on Graph No.120. The results show that the principal's scores that indicate a discrepancy between 'perceived' and 'preferred' objectives are marked realistically. The principal is dis-satisfied with institutional performance in the area of pupil formation, instilling in them sentiments of patriotism. The given set of objectives were also categorized into output goals, support goals, elitist goals and service goals. The principal seemed satisfied with the institution's performance on output goals. It was also noted that many of the support goals were over-looked. While there was no attempt made to strain after elitist goals, there is no clear direction given to service goals.

The institution's policy is not to permit any extra-curricular activity or social service within school hours. A few teachers generously sacrifice their holidays to give the pupils some experience of school service or cultural activities.

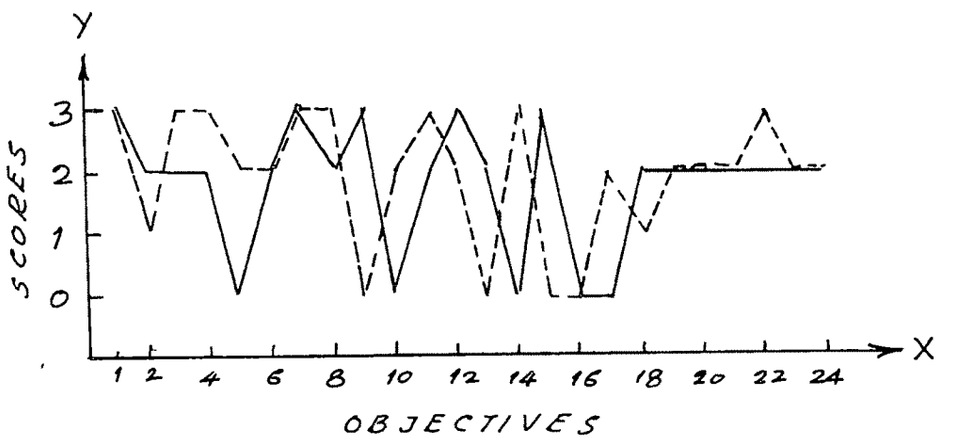
Table No.4.52 shows the scores obtained by the institution on each of the four categories of goals.

INSTITUTION "V" GOALS	OUTPUT	SUPPORT	ELITIST	SERVICE
Maximum Obtainable Scores	18	18	18	18
X Scores	13	12	10	15
Percentage	72.2	66.6	55.5	83.3

GRAPH-113

INSTITUTION CODE No. "V"

INSTITUTION PRINCIPAL'S PERCEPTIONS OF INSTITUTIONAL OBJECTIVES AS "PERCEIVED" AND "PREFERRED" BY HIM FOR HIS INSTITUTION



—— OBJECTIVES AS PERCEIVED BY THE PRINCIPAL

– – – OBJECTIVES AS PREFERRED BY THE PRINCIPAL

The table shows that the principal is keen on giving greater impetus to service goals but in practice his policies do not seem to encourage these. The Graph No.120 presents the objectives from the Principal's point of view. The graph indicates that the principal feels that the institution on the whole is not achieving its objectives, but there has not been much evidence that he has operationalized his objectives by reflecting sufficiently on them in terms of actual behaviour and concrete decisions.

C. The Over-all Value Profile of the Principal :

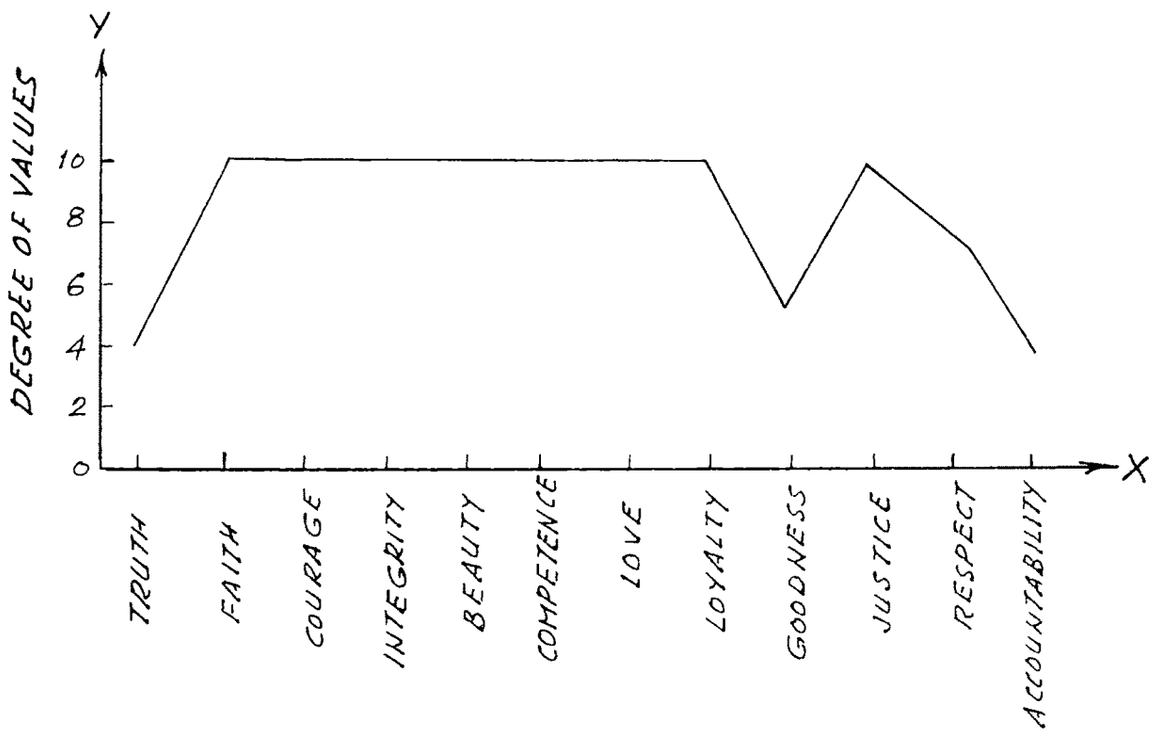
This profile has been drawn from the self-assessment of the principal and from the opinion of the pupils on the values of the principal. The principal's self-assessment show that he considers his values to be optimal except for Truth, Goodness and Accountability - see Graph No.4.57.

The values that emerge in the imaginery school situations are Truth and Justice. The graph showing pupils' opinion on principals' values show a fairly strong consensus of opinion. The value of competence has secured the highest scores.

The over-all impression obtained is that the principal owns a number of instrumental values which he consistently abides by and these are observed by the pupils. However, the effectiveness profile does not show high scores for the vision of the principal is limited and his interpretation of his value-system is narrow. The over-all value profile does not show a coreness in the value-system - See figure no.4.55.

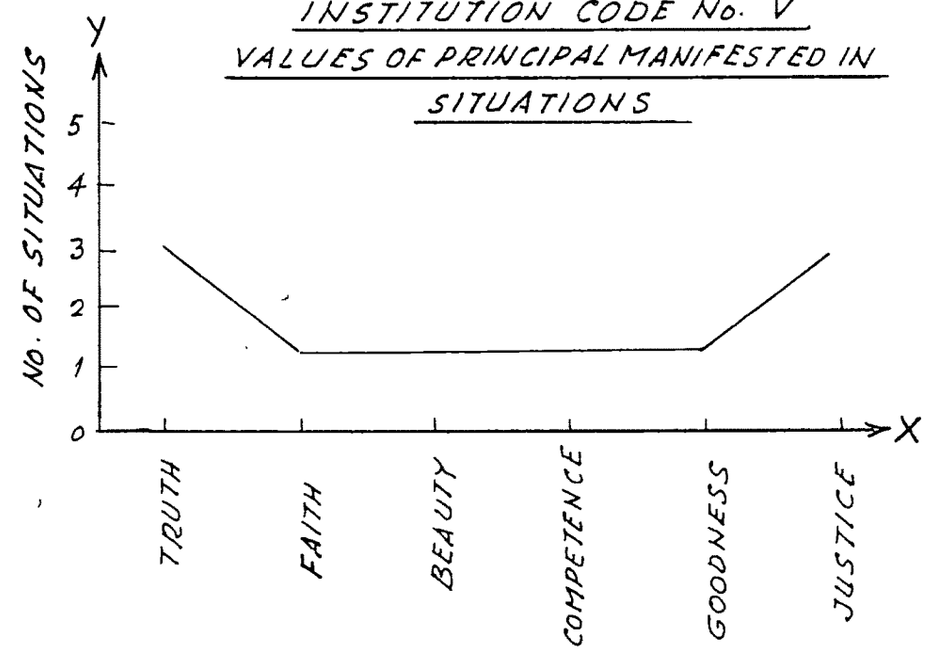
GRAPH-114

INSTITUTION CODE No. "V"
VALUES OF PRINCIPAL



GRAPH-115

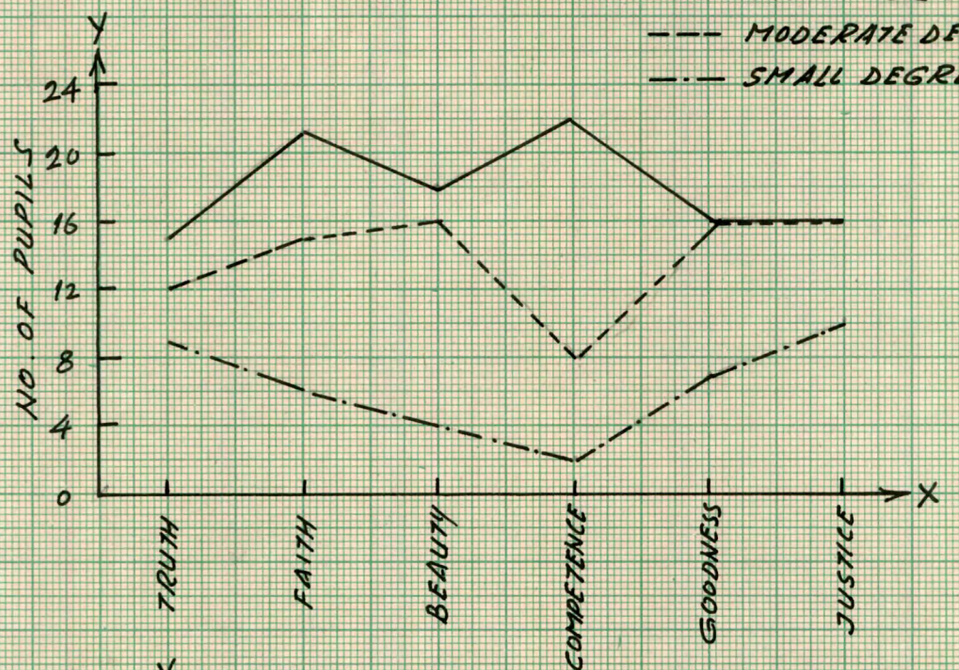
INSTITUTION CODE No. "V"
VALUES OF PRINCIPAL MANIFESTED IN SITUATIONS



GRAPH - 116

INSTITUTION CODE NO. "V"

PUPILS' ASSESSMENT OF PRINCIPAL'S VALUE



GRAPH - 117

INSTITUTION CODE NO. "V"

PUPILS' SPONTANEOUS RESPONSE ON PRINCIPAL'S VALUE

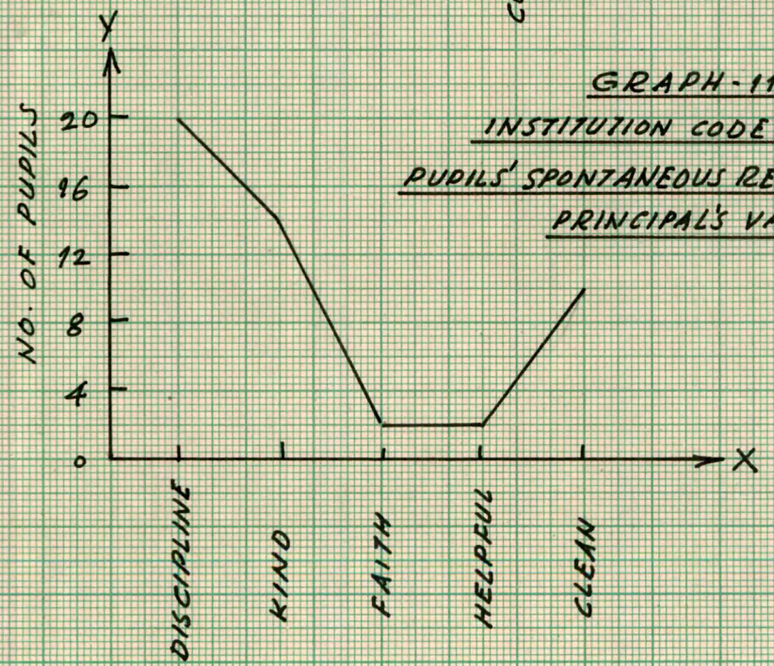
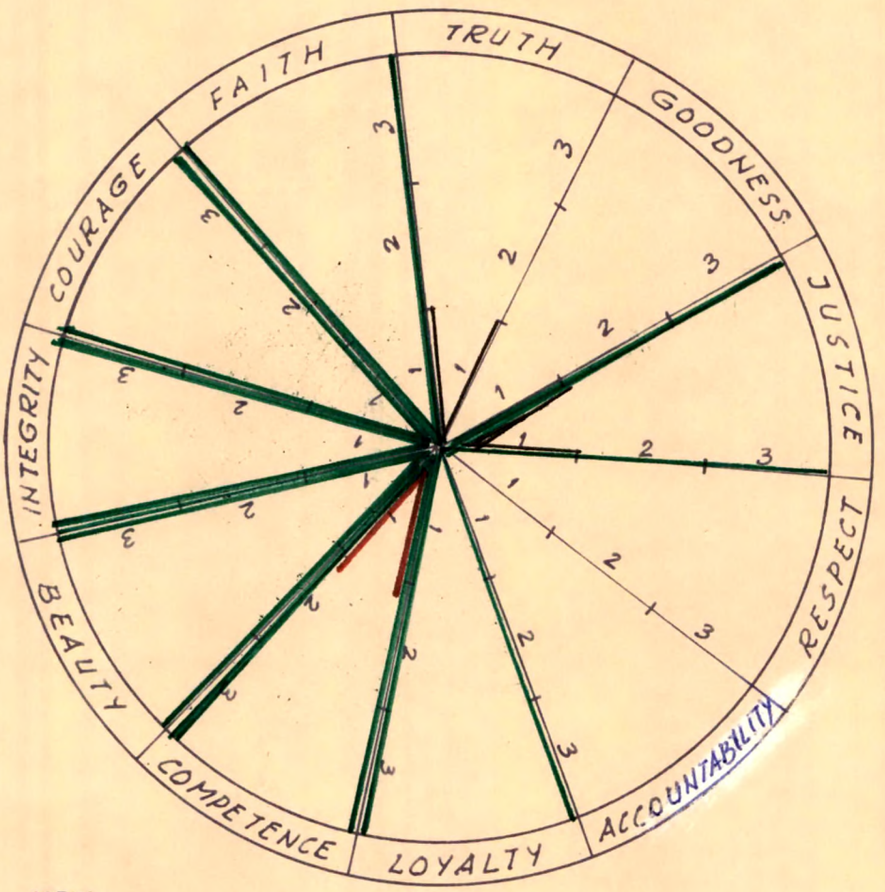


FIG. 4.55

INSTITUTION CODE No. "V"

VALUE PROFILE OF PRINCIPAL



KEY:

PRINCIPAL'S VALUES

PRINCIPAL'S VALUES - MANIFESTED IN SITUATIONS

PUPIL'S ASSESSMENT OF PRINCIPAL'S VALUES

1 = REPRESENTS 60% (FOR PUPILS' ASSESSMENT)	SCORE 3 (FOR SITUATIONAL VALUES)	SCORE 8 (FOR PRINCIPAL'S VALUES)
2 = " 70% "	SCORE 4 "	SCORE 9 "
3 = " 80% "	SCORE 5 "	SCORE 10 "

NOTE:-

SCORES OBTAINED BELOW THE ABOVE MENTIONED SCORES IN THE THREE QUESTIONAIRES ON VALUES ARE NOT MARKED ON THIS PROFILE

D. Administrative Strategies :

Since there is only one division to each class, the school is not a big one to administer. The Principal controls it directly without a supervisor. A staff meeting is held at the beginning of the year and normally the general policy is followed year after year. Any relevant adjustment that has to be made is announced to the staff. The new staff-members are welcomed but no special effort is made to initiate them into their work. The school runs according to a pre-planned pattern of maintenance activities. And in the course of the year an individual teacher may not see the Principal for 2 to 3 consecutive weeks. The normal manner of communicating with the staff is through notices - through he does send for them when he requires them for some work. The principal's supervision of the staff is more of a disciplinary nature rather than a creative helpful gesture to improve teaching skills. The school limits itself to a minimum of activities - and there is no evaluation conducted of any-thing. The Principal seems mainly to be guided by a few basic principles that he has bound himself to.. There are no social gatherings organised for the staff except on the feast of their patron saint and here the Management invites the parents to lunch and the staff help the Principal serve them. For everyday purposes, the Principal has made provision for tea for which the staff pays.

The school does not appear to be very open to outside influence. Guest speakers are seldom invited to the school, nor

are there any value education periods. Staff meetings are very irregular. The staff is not informed of the Agenda before hand. At these meetings communication does not go across power and status boundaries. The Principal may sometimes acquiesce to the suggestion of the teachers but he doesn't stand by them in the face of opposition. When spoken to , some of the teachers gave the impression that they felt frustrated in their attempts at innovation because the Principal never took a firm stand on any decision. Staff Meetings were held in two sections to suit the teachers of both shifts - the Principal desired a common policy for the whole school - it often happened that decisions taken by one sections were rejected by the other section and the Principal remained neutral. Apparently these lacked a will to lead the school to achieve its purposes. The Principal had definite priorities, but these were absolute and limited in area so that he never moved out of a set pattern to become more relevant and consequently more effective.

The clerical office was well organized and under the constant vigilance of the Principal, however, there was only one clerk - and hence teachers were asked to do some of the work that really belonged to the clerical office. At the beginning of the academic year, the teachers do a lot of work - collecting tuition fees and stationery fees as well as distributing the exercise books, hence the actual teaching work begins more than a month after the re-opening of school.

The teachers on the whole are kind to the pupils and the principal stern attitude is not reflected in the teachers - this

is interesting because some educationists state that if the teachers are dissatisfied with the principal they have it out on the pupils. However, in this case the principal does not directly hinder his staff; he remains aloof unless something goes wrong. Hence the teachers did not feel the extreme frustration that would want to spend itself on the pupils. It could also be that since the numbers in the class are limited, the teachers do get to know their pupils personally. However, while the teachers are willing to help individual pupils, observation of their classroom teaching does not indicate that they do it effectively. Pupils were observed to be looking out of the window with bored expression on their faces, while the teacher kept on talking. No class was observed to be using visual aids and no games apparatus was seen - given to the boys during the recess. The principal too has made no provision for coming into a face to face contact with his pupils as a body. They see him on his regular records of the school and sometimes during recess, but then he appears more as a disciplinarian than a friend or guide.

The principal was asked to assess himself on his administrative performance on a questionnaire covering seven critical areas of administration. The results are given on table No.4.50.

Table No.4.50 showing Principal's self-assessment on Administrative Strategies.

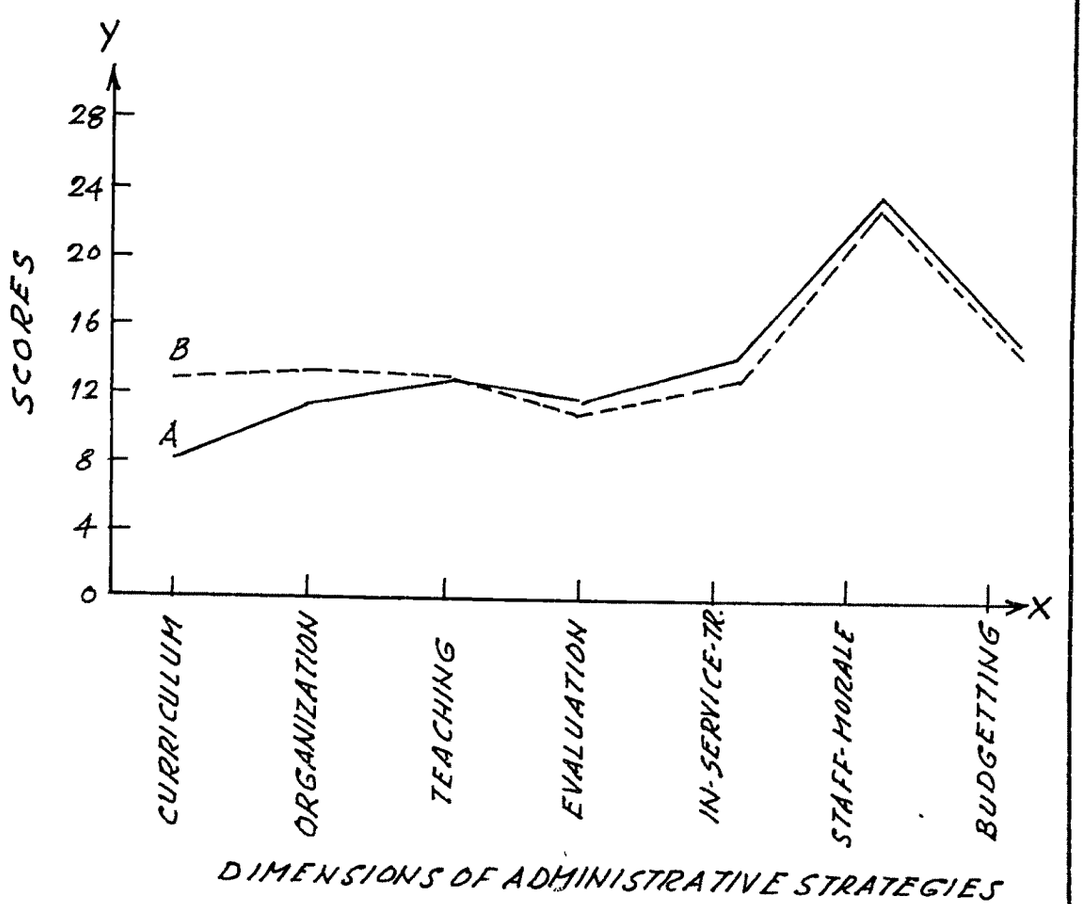
Sr. No.	Administrative Item	Raw Score X	Mean Score $\bar{X}$ of 25 Institutions	Deviation from the Mean $X - \bar{X}$
1.	Curriculum	8	12.1	-4.1
2.	Organisation	11	13.1	-2.1
3.	Teaching	13	12.2	+ .8
4.	Evaluation	12	11.1	+ .9
5.	In-Service Training	14	12.7	+1.3
6.	Staff-Morale	24	23.8	+ .2
7.	Budgetting	15	14.4	+ .6

The results show that the principal considers his institution performing well on most of the areas except the curriculum and organization where his scores are lower than the mean of the institutions under study. Considering the principal's administrative behaviour which has been described above, this assessment does not seem to be realistic, e.g. there is never an evaluation held as far as the information collected goes nor are In-service Training courses arranged for the staff.

A description of the prevailing organizational climate would throw more light on the kind of atmosphere provided for the pupils to gain their learning experiences.

GRAPH-118

INSTITUTION CODE No. "V"
PRINCIPAL'S ASSESSMENT ON
ADMINISTRATIVE STRATEGIES



A —— SCORE OBTAINED BY INSTITUTION "V"

B --- MEAN SCORE OF 25 INSTITUTIONS

E. Organizational Climate as Predicator of Institutional Effectiveness :

In order to find out the prevailing climate of the institution, the organizational climate description questionnaire was administered to a random sample of ten staff-members. Since the school is small in size nearly all staff members were involved in answering the questionnaire. One aspect of this tool is the assessment of the principal's leadership behaviour from the view point of the teachers. The results obtained after the standardized procedure was followed revealed the climate to be paternal also with the leaning towards closedness.

The paternal climate probably emerges because of two reasons.

a) the principal is very directional and demanding in terms of his own priorities.

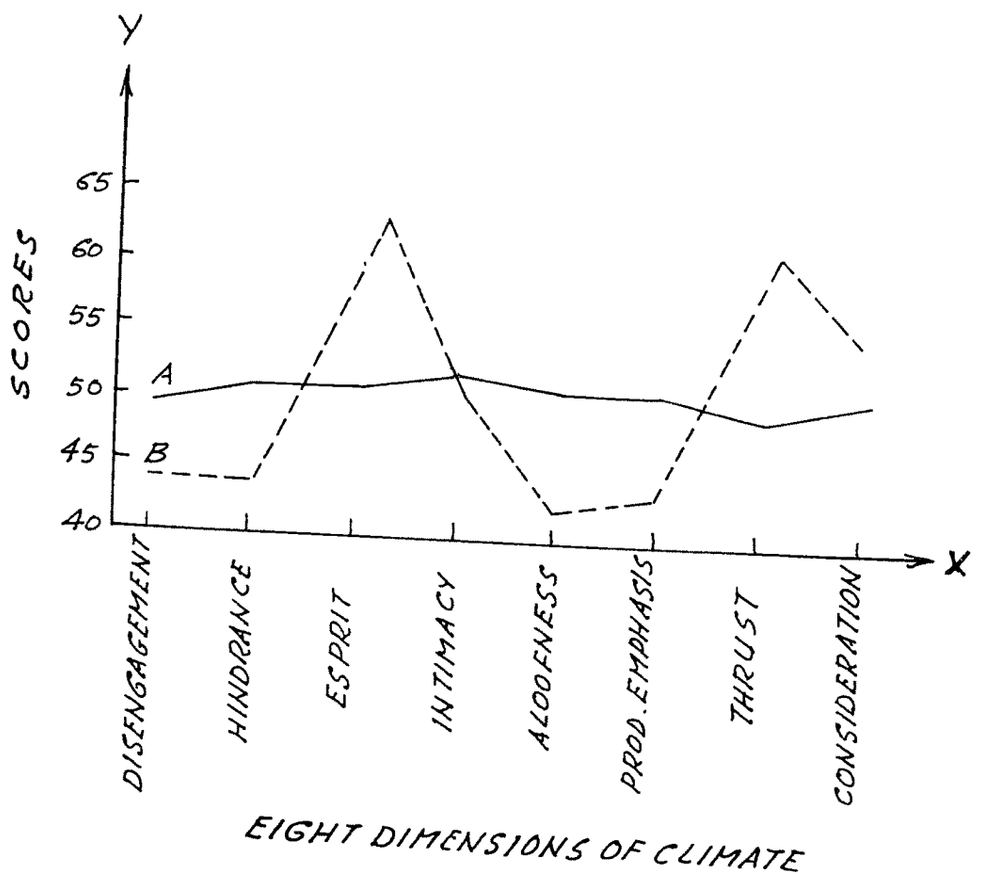
b) he is not effectively able to control the activities of his staff nor mould them into a purposive group.

c) while the principal was strict on the performance of routine tasks and succeeded in getting all staff members to toe the line, the planning of these was not creative enough to be of real help to the pupils.

The scores on Thrust and Esprit are low while the scores on Disengagement are comparatively high. The vignette on paternal type of climate states: "Low espirit results when teachers obtain inadequate satisfaction in respect to both task accomplishment and social needs". Neither does the principal look out for the welfare of the teachers. He is highly aloof

GRAPH-119

INSTITUTION CODE No. "V"
ORGANIZATIONAL CLIMATE PROFILE



A ——— SCORES OF INSTITUTION "V"
B – – – "OPEN" CLIMATE PROTOTYPE SCORES

and impersonal (but courteous) in controlling and directing the activities of the teachers. The important thing is to get the job done and in his way. Leadership acts emanate chiefly from him. The principal, though forceful and competent to some extent is unable to secure sufficient co-operation from his staff to achieve his purposes.

F. The Academic Motivation of Pupils as Predicator of Institutional Effectiveness :

The pupils' motivation towards the school as well as their studies, their general attitude towards life was assessed through the Junior Index of Motivation scale devised by Frymier ( ). The score of each pupils was computed through the standardized procedure, and then arranged from the highest to the lowest. The scores that fall between +120 and above were considered to be indicating pupils with high motivation. Scores ranging from +119 to +100 were considered as scores of pupils with average motivation, and scores obtained as +99 and below indicated low motivation.

Table No.4.51 shows the number of pupils falling in each category.

N = 37

INSTITUTION "V"	HIGH MOTIVATION +120 & above	AVERAGE MOTIVATION +119 - +100	LOW MOTIVATION +99 & below	RANK
Percentage	2.7	18.9	78.4	18

The institution ranked 18th out of 25 Institutions and its scores ranged from +132 to +35.

The table clearly indicates that the motivation level of a large percentage of pupils is low.

Some of the statements of the pupils were selected as being relevant in confirming or negating the general impression obtained of the school. The number of pupils who responded to the questionnaire were thirty-seven. Out of this thirty-seven pupils thirty-five agreed with the statement that many young people did not want to go to school. Twenty-six pupils felt that only some new ideas were interesting but most of them were not. Thirty-four pupils agreed with the statement that there was a real limit to man's intelligence. A fairly large percentage of pupils come from the socially disadvantaged background-education was for these pupils more of a burden than a profitable endeavour.

G. Conclusion :

The results of this study point to some salient features of this Institution from the point of view of its effectiveness.

The principal's self-evaluation on values show that he has a high opinion of his personal value system (since he has evaluated himself on the degree to which he possesses each of these values). According to his evaluation Truth and its accompanying cluster and Beauty and its cluster are dominant - see figure 4.57 .

However except for competence (which is supported by the pupils) and Justice which emerges in an imaginary choice of a school situation, the other values are not supported by other evidence. Observation of the principal has indicated that the pupils spontaneous response on the values of the principal is more realistic. Descipline, punctuality, orderliness and courtesy with his staff and distinguished visitors have been observed.

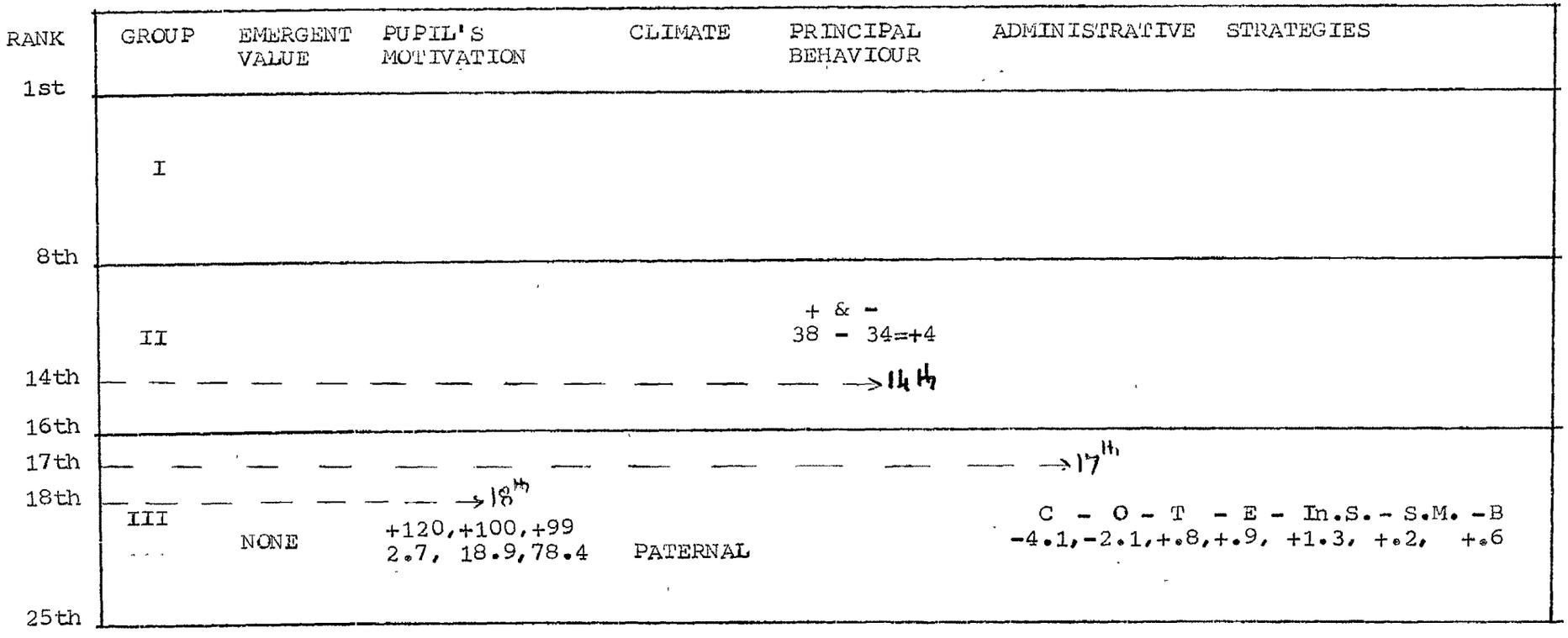
On the other hand, the selected indicatorsof effectiveness viz. the pupils' academic motivation, the organizational climate, the leadership behaviour of the principal and his self-assessed administrative performance shows low scores. This seems to indicate the principal could function much better than he is doing at present.

INSTITUTE CODE NO. "V"

PROFILE OF INSTITUTIONAL EFFECTIVENESS

Consideration	CLIMATE TYPE	PRINCIPAL LEADERSHIP BEHAVIOUR				ACADEMIC MOTIVATION (Pupils')			PLACEMENT	ADMINISTRATIVE STRATEGIES						
		Aloofness	Production Emphasis	Thrust	Consideration	Highly Motivated	Average Motivated	Low Motivated		Curriculum	Organization	Teaching	Evaluation	In-Service Training	Staff-Morale	Budgetting
		-	-	+	+	Percentage										
1.1	PATERNAL/ CLOSED	19	15	24	14	2.7	18.9	78.4	18th	$\bar{X}$ [illegible]	13.1	1	11.1	12.7	23.8	14.4
		34 - 38 = +4								X 8	11	13	12	14	24	15
											-4.1	-2.1	+.8	+1.3	+.2	+.6

CHART NO.4.57 : OVER-ALL PROFILE OF INSTITUTION CODE NO."V"



C = Curriculum
O = Organisation
T = Teaching
E = Evaluation

In.S. = In-Service Training
S.M. = Staff-Morale
B = Budgetting

4.19 INSTITUTION CODE NO."B"

A. Introduction :

This institution was established primarily for the pupils of a poorer section of society viz. boys and hence its location too is in a crowded area amidst the lower income bracket group. The institution has grown and it has expanded its facilities to cater first to the needs of a minority group to whom it belongs. However, as in other instances, the numbers of this minority group have dwindled and the institution truly renders service in the field of education to its own locality.

The institution recognizes that it has to undertake the education of its boys unaided, for a majority of the parents are illeterate. The pupils also are afflicted with a number of emotional problems because of their family background. While the institution has made some efforts to help the pupils in their studies, it has not achieved any appreciable success. A reason could be that it has not considered realistic ways of enlisting some creative help from the parents. The attitude of the Management too was pessimistic with regard to any hopes of securing parent co-operation. The over-all result is that the pupils' progress is not equal to the single-handed efforts put in by the Institution.

The school plant is spacious but there is not much of a playground for the boys.

B. Over-all Objectives :

The Institution has been aware from time to time of the more urgent needs of the community. It is also more or less clear to what extent it will meet these needs. However, it has not yet spelt out its objectives. The school hand-book contains rules quoted from the grant-in-aid code and other recommendations which are mainly of a disciplinary nature, not objectives that would indicate the path the institution had chosen for itself.

The principal responded to a questionnaire containing a given set of objectives by scoring these as "perceived" and "preferred" objectives and stating in his opinion how important they were to the institution - Graph No.120. These objectives were further categorized into output, support, elitist,& service goals. The score of the principal on each of these categories is given below.

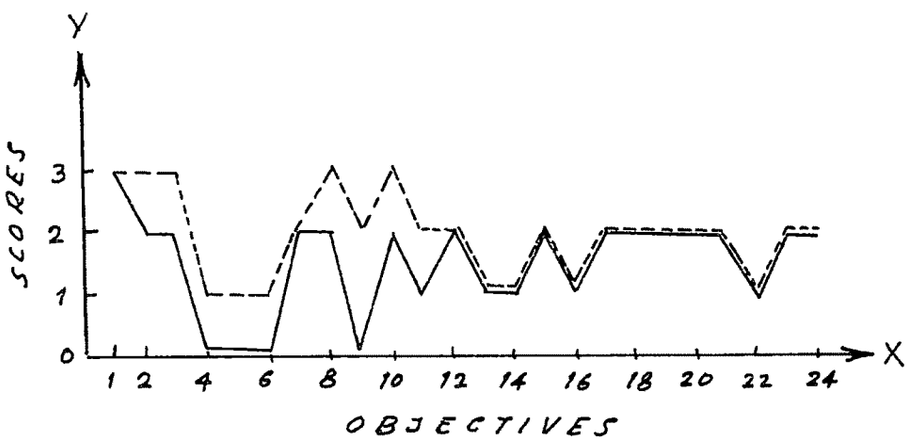
Table No.4.52 shows achievement of institutional objectives as perceived by the principal.

INSTITUTION "B" GOALS	OUTPUT	SUPPORT	ELITIST	SERVICE
Maximum Obtainable Scores.	18	18	18	18
X Scores	9	8	5	7
Percentage	50	44.4	27.7	38.8

GRAPH-120

INSTITUTION CODE No. "B"

INSTITUTION PRINCIPAL'S PERCEPTIONS OF INSTITUTIONAL OBJECTIVES AS "PERCEIVED" AND "PREFERRED" BY HIM FOR HIS INSTITUTION



—— OBJECTIVES AS PERCEIVED BY THE PRINCIPAL

---- OBJECTIVES AS PREFERRED BY THE PRINCIPAL

The scores are relatively low in terms of the perception of the principal. Also he considers output goals important. During the interview with the principal it was learnt that the actual accomplishment of the institution fell short of expectations. The support goals are neglected, though an awareness of their importance exists. The elitist goals appears to be desired, but no service efforts have been made to pursue them. Some of the service goals have been pursued to a commendable degree.

The Graph No.120 on the objectives show that a dissonance exists between perceived and preferred goals only with regard to output goals. Though no discrepancy exists between the perceived and preferred support goals - their actual pursuit is done in a rather unsatisfactory manner - this statement comes from observation of the institution.

C. The Value Profile of the Principal :

This profile has been drawn from the scores obtained from the principal's self-evaluation on his values, the values that emerge as he makes his choices for action in imaginary problem situations and from the pupil's opinion on the values of the principal.

A notable feature about the scores the principal gives himself are that they are very low compared to the scores of the other principal's studied. A repetitive fact that has emerged through the studies is that besides the point of being realistic and objective or not about one's values, the scores

also indicate whether the principal has confidence in himself or not. In the light of this, the present principal who is being studied does not appear to have a high positive self-image. The implication is whether under these conditions will leadership acts be performed effectively or not. The investigator found out the reason for this. There is an influential core group of staff members hostile to the principal.

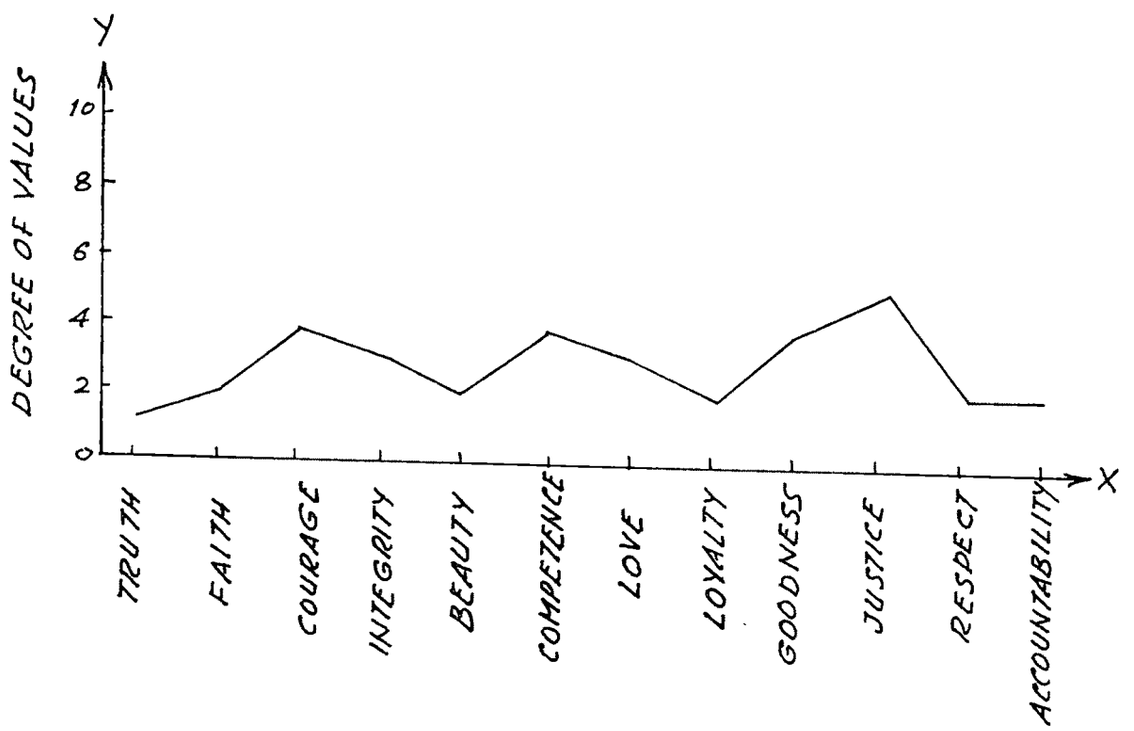
The pupils opinion on the values of the principal too seem to be divided. Graph No.123 shows the least division of opinion to be on the value of Goodness. The over-all profile - fig.no.4.68 - indicates that Truth and Faith are seen as more emergent through principal's actions.

Truth is valued by the principal is evidenced by his behaviour as observed by the investigator as well as through the testimony of some members of the staff. The principal also stated in the interview that he gave considerable thought on how to inculcate values in his students. He wanted them to have qualities of honesty justice and service. The principal stated that he used appropriate occasions to instil these values. However, the school policies did not appear to be formulated to nurture these values. The principal did make a serious attempt to recruit staff-members who possessed the same ideologies as those of the institution.

The over-all impressions is that the principal does possess values to an appreciable degree, but perhaps being of a sensitive nature he is unable to face the hostilities creatively and emerge as their leader and function as an effective Head of the Institution entrusted to him - Fig.No.4.58.

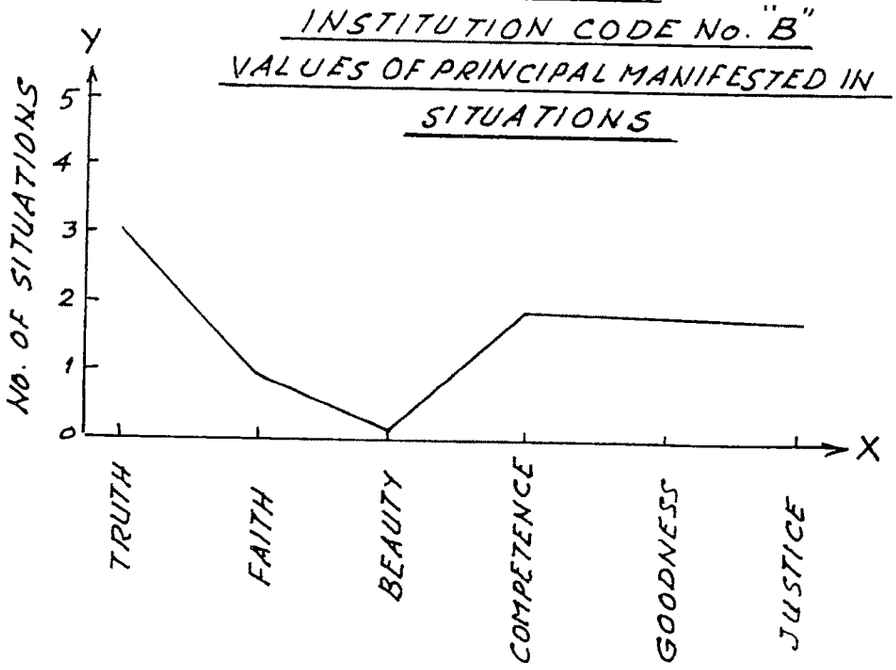
GRAPH-121

INSTITUTION CODE No. "B"
VALUES OF PRINCIPAL



GRAPH-122

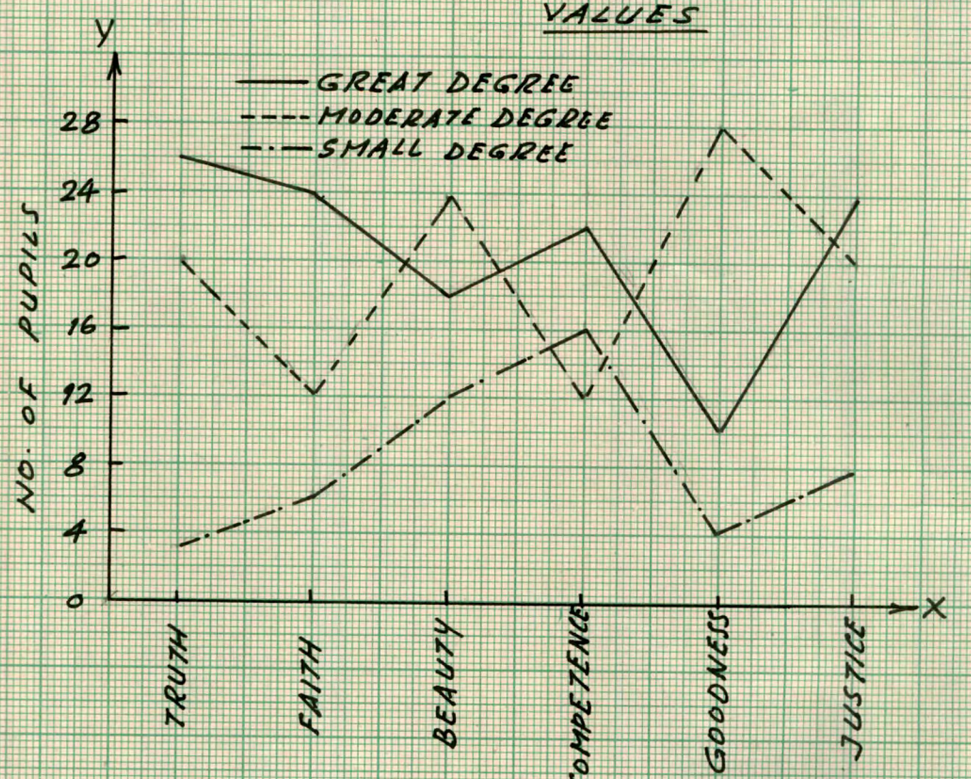
INSTITUTION CODE No. "B"
VALUES OF PRINCIPAL MANIFESTED IN SITUATIONS



GRAPH-123

INSTITUTION CODE NO. "B"

PUPILS' ASSESSMENT OF PRINCIPAL'S VALUES



GRAPH-124

INSTITUTION CODE NO. "B"

PUPILS' SPONTANEOUS RESPONSE ON PRINCIPAL'S VALUES

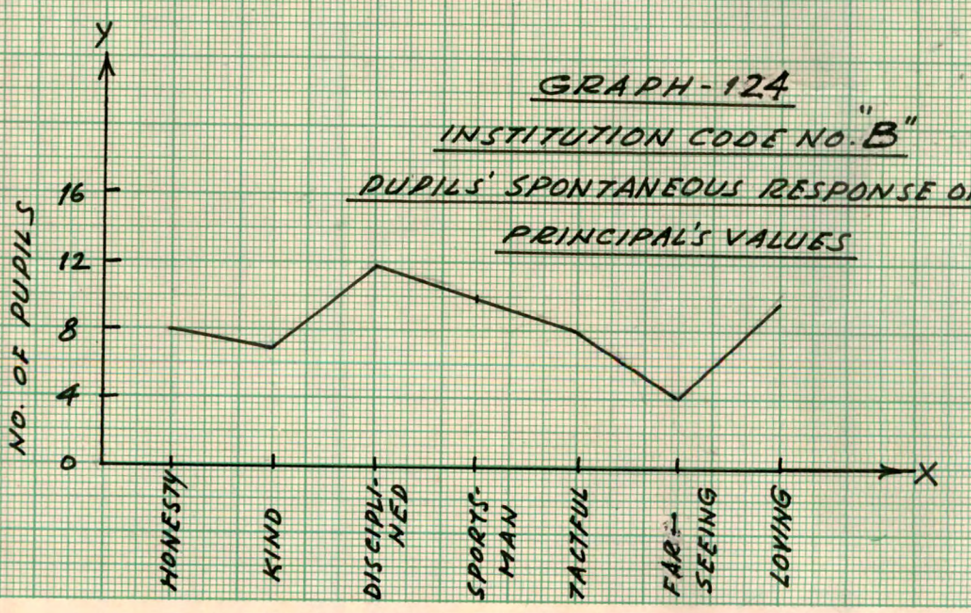
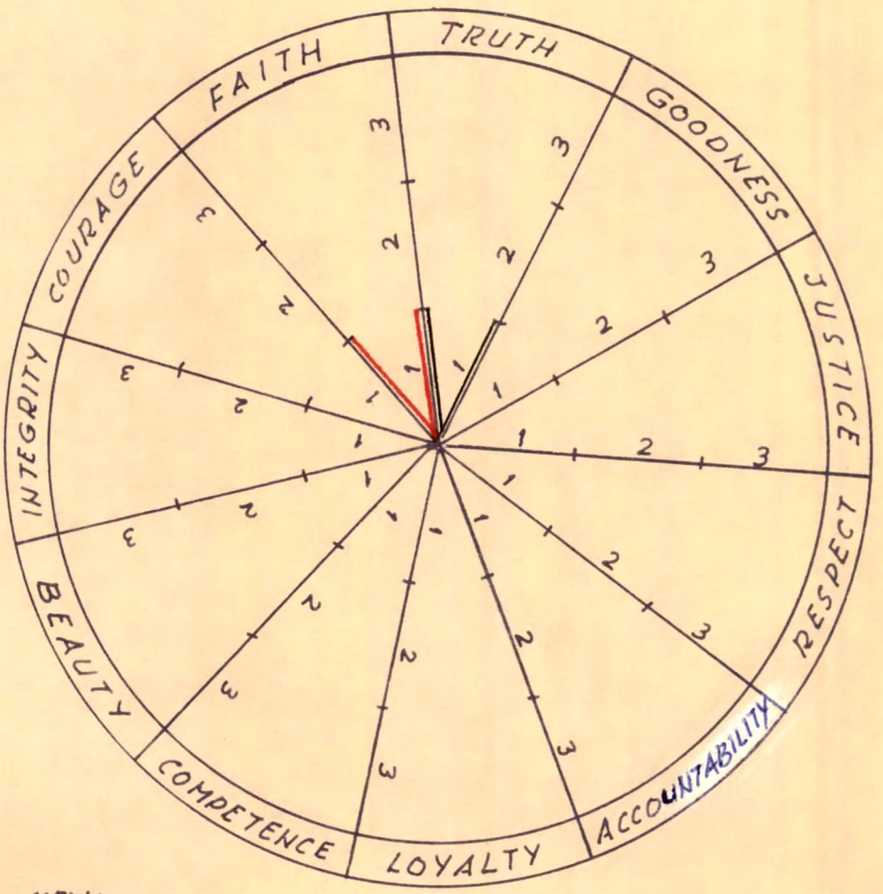


FIG. 4.58

INSTITUTION CODE NO. "B"

VALUE PROFILE OF PRINCIPAL



KEY:

PRINCIPAL'S VALUES

PRINCIPAL'S VALUES - MANIFESTED IN SITUATIONS

PUPIL'S ASSESSMENT OF PRINCIPAL'S VALUES

1 = REPRESENTS 60% (FOR PUPILS' ASSESSMENT)	SCORE 3 (FOR SITUATIONAL VALUES)	SCORE 8 (FOR PRINCIPAL'S VALUES)
2 = " 70% "	SCORE 4 "	SCORE 9 "
3 = " 80% "	SCORE 5 "	SCORE 10 "

NOTE:—

SCORES OBTAINED BELOW THE ABOVE MENTIONED SCORES IN THE THREE QUESTIONAIRES ON VALUES ARE NOT MARKED ON THIS PROFILE

D. Administrative Strategies as Predicator of Institutional Effectiveness :

The principal is aided in his administrative task by an Assistant Principal who is chiefly responsible for the discipline of the school and a supervisor. That the principal is conscious of priorities in administration is seen by his shifting his office nearer to the clerical office since he found them not performing their duties efficiently and felt they needed a closer supervision. The supervisor has clearly demarcated tasks. The principal stated that a good amount of his planning was of a nature to get the teachers to conduct their classes well and co-operate in organized activity for the pupils. He admitted that he had a number of non-cooperative staff members over whom he had little power. Since there was an undercurrent of hostility the principal was observed to fight shy of direct supervision. Perhaps if the commitment to values was strong enough, it would have helped overcome the natural repugnance to performing such unpleasant jobs as correcting the staff.

The activities held in the school had assumed a traditional note. They were repeated year after year and the principal claimed that since there was an evaluation after each activity, steps were taken to improve at the next performance.

Staff-Meetings were held as the principal felt the need for them. There was a subtle atmosphere of challenge which negated any attempt he made to nurture co-operative effort among the staff members. In the beginning, he had been open to all view-points, he had tried to be non-directive and ultimately

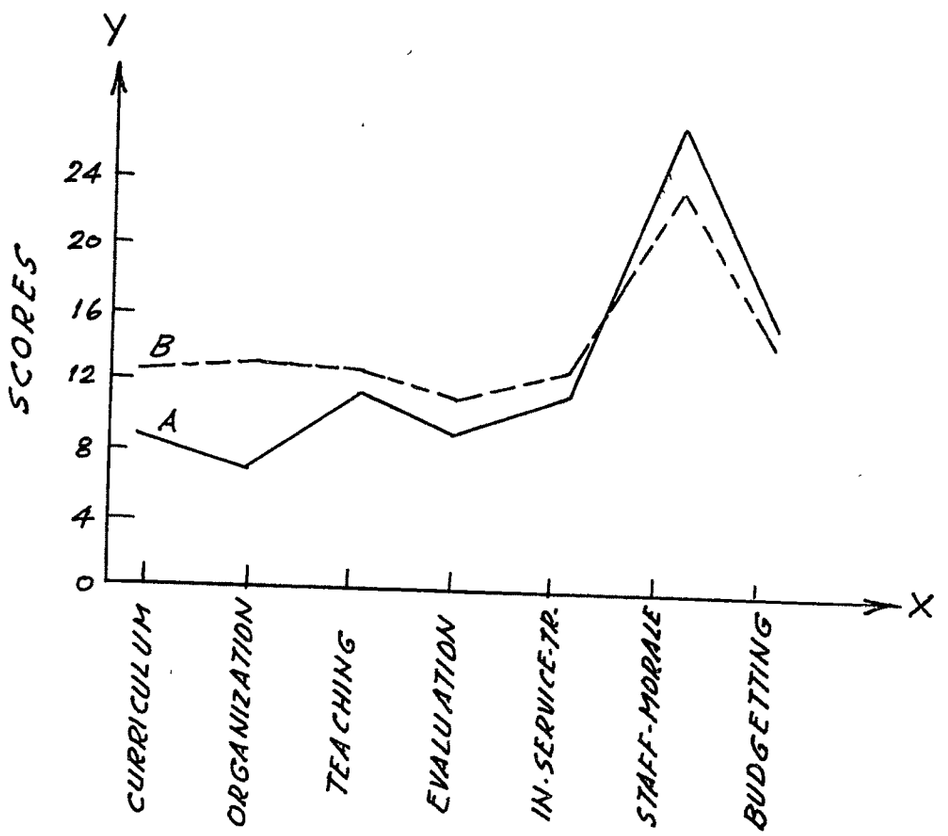
after much discussion between the two groups (expressing two views at any staff meeting) he had tried to compromise; but he stated that his experience now led him to believe that staff opinion was mainly motivated by self-interest rather than seeking the objective good of the institution. (It could be noted that principal of other institutions studied in this Research Project were definitely directional and monitored decisions at staff-meetings - the more successful ones did it unobstrusively). At the same time, the above case studied, could be an over-simplified view of the situation for it does not take cognizance of the teacher's personal needs which underlie their overt behaviour.

The principal admitted that he had not successfully introduced any worthwhile innovative practices, though he visualised a few. It was observed that those staff members who possessed an ingrained enthusiasm for their profession found the climate open enough, the principal did not hinder their activities. Some in fact had very creative methods of teaching meant specifically to help the mediocre student.

The principal scored himself on a questionnaire which evaluated seven critical areas of administrations. In his opinion the institution was performing well in budgetting, providing sufficient inservice training and the staff-moral too was high compared to the mean scores of the other schools studied. This evaluation however, does not synchronize with the rest of the data collected from this institution, except for the budgetting. The resources of the institution are definitely not

GRAPH-125

INSTITUTION CODE No. "B"
PRINCIPAL'S ASSESSMENT ON ADMINISTRATIVE STRATEGIES



DIMENSIONS OF ADMINISTRATIVE STRATEGIES

A —— SCORE OBTAINED BY INSTITUTION "B"
B --- MEAN SCORE OF 25 INSTITUTIONS

sufficient, but the principal is found to offer many facilities both for students and staff. The school's public image had been established mainly through participation in inter school sports. The principal provides most of the facilities for his athletes and takes a personal interest in them.

Table No.4.53 showing principal's assessment of administrative strategies.

INSTITUTION "B"	RAW SCORE X	MEAN SCORE $\bar{X}$ of 25 Institution	DEVIATION FROM THE MEAN $X - \bar{X}$
1. Curriculum	9	12.1	-3.1
2. Organisation	7	13.1	-6.1
3. Training	11	12.2	-1.2
4. Evaluation	9	11.1	-2.1
5. In-Service Training	11	12.7	-1.7
6. Staff-Morale	25	23.8	+1.2
7. Budgetting	16	14.4	+2.4

D. The Organizational Climate as Predicator of Institutional Effectiveness :

The organizational climate description questionnaire was administered to a random sample of ten staff members to find out the prevalent climate of the school. The results calculated on the eight sub-tests show a climate whose dominant feature is paternal - Graph No.126.

The "paternal" climate is characterized by ineffective attempts of the principal to control the activities of the staff and the inability to use the informal groups existing within the staff for fulfilling the purposes of the institution. Hence there are a number of injunctions issued and regulations laid down for the performance of various tasks. The teachers do not obtain job satisfaction.

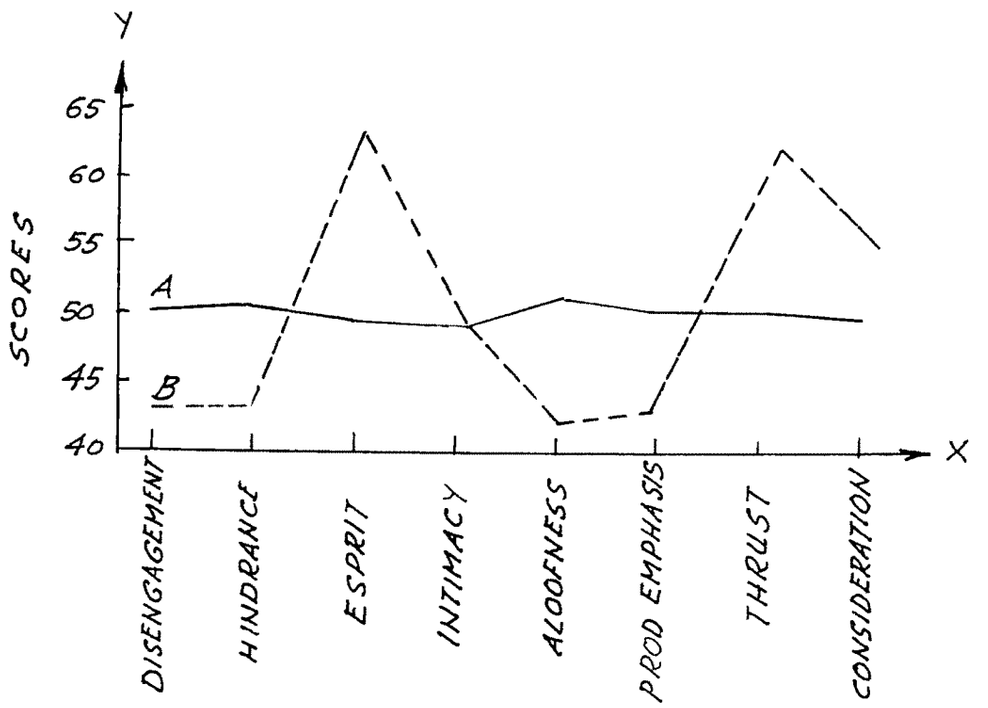
The scores on the organizational climate of this institution show the scores on Aloofness, Production Emphasis and Hindrance to be high when compared to the scores of the prototype "open" climate. But the scores on Thrust and Consideration i.e. the positive dimension of Principal leadership behaviour too are high. Hence though the second emergent dimension is "closed climate" there has been observed a friendly atmosphere in the school, and teachers are not pressurized or treated unkindly.

It has been observed that few actual hindrances do burden the teachers in the form of routine reports, administrative duties and committee requirements because the principal shoulders a good amount of this work himself, but he does come across to his staff as hindering. It is more likely that they are disappointed in him as a leader and the principal because of his negative experiences does maintain distance from his staff though by nature he is approachable.

In conclusion this is an instance when environmental factors have proved too strong for the type of character possessed by this principal. It would be interesting to see if his values were more

GRAPH-126

INSTITUTION CODE No. "B"
ORGANIZATIONAL CLIMATE PROFILE



EIGHT DIMENSIONS OF CLIMATE

A —— SCORES OF INSTITUTION "B"
B --- "OPEN" CLIMATE PROTOTYPE SCORES

dominating of his actions and he did clarify them in terms of actual situation (which was not done) would he have been more successful.

E. The Pupil's Academic Motivation as Predicator of Institutional Effectiveness :

The study wished to find out what effect the school atmosphere and the principal's leadership behaviour was having on the motivation to learn in the school.

Of course, other studies have indicated that this motivation - the inner urge to do well academically and also know how to go about it depended more on the home environment rather than on the school.

The Junior Index of Motivation Scale (JIM scale) which measures this motivation level was administered to one class of senior students. After tabulating the scores of each student, the results were put into three groups according to whether the pupils were highly motivated, moderately motivated or possessed low motivation. The scores obtained by this set of pupils ranged from +136 to +68. The school ranked 12th when compared with the other Institutions studied.

Table No.4.60 showing the percentage of Pupils falling in each category for academic motivation.

N=35

INSTITUTION "E"	HIGHLY MOTIVATED +120 & above	MODERATELY MOTIVATED +119 - +100	LOW MOTIVATION +99 & below	RANK
Percentage	1.7	34.3	64.0	12th

Some of the responses of the pupils were also chosen to find out the attitudes of the pupils towards the school, their teachers and what self-image they possessed.

The number of pupils to whom the test was administered was thirty-eight. Twenty-one pupils agreed that "most pupils did not want to go to school. Twenty-five pupils agreed with the statement that "many students wanted to run away from home. However, twenty pupils disagreed with the statement that the teachers only wanted to make the students suffer.(in actuality, teachers were not observed to be hostile to the students - some of them merely neglected the students.

The attitude of the pupil's towards their study is revealing. Twenty-nine pupils agreed that some new ideas were interesting, but most of them were not. The same number agreed that most students had to study hard in order to succeed. Eighteen agreed that asking questions in class got them into trouble. Thirty pupils out of Thirty-eight disagreed with the statement that "mostpeople would like school better if the teachers did not give grades."

The over-all picture is one of pupils who are not happy but at the same time are prepared to work hard if the teachers are willing to help them.

G. Conclusion :

The over-all profile of Institution Code No."B" presents a picture of an institution that is not achieving its purposes very effectively. The first striking thing is the non emergence

of a core value system. It is true that the school situation is challenging but the principal too appears to buckle under its impact. The climate is far from optimal for a learning situation for the pupils. The principal's impack is seen in the scores of the O.C.D.Q. leadership behaviour - the difference between the positive and negative dimensions of the principals leadership behaviour is minimal - one point only.

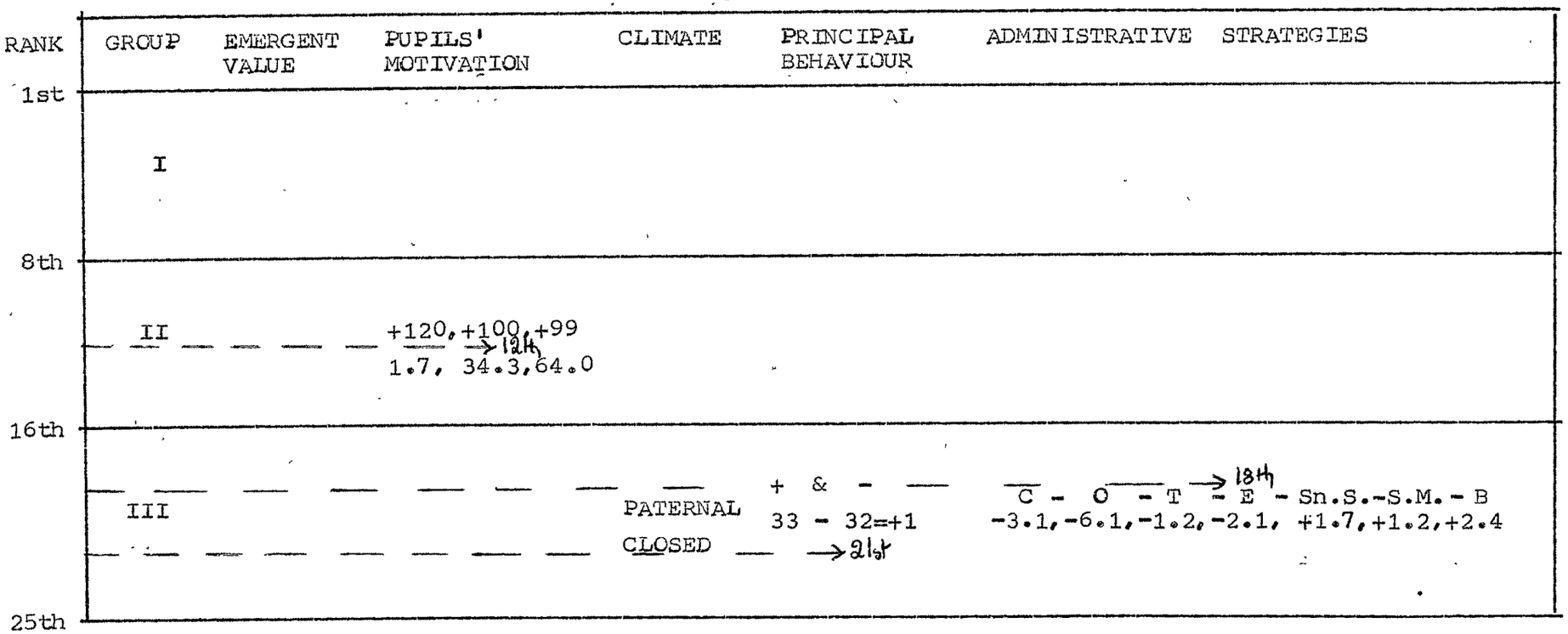
The fact that a core value system does not emerge through the tools is an indication that the values are not manifested clearly to be recognized by the clientele. However, the pupils do offer hope for the future for given an encouraging helpful environment they would perform better for they do possess the necessary motivation to apply themselves to their study.

INSTITUTION CODE NO. "B"

PROFILE OF INSTITUTIONAL EFFECTIVENESS

CLIMATE					PRINCIPAL LEADERSHIP BEHAVIOUR				ACADEMIC MOTIVATION (Pupils'				ADMINISTRATIVE STRATEGIES							
Leader																				
Aloofness	Production Emphasis	Thrust	Consideration	CLIMATE TYPE	Aloofness	Production Emphasis	Thrust	Consideration	Highly Moderated	Moderately Moderated	Low Moderated	PLACEMENT	Curriculum	Organisation	Teaching	Evaluation	In-service Training	Staff-Morale	Budgetting
-	-	-	+		-	-	+	+	Percentage											
													$\bar{X}$	12.1	13.1	12.2	11.1	12.7	13.8	14.4
50.2	49.9	50.2	49.8	PATERNAL/CLOSED	19	13	22	11	1.7	34.3	64.0	12th	X	8	7	11	9	11	25	16
						32 -	33	= +1						-3.1	-6.1	-1.2	-2.1	+1.7	+1.2	+2.4

CHART NO.4.60 : OVER-ALL PROFILE OF INSTITUTION CODE NO. "B"



C = Curriculum
O = Organisation
T = Training
E = Evaluation

In.S. = Inservice Training
S.M. = Staff Morale
B = Budgetting

4.20 INSTITUTION CODE NO."Q"

A. Introduction :

This Institution belongs to the Municipal Corporation and is housed in a fairly spacious building. There are three mediums of instruction - Marathi, Urdu and English and the school runs in two shifts. Hindi is the second language for all mediums. Like Institution "A", "Q" is a co-educational and the enrolments are mainly from the locality. Almost all the pupils belong to the lower strata of society. The Primary section like Institution "A" is accommodated on the same compound but in a different building.

While the building is good, it appears that it is not well maintained. The furniture has the appearance of being uncared for. The lighting system does not work in many class-rooms and almost all corridors are dark. Both the principal and the supervisor are keenly conscious of the shabbiness of appearance of the school - but both expressed helplessness in the face of the constant leave-taking by the peons. Since security of tenure is a feature of these schools both staff and peons behave at times in an irresponsible manner. Those in charge of administration are conscientious but they don't seem to have succeeded in instilling this quality in their staff. The clerical staff too is considered inefficient by the Heads. They feel that those in the clerical office cannot be relied upon to even draft a letter. The implication was that the clerical aspect of administration was so time-consuming

(since the office did not bear its share of the burden) - it left them little opportunity for creative innovative planning. In Institution "A", the principal had admitted that its clerical staff was not upto the mark because they keep being transferred. However, taking initial care and supervising them as they learnt their own job properly was looked upon by the principal as one inevitable routine part of administration for in his type of school these things were bound to happen. This principal considered what went out of the school as very important because of the image it presented, and he took their share of the work on himself. On the other hand, the principal of Institution Code No."Q" felt baulked by this handicap. The supervisor and the principal get along well together. The supervisor is agile and self-sacrificing, he does even odd jobs like carrying messages. His movements appear more as responses to expedient needs rather than planned and selective for fulfilment of goals. While this type of generous service is admirable, he seems to be caught up with piece-meal administration.

It was also observed on a number of occasions that the classes were left without teachers. The school has a supervisor too - on taking a round of the school with the latter - it was observed that there were at least three classes without teachers on this particular occasion and the supervisor had not even been aware of this. He was also observed not to be taking any rounds of the school.

3. Over-all Objectives of the Institution :

These have been adopted by the principal on the recommendation of the Corporation and are very general in nature. The

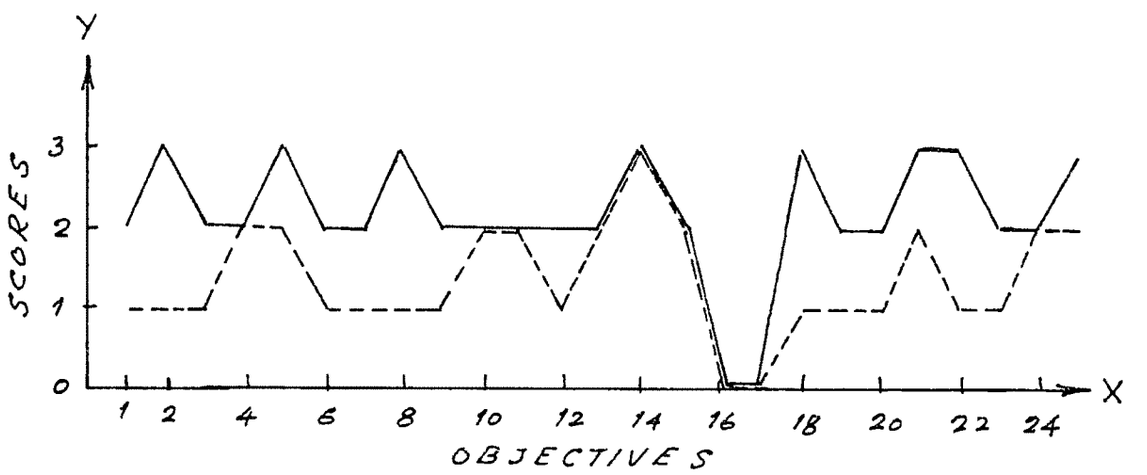
principal was fortunately a man with plenty of experience and very definite ideas on education. He presented his plans to the investigator - for study and sharing of ideas - the blue print looked good and the principal claimed he put these plans before his staff every month. These were mainly in the nature of programmes to be followed both for academic and co-curricular activities. Although, the principal did not specifically spell out the objectives it seems that he wanted to impart a sound education and sought to remedy the existing handicaps for the pupils in the process of learning. The principal's plans for helping the pupils for future careers was brilliant, but it was not implemented yet because of the poor response of the staff.

The principal was presented with a questionnaire on objectives. Among the numerous objectives put before him in a questionnaire those that were selected to be of absolute importance were : to offer students opportunities of developing qualities of social ability, self-expression and leadership. Also to steer the school in such a way as to win the favourable judgement of those on whom the academic evaluation of the school depends; to grant admission and cater to the needs of pupils from slum areas and to provide for the involvement of staff and students in the decision making processes of the school. The objectives had previously been categorized into output goals, support goals, elitist goals and service goals. The scores obtained in each of these categories according to the perception of the principal is given in table no.4.55.

GRAPH-127

INSTITUTION CODE No. "Q"

INSTITUTION PRINCIPAL'S PERCEPTIONS OF INSTITUTIONAL OBJECTIVES AS "PERCEIVED" AND "PREFERRED" BY HIM FOR HIS INSTITUTION



—— OBJECTIVES AS PERCEIVED BY THE PRINCIPAL

--- OBJECTIVES AS PREFERRED BY THE PRINCIPAL

Table No.4.55 showing achievement of institutional objectives as perceived by the principal.

INSTITUTION "Q" Goals	Output	Support	Elitist	Service
Maximum Obtainable Scores	18	18	18	18
X Scores	7	7	7	6
Percentages	38.8	38.8	38.8	33.3

The distribution of emphasis on all four kinds of goals appear to be even. Since the institution belongs to the municipal corporation, it is surprising that the weightage of scores is higher on elitist goals. But it does indicate the ideals of the principal and perhaps the desire to cater to a selective group with the maximum potential to profit from the type of education he would like to offer.

C. A Value Profile of the Principal :

This has been drawn from the self-assessment of the principal, and the pupils' opinion on the values of the principal. The principal's self-assessment on values indicate that in his opinion he possesses the given values in a uniform degree. Observation of the principal too indicated that he was a self-possessed man, clear on his priorities and with a definite philosophy of education. The second assessment of the principal made through the choice of any value-loaded alternatives in imaginery school situations, revealed the values of Faith and Justice to be dominant.

The pupil's opinion on the values of the principal indicated that Goodness and its cluster were dominant. This was supported by the values mentioned in the spontaneous response. (See Graph No.131). For these values are akin to the value of goodness which is a terminal value and very comprehensive. There is a good deal of consensus of opinion on the part of the pupils especially on the values of goodness and justice. These values seem to motivate the principal more frequently.

The over-all profile reveals certain values to be more prominent than others e.g. Justice, Beauty and Goodness. These fall in group No.II (Chart No.4.63). None of the values obtain the required score on all three tools, but the appraisal is realistic. The principal is sensitive in his dealings with others and will not provoke his colleagues to resentment or hostility. The pupils too found their principal just - a value that pupils do not easily attribute to their Head. The pupils also stated that their principal was hardworking, that he cared for them, that he was a good teacher and helped them beyond his teaching periods and that he was understanding and kind. They felt he listened to them sympathetically and gave priority to their study. The last statement is a good indication of how values are seen underlying actions.

The conclusion could be that the values of the principal have some impact on the students even when external factors are not favourable. The prevalent atmosphere was seen

GRAPH-128

INSTITUTION CODE No. "Q"
VALUES OF PRINCIPAL

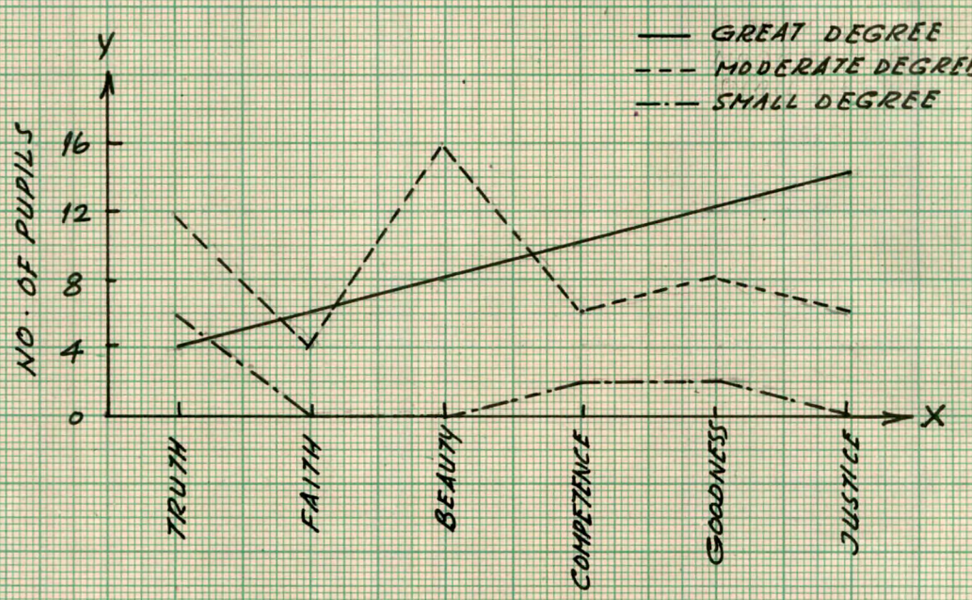
GRAPH-129

INSTITUTION CODE No. "Q"
VALUES OF PRINCIPAL MANIFESTED IN SITUATIONS

GRAPH - 130

INSTITUTION CODE No. "Q"

PUPILS' ASSESSMENT OF PRINCIPAL'S VALUES



GRAPH - 131

INSTITUTION CODE No. "Q"

PUPILS' SPONTANEOUS RESPONSE ON PRINCIPAL'S VALUES

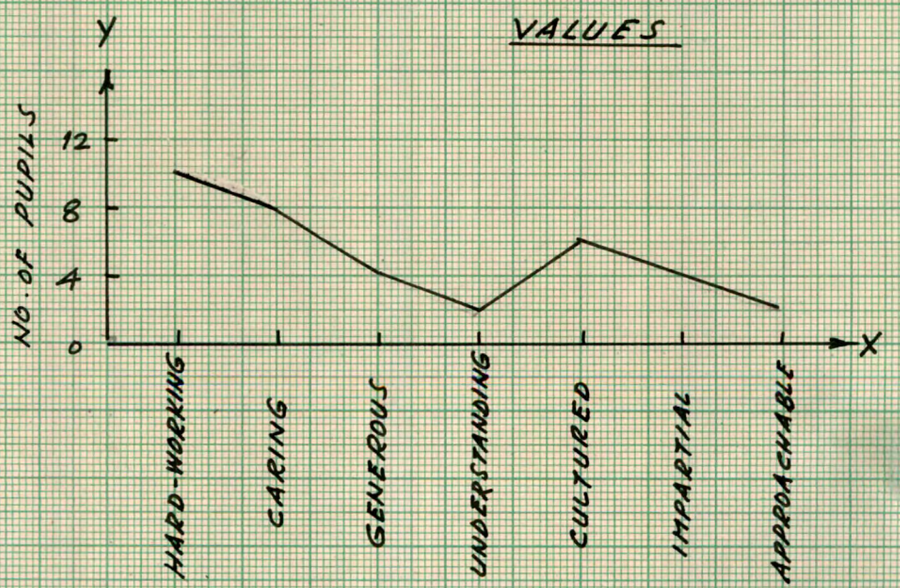
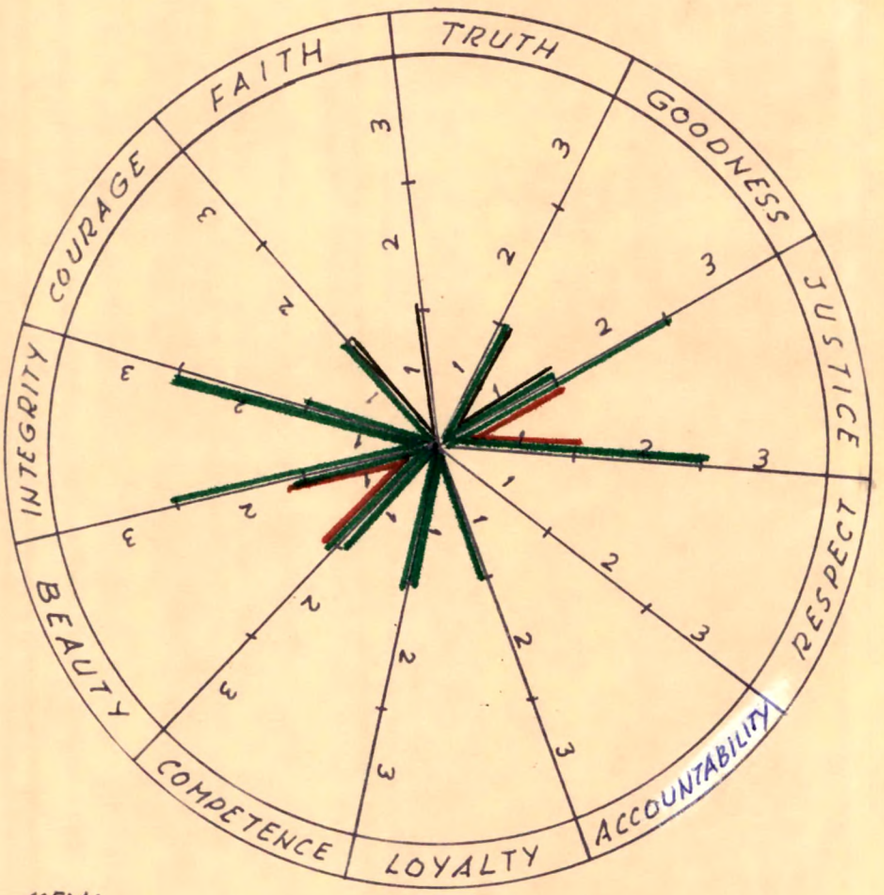


FIG. 4.61

INSTITUTION CODE NO. "Q"

VALUE PROFILE OF PRINCIPAL



KEY:

PRINCIPAL'S VALUES

PRINCIPAL'S VALUES - MANIFESTED IN SITUATIONS

PUPIL'S ASSESSMENT OF PRINCIPAL'S VALUES

1 = REPRESENTS 60% (FOR PUPILS' ASSESSMENT)	SCORE 3 (FOR SITUATIONAL VALUES)	SCORE 8 (FOR PRINCIPAL'S VALUES)
2 = " 70% "	SCORE 4 "	SCORE 9 "
3 = " 80% "	SCORE 5 "	SCORE 10 "

NOTE:—

SCORES OBTAINED BELOW THE ABOVE MENTIONED SCORES IN THE THREE QUESTIONAIRES ON VALUES ARE NOT MARKED ON THIS PROFILE

as being dull, but the caring attitude of the Asst. Principal seemed to have maintained their morale so that the JIM scale registered fairly high scores considering the home background of these pupils.

The principal is seriously handicapped by his lack of sociability and maintaining an attitude of aloofness even though he is not at fault. He does not enjoy minimal acceptance that will promote organizational growth by motivating individuals and groups. Besides, our reward system in education places maximum value on seniority. Naturally the expectations of those who are unfit for a promotion are roused too and there is no thought of being accountable while seeking the priviledges of a senior position. This leads to tension among colleagues and a demoralizing feeling for those who are hardworking.

D. Administrative Strategies as Predicator of Institutional Effectiveness :

Since the school's enrollment is more than a thousand the Headmaster has an assistant and a supervisor to aid him. The school has an adequate number of staff members. However, both teachers and the Heads remarked that the constant uncertainty of transfer and actual transfers even towards the close of the academic year disrupted their work.

Generally speaking, some of the personnel came across as being dedicated and others having little commitment to their profession. Some felt baulked at the constant possibility of a transfer. The investigator also sensed a subtle aggressive

demand for equality. The staff did not observe ordinary courtesy towards the Headmaster. There was no privacy in the principal's office - everybody waled in and out as they liked.

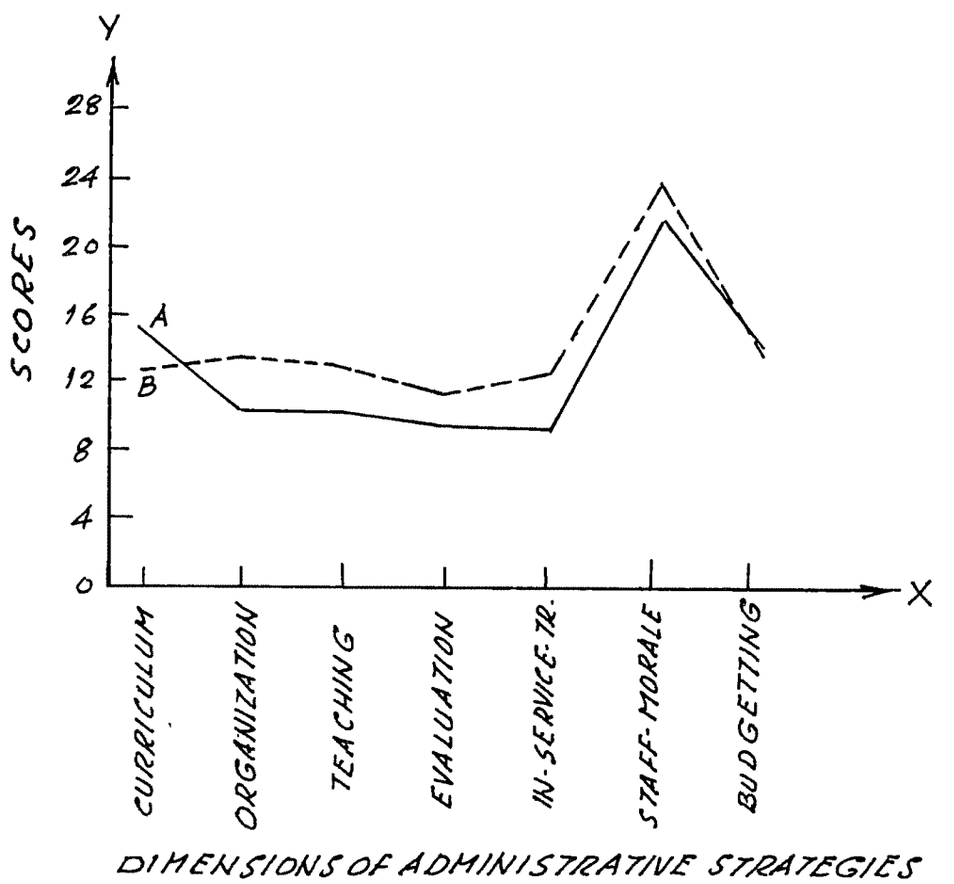
Work schedules are prepared and dead-lines for accomplishment of tasks are set but neither the Head nor his assistant has succeeded in implementing them. Teachers are not observed to be going into their class punctually. While there are no open hostilities there appears to be a breakdown of communication between management and personnel. The pupils are docile and are observed to be the chief sufferers of this system.

The school has not build its identity hence no one has anything to look up to. The pupils regard themselves obliged to join this inefficient Institution because of their financial position. The co-curricular activities too are at the minimal level, and mostly those made obligatory by the Board are undertaken. A few pupils were observed to farewell in the academic performance. The school was also observed to be very protective of its pupils. The Head took strong measures against outside unruly elements, and complaints of their wards regarding outsiders was taken seriously by the Management. The pupils mostly came from poor unhealthy background and the school atmosphere does not do much to enliven their interest in studies. The staff were not observed to be punctual in anything and the boys to some extent were undisciplined.

Corporal punishment is not allowed. In one instance, when the whole class was punished the investigator enquired about the

GRAPH-132

INSTITUTION CODE No. "Q"
PRINCIPAL'S ASSESSMENT ON
ADMINISTRATIVE STRATEGIES



A —— SCORE OBTAINED BY INSTITUTION "Q"

B --- MEAN SCORE OF 25 INSTITUTIONS

reason. The pupils had forgotten their pencils - the pupils statest that they had not brought them because they thought the teacher would be absent, as he was absent off and on.

Table No.4.56 showing Principal's Assessment of Administrative Strategies.

Sr. No.	Administrative Strategies	Raw Scores X	Mean Scores $\bar{X}$	Deviations from $\bar{X}$ score
1.	Curriculum	15	12.1	+2.9
2.	Organization	10	13.1	-3.1
3.	Teaching	10	12.2	-2.2
4.	Evaluation	9	11.1	-2.1
5.	In-service training	9	12.7	-3.7
6.	Staff morale	22	23.8	-1.8
7.	Budgetting	14	14.4	- .4

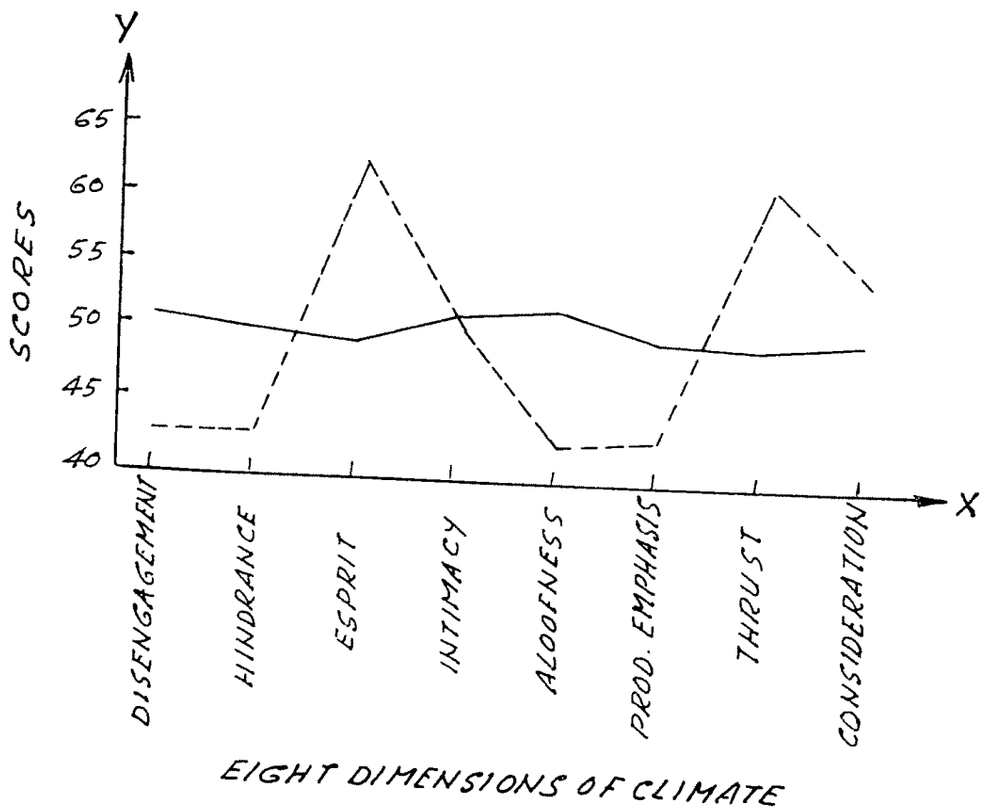
The assessment is realistic except for the curriculum aspect. In terms of ideology the scores are true but in implementation they are not true.

E. The Organizational Climate as Predicator of Institutional Effectiveness :

To assess the organizational climate of the Institution, the organizational climate was administered to a group of ten staff members. The results show an high loading on Disengagement and Aloofness - Graph No.133. The two dimensions of the

GRAPH - 133

INSTITUTION CODE No. "Q"
ORGANIZATIONAL CLIMATE PROFILE



A —— SCORES OF INSTITUTION "Q"
B --- "OPEN" CLIMATE PROTOTYPE SCORES

organizational climate that stand out are Paternal and Closed. The Vignette on the Paternal type of climate states that it is characterized by ineffective attempts of the principal to control the teachers as well as to satisfy their social needs. The behaviour of the principal is perceived by the teachers are being non-motivating. Of course few hindrances burden the teacher and they manifest a lazy attitude because the work is mainly done by the Assistant Headmaster. Since the teachers Professional performance is very poor - they do not provide either inspiration nor moral support for each other. The Headmaster preserves an average Thrust and the staff recognize that he is head over shoulders above them - but he does not seem to have come down to their way of thinking to lift them up to his way of thinking. Here the value of a spiritual faith would have come in handy. For it is easy to see how illfit and ill-equipped the staff members are. To handle them in a manner that will evoke the best in them would require a certain degree of faith for on the natural plane we enthusiastically pick up "good" material and personnel to accomplish individual or institutional purposes - but to handle poor material and especially personnel one needs to possess a certain spiritual stamina and values. Instrumental values alone will not suffice.

F. Pupils academic motivation as Predicator of Institutional Effectiveness :

In order to find out the motivation level of the pupils - a random sample of a senior class was chosen and administered the Junior Index of Motivation scale. The scores obtained by each

pupil were categorized into pupils with high level of motivation, pupils with average motivation and pupils with low motivation.

Table No.4.57 shows the number of pupils falling in each category.

INSTITUTION CODE NO."Q"	HIGH MOTIVATION +120 & above	AVERAGE MOTIVATION +119 - +100	LOW MOTIVATION +99 & below
Percentage	-	27.3	72.7

Since the impression received from observation and the results of the tool, point out to the fact that the pupils were the main sufferers due to a breakdown in communication between teachers and a principal - those items from the JIM questionnaire were chosen which threw further light on the feelings of the pupils regarding their school. The manner of stating their opinion in the thesis is in keeping with the majority opinion. The results tabulated in terms of frequency show a very balanced judgement from the pupils and throws some very interesting light on the subject. The pupils are consistent in their evaluation of their teachers and their attitude to life. They also do not want easy success - but would like to merit it and this inspite of poor teaching conditions. Only 3/22 said they woulk like school better if no grades were given.

The existing classroom climate is suggested by fifteen/twenty-two agreeing that asking questions got one into trouble.

Thirteen/twenty-two felt teachers punished without cause, and twelve/twenty-two said that most pupils didn't want to go to school. Seventeen/twenty-two agree that people did not understand the young and nineteen/twenty-two life was a struggle. Twenty/twenty-two felt that teachers knew more and did less that most people. Sixteen/twenty-two said teachers were not considerate of students' feelings.

The impression given was that teachers just took it out on the pupils out of sheer laziness and as an outlet to their frustration with their profession - they were not deliberately unkind. Only five/twenty-two agreed that some teachers seem to enjoy making their students suffer. The number of pupils falling into each category was rated and the percentage found. Taking the score of +120 and above as the criteria for excellence, the school was found to rank 21st for motivation level among the twenty-five Institutions. The scores ranged from +102 to +45.

The pupils were also asked to state what values they had learnt in school. They mentioned three or four things - e.g. hard work, to study well and bring up the name of the school - to prepare well for future jobs. These seem to be what the Head had kept repeating to them - how much of it the pupils saw fulfilled is another question.

The pupils also stated their unfulfilled expectations. These were lack of co-curricular activities like dramatics, sewing or games facilities.

There was no proper drinking water or toilet facilities. Not enough periods for some subjects, sometimes the poor boys were not helped to get books and no extra help was given for their studies.

G. Conclusion :

Looking at the over-all profile - Chart No.4.36 of values of the principal as these have emerged in the study as well as the profile of institutional effectiveness, the results indicate that even though the principal has a fairly powerful value system he has not succeeded in making his institution effective to a great extent.

There are many possibilities for explaining or rather proposing some hypothesis which could be taken up for further study. It is also to be borne in mind that the principal is an important though not the only factor deciding on how effectively the institution will achieve its objectives.

Firstly, the inter-action among the personnel in this institution indicate that values must be owned and constantly interpreted in terms of the current situation. It is also not only important to have positive values but the right set of values for that particular situation that values in order to be exercised fruitfully need to some degree of a nurturing environment.

Values are conscious responsible choices - hence they will function only where there is a free environment and reason not blind emotions prevail.

That is why is some studies it was observed that the principal did not realise his full potential due to adverse circumstances.

However, other cases have indicated that values have been owned to such a high degree that difficult situations have been faced successfully by other principals.

INSTITUTION CODE NO. "Q"

PROFILE OF INSTITUTIONAL EFFECTIVENESS

Cons ideration	CLIMATE TYPE	PRINCIPAL LEADERSHIP BEHAVIOUR					PUPIL'S ACADEMIC MOTIVATION			PLACEMENT	ADMINISTRATIVE STRATEGIES							
		Aloofness	Production Emphasis	Thrust	Consideration		Highly Motivated	Average Motivated	Low Motivated			Curriculum	Organization	Teaching	Evaluation	In-service Training	Staff-Morale	Budgetting
0	PATERNAL/ CLOSED	- 18	- 14	+ 21	+ 13		Percentage 27.3		72.7	21st	$\bar{X}$	12.1	13.1	12.0	11.1	12.7	23.8	14.4
			31 - 34 =+3								S	15	10	10	9	9	22	14
												+2.9	-3.1	-2.2	-2.1	-3.7	-1.8	-.4

CHART NO.63 : OVER-ALL PROFILE OF INSTITUTION CODE NO."Q"

RANK	GROUP	EMERGENT VALUE	PUPIL'S ACADEMIC MOTIVATION	PRINCIPAL LEADERSHIP BEHAVIOUR	ORGANIZATIONAL CLIMATE	ADMINISTRATIVE STRATEGIES
1st						
	I					
8th						
	II	JUSTICE BEAUTY				C - O - T - E - In.S.-S.M. - B +2.9,-3.1,-2.2,-2.1,-3.7, -1.4, -.4
16th						→ 16th
17th			→ 17th			
	III	GOODNESS	+120,+100,+99 - 27.3,72.7	+ & - 34 - 31=+3	PATERNAL	
21st			→ 21st			
25th						

C = Curriculum
O = Organization
T = Teaching
E = Evaluation

In.S. = In-Service Training
S.M. = Staff-Morale
B = Budgetting

4.21 INSTITUTE CODE NO."E"

A. Introduction :

This Institution under study is managed by a Trust belonging to a minority community. The membership to this Trust is limited to the Founder members only and the membership is for life. The principal is appointed by the Trustees and is expected to report to the Management her activities and the progress of the school. The meetings are informal and the Management is said to be satisfied as long as the school does not run into financial difficulties and meets the demands of the Educational department.

The school plant is situated in a rather congested area of the city and in the midst of the minority group to which it is committed. There is no space outside the building nor are there spacious corridors inside the building for the free movement of the pupils. The building was originally built for residential purposes and later donated to this Trust. Through the years the number of pupils has increased and under the leadership of the present principal it shows improvement both in public examination results and in inter-school competitive activities. Within limits of space and time, the principal is seen to encourage co-curricular activities. The school is maintained fairly clean. The principal is particular about cleanliness and so the peons are found to clean the stairs and corridors before and after school hours as well as after the recess. Thus cleanliness is seen an important instrumental value. The school maintains a canteen where eatables are sold at nominal price.

Due to lack of space, the school is run in shifts. The secondary section comes in the morning and the primary in the afternoon. The laboratories leave much to be desired and the library though it appears to have sufficient number of books, lacks proper seating arrangement. The classrooms especially of the Middle-School are dark and almost all of them are unsuitable for purposes of supervision.

B. Over-all Objectives of the Institution :

These were learnt of through interview with the principal and through the principal's assessment of a given number of stated objectives.

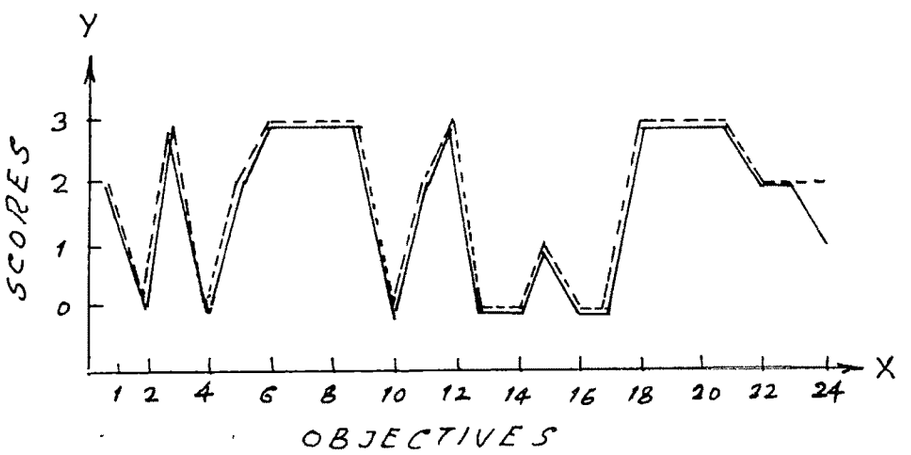
In the interview the principal stated that his aim was to improve the academic performance of the pupils and to provide them as many co-curricular activities as possible. The principal was also keen on building up the public image of the school and judged the above mentioned means to be the best.

The principal's scores on the given set of objectives also indicated a number of ideologies, but the brief observation of the institution did not support these claims - for beyond the daily business of running the Institution and encouraging the students to participate in inter-school events, even the physical facilities are not conducive to the achievement of these objectives. See graph 134. However, the relative weightage given to the four categories of objectives as assessed by the principal showed that support goals received a lot of attention - see table no.4.58. These result indicate the principal's point of view. The scores

GRAPH-134

INSTITUTION CODE No. "E"

INSTITUTION PRINCIPAL'S PERCEPTIONS OF INSTITUTIONAL OBJECTIVES AS "PERCEIVED" AND "PREFERRED" BY HIM FOR HIS INSTITUTION



—— OBJECTIVES AS PERCEIVED BY THE PRINCIPAL

– – – OBJECTIVES AS PREFERRED BY THE PRINCIPAL

obtained on the output goals and Elitist goals are the same. The principal was aware of the need for developing a civic sense in the pupils. Hence, he encouraged pupils to contribute to national causes and the collection in recent years had merited government recognition. The scores on elitist goals ranked second to support goals. The total results are given below:

Table No.4.58 shows achievement on objectives as perceived by the principal.

INSTITUTION "E" GOALS	OUTPUT	SUPPORT	ELITIST	SERVICE
X Scores	10	17	10	13
Percentage	55.5	94.4	55.5	72.2

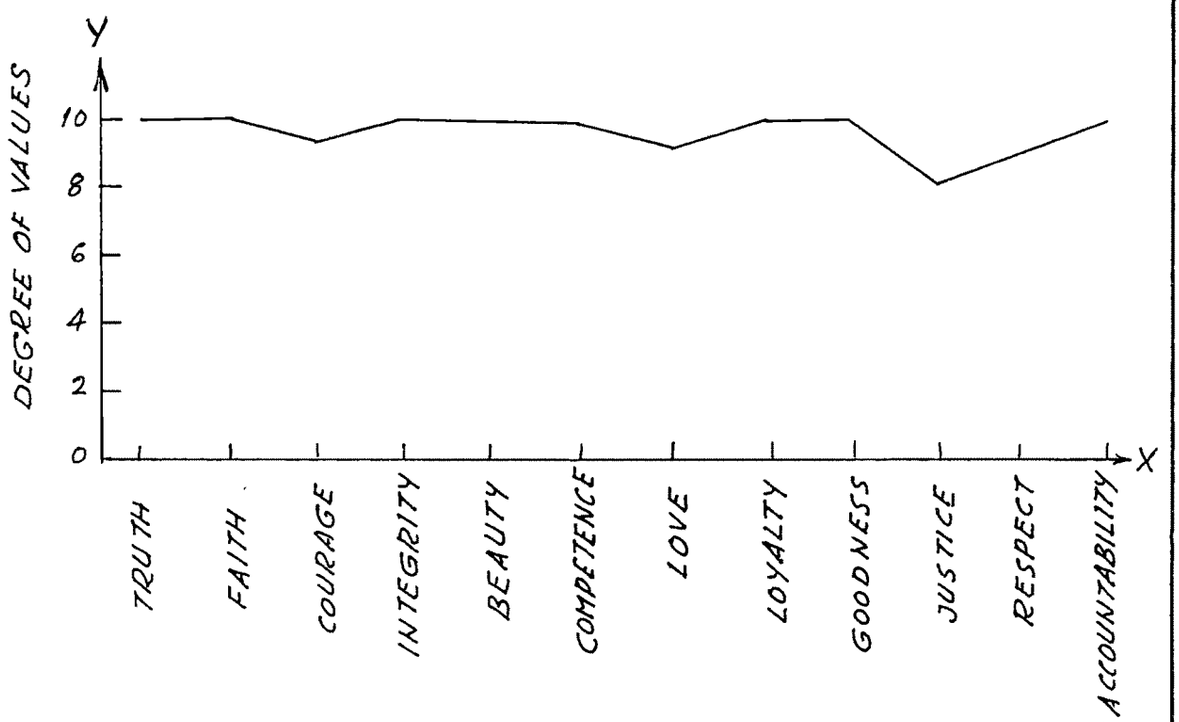
Commenting on these results, one could say that the high scores support goals do indicate the principal's policy to steer amiably between the Management and the staff. The principal on the whole is cautious in attempting radical innovations and financial considerations rather than values are the decisive factor in choosing alternatives. Though there is a differences noted in the weightage given to each set of objectives - the over-all picture indicates an absence of priorities among the different objectives as perceived by the principal.

C. The Value-profile of the Principal :

The value profile of the principal has been drawn from the principal's self-assessment on her value system, the pupil's opinion on the principal's values and from observation.

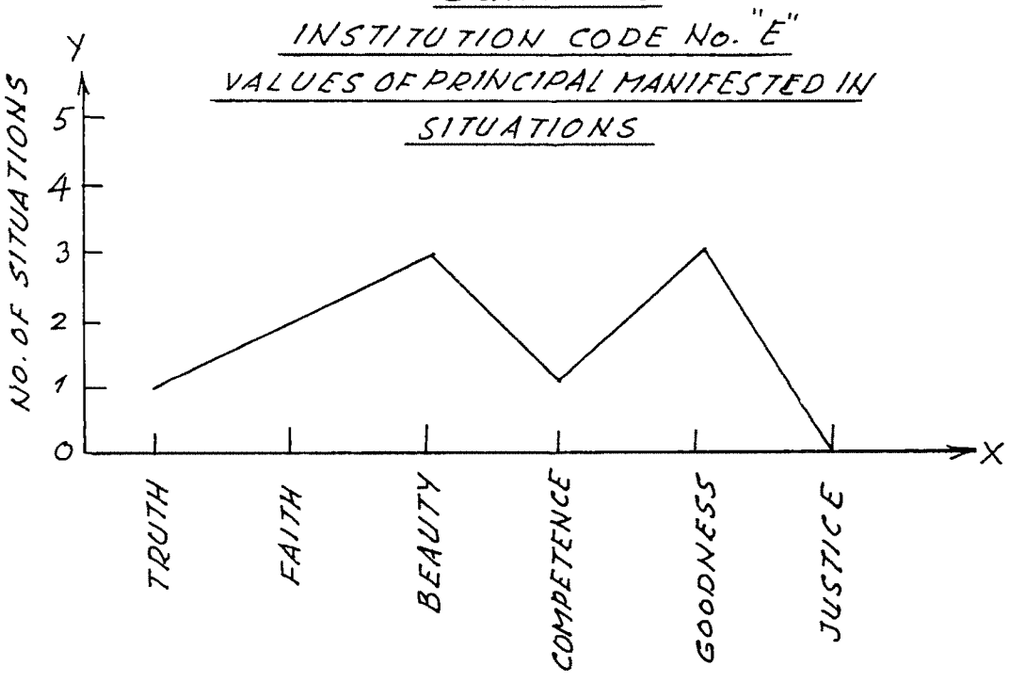
GRAPH-135

INSTITUTION CODE No. "E"
VALUES OF PRINCIPAL



GRAPH-136

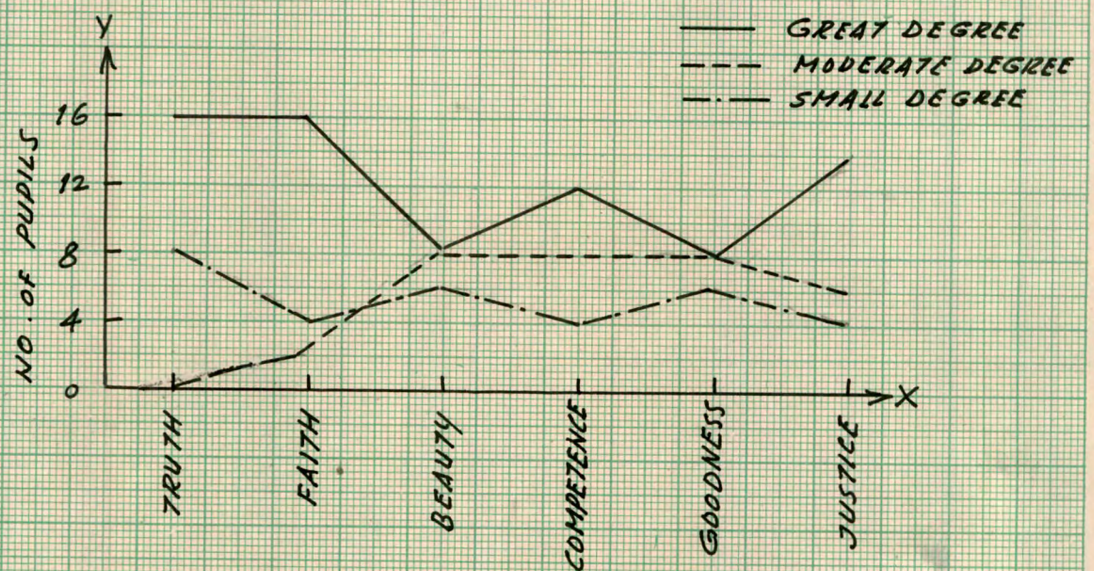
INSTITUTION CODE No. "E"
VALUES OF PRINCIPAL MANIFESTED IN SITUATIONS



GRAPH - 137

INSTITUTION CODE No. "E"

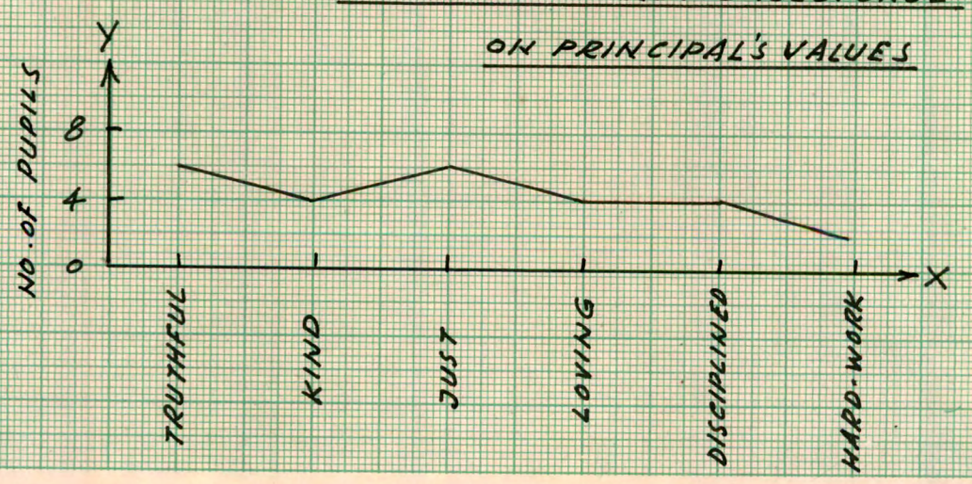
PUPILS' ASSESSMENT OF PRINCIPAL'S VALUES



GRAPH - 138

INSTITUTION CODE No. "E"

PUPILS' SPONTANEOUS RESPONSE ON PRINCIPAL'S VALUES

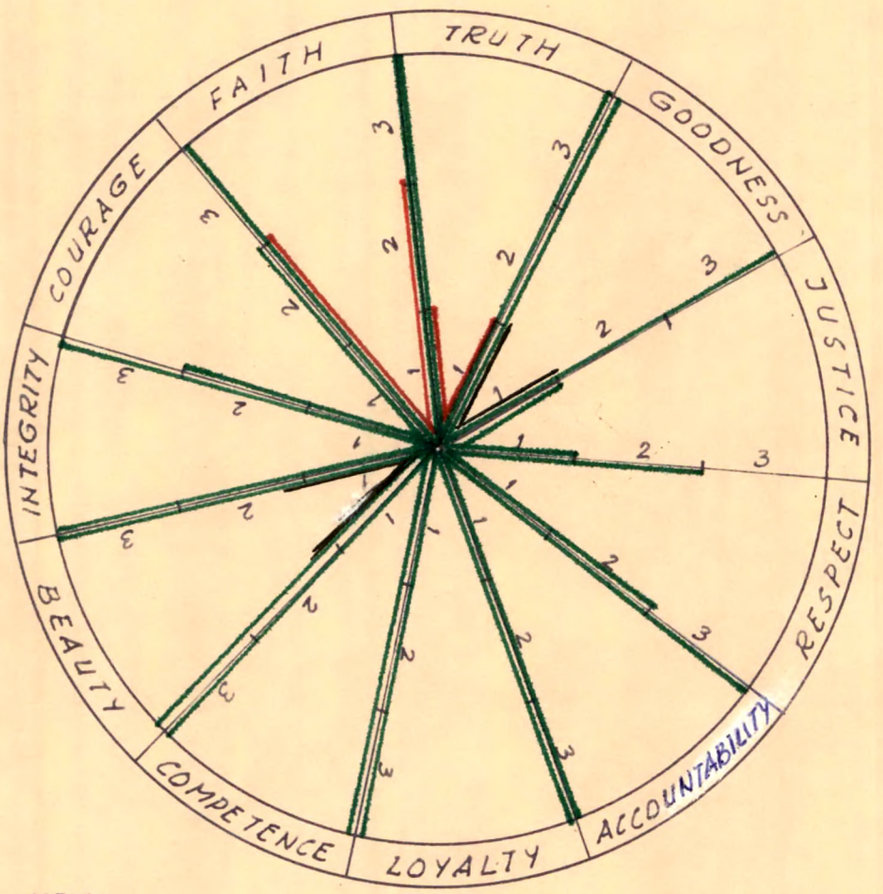


521

FIG. 4·64

INSTITUTION CODE No. "E"

VALUE PROFILE OF PRINCIPAL



KEY:

PRINCIPAL'S VALUES

PRINCIPAL'S VALUES - MANIFESTED IN SITUATIONS

PUPIL'S ASSESSMENT OF PRINCIPAL'S VALUES

1 = REPRESENTS 60% (FOR PUPILS' ASSESSMENT)	SCORE 3 (FOR SITUATIONAL VALUES)	SCORE 8 (FOR PRINCIPAL'S VALUES)
2 = " 70% "	SCORE 4 "	SCORE 9 "
3 = " 80% "	SCORE 5 "	SCORE 10 "

NOTE:-

SCORES OBTAINED BELOW THE ABOVE MENTIONED SCORES IN THE THREE QUESTIONAIRES ON VALUES ARE NOT MARKED ON THIS PROFILE

The principal was observed to be friendly and courteous when dealing with visitors and tactful when dealing with the staff. The pupils responding to what were the values put before them by the principal-stated "good social behaviour" to be the chief one. Other values mentioned with lesser frequency were politeness, respect for elders and obedience.

The principals self-assessment on values showed him to possess a relatively high self-image, for except for justice all other values were scored at 9 and 10 the maximum scores. In handling imaginary school situations the values that came strongly was goodness and beauty (see Graph no.135, 136).

The value profile - fig. no.4.64 - however, did not show a coreness on any one value. The value of Faith and Truth emerged dominant as observed by the pupils while goodness and beauty came as next in importance. The pupil's opinion on the values of the principal showed a division of opinion on all values except Faith. The over-all picture of the principal's values as obtained through the tools is that the values and their cluster have not developed a coreness nor is the principal sufficiently characterized by any one value to unmistakably impressed the pupils.

D. Administrative Strategies as Predicator of Institutional Effectiveness :

The school is directly administered by the Principal with the help of the supervisor. The principal's office is situated close to the senior classes and so enables him to supervise the discipline on that floor. The supervisor occupies a desk in the

clerical office and is able to keep an eye on its working. The administrative tasks are clearly demarcated between the two and there exists a good functional relationship between them. The pupils are fairly well disciplined. There is an atmosphere of quiet during class hours.

During the week spent for data collection in this institution classes were observed to be without teachers and the pupils though quiet were not engaged in any purposive activity. The teachers who were free were reluctant to fill in bulletin periods and the principal stated that she did not press upon them to do so. The teachers while taking class were observed to use the lecture method. A lesson observed by the investigator was dealing with the Egyptian pyramid for Class VI and no aids were used to give the pupils an idea of what a pyramid looked like. The teachers drilled the memory of their pupils, through verbal repetition and through dictating notes as questions and answers.

The school caters to both boys and girls. There is a House System followed in the school but there is no Installation ceremony to help the pupils feel that they are priviledged to participate in maintaining discipline and fulfil smaller administrative duties. The elected officers are simply handed the badges in their classroom. These school officers on being questioned on what were their duties in the school stated that it was mainly in seeing that all pupils came clean and their proper uniform. Corporal punishment was used in the middle school and the practice of putting children out of class was in vogue.

The supervision of classroom teaching has been allotted to the supervisor but it appeared that both the principal and the supervisor fought shy of this duty. The principal relies for feed-back on staff performance through checking on the books of the pupils. Staff meetings are held once a month and the agenda normally followed is the planning for next week. The staff participate in the planning of activities for the pupils. Although the investigator did not get a chance to attend a staff - meeting the over-all impression received was that the principal was cognizant of the need for staff co-operation and made an effort to secure it, but was diffident in the pursuit of values that would make him unpopular. The academic council was consulted at times but the agenda was not known to the staff before the meeting. There is an atmosphere of homeliness in the institution and a number of staff members are past pupils will strong ties to their Alma Mater.

Since the Management allows the principal a free hand in the administration and have given their trust, the staff accept his authority and are often motivated by "what the principal will approve or not approve" rather than wanting to fulfil their role to their satisfaction or for the good of the children.

The school conducts "open days" when parents meet the staff to enquire over the progress of their wards. It was observed on one such occasion that a number of staff members came late and kept parents waiting. Another instance of the principal unwilling to impose discipline on the staff. Observation of Teacher-parent interview indicated that in some cases the

teachers were non-commital and indifferent. The problems of the parents were not really tackled and parents who were illiterate were not met sympathetically. The Parent Body had very little to say in school matters. The principal admitted that he had made an attempt to start the P.T.A. but had discontinued it.

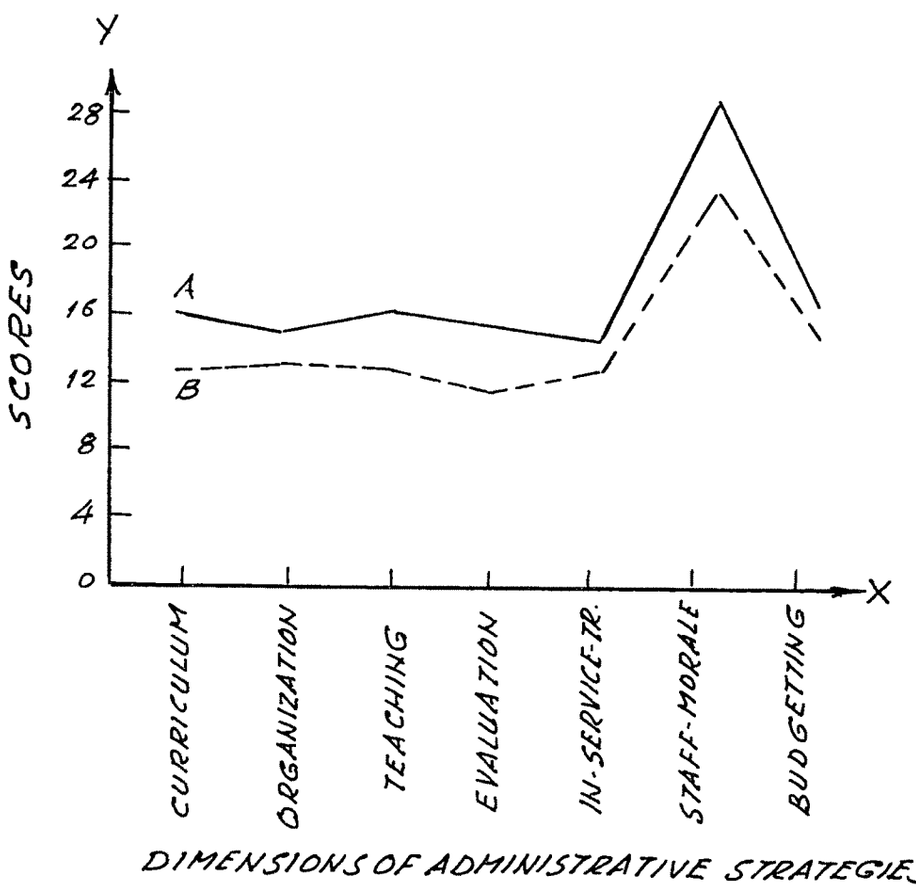
The principal's self assessment on administrative strategies indicate high scores on all seven dimensions. The institutional scores go above the mean of the twenty-five sampled institutions. It indicates that the principal has a high positive self-image of his achievement, but a comparison with the results of the other tools indicate the results to be unrealistic in some measure. It is true the institution has improved its performance in recent years under the leadership of the present principal but its achievement is average compared with the other sampled schools.

Table No.4.59 showing the Scores as obtained by the Institution against the scores of 25 Institutions.

S.No.	Administrative Items	Raw Score X	Mean Score X of 25 Institution	Deviation from the $\bar{X}$
1.	Curriculum	16	12.1	+3.9
2.	Organisation	15	13.1	+1.9
3.	Teaching	16	12.2	+3.8
4.	Evaluation	15	11.1	+3.9
5.	In-Service Training	14	12.7	+1.3
6.	Staff-Morale	28	23.8	+4.2
7.	Budgetting	16	14.4	+1.6

GRAPH-139

INSTITUTION CODE No. "E"
PRINCIPAL'S ASSESSMENT ON
ADMINISTRATIVE STRATEGIES



A —— SCORE OBTAINED BY INSTITUTION "E"

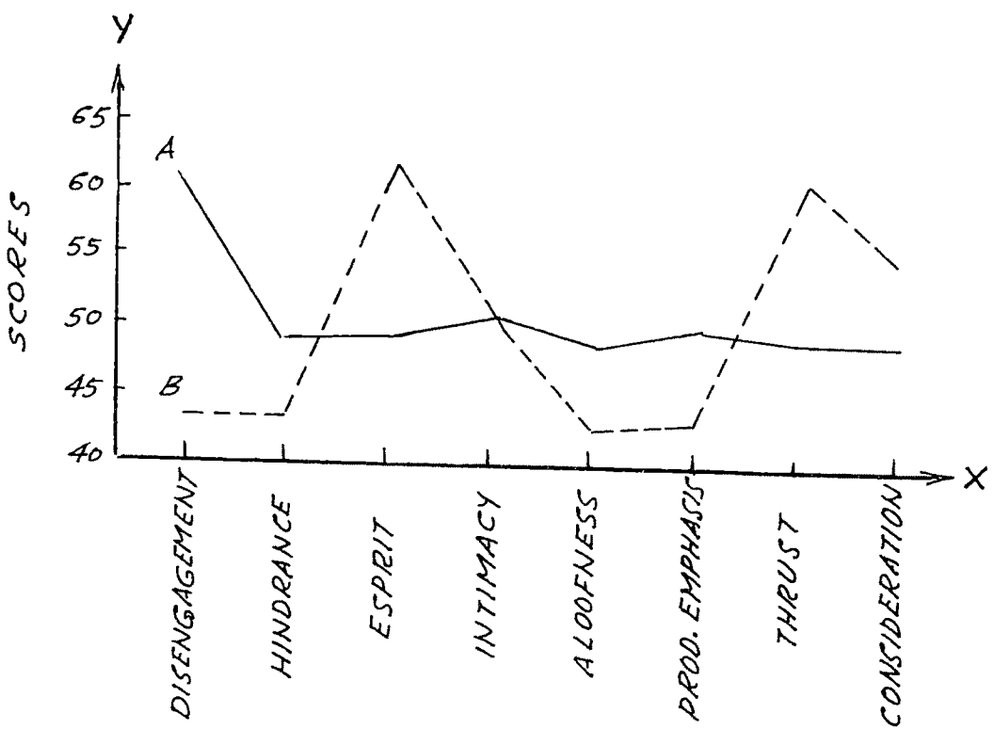
B --- MEAN SCORE OF 25 INSTITUTIONS

E. Organizational Climate as Predicator of Institutional Effectiveness :

In order to find out the prevalent organizational climate of the Institution, the organizational description questionnaire was administered to a random sample of ten staff members. The scores on the eight sub-tests taken with the similarity score revealed the climate to be paternal with a leaning towards the familiar type of climate - Graph No.140. This correlated with observation. The principal exercises a general sort of control and tried to pursue his priorities without antagonizing his colleagues in the process, but there was little attempt to handle slackness or absenteeism with firmness. The impression obtained was that while the principal owned certain values a total commitment to the institution was lacking. The principal came late into school; like institution "K". This principal had no opportunity of meeting the entire school face to face. The morning prayer was recited through the inter-communication system. While great care was taken to see that pupils came to school clean and tidy, the principal did not communicate any measures that were taken to form the child. Another indication that an "easy" rather than a "Challenging" solution was chosen was the method of testing the pupils. The teachers were allowed to sit in class while the pupils revised their question and answers then immediately the test was administered to the pupils. There is no active revision held in class nor any method tried to counter-act and make up for the poor home back ground of the pupils.

GRAPH-140

INSTITUTION CODE No. "E"
ORGANIZATIONAL CLIMATE PROFILE



EIGHT DIMENSIONS OF CLIMATE

A —— SCORES OF INSTITUTION "E"
B --- "OPEN" CLIMATE PROTOTYPE SCORES

The Vignette for the paternal type of climate states: "Although the principal preserves an average degree of Thrust, as evidenced by his attempts to move the organization, he nonetheless fails to motivate the teachers primarily because he is a human being does not provide an example or an ideal which the teachers care to emulate." This description seems to come close to describing this principal and also the vignette for the familiar type of climate bears some resemblance to his behavioural pattern. "The principal does not emphasize production too much, nor does he do much personally to ensure that the teachers are performing their tasks conscientiously". Of course the procedures laid down for routine work are checked to see if they are being followed. The clerical office is well-organized, but no-one gives the impression of working to full capacity. The teachers, however attribute Thrust to the principal and morale is average springing mainly from social needs satisfaction. The Vignette states: "The principal wants everybody to know he is one of the group. Yet his abdication of social control is accompanied ironically enough by high disengagement on the part of the group". This came across as being true of this institution. The disengagement scores of this institution were the highest of the twenty-five sampled schools.

F. Pupils' Academic Motivation as Predicator of Institutional Effectiveness :

The Junior Index of Motivation Scale (JIM) was used to find out the academic motivation level of one senior class. This tool indicated the pupils's motivation towards school, and

towards their study as well as their attitude to life in general.

The scores obtained by the pupils were classified into four groups. Those pupils who obtained 120 and above were considered to be highly motivated. Those pupils whose scores ranged between 119 and 100 were considered as being average in motivation and scores below 100 showed low motivation. The results obtained by this institution are given below.

Table No.4.60 showing the percentage of pupils falling in each category for academic motivation

N = 35

INSTITUTION "E"	HIGHLY MOTIVATED +120 and above	AVERAGE MOTIVATION +119 - +100	LOW MOTIVATION +99 and below	RANK
Percentage	-	40.00	60.00	22nd

The table shows that none of the pupils fell into the highly motivated group. These results would need to be further studied for not all pupils came from the lower income group and the class had consisted of boys and girls. The institution ranked 22nd among the 25 sampled institutions. The scores obtained by the pupils ranged from +112 to +62.

A study of some of the responses of the pupils contained in the JIM scale throws further light on the attitude of the pupils. That the teachers were not unduly harsh with the pupils was borne out by the statement on teacher behaviour. Twenty pupils out of

thirty-four disagreed with the statement that many pupils were punished without cause.

The pupils preferred the spoon-feeding method was indicated by the response of 30 out of thirty-four students who preferred to be given the answer rather than know where to find it. Other statements too indicated that the task of learning was not made very challenging to them. However, one can only point to possibilities of certain attitudes without drawing conclusions for the study has not been pursued sufficiently in this direction.

G. Conclusion :

The over-all profile for Institutional effectiveness shows the following salient features - Chart No.4.66.

1) The value profile does not indicate a coreness of values. A majority of pupils feel that the principal is a person of faith. The pupils' opinion appeared to be divided on all other values.

2) While the principal's self-image both on the possession of values as well as on fulfillment of administrative role is high, the other results do not support this claim to the same degree.

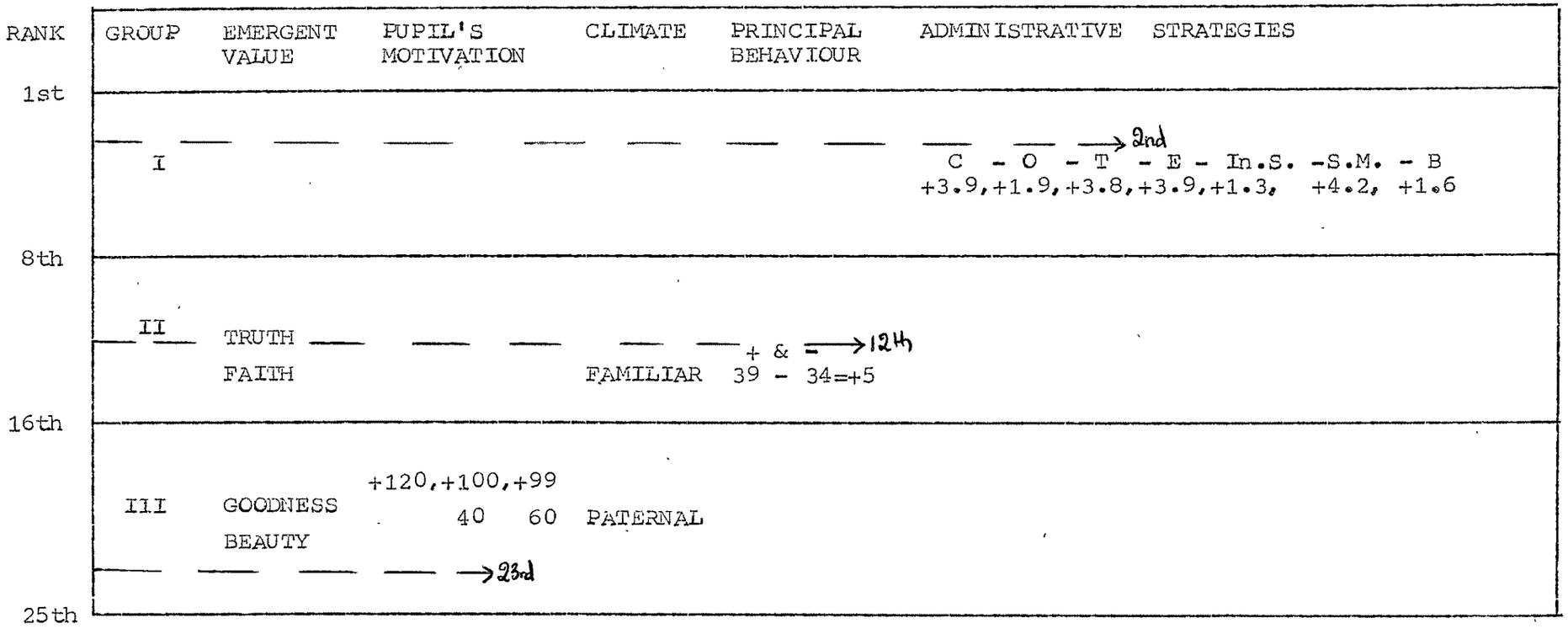
3) However, the school has succeeded in maintaining its achieved standard holding some worthwhile activities for the pupils. The public examination results too show a steady improvement but the individual child has yet not been reached satisfactorily.

INSTITUTION CODE NO. "E"

PROFILE OF INSTITUTIONAL EFFECTIVENESS

	CLIMATE TYPE	PRINCIPAL LEADERSHIP BEHAVIOUR				PUPILS' ACADEMIC MOTIVATION			PLACEMENT	ADMINISTRATIVE STRATEGIES							
		Aloofness	Production Emphasis	Thrust	Consideration	High Motivation	Average Motivation	Low Motivation		Curriculum	Organization	Teaching	Evaluation	In-service Training	Staff-Morale	Budgetting	
	FAMILIAR/ PATERNAL	-	-	+	+	Percentage			22nd	$\bar{X}$	12.1	13.1	12.2	11.1	12.7	23.8	14.4
		17	17	24	15	-	40	60		X	16	15	16	15	14	28	16
		34 - 39 = +5									+3.9	+1.9	+3.8	+3.9	+1.3	+4.2	+1.6

CHART NO.4.66 : OVER-ALL PROFILE OF INSTITUTION CODE NO."E"



C	=	Carriculum	In.S.	=	In-Service Training
O	=	Organization	S.M.	=	Staff-Morale
T	=	Teaching	B	=	Budgetting
E	=	Evaluation			

4.22 INSTITUTION CODE NO."X"

A. Introduction :

This institution belongs to a Trust formed by a minority community whose main aim is to help uplift their sect culturally and educationally by establishing educational institutions, art centres, reading rooms and libraries. The principal appointed by the Trust belongs to the same community and is entrusted with the task of fulfilling this main objective of the institution by means of education. The Trustees had worked hard to provide funds for a new building to accomodate the Secondary section and had plans to raise it to a Higher Secondary. The school began in the Kannada medium, but when the new building came up the Management expanded its works to include one section of an English medium.

The new school building is walled in with a neat little entrance gate leading to an enclosed portico where a peon controls entries and departures from the building. The principal's office is near the entrance, so parents did not have to cross classrooms and the clerical office too was next door with a crowded accomodation for the staff in the same room. There is not much room for the latter to keep their exercise books nor sufficient chairs for all. Generally speaking, this arrangement pointed out the priorities of the management viz. while it had its eye for efficiency and a certain degree of decorum, facilities for the staff were not one of its main priorities. The senior pupils were accomodated on the ground floor while the K.G. and the primary section were kept on the 3rd floor. Not much space was allotted for safe movement between the floors -

this noting of where the expenditure is curtailed again reflects the values of the Management.

The shift system allows very little time and place for extra-curricular activities or for coaching classes. However, the change-over is controlled and methodical for the pupils coming in for the second shift are allowed into the school only after those of the first shift have left the premises. The school has a medium sized hall which is used by the primary section

B. Over-all Objectives of the Institution :

The over-all objectives of the Trust or Sangha have been spelt out by this school in the following manner.(quoted from the Hand-Book).

- the school is run on modern lines with highly qualified and trained staff.
- individual attentions is paid to every student.
- the school emphasizes strict discipline.
- special stress is laid on Indian culture.
- the formation of pupils was focussed upon with the objective to awaken in them a feeling of brotherhood and be just, affectionate and considerate.
- help them achieve emotional intergration and aesthetic sensibility.

A reporting by the principal indicated the steps the institution has taken to achieve its first objective. The selection of the staff was done before a panel consisting of members of the Trust,

the principal and a senior teacher. The principal had a decisive say in the selection of the staff. His criteria of selection indicated his own personal values. He chose those who had expertise in their subject, could control a class, possessed the ability to adjust themselves and had a good deportment. The principal stated that he initially gave to the new staff a sense of security for only then he believed they showed themselves as they really were and he could assess them more accurately.

Observation of the staff indicated that the institution was achieving its first objective. The staff were well qualified and concientious about their work on the whole. To what extent the other objectives are pursued will be seen in the administrative strategies.

The principal also scored a questionnaire stating how important a given set of objectives were, as they were perceived by him and as they were preferred by him - Graph No.141. The results show the scores weighing more on output goals and elitist goals. Only those elitist goals which are related to its ideology will be pursued. Expectations are high on elitist goals. The principal also is dissatisfied with the performance of some support goals. Observation too showed that the Institution is not living a vigorous life.

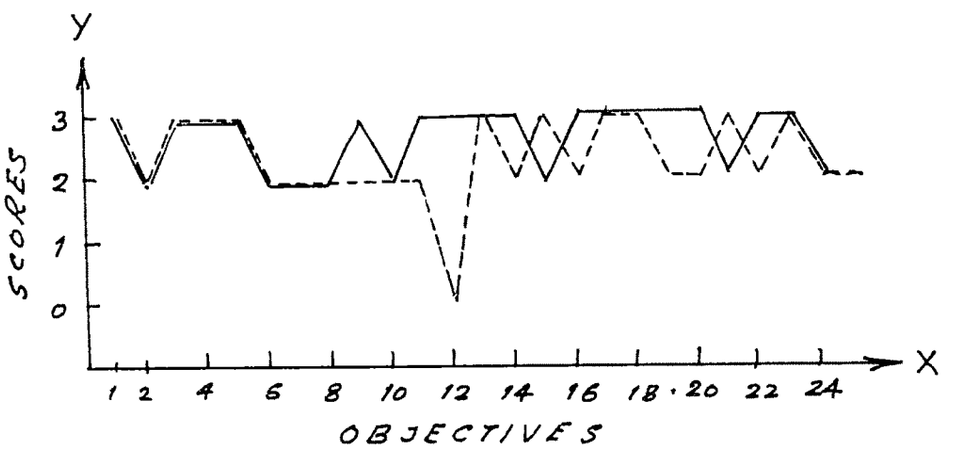
Table No.4.61 shows the weightage given to different types of goals, as perceived by the principal.

INSTITUTION "X" GOALS	OUTPUT	SUPPORT	ELITIST	SERVICE
Maximum Obtainable Scores	18	18	18	18
X Scores	16	13	16	12
Percentage	88.8	72.2	88.8	66.6

GRAPH–141

INSTITUTION CODE No. "X"

INSTITUTION PRINCIPAL'S PERCEPTIONS OF INSTITUTIONAL OBJECTIVES AS "PERCEIVED" AND "PREFERRED" BY HIM FOR HIS INSTITUTION



—— OBJECTIVES AS PERCEIVED BY THE PRINCIPAL

– – – OBJECTIVES AS PREFERRED BY THE PRINCIPAL

The scores indicate the principal to be optimistic in his perception of institutional goals. The school records do indicate that the school performance has improved under the leadership of this principal.

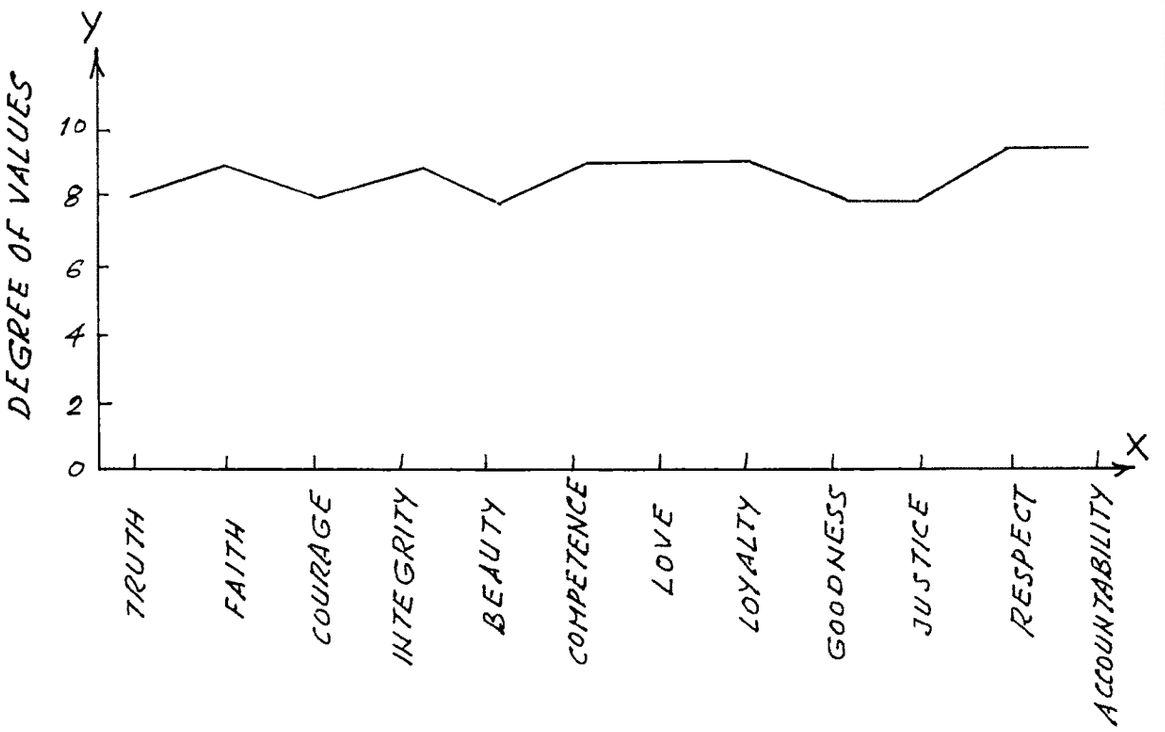
C. The Value Profile of the Principal:

The value profile has been drawn from the results of the self-evaluation by the principal and the pupils' opinion on the values of the Principal. The Investigator too questioned the principal on his values in a scheduled interview. The principal stated that the formation of the character of the pupils was important to him. He aimed at forming them for independent judgement and action. He deliberately chose to teach Std.X because he was keen in forming his school leaving pupils. He taught them how to study, was interested in their talents and aptitudes and guided them in the wise choice of a career. A comment made by the supervisors throws further light on the principal. They stated that he never imposed himself on others and was open-minded when consulting the staff but at the same time, he would squarely put the responsibility where it belonged. He demanded courteous behaviour from them towards parents and visitors.

The principal's self-assessment on the degree to which he possessed certain values showed a balanced profile. See graph No.142. The assessment too synchronizes with the observation made of the principal. The over-all profile - fig.No.4.67 - indicates that Truth forms the core value while justice and

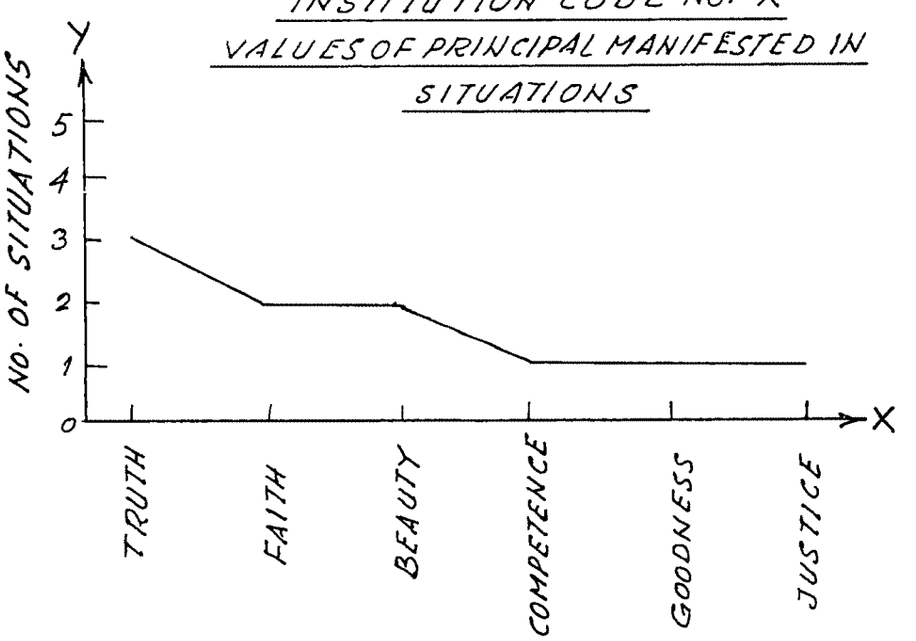
GRAPH-142

INSTITUTION CODE No. "X"
VALUES OF PRINCIPAL



GRAPH-143

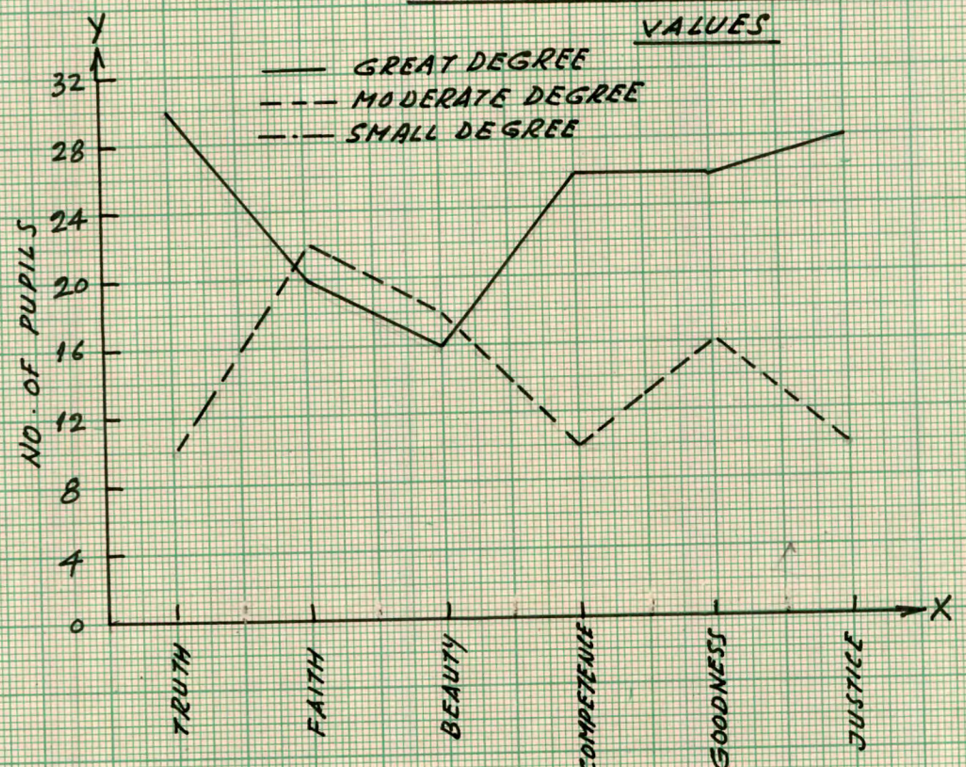
INSTITUTION CODE No. "X"
VALUES OF PRINCIPAL MANIFESTED IN SITUATIONS



GRAPH - 144

INSTITUTION CODE No. "X"

PUPILS' ASSESSMENT OF PRINCIPAL'S VALUES



GRAPH - 145

INSTITUTION CODE No. "X"

PUPILS' SPONTANEOUS RESPONSE ON PRINCIPAL'S VALUES

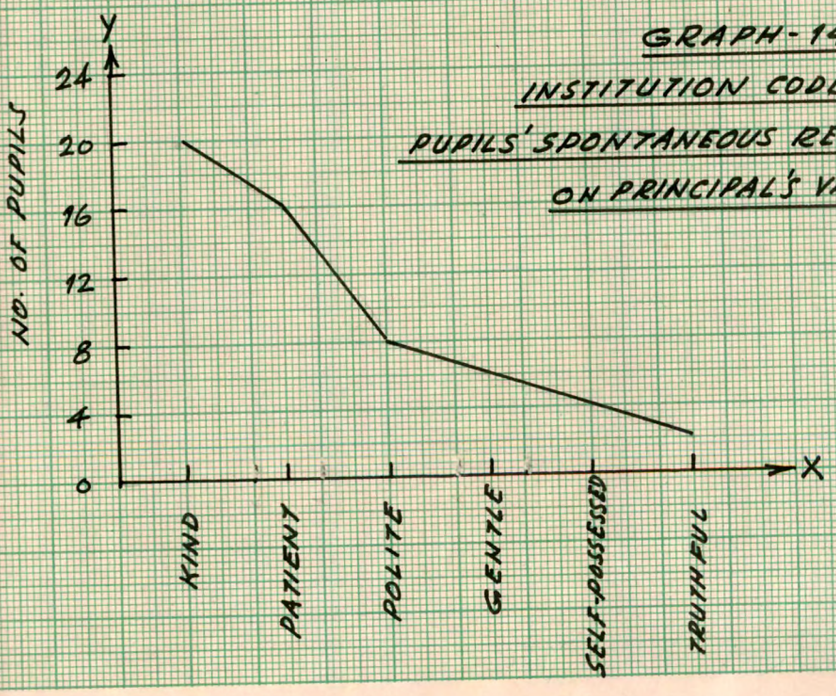
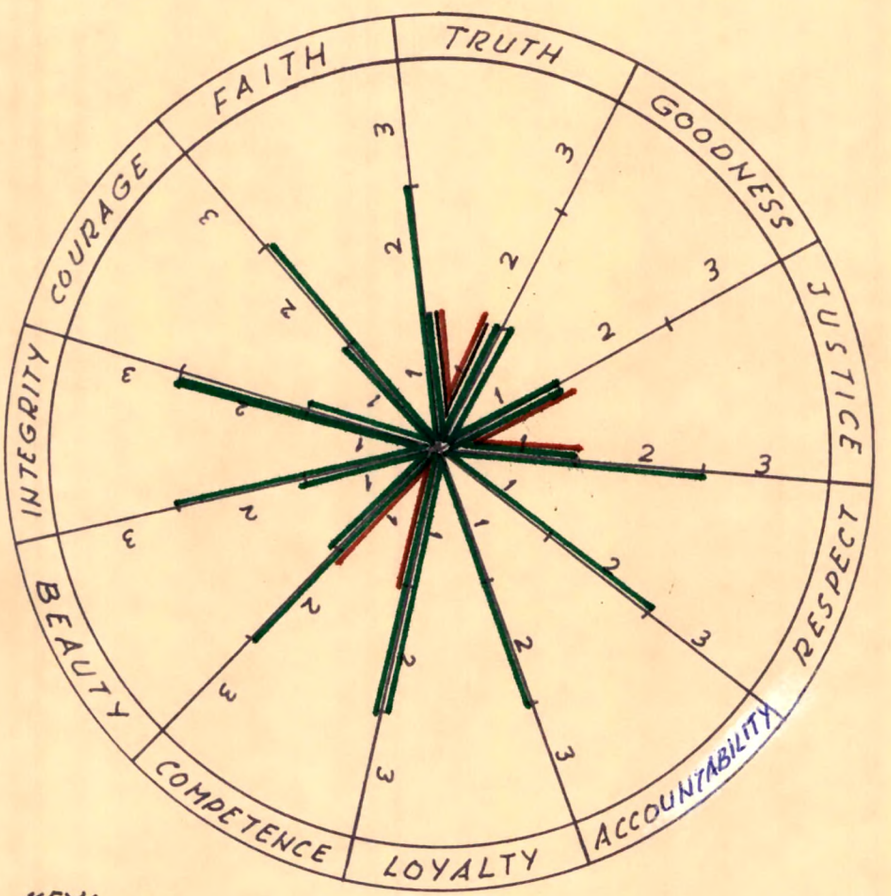


FIG. 4.67

INSTITUTION CODE NO. "X"

VALUE PROFILE OF PRINCIPAL



KEY:

PRINCIPAL'S VALUES

PRINCIPAL'S VALUES - MANIFESTED IN SITUATIONS

PUPIL'S ASSESSMENT OF PRINCIPAL'S VALUES

1 = REPRESENTS 60% (FOR PUPILS' ASSESSMENT)	SCORE 3 (FOR SITUATIONAL VALUES)	SCORE 8 (FOR PRINCIPAL'S VALUES)
2 = " 70% "	SCORE 4 "	SCORE 9 "
3 = " 80% "	SCORE 5 "	SCORE 10 "

NOTE:—

SCORES OBTAINED BELOW THE ABOVE MENTIONED SCORES IN THE THREE QUESTIONAIRES ON VALUES ARE NOT MARKED ON THIS PROFILE

competence are the dominant values. On the whole the principal's value system appears to aid him face successful a difficult situation with the personnel. The degree to which he is successful is seen in the institutional effectiveness measured through the different tools. In this spontaneous response - the pupils have selected few values as observed by them in their principal but the frequency on these is high indicating that these have been manifested strongly enough for a majority of pupils to notice it.

D. Principal's Administrative Strategies as Predicator of Institutional Effectiveness :

The school is conducted in two shifts and the principal is responsible for both. He has two Supervisors to aid him - one for the afternoon and the other for the morning. It was observed that while both supervisors were capable, the co-ordination of work between all three administrators is not smooth.

The school begins with a regular morning assembly held every Monday. The principal is normally present for it but it is conducted by the physical education teachers. It is his task to draw the Assembly to attention, conduct the prayers and readings (these are a means of inculturation for the pupils) and to dismiss the assembly. While there is order and discipline during the conducting of the Assembly, this does not last while the pupils go up to their class. Though there is a House System in the school, this organization is used mainly by the teachers to make the captains mark the pupils for indiscipline. It is

not used as a means to get the pupils more involved with the school or to form them in leadership qualities.

The principal stated that he communicated both verbally as well as through notices with his staff. He held staff meetings regularly and these were well planned by the principal; the agenda was put up in advance for the staff.

While areas of administration between the supervisors and the principal was clearly demarcated, acceptance of the role especially in the case of one supervisor was lacking. Like in Institution "K", there was a power struggle and hence though planning was methodical, no concerted action resulted. This attitude of slight intolerance and non-acceptance of the principal by the supervisor has permeated the staff and a lack of respect for the principal was sensed. Observation of the staff behaviour also indicated that they did not hold themselves responsible for pupils outside their classroom. The principal admitted that these teachers were reluctant to take on bulletin periods - the pupils claimed that if these teachers came into the class they sat and read magazines and left the pupils to fend for themselves.

The teaching of science was considered to be unsatisfactory by the pupils for the teacher only demonstrated the practicals - the pupils were not allowed to conduct the experiments themselves. Observation of classroom teaching indicated that on the whole the teachers were proficient in their work and conscientious in checking the written work of the pupils. However, the fact that both pupils and staff members spoke freely to the investigator

does indicate indirectly a value of the principal - viz. freedom or liberty to speak one's mind. But it also indicates that sufficient importance was not given to authentic feed-back. It was observed that the principal was a soft-spoken person, and delicate in his dealings with people.

Since the introduction of the second, medium of instruction, there has been a certain amount of tension among the pupils, and among the staff. This is because of the belief that those with a command of English come from a better social background while the mother tongue medium has been the older foundation. The principal too is faced with a certain amount of tension because he is obliged to put in longer hours of work. However, the principal stated in the interview, that he basically enjoyed teaching and preferred personal contacts with the pupils to addressingthem at a gathering. It was evident that he enjoyed his teaching tasks more than his administrative duties, as he narrated his previous efforts to raise the socially disadvantaged pupils up to the required standard of the S.S.C. class.

The principal was asked to assess his administrative performance on a competency tool devised to measure in terms of specific acts on seven areas of administration, as to how he functioned as an administrator. According to his assessment, he feels the institution is performing well in the areas of organization, teaching, evaluation, in-service training and budgetting. The scores in these areas are above the mean of the twenty-five sampled institution. The scores are relatively low in curriculum and staff-morale. The evaluation seems to be realistic, the

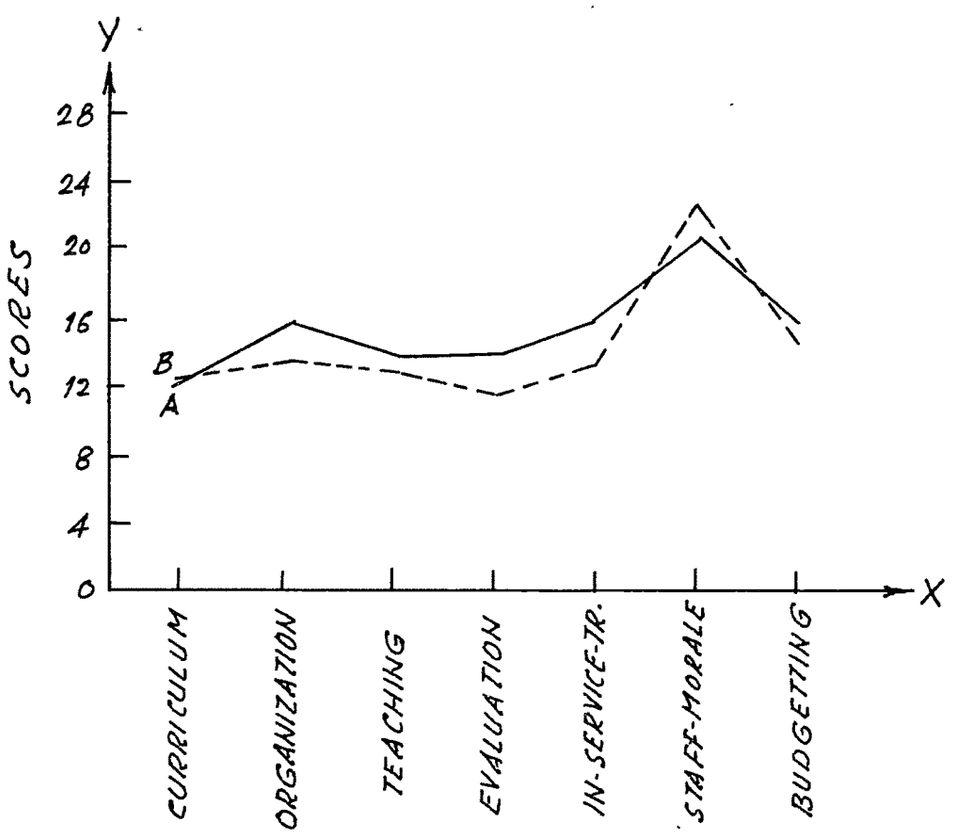
principal admitted that he had sensed the tension among the staff members, but felt he did not know how to solve the situation. The principal was asked to evaluate his administrative performance on a competency tool. The results showed how he felt his institution performed in these seven critical areas. Table No.4.62 presenting the scores indicate that the institution scores higher than the mean on organization, teaching, evaluation, in-service training, and budgetting. The assessment is to some extent idealistic in comparison with the other institutions studied.

Table No.4.62 showing the scores of institution "X" against the mean scores of other institutions for Administrative Strategies.

Sr. No.	Administrative Items	Raw Score X	Mean Score $\bar{X}$ of 25 Institution	Deviation from the $\bar{X}$
1.	Curriculum	12	12.1	-.1
2.	Organisation	16	13.1	+2.9
3.	Teaching	14	12.2	+1.8
4.	Evaluation	14	11.1	+2.9
5.	In-Service Training	16	12.7	+3.3
6.	Staff-Morale	21	23.8	-2.8
7.	Budgetting	16	14.4	+1.6

GRAPH-146

INSTITUTION CODE No. "X"
PRINCIPAL'S ASSESSMENT ON
ADMINISTRATIVE STRATEGIES



DIMENSIONS OF ADMINISTRATIVE STRATEGIES

A —— SCORE OBTAINED BY INSTITUTION "X"
B --- MEAN SCORE OF 25 INSTITUTIONS

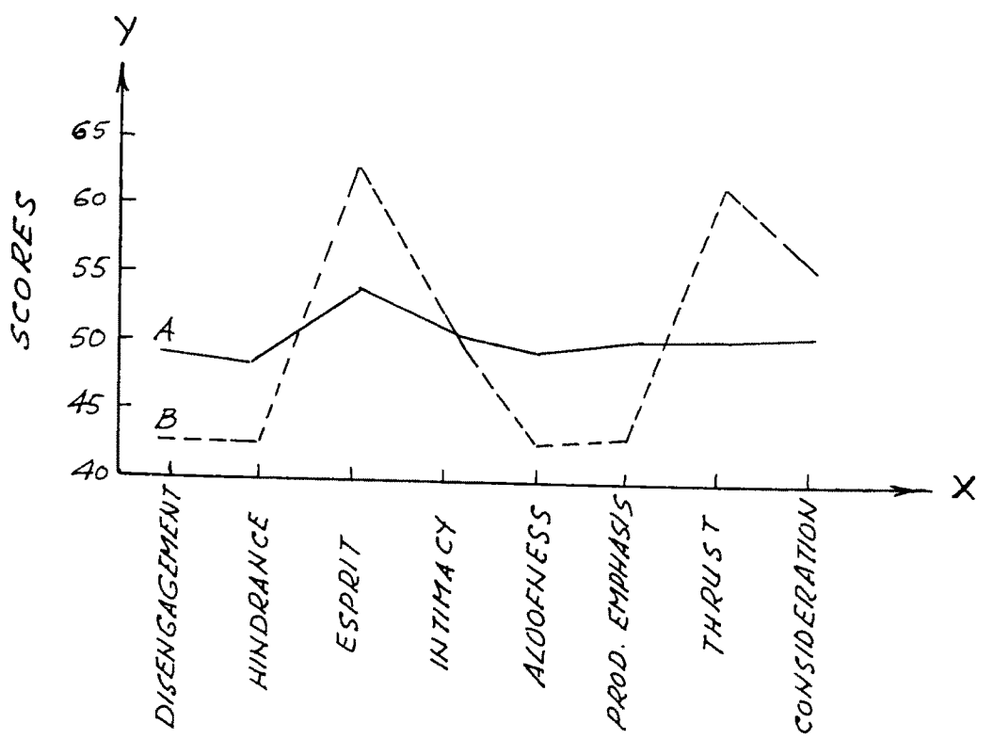
E. Organizational Climate as Predicator of Institutional Effectiveness :

In order to find out which type of climate prevailed in this institution and whether it was conducive to the learning experiences of the pupils, the organizational climate description questionnaire was administered to a random sample of ten staff members. The results obtained after following a standardized procedure gave results on the eight subtests which comprise the dimensions forming the climate. The scores obtained by the Institution, showed that the scores were high on the negative group dimension of disengagement and hindrance and also on the negative leadership dimension of Aloofness. The climate that resulted showed itself to be that of the paternal type. However, it also showed a tendency towards being "open" this is a rare instance and there seems to be plausible reasons for it.

The paternal type of climate emerges mainly because of the ineffective attempts of the principal to control the teachers as well as satisfy their social needs. It has been noted before that the Management has recently succeeded in establishing itself, accomplished the building of new school plant hence its resources are limited. Besides personnel had not been its first priority hence the principal is caught between meeting the demands of the Management and that of the staff who resent the lack of proper facilities for themselves. The principal does have a sense of duty and hence demands standard of performance and while always being courteous prefers relationships to be functional rather

GRAPH-147

INSTITUTION CODE No. "X"
ORGANIZATIONAL CLIMATE PROFILE



EIGHT DIMENSIONS OF CLIMATE

A —— SCORES OF INSTITUTION "X"
B --- "OPEN" CLIMATE PROTOTYPE SCORES

than familiar (which is good). The undercurrent of subdued hostility perhaps leads him to be aloof hence the scores on Aloofness are high.

The pupils in their spontaneous response have credited their principal with impartiality; hence this value does aid him to be objective in his assessment of situations. He did claim in the interview that he never made hasty decisions nor jumped to conclusions on insufficient evidence. The vignette for the "open" climate declares that the principal has the personal flexibility both to maintain control and to look for the welfare of the teachers. Adequate controls have been established to relieve the principal as well as the teachers of the details that need to be seen to in the day to day administration. And the principal himself sets an example of hard work. However, these comments must be taken against the policies of this Management.

F. Pupils' Academic Motivation as Predicator of Institutional Effectiveness :

In order to find out the motivation level of the senior pupils of the school, the Junior Index of Motivation Scale was administered to one class of the English medium section. The score obtained by each pupil was arranged in order ranging from the highest to the lowest. All pupils having +120 and above scores are considered to be highly motivated. Those with +119 - +100 have average motivation, while those with +99 and below are considered with low motivation.

Table No.4.63 shows the percentage of pupils falling in each category.

N = 46

INSTITUTION "X"	Highly Motivated +120 and above	Average Motivation +119-+100	Low Motivation +99 and below	Rank
Percentage	4.4	34.4	61.2	14th

Comparing these results, with those of other institutions, the institution seems to have an average performance.

The institution ranked 14th among the twenty-five institution. The scores of the pupils ranged from +123 to +32. But more than 50% of the pupils fall in the low motivation category. Considering that the pupils of the English medium section from whom this data was collected belong to the professional class, it appears that the school environment has not helped to improve their motivation. Perhaps the staff members' attitude of non-acceptance of the principal and withdrawal - hence not wanting to really give themselves is reflected in the attitude and feelings of the pupils.

G. Conclusion :

An indepth study of the Institution Code No."X" bring out certain salient features.

The first being the rather well-formed value system of the Head of this Institution. The administrative situations that have been observed and which are naturally based towards

this study, have indicated that it is the personal values of the principal rather than just the administrative skills that have aided him to face the situation with a certain degree of success e.g. the unwarranted antogonism of the supervisor and some teachers. However, it could be said that the principal would have experienced a greater degree of success had he reflected more and found out which values were essential for fulfilling his administrative duties successfully and if he had courageously acted on these. The initial inter-action would have been painful but he would have secured this respect and co-operation in the end.

The principal leadership behaviour scores are high with a difference of +9 between the positive and negative dimensions and he ranks 7th among the twenty-five principals studied.

The results obtained through his self-assessment on various tools indicate that he is objective and knows the measure of his actual success. This factor of being in touch with reality is the first step towards progress and hence the principal could be said to possess within himself and potentials to be highly successful.

INSTITUTION CODE NO. "X"

PROFILE OF INSTITUTIONAL EFFECTIVENESS

		PRINCIPAL LEADERSHIP BEHAVIOUR				ACADEMIC MOTIVATION (Pupils')				ADMINISTRATIVE STRATEGIES							
Consideration	CLIMATE TYPE	Aloofness	Production Emphasis	Thrust	Consideration	Highly Motivated	Average Motivated	Low Motivated	PLACEMENT	Curriculum	Organization	Teaching	Evaluation	In-Service Training	Staff-Morale	Budgetting	
+		-	-	+	+	Percentage											
50.3	PATERNAL/ CLOSED	17	14	24	15	4.4	34.4	61.2	14th	$\bar{X}$	12.1	13.1	12.2	11.1	12.7	23.8	14.4
			31 - 39		+8					X	12	16	14	14	16	21	16
											-.1	+2.9	+1.8	+2.9	+3.3	-2.8	+1.6

CHART NO.4.69 : OVER-ALL PROFILE OF INSTITUTION CODE NO."X"

RANK	GROUP	EMERGENT VALUE	PUPIL'S MOTIVATION	CLIMATE	PRINCIPAL BEHAVIOUR	ADMINISTRATIVE STRATEGIES
1st	I	TRUTH		OPEN	+ & - 39 - 31=+9 → 7th	C - O - T - E - In.S. - S.M.- B -.9,+2.9,+1.8,+2.9, +3.3, -2.8,+1.6 → 7th
8th	II	JUSTICE COMPETENCE	+120,+100,+99 4.4 34.4 61.2 → 14th	PATERNAL		
16th	III					
25th						

C = Curriculum
O = Organisation
T = Teaching
E = Evaluation

In.S. = In-Service Training
S.M. = Staff-Morale
B = Budgetting

4.23 INSTITUTION CODE NO."T"

A. Introduction :

This Institution situated in a very busy part of the town and centrally located is considered by most parents to occupy a most convenient location. It was founded in 1867 and named after a religious leader noted for his love for the poor and the downtrodden. Hence idealogically at least, the institution is committed to helping poor boys to be educated.

This is its major objective pursued with a criterion, viz. that the admitant must prove capable of benefitting from the standard of education provided by the Institution. As the admission policy states: "We want boys from all communities and from all social strata. Wealth is no consideration. The poorest boy who is promising will receive equal consideration." (Handbook of the institution).

The Management has very painstakingly and after much study laid down rules and regulation and policies are clearly defined and communicated down line and staff with the result that the school has firmly established traditions. Turn-over of staff too is rare - hence teachers especially in the senior school are professionally competent and experienced in teaching and the school can boast of a long record of excellent results. Hence, the school's public image is very good and admissions are sought keenly by most parents. The Institution not only projects a good image but it also has a very good self-image, the implication being that the ideographic dimension is a powerful motivating factor.

B. Over-all Objectives :

These have been spelt out for itself by the Institution in the Hand-book as follows:

i) The total humanizing of the pupils by .....
- helping them to discover their true identity and personal destiny,
- promoting their physical, intellectual, emotional, cultural and social and spiritual growth.
- fostering genuine patriotism and passion for social justice.

ii) Transformation of the unjust socio-economic structures in which we live, by training our pupils to become agents of social change, men-for-others and person-for-service.

In the light of these objectives which clearly stipulates a humanized education, the evaluation will naturally be with reference to how far the school is providing such an education. The principal was asked to evaluate a set of objectives as being pursued by his institution as he "perceived" them and as he would "prefer" them to be pursued. The results would indicate to what extent the principal was satisfied with the performance of his institution. It would also point to the presence of some conflict or an identification with the objectives of the institution. The graph given below presents a picture of these objectives.

The graph indicates that the priorities established for the institution are fulfilled according to the expectations of the principal. However, in the interview with the principal he stated

that while he had definite ideas on how he wished to educate those in his Institution, external pressures as well as the internal bureaucratic structure were obstacles. He felt he couldn't visualize his aim, without at the same time feeling the tensions that resulted from the demands of the society and the parents. He expressed his desire not only to educate the pupils but for to form them as is also noted on the graph as 25th objective.

The principal's scores on the given objectives as put into the four categories indicate that the Institution is clear on its priorities regarding the output goals.

Though its over-all objective is the total formation of the pupils, this objective in being operationalised as giving prime importance to achieving excellent academic results. the senior classes has undisputed priority. The support goals are satisfactorily pursued in terms of providing good physical facilities - defining roles and functions of verious personnel clearly, laying down and communicating procedure for routine tasks and to some measure providing some amenities to the staff.

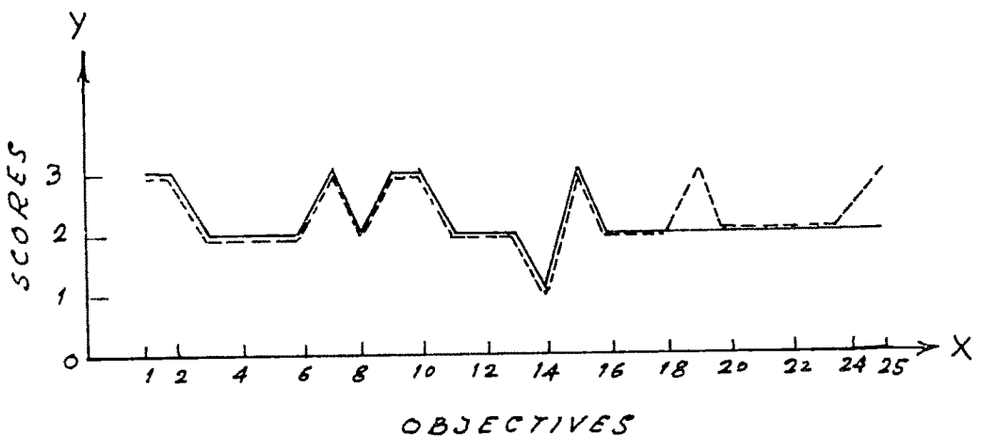
The graph No.148 as scored by the principal conveys that he is satisfied with the degree to which various goals are pursued. This picture has to be collected with the results obtained from other sources in this study.

The scores of the four categories of goals is given below:

GRAPH-148

INSTITUTION CODE No. "T"

INSTITUTION PRINCIPAL'S PERCEPTIONS OF INSTITUTIONAL OBJECTIVES AS "PERCEIVED" AND "PREFERRED" BY HIM FOR HIS INSTITUTION



—— OBJECTIVES AS PERCEIVED BY THE PRINCIPAL

--- OBJECTIVES AS PREFERRED BY THE PRINCIPAL

Table No.4.64 showing achievement on Institutional Objectives as perceived by the Principal.

INSTITUTION "T" Goal	Output	Support	Elitist	Service
Maximum Obtainable Score	18	18	18	18
X Scores	15	13	11	11
Percentage	83.3	72.2	61.1	61.1

The Founder of the Institution too had clearly spelt out the type of education they wished to offer through their institutions. They used to

* help students become mature, spiritually oriented man of character, free from egoism and self-seeking.
* encourage them to strive after excellence in every field without however, neglecting the welfare and needs of their fellowmen.
* value and judiciously use their freedom.
* to be clear and firm on principles and courageous in action.
* to become agents of needed social change in the country.

How far these goals are achieved will be discussed in the course of the discussion on administrative strategies.

C. Value Profile of the Principal :

The value profile of the principal has been drawn from the results of the self-evaluation done on the degree to which the principal felt he possessed the values. Also the values

that emerged through his choice of imaginary school situations and the pupils' assessment of the principal's values.

According to the principal's self-assessment, the values of Truth, Faith, Courage, Goodness and Integrity score "high" - Graph No.149, 150. However, these scores are not supported by th results of the other tools except for "Goodness" which emerges in the values manifested through situations. The pupils opinion do not support the results either in their evaluation on the given set of values or in their spontaneous response- Graph No. 151, 152.

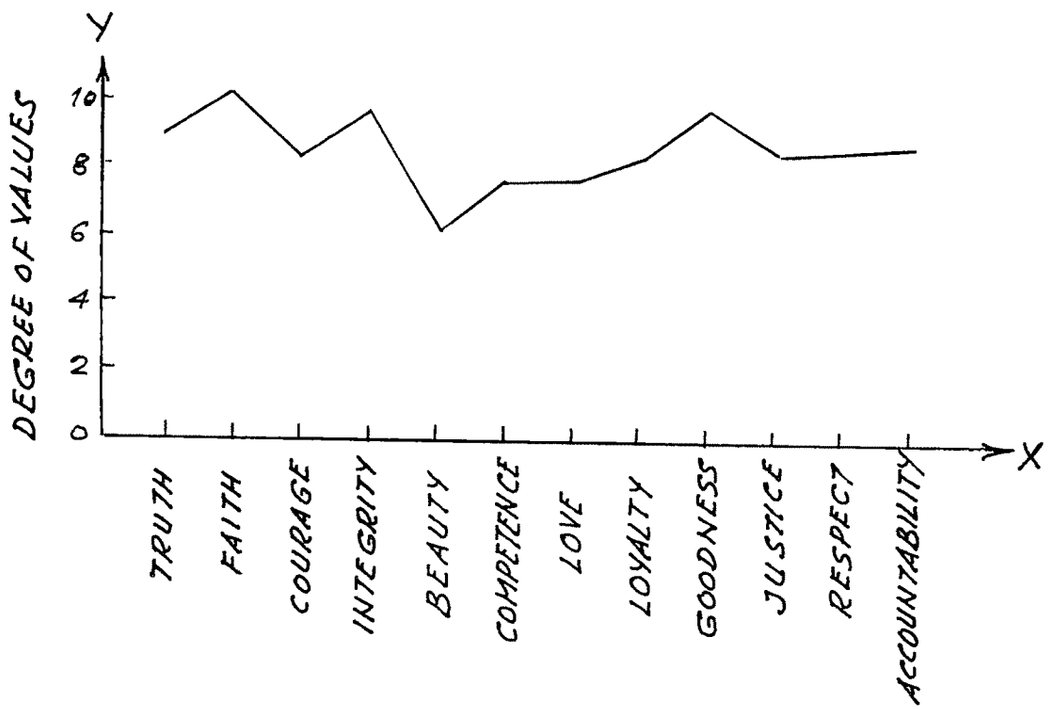
The pupil's response on the six values show a division of opinion on all the values as to the degree to which they feel he possess them. Hence, no core system through the results of these tools. The values that do seem more dominant than others are Truth, Faith and Goodness.

The assessment of the values in themselves show Truth and its cluster emerging as dominant - See Fig. 4.70. However, only the value "goodness" surfaces to the required degree as manifested in situations.

The graph indicating the pupil's opinion on the principal values have the lines intersecting at various points showing a division of opinion. The pupils in their spontaneous response on the values of the principal have named values that are more personality building rather than outgoing towards other. Hence one may conclude that values are manifested weakly in this instance.

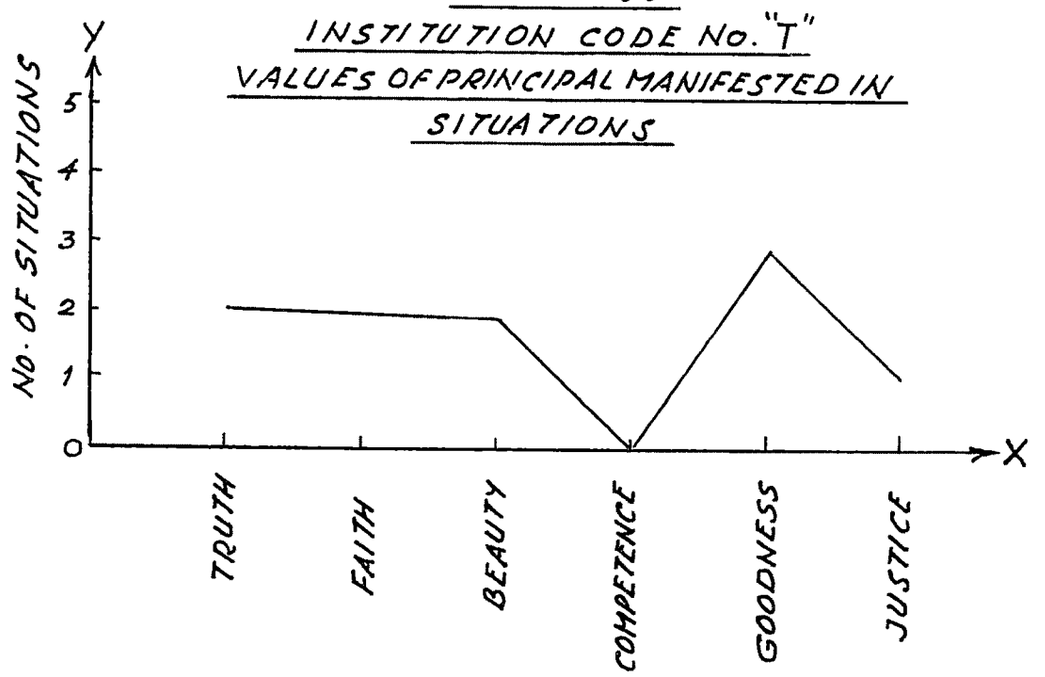
GRAPH-149

INSTITUTION CODE No. "T"
VALUES OF PRINCIPAL



GRAPH-150

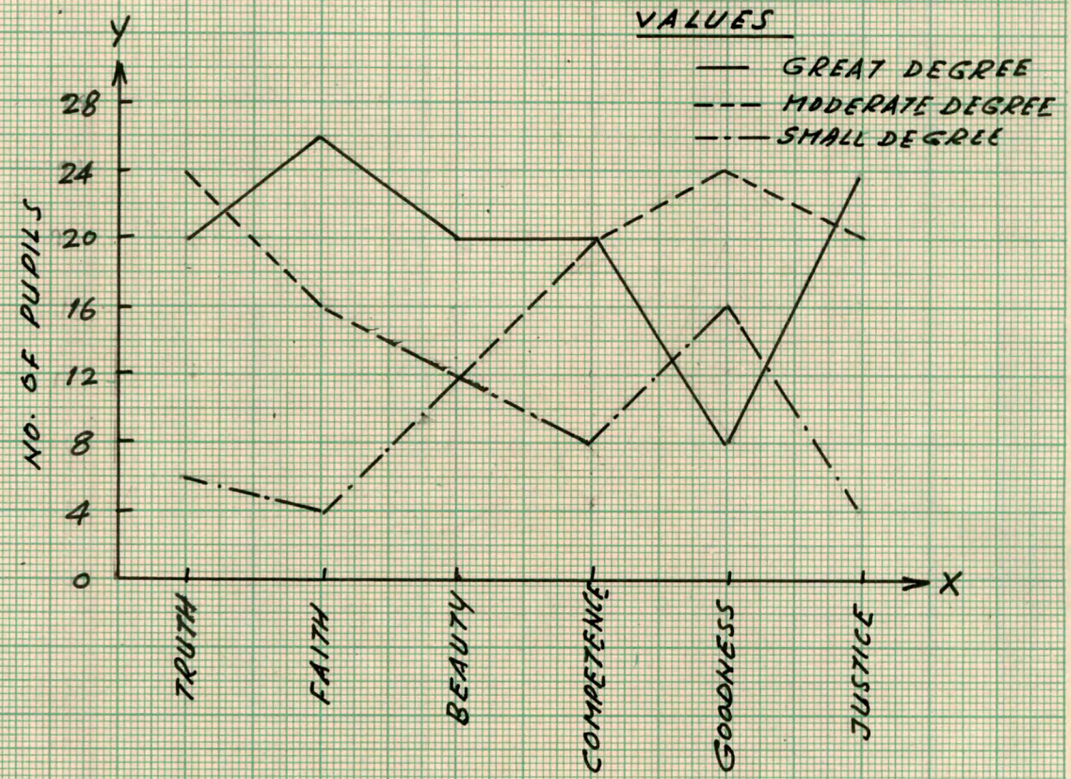
INSTITUTION CODE No. "T"
VALUES OF PRINCIPAL MANIFESTED IN SITUATIONS



GRAPH - 151

INSTITUTION CODE No. "T"

PUPILS' ASSESSMENT OF PRINCIPAL'S VALUES



GRAPH - 152

INSTITUTION CODE No. "T"

PUPILS' SPONTANEOUS RESPONSE ON PRINCIPAL'S VALUES

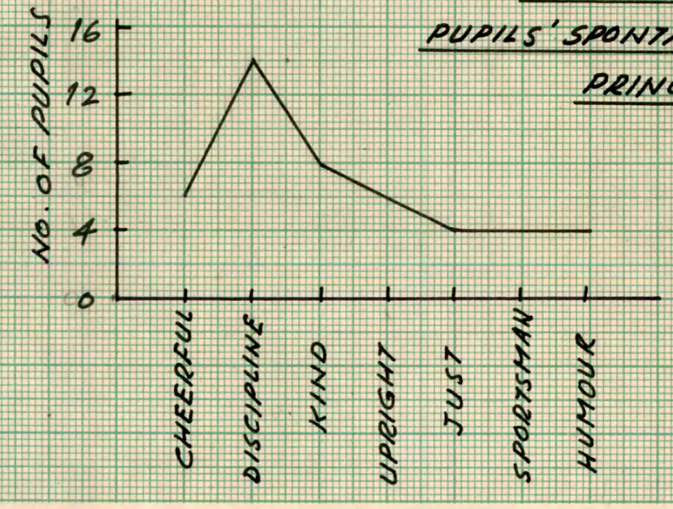
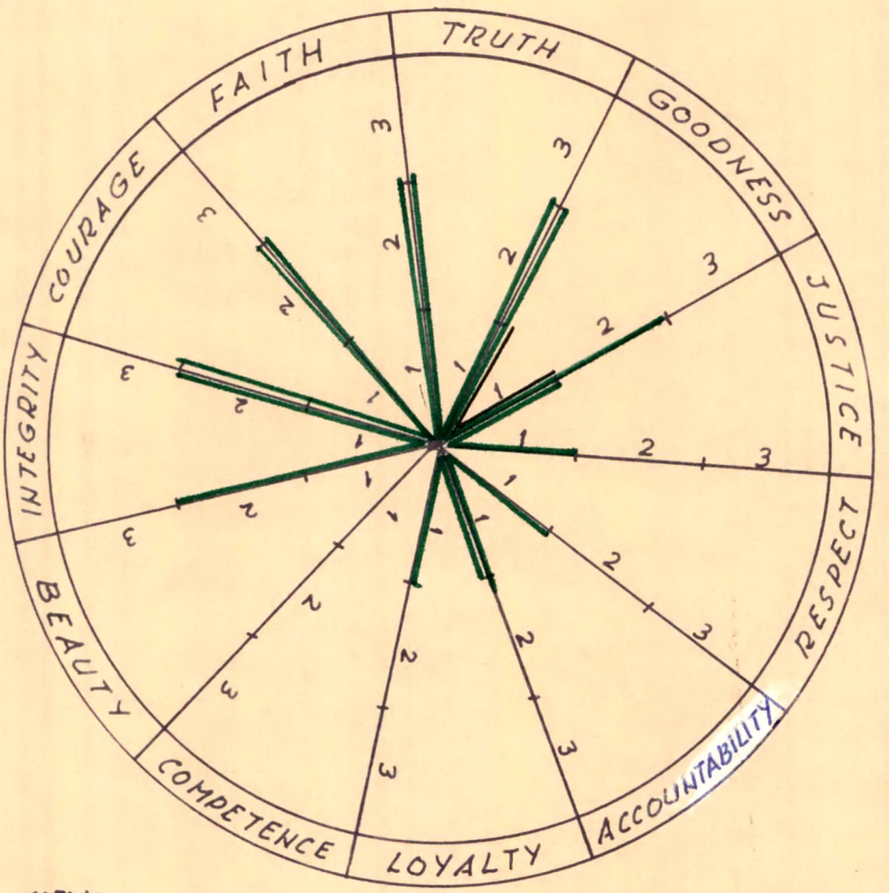


FIG. 4.70

INSTITUTION CODE No. "T"

VALUE PROFILE OF PRINCIPAL



KEY:

PRINCIPAL'S VALUES

PRINCIPAL'S VALUES - MANIFESTED IN SITUATIONS

PUPIL'S ASSESSMENT OF PRINCIPAL'S VALUES

1 = REPRESENTS 60% (FOR PUPILS' ASSESSMENT)	SCORE 3 (FOR SITUATIONAL VALUES)	SCORE 8 (FOR PRINCIPAL'S VALUES)
2 = " 70% "	SCORE 4 "	SCORE 9 "
3 = " 80% "	SCORE 5 "	SCORE 10 "

NOTE:—

SCORES OBTAINED BELOW THE ABOVE MENTIONED SCORES IN THE THREE QUESTIONAIRES ON VALUES ARE NOT MARKED ON THIS PROFILE

The over-all value profile only shows Goodness falling in Group-III indicating that the principal's values were manifested only as seen by him. There is no little support from outside observation.

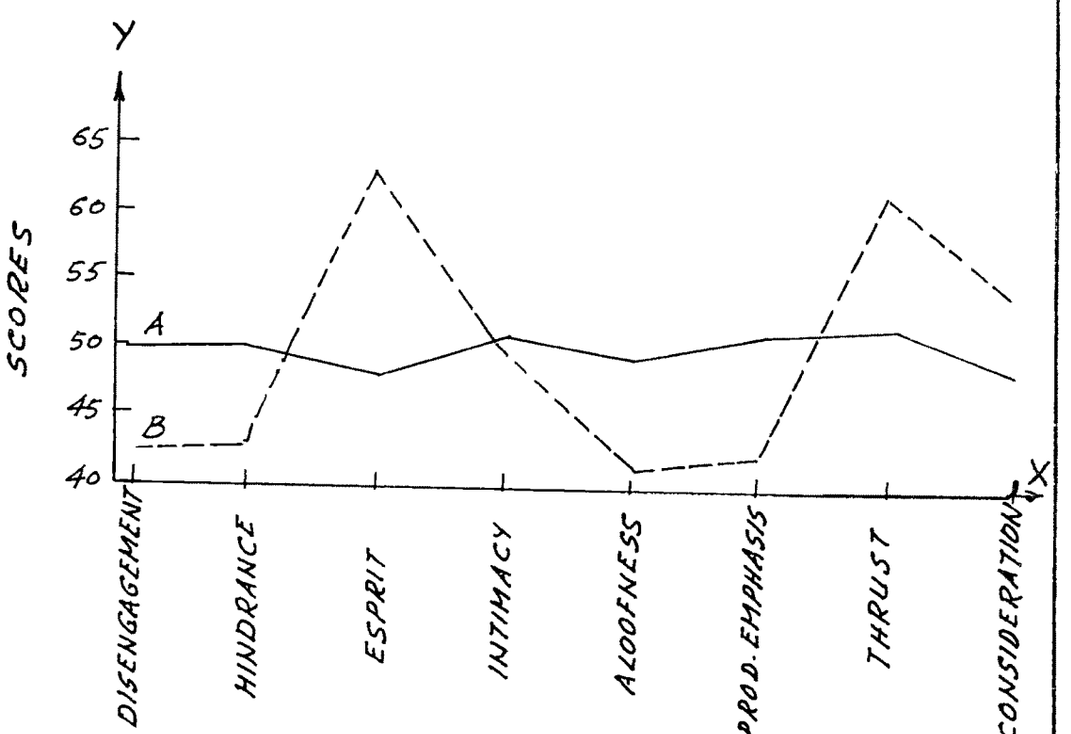
D. The Organizational Climate as Predicator of Institutional Effectiveness :

This institution has an enrollment of about 2000 pupils with four divisions per class. The members of the staff number about eighty. A random sample of ten members was taken and they were administered the organizational climate description questionnaire. The results of the eight- sub-tests revealed a paternal climate type, with the next dominant dimension being control.

The paternal climate is characterized by ineffective attempts of the principal to control the teachers as well as to satisfy their social needs. Observation of the Institution for a week did not record any instance of the principal taking rounds of the school. The principal did state that he had allocated the supervisory duties to his supervisor. The teachers too stated that they approached their principal seldom and only over serious matter. Their contact and communication was mainly with the supervisor. Observation of the staff revealed that the group was split into factions, through there were no open hostilities. The senior staff members seemed to have secured for themselves certain perrogatives and a certain rigidity existing in the placement and status of staff members. However, since all members were committed to securing high

GRAPH - 153

INSTITUTION CODE No. "T"
ORGANIZATIONAL CLIMATE PROFILE



EIGHT DIMENSIONS OF CLIMATE

A —— SCORES OF INSTITUTION "T"
B --- "OPEN" CLIMATE PROTOTYPE SCORES

academic performance, each had recourse to his own method, the educational soundness of it depending on the sense of duty, a love for children and a pride in one's profession being the motivating factors. In this context, how far the objective of really "educating" the pupils was achieved is not easy to measure. Some of the teachers too admitted that the monotony of their teaching is not broken sufficiently frequently by relevant activities to keep up their zest for their profession. On the other hand a feed-back from some past pupils does indicate that a good degree of moral formation and inculcating of sound principles was achieved.

The 'controlled' dimension probably emerges because of the lack of flexibility in following routine procedures and a certain degree of aloofness on the part of the principal. However, since procedures are standard, actual hindrances preventing teachers from getting on with their work are few. Hence even though the institution has maintain a long record of excellent results, the climate does not emerge as favourable to learning. An implication of this is that the pupils are probably under pressure in their learning situation.

E. Principal Competency - self-assessed of Administrative Performance as Predicator of Institutional Effectiveness :

A questionnaire based on administrative strategies and evaluating seven critical areas of administration viz. - Graph No. 154 curriculum, organization, teaching, evaluation, in-service training, staff-morale and budgetting was given to the principal

for self-assessment. The raw scores obtained by the principal on each dimension was compared with the mean of the twenty-five institutions under study. The scores show that in the opinion of the principal the institution has performed well in in-service training, staff-morale and budgetting - see table No.4.65.

Table No.4.65 showing Principal's Self-assessment Scores on his Administrative Performance.

Sr. No.	Administrative Items	Raw Score X	Mean Score $\bar{X}$ of 25 Institution	Deviation from $\bar{X}$
1.	Curriculum	12	12.1	- .1
2.	Organisation	8	13.1	-5.1
3.	Teaching	12	12.2	- .2
4.	Evaluation	10	11.1	-1.1
5.	In-service Training	13	12.7	+ .3
6.	Staff-Morale	25	23.8	+1.2
7.	Budgetting	15	14.4	+ .6

The principal is assisted by a Supervisor who really deals with the staff for all product purposes. There is a Junior School Head-Mistress also appointed, who is totally in charge of the academic administration. The policies for administration, and the scope of authority is clearly laid down. There are also Heads of Department appointed for various subjects. The supervisor consults the principal as and when

necessary and so does the Head-Mistress particularly on financial matters. However, no meeting has been held as a regular feature between Management, Principal and the Head-Mistress and Supervisor, for showing of ideas or for a co-ordinated planning.

In actual practice, while communication flowed in vertical direction through well-defined channels, the lack of profitable horizental communication at the top was also reflected among the staff. A few members of the staff did admit that if they gave any suggestion, it took a long time for it to get implemented. However, the Management is very careful on the choice of its Heads and so when once when they are appointed, they are given sufficient freedom to function. The Supervisor of the senior school too stated that formation of the pupils was his primary goal.

The principal stated that he took a personal interest in boys who performed poorly. Parents were sent for - the Supervisor detained these or these pupils were called in early to complete their work. So while the principal was uncompromising in demanding academic excallence from the pupils he provided ramedial teaching. It was a general practice for teachers to take tuitions. The principal opined that the teachers really helped the pupils and didn't do it simply for the sake of money. This claim can be admitted as true because the Management did take care to recruit teachers with values similar to their own.

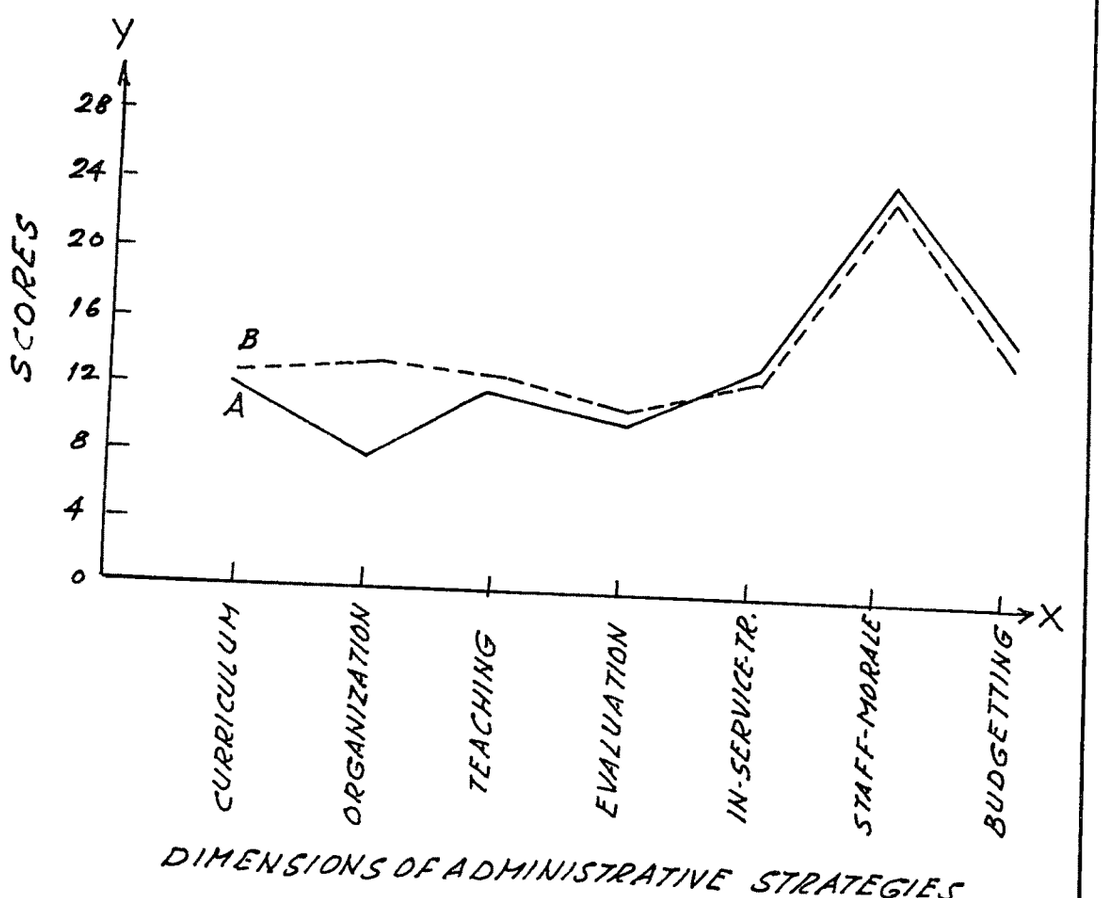
There is a pre-determined degree of importance given to various activities and these are followed year after year. The tendency is to maintain a standard already set. There is no evaluation of activities held - nor are innovative activities a noticeable feature of the school. Evaluation of the school plant is done but by the members of the founding society and hence there are no effective follow-ups.

There was some degree of importance given to the teaching of religious and moral values through formal classes held outside the school time-table. Pupils who failed to make the grade were obliged to leave the school. Freeships too were discontinued if parents did not show sufficient interest in their children or the pupil's progress was unsatisfactory.

The principal expressed his confidence in his staff (during the interview) and felt they were professionally competent and he did not feel the need to supervise their work. He expressed some dissatisfaction at the prevailing practice of correcting pupil's work. It was not done as frequently and as thoroughly as needed to be really effective for the pupils. He was also dissatisfied with the distribution of his time among the various tasks and felt he was not able to maintain his priorities. An explanation could be offered is that if a core value system had been built up (see the value profile) the values would have been strong enough to overcome the obstacles and behaviour would have conformed to priorities with less frustrating effects.

GRAPH-154

INSTITUTION CODE No. "T"
PRINCIPAL'S ASSESSMENT ON ADMINISTRATIVE STRATEGIES



DIMENSIONS OF ADMINISTRATIVE STRATEGIES

A —— SCORE OBTAINED BY INSTITUTION "Y"
B --- MEAN SCORE OF 25 INSTITUTIONS

F. Pupil's Academic Motivation as Predicator of Institutional Effectiveness :

The pupils of a Senior class were administered the Junior Index of Academic Motivation to find out whether they had a positive or negative attitude towards learning whether they valued education if there was a sense of personal determination, and a sense of community. The results are given on table no.4.66.

Table No.4.66 showing the academic motivation of the pupils

N = 44

INSTITUTION "T"	Highly Motivated +120 and above	Moderately Motivated +119 to +100	Low Motivated +99 and below	Rank
Percentage	18.1	63.5	18.4	2nd

The Institution ranked second among the twenty-five institutions studied for academic motivation. Observation reveals that in this case, the competitive atmosphere of the school, the highly appreciated public imaage it has and the competence of the staff do contribute to motivating the pupils. However, not all pupils succeed in meeting the expectations of the school. The highest score obtained by a pupil of this school was +149 and the lowest was +75. The Management communicated a caring attitude towards the pupils and also used effective measures to help those who were weak in certain areas. This probably prevented the atmosphere of the school from being oppressive.

Some of the statements taken from the questionnaire reveal the pupil's attitudes towards their school. Twenty-seven out of fifty-one disagreed that they were punished without cause so. also, twenty-four disagreed with the statement that most pupils did not feel like going to school. Thirty-four students agreed that some students had to study harder than others. While an overwhelming majority of forty-five out of fifty-one disagreed with the statement that some teachers have to make students suffer. But twenty-eight felt that many teachers were not sensitive to the students' finally forty-one out of fifty-one stated the school had not failed them in any way. The clerical office was very well organized, and work was despatched efficiently.

A general observation of teaching revealed that the teachers did most of the talking in class. In the middle school, corporal punishment was used (boys' school) and in the senior classes pupils were found standing outside their class. Interviewing and observing the teachers indicated that a large number of them were dedicated. However, most of them felt pressurized for excellent results - the pressures did not come from the Management but from the parent-body and the public image of the school. While the Management was aware of these pressures, it had not sought an effective solution. It remained neutral, thereby not freeing itself nor its staff to be autonomous. The teachers also expressed frustration over the senior pupils who attended coaching classes that had mushroomed all over the city. Pupils attending these classes did not pay much attention in class.

However the school in general has a disciplined tone, the pupils are provided with all necessary facilities - large laboratories, good equipment and extensive playgrounds.

School and Parent-Body Relationship :

While many simple channels of communication with the school were established for the parent body, there was no formal P.T.A. Association. The principal stated that they had made an attempt to start it, but had discontinued because he found that because of the disparity in the social background and education of the parents, the educated parents really dominated the meetings and made demands suited to their individual needs. The P.T.A. thus was not the voice of the entire parent body. The principal felt it was more feasible to keep informal contact with influential effective parents who co-operated generously. A note here could be made of how the value priorities have influenced the nature of the contact between the principal, the school and the parent-body. Since the over-all objectives commits the institution to admitting pupils of all social and economic background provided they are intelligent, this type of clientele does create certain problems of communication - at this juncture the values of the principal would motivate him to choose one rather than another cause of action, e.g. the principal could work to find out the commonalities existing between the two groups or establish channels for a feed-back the two sections and then gear the institutions policies to meeting these varied needs; or decide to follow its own formulated policies according to the ideologies of its founders

and of what it thinks is best for the Institution. It is this last alternative that the institution has chosen.

An interesting feature that emerges in this Institution and in other too of a similar nature is that when a religious ideology is the reason for its foundation and the zeal with which it is pursued by the pioneers, have established traditions - these attitudes , ways of looking at things, at the constitution itself, considering what is the right thing or not the right thing to do get rubbed off onto newly recruited personnel as well and if at any given moment of time, the Head is not as effective as expected, the Institution still maintains its standards of performance. The present study does not undertake to study the reasons for this but it could lead to an interesting further research.

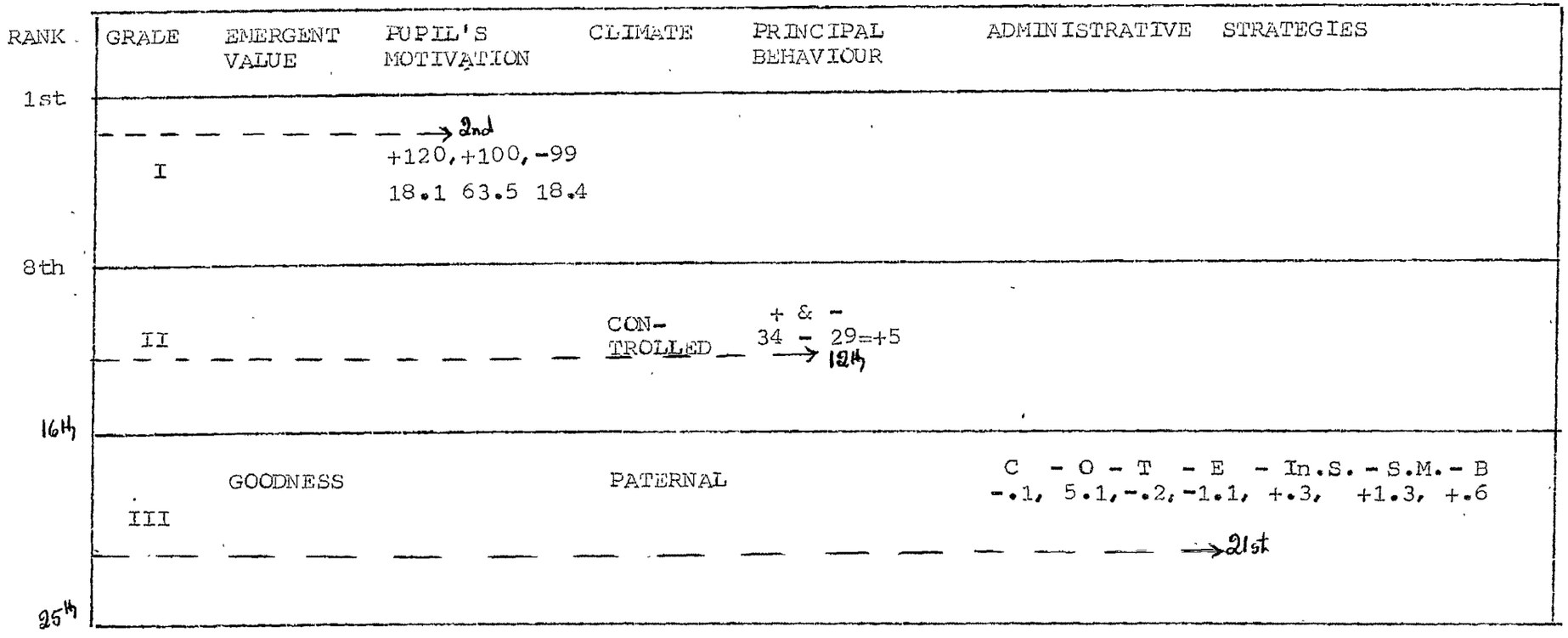
The over-all profile - fig.No.4.70 & chart no.4.72 indicates that though the calibre of the pupils admitted is high, the principal's leadership behaviour does not measure up to expectations to make the institution effective as it could be given the clientele it has.

INSTITUTION CODE NO. "T"

PROFILE OF INSTITUTIONAL EFFECTIVENESS

Consideration	CLIMATE TYPE	PRINCIPAL LEADERSHIP BEHAVIOUR				ACADEMIC MOTIVATION (Pupils')			PLACEMENT	ADMINISTRATIVE STRATEGIES						
		Aloofness	Production Emphasis	Thrust	Consideration	Highly Motivated	Moderately Motivated	Low Motivated		Curriculum	Organisation	Teaching	Evaluation	In-service Training	Staff-Morale	Budgeting
+		-	-	+	+	Percentage			2nd							
49.8	PATERNAL/ CLOSE	17	1[illegible]	23	1[illegible]	18.1	63.5	18.4		X̄ 12.1	13.1	12.2	11.1	12.7	23.8	14.4
		29 - 34 = +5								X 12	8	12	10	13	25	13
										-.1	-5.1	-.2	-1.1	+.3	+1.2	+.6

CHART NO.4.72 : OVER-ALL PROFILE OF INSTITUTION CODE NO."T"



C = Curriculum
O = Organization
T = Teaching
E = Evaluation

In.S. = In-Service Training
S.M. = Staff-Morale
B = Budgetting

4.24 INSTITUTION CODE NO."N"

A. Introduction :

This institution was established to embody the ideals of the Arya Samaj for Education, and to disseminate its teachings through this means. The building itself accommodates an "ideal" number of pupils ideal for ensuring that its primary purpose is fulfilled. The secondary section has 500 pupils on its rolls.

The Founding Fathers also took great care in the choice of their principal. The institution is eleven year old and the principal has been there from the beginning. The principal is directly responsible to the Management. She meets the Secretary every week and reports on her work. She is not obliged to meet all the Trustees and the meetings are informal in character. The Management also gives the Principal a free hand in the actual running of the school, provided she achieves its purposes. All these factors throw light on the relationship between the Management and the Principal. This can be contrasted with the Managements of Institution Code No."I" & "J", where the relationship is formal. It is even more formal and a standard procedure is followed as in the case of Institution "P".

Although the primary objective of the Arya Samaj was to disseminate enlightened knowledge of the Vedas through the medium of a good school, the Founder Fathers were broad-minded enough to have a school on modern lines and catering to present

needs. The school is unaided - the fees are high enough to permit pupils only of the upper middle and rich class to be admitted. The school offers co-education and admission is mainly on merit. The interview with parents before the admission is deliberately planned to 'weed out unsuitable and unco-operative parents.

The school makes sure that parents seeking admission will take an active part in the education of their wards - by checking on their attitudes and qualifications. The numbers in each class are deliberately kept low so that all may receive personal attention. There is a slight formality demanded for admission into the building. This may create a feeling of deliberate distancing from the clientele.

B. The Over-all Objectives :

These have been spelt out by the Trust as follows:

1. To promote educational institutions to emulate the traditions of our Indian Culture.
2. To work for the promotion of literature and fine arts.
3. To have research centres in science and arts and to diffuse all useful knowledge.

Operational Objectives :

The most obviously seen is the practice of acquainting the pupils with the religious books viz. the Vedas. Havan is held on Monday in the school hall, through the principal expressed his diffidence in handling this objective, he was seen

to make a conscientious effort to set a good example before his school. It was interesting to note in the spontaneous responses of the pupils that while some did not find the Havan meaningful, they admired and appreciated their principal's respectful attitude towards it. The principal admitted that she had not defined for himself the operational objectives though they have been spelt out in the hand-book, however it was observed that he did have definite priorities - this observation was confirmed during the interview and attending the assembly.

During the Assembly, the principal gives the staff a chance to address the assembly and if any teacher has prepared pupils for a curricular, co-curricular or extra-curricular activity or competition, the teacher is given the priviledge of narrating to the school, the said event and handling the awards obtained for the same. The principal had a gracious way of praising the teacher concerned, letting the pupils know, where they stood in that performance with other schools and always concluding by reminding them of their aspirations. The principal was also observed to make use of national or local events to teach a moral lesson to the pupils.

Thus it is seen that the formative aspect of education does have an important place with the principal. Her expectations of her school-leaving pupils were that they acquire the ability to cope effectively with their environment - not to have a herd mentality but rather to act out of conviction.

The objectives of the Institution as spelt out in the hand-book are:

1. To help pupils have a three-pronged development, - spiritual mental and physical.
2. To foster a sense of enlightened citizenship, discipline, character and team spirit, dedication to duty and a patriotic outlook.
3. To provide the widest facility for the discovery of individual potentialities that will fruitify into useful talents and abilities.
4. Without discarding the time-proven methods of teaching, to research into new methods of education suited to the Indian way of life.

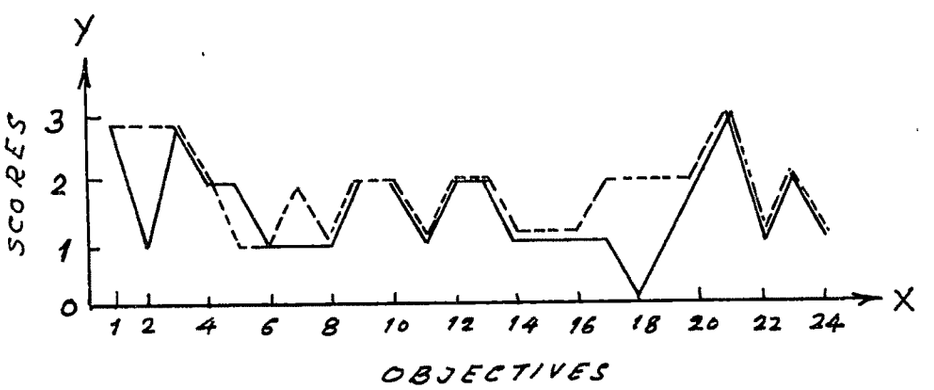
The principal felt that she was aware of these objectives and on the whole, her policies were geared to the implementation of them, but she felt she needed to focus more on them. The principals scores on the given frame-work of general objectives showed a clear emphasis on output goals. Regarding the support goals, there is a deliberate choice made on some of them and satisfaction expressed in the achievement of these. Observation of the functioning of the institution conforms this. Elitist goals are not pursued while only a few of the service goals are given weightage.

A lack of emphasis on service goals was seen to have an impact on the behaviour of the pupils. Classroom behaviour revealed that while they were not indisciplined, there was a tendency to think only of themselves and disregard their companions.

GRAPH-155

INSTITUTION CODE No. "N"

INSTITUTION PRINCIPAL'S PERCEPTIONS OF INSTITUTIONAL OBJECTIVES AS "PERCEIVED" AND "PREFERRED" BY HIM FOR HIS INSTITUTION



—— OBJECTIVES AS PERCEIVED BY THE PRINCIPAL

– – – OBJECTIVES AS PREFERRED BY THE PRINCIPAL

There were a number of indications that talented pupils were nurtured and encouraged by the institution. The scores for the four category of goals is given below:

Table No.4. shows achievement of objectives as perceived by the principal.

INSTITUTION "N" Goals	Output	Support	Elitist	Service
X Scores	12	9	7	9
Percentage	66.6	50	38.8	50

That output goals receive a clear priority is also noted in the claim the school makes of offering students the opportunity of developing qualities of social ability self-expression and leadership through creative activities. The principal stated that she frequently discussed the objectives she considered important with the staff, and she felt the staff were with her in the pursuit of these objectives. This is borne out by the fact that the scores on staff-morale in the organizational climate description questionnaire are comparatively high.

C. The Value Profile of the Principal :

The value profile has been drawn from the scores obtained on four questionnaires. The principal's appraisal on a given set of values, the principal's preferential choice of action in school situations and the pupil's appraisal of principal's

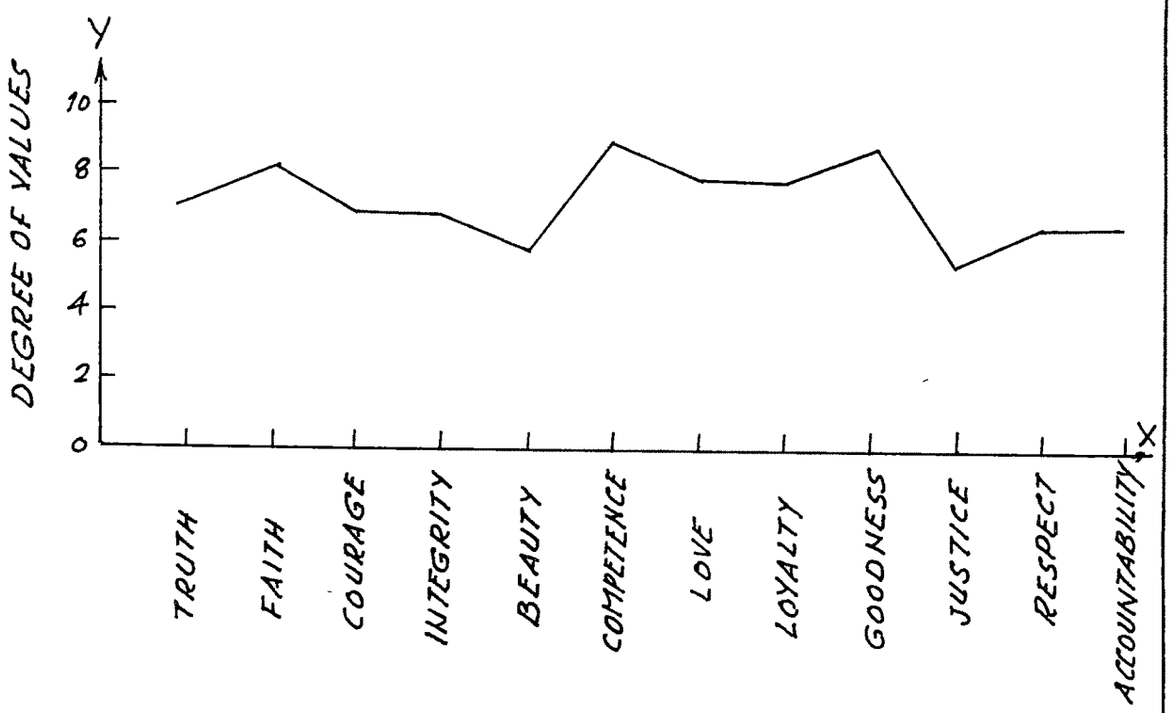
values. Since the study does not allow any scope for the emergence of dis-values, the positive values can only be studied in terms of their relative importance. The three-terminal values - Truth, Beauty, Goodness have their respective clusters and a loading of the scores on these would result in the emergence of a cluster. The value profile would reveal whether the principal has consistently acted on values so that they became second nature to him and come through in his thoughts and actions and are unmistakably recognized by others too.

The value profile of the principal - fig.no.4.73 reveal that the values Truth and Beauty and their respective clusters emerging as dominant. The findings of all the four tools synchronize on the values of Faith and Beauty. Observation of the principal also confirms that these are his main values. It is interesting to note in this case that not only the dominant values but their clusters too emerge indicating that there exists a core-system and that the principal's action are motivated by values. The existence of values that emerge through the tools are confirmed in the observations of the investigator.

Another interesting factor to be noted is that in the interview the principal confirmed her faith in God but expressed some inadequacy in handling the scriptures. She also felt she had never really thought about being sensitive to beauty. However, the investigator had observed these qualities in her and discovered through the tools that these values had been

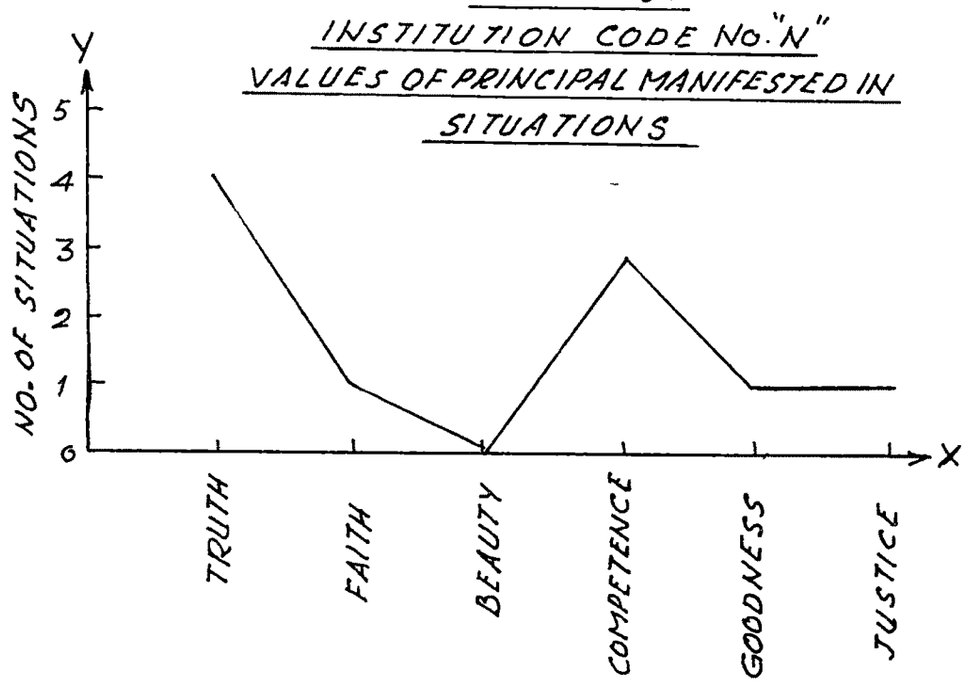
GRAPH-156

INSTITUTION CODE No. "N"
VALUES OF PRINCIPAL



GRAPH-157

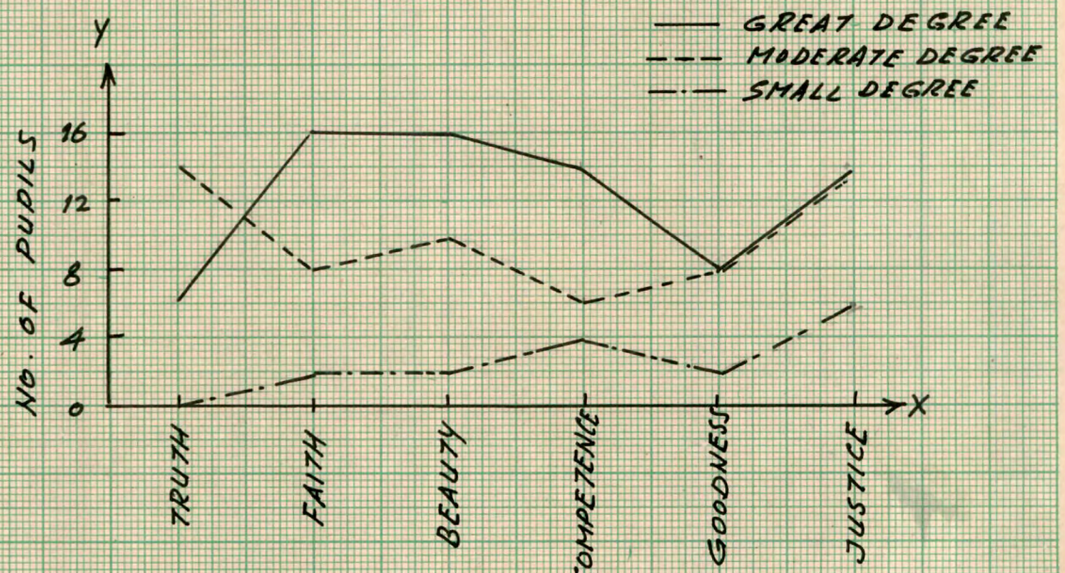
INSTITUTION CODE No. "N"
VALUES OF PRINCIPAL MANIFESTED IN SITUATIONS



GRAPH-158

INSTITUTION CODE NO. "N"

PUPILS' ASSESSMENT OF PRINCIPAL'S VALUES



GRAPH-159

INSTITUTION CODE NO. "N"

PUPILS' SPONTANEOUS RESPONSE ON PRINCIPAL'S VALUES

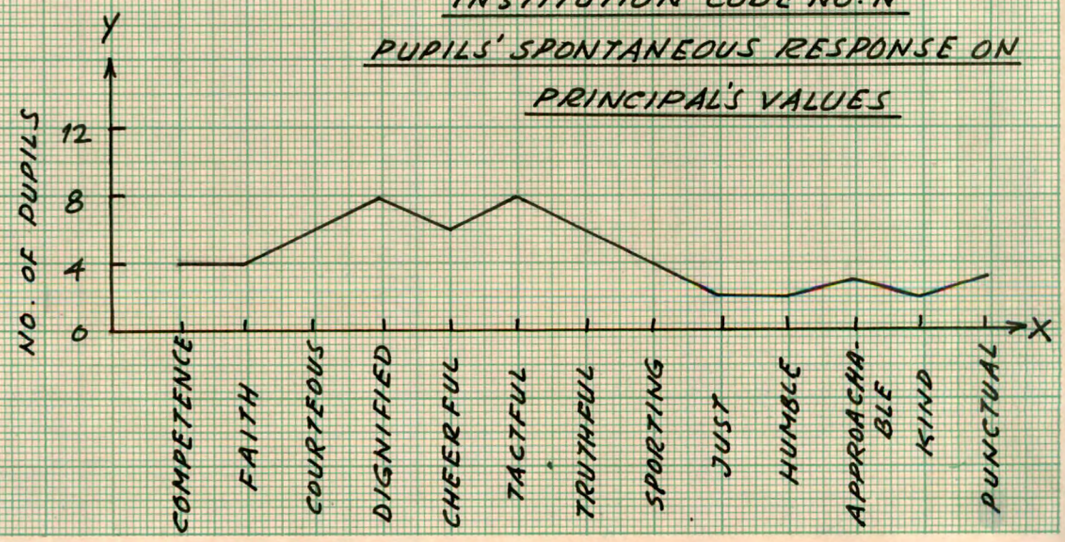
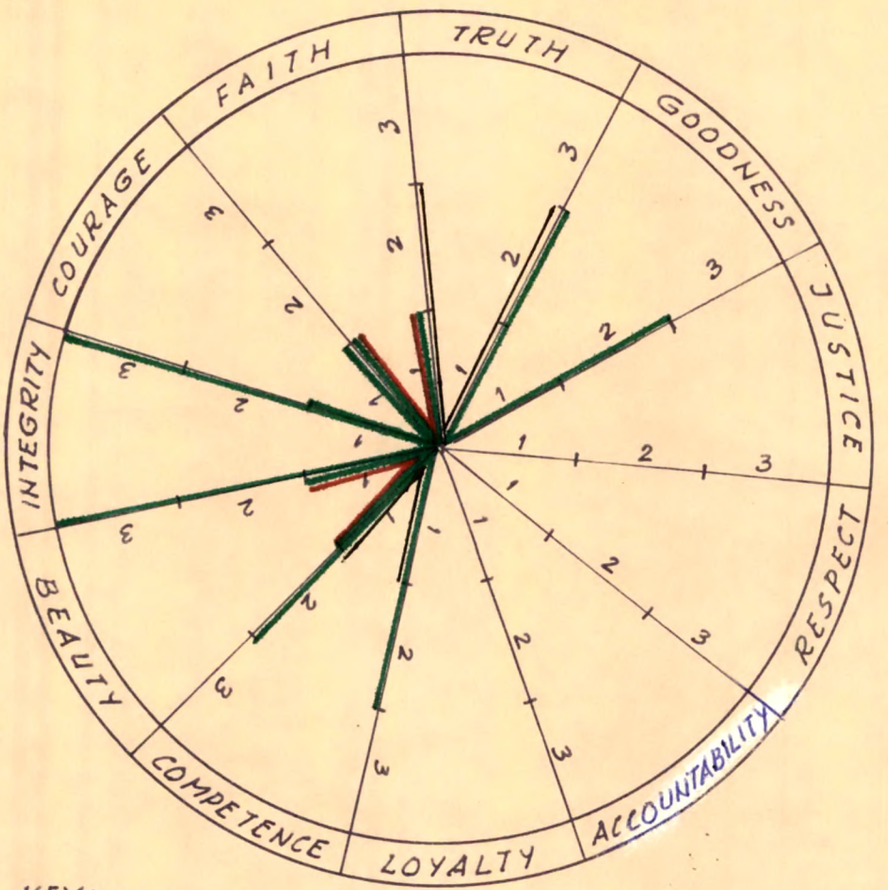


FIG. 4.73

INSTITUTION CODE No. "N"

VALUE PROFILE OF PRINCIPAL



KEY:

PRINCIPAL'S VALUES

PRINCIPAL'S VALUES - MANIFESTED IN SITUATIONS

PUPIL'S ASSESSMENT OF PRINCIPAL'S VALUES

1 = REPRESENTS 60% (FOR PUPILS' ASSESSMENT)	SCORE 3 (FOR SITUATIONAL VALUES)	SCORE 8 (FOR PRINCIPAL'S VALUES)
2 = " 70% "	SCORE 4 "	SCORE 9 "
3 = " 80% "	SCORE 5 "	SCORE 10 "

NOTE:-

SCORES OBTAINED BELOW THE ABOVE MENTIONED SCORES IN THE THREE QUESTIONAIRES ON VALUES ARE NOT MARKED ON THIS PROFILE

observed by the pupils. The inference here is that values need not be of a conscious moment to moment awareness - but once they form the root or a basic factor - they come across in an authentic manner to others.

The pupils assessment of the principal's values too show that there is no division of opinion regarding the value of Faith, Beauty and Competence. See Graph No.158, 159. The spontaneous response of the pupils show a wide range of values. However, none of the values have obtained a really high frequency as in the case of the principal of institution "J" - Fig.No.4.79.

D. Organizational Climate as predicator of Institutional Effectiveness :

This tool was administered to a random sample of ten teachers. Following the standardized procedure for scoring the responses, the scores on all the eight sub-tests revealed an open climate with the leaning towards being autonomous type also.

An open climate be speaks of an atmosphere most conducive to learning experiences for the pupils. Comparatively speaking, this institution ranks highest in the type of atmosphere it offers its clientele. A reason for this as observation of the institution for a week shows is

(a) the principal is clear regarding her priorities,

(b) both observation and interview revealed that he recognised tasks that were critical and handled them effectively,

(c) while being committed to his task, he was objective, in his approach,

(d) he is authentic in his behaviour and treats his staff as co-workers.

The principal claimed that he made absolutely sure that his recruits would fit in with his ideology and the demands of his institution. He also maintained a good public image so that those who joined the institution were proud to work in it. The relationships were observed to be functional and relaxed. The scores on Esprit are relatively high.

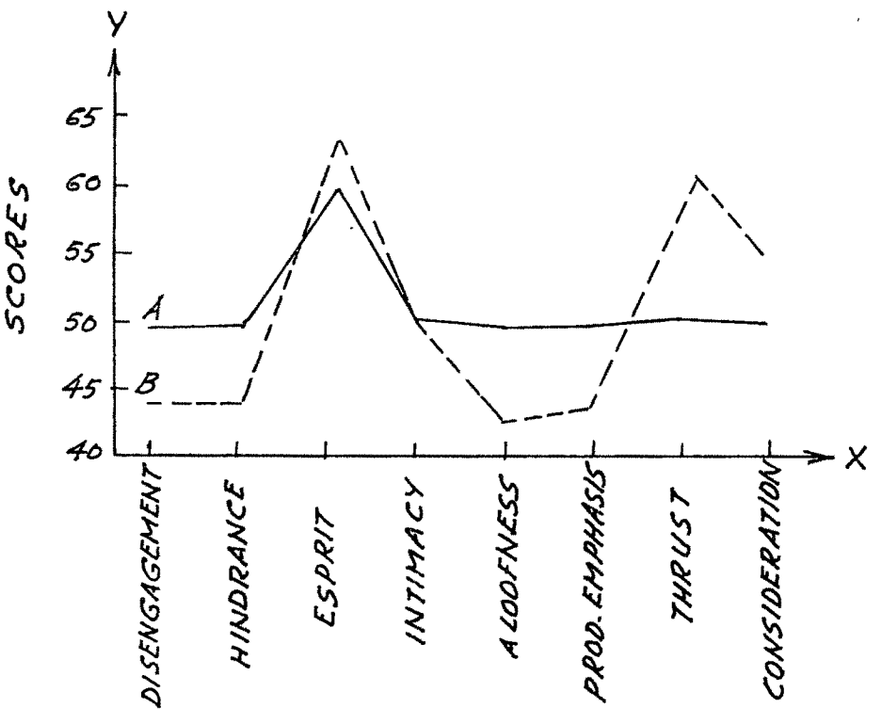
The principal dimension of behaviour was focused upon and the positive factors scored much higher that the negative factors -29+44 = 15 points. The principal while setting high standards of performance, trusts his staff communication gaps were not observed between the principal and the staff. The staff also actively participated in the decision-making process of the school. Hence the staff are sufficiently motivated to overcome difficulties and frustrations and are proud to be associated with their school.

The supervision is not done directly and is focussed more on the newly recruited members of the staff. The principal feels a consistent but brief observation of classroom climate, an occassional feed-back from the pupils and sometimes checking the books of the pupils is sufficient. The energies of the principal seem to be focussed on leadership acts and progressive measure rather than checks and counter-checks.

The principal scored himself on his administrative role performance. At his own request the senior (chosen by the investigator) staff too scored him on his performance. It is

GRAPH - 160

INSTITUTION CODE No. "N"
ORGANIZATIONAL CLIMATE PROFILE



EIGHT DIMENSIONS OF CLIMATE

A —— SCORES OF INSTITUTION "N"
B --- "OPEN" CLIMATE PROTOTYPE SCORES

noted that the staff scores are higher than the principal's self-assessed scores. This attitude coinicides with the attitude of the principal of institution "G". Taking the scores of the principal into account, the principal feels they have performed satisfactorily in the area of organisation, in-service training and budgetting and that staff-morale is high. The scores on Thrust and Esprit are the highest.

E. Administrative Strategies as Predicator of Institutional Effectiveness :

As it has been noted above, the principal is clear on his priorities and handles critical tasks effectively. While the principal is keen on innovations, he is careful in pursuing support goals and is sensitive to the need for self-evaluation.

The results of the tools on the whole, indicate that the principal is effective. Observation of the principal's administrative behaviour indicates that the principal gives priorities to activities concerned with output goals and finds creative ways for checking on personnel without wastage of time and energy. He ranks first among the sampled schools for leadership behaviour as measured through the O.C.D.Q.

The principal's self-assessment on administrative strategies indicates a modest realistic scoring of the seven dimensions. It is realistic in the sense that the dimensions that are evaluated as weak are also dimensions that are observed to need being concentrated upon.

Table No.4.68 gives the self-assessed scores of the principal against the scores of all the sampled schools.

Sr. No.	Items of Administration	Raw Score X	Mean Score $\bar{X}$ of 25 Institutions	Deviation $X - \bar{X}$
1.	Curriculum	11	12.1	-1.1
2.	Organization	14	13.1	+ .9
3.	Teaching	11	12.1	-1.2
4.	Evaluation	10	11.1	-1.1
5.	In-Service Training	16	12.7	+3.3
6.	Staff-Morale	26	23.8	+2.2
7.	Budgetting	16	14.4	+1.6

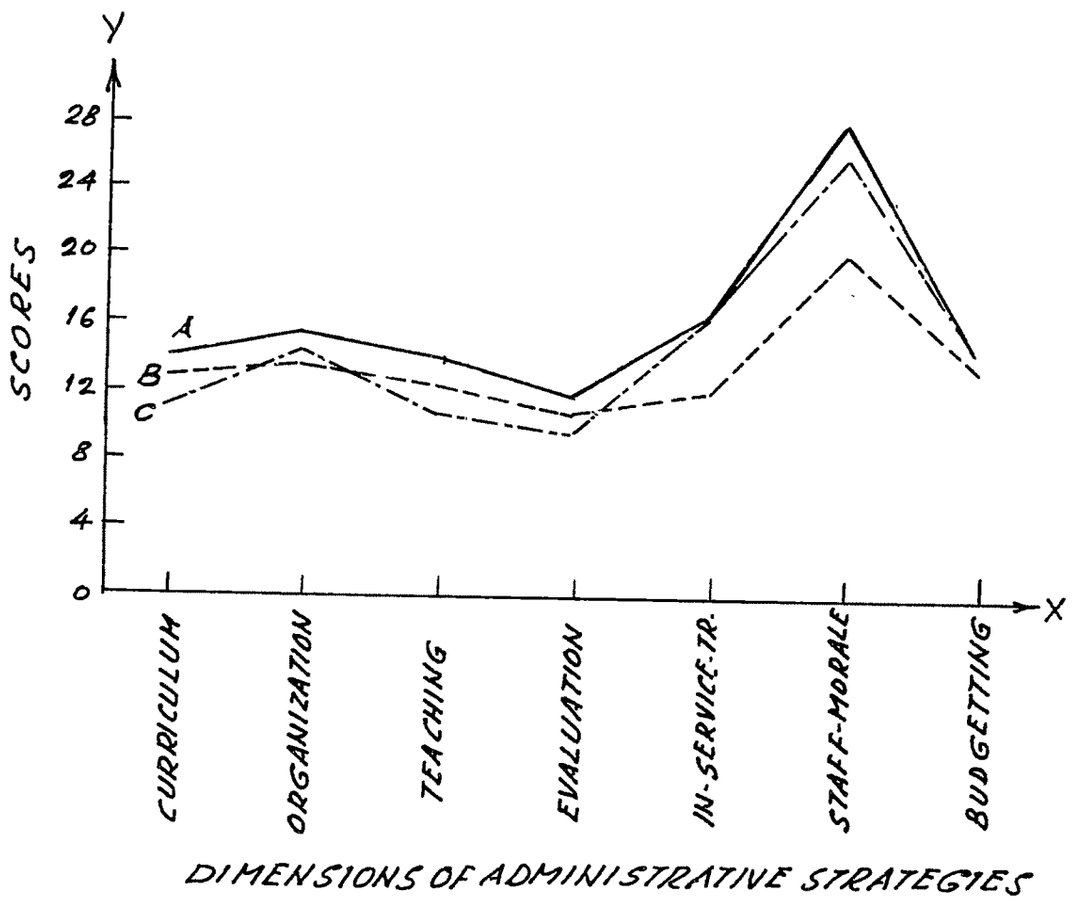
The clerical office is well organised. It is interesting to compared its physical aspects with these of the Institution "I" for these arrangements too reveal the values of the Management and it is assumed that the principal has a say in these matters.

The principal's office and the clerical office is accommodated in the same room for both institutions - but in Institution Code No."N", the clerical staff is guaranteed a certain amount of privacy even while keeping then near to the principal the staff room is near enough and yet away from the principal's office to allow the staff to be themselves without having a sense of being watched over all the time.

In Institution "I", the Staff-room, the clerical office and the principal's office is not only in very close proximity but there is free access to all the rooms - there is a sense of

GRAPH-161

INSTITUTION CODE NO. "N"
PRINCIPAL'S ASSESSMENT ON
ADMINISTRATIVE STRATEGIES



A —— STAFF EVALUATION SCORES
B --- MEAN SCORES
C -·- PRINCIPAL SCORES

constrain and a lack of freedom and subtle and over control over inter-staff communication.

The principal of Institution "N" also stated that the Management and she looked upon teaching as a specialised profession and emphasis was laid on efficiency of techniques. The principal did not believe in over-loading his staff with paper work - rather he preferred observing them and then assessing them as they conducted their respective classes. This again conforms her choice of a quicker method rather than spending her time on checks - counterchecks. She is "free" enough to dispense with routine when faced with signs of true progress in any area of teaching.

F. Pupil Motivation towards School as Predicator of Institutional Effectiveness :

This tool was administered to one section of a senior class of students. The Junior Index of Motivation tries to find out the motivation level of the pupils viz. - their desire to learn, their attitude towards school and how efficient they are in their efforts to learn. Other studies have shown that the home environment plays a greater part in influencing the motivation level of the pupils. However, the principal's leadership behaviour and priorities do influence the type of climate that will result and hence indirectly, the pupils will be affected.

The pupils have been put into three categories depending on the scores obtained and the percentage was found. The results are given below:

Table No.4.69 showing the Academic Motivation Level of the pupils.

N = 29

INSTITUTION "N"	Highly Motivated +120 and above	Moderately Motivated +119 - +100	Low Motivation +99 and below	Rank
Percentage	10.7	64.3	25	3rd

Observation of the classroom atmosphere too revealed that teachers did prepare their lessons well and pupils responded to their teaching.

Some of the pupils' responses to the questionnaire were used to gauge their attitude towards the school and towards learning twenty-seven pupils had been administered the test. Thirteen pupils agreed with the statement that they would be happy to spend more time in the school. Nineteen of them felt they would be happy of their teachers left them free to study as they wished (this must be understood in their own context where numbers are small and personal contact with teachers is possible). Four pupils did not agree with the statement "knowing the answer is more important than knowing where to get the answer. These statements indicate the independent nature of the students.

This institution had ranked third among the twenty-five schools studied for high motivation level of the pupils. Other responses of the pupils revealed that while they were satisfied

with academics of the school, they felt sports and other types of inter-school competitions were neglected. This was observed to be in keeping with the personal priorities of the principal and also due to a lack of physical facilities for the institution.

A brief review of the interview with the principal contained the following salient features.

(a) The principal was very clear on her priorities and the direction. She wished to give the institution.

(b) Accordingly she took care to see that both staff and pupils accepted into the institution, would benefit and serve the purposes of the institution.

(c) There was a constant effort made to be authentic in her relationship and to avoid communication gaps as far as possible.

(d) The principal consistently communicated her vision to her staff and created an atmosphere for participative decision-making.

(e) There was a firmness in handling the negative elements in the institution, while she willingly trusted those who worked honestly.

The Institution is relatively young. It does not have either a P.T.A. nor a past pupils' association. The chief reason could be that the principal has not yet directed her efforts in this direction. There was also a negligible impressions given that parents did not have adequate channels to voice their opinion. This is in contrast to Institution

"H" and "G" where community relations are established channels for feed-back are existent and utilized to improve the school. Observation of the institution, revealed a free relaxed atmosphere. The pupils were not expected to observe discipline in the traditional sense. This freedom permitted to the pupils did not make them rowdy - but in class, there seemed to be a certain amount of insensitiveness to each other among the pupils.

They were also demanding with regard to their teachers, though not hostile or disrespectful. The school atmosphere, the manner in which business was transacted in the school office, created a certain sense of decorum. The teachers never took positive action against the pupils. The classroom atmosphere gave the impression of being individualistic, rather than striving for a co-operative effort at learning. A sense of caring for school property too was lacking.

Though the institution is relatively young, it has gained a good public image and attracted worthy men and women in the teaching profession too it. The over-all profile places most of the areas assessed in the 1st group. However, the humanistic aim that the principal is pursuing for education does not seem to produce the espected results.

The principal believes in a non-directive leadership behaviour. It is found to be effective with the clerical and teaching staff but no so with the pupils. In the well-considered opinion of Kurt Amin (1980) "stabilization of institution" within the school is necessary.

a) to spare children and young people the embarrassing situations which arise if they are always left to establish and consolidate their own regulations,

b) to build up in pupils habits which make it easier for teacher's not only to plan the pupil's individual subjects, but also to be sufficiently free and adaptable to cope with pupil's learning problems, to be available in person to their pupils.

In this area this institution needs to rethink its policy though because its numbers are small - it may not yet feel the negating factors too sharply.

INSTITUTION CODE NO. "N"

PROFILE OF INSTITUTIONAL EFFECTIVENESS

IONAL CLIMATE						PRINCIPAL LEADERSHIP BEHAVIOUR				ACADEMIC MOTIVATION (Pupils') +120 +100 +99				ADMINISTRATIVE STRATEGIES							
Aloofness	Production Emphasis	Thrust	Consideration	CLIMATE	Aloofness	Production Emphasis	Thrust	Consideration	Highly Motivated	Moderately Motivated	Low Motivated	Placement	Curriculum	Organisation	Teaching	Evaluation	In-service Training	Staff-Morale	Budgetting
-	-					-	+	+	Percentage				$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$
													$\bar{X}$ = 12.1	13.1	12.2	11.1	12.7	23.8	14.4
.2	49.7	49.7	50.4	504		16	13	29	15	10.7	64.3	25.0	3rd	x = 11	14	11	10	16	26	16
					OPEN/AUTONOMOUS	= 29 - 14 = +15								-1.1, + .9, -1.2, -1.1, +3.3, +2.2, +1.6						

CHART NO.4.75 : OVER-ALL PROFILE OF INSTITUTION "N"

RANK	GROUP	EMERGENT VALUE	PUPIL'S MOTIVATION	CLIMATE	PRINCIPAL BEHAVIOUR	ADMINISTRATIVE STRATEGIES
1st	I		→ 2nd +120, +100, +99 10.7 64.3 .25	OPEN AUTONOMOUS	→ 1st - & + 29 - 44 = +15	
8th	II	FAITH BEAUTY				C - O - T - E - In.S.-S.M.- B -1.1, +.9, -1.2, -1.1, +3.3, +2.2, +1.6 → 14th
16th	III	COMPETENCE				
25th						

C = Curriculum
O = Organization
T = Teaching
E = Evaluation

In.S. = In-Service Training
S.M. = Staff-Morale
B = Budgetting

4.25 INSTITUTION CODE NO."I"

A. Introduction :

This Institution situated in a new densely populated section of a city is actually an extension of the parent institution for boys. The latter had been established to seek out and nurture talents in boys. The institution's philosophy postulated the perfect equality between the two sexes so naturally it turned its attention to the education of girls. On the same premises, in fact in the same building but on a different floor, a secondary school for girls was started. It was upgraded year by year until in 1980-1981, it sent up its first batch of S.S.C. students.

Institution Code No."J" and "I" belong to the same Trust and hence have the same over-all objectives, and the policies too are worked out after consultation between Principal and Management. The two institutions are administered by two Principals therefore whatever difference observable will be due to the personal role fulfillment and the interpretation of the aims and objectives by the principal - in other words the values of the principal will reveal themselves through the various tools used in the study. The dominant note of this institution too is that of spirituality. But the activities of each Institution are carried on separately and directly controlled by each Principal.

B. Aims and Objectives of the Institution :

Institution Code No.'I' is younger than Institution "J" and the enrollment from Std. V to X too is less than the latter institution. Observation indicated that it encouraged the academic aspect of education for the planning and supervision of work was done in great detail and rules and regulations regarding every aspect of professional behaviour were clearly specified. This was clearly the principal's interpretation of what priorities his Institution should hold.

The Principal stated in the interview that he had been moved by the ideals of Swami Vivekanand and the personal example and inspiration of their Foundress. The principal believed that the girls should be as well educated as the boys and be as efficient in playing their role in society. He claimed that he personally made every effort to see that they had equal opportunity for self-development. The principal also claimed that decisions were made with reference to the over-all objectives of the institution. These were spelt in their school hand-book as:

a) the pupils have a mastery over their mother-tongue,

b) they be trained to possess self-study skills, a high reading rate and skill in oral and written expression,

c) they pursue the sciences seriously and have a superior knowledge of the theoritical and an understanding of the practical application in the world of business and industry,

d) they are stimulated to be intellectually alert, to intelligently evaluate national and world affairs,

e) they be nurtured in a climate where they imbibe self-confidence modesty not snobbishness, dedication to a cause, not self-centeredness and the ability to do organized work in both big and small groups and not encourage selfish individualism.

f) Last but not the least, the awakening of the spiritual nature of the pupils is one of the greatest responsibilities of this institution.

These objectives clearly indicate the direction the institution wants to take but they leave a wide margin to the principal to spell out their achievement in the day to day administration. In the interview, when the principal was requested to state what type of formation he envisioned for the girls, he did not say much. Further observation of the principal indicated that while he was clear on what he wanted - he had not yet reflected on how to communicate successfully the measures he would use to achieve these objectives nor did there seem to be an evaluation of his own behaviour as affecting the achievement of these objectives. On the other hand from the administration point of view the principal proved to have an eye to detail and was methodical.

In addition, the principal had been presented with a set of objectives to state against each, how important he perceived it to be and how important would he have preferred it to be. The scores would reveal (a) the priorities in the objectives, implying the values underlying these would be named, (b) a discrepancy between the two evaluations per objective would

indicate the degree of identification of the principal's personal aims with institutional objectives.

The principal's scores indicate that the discrepancy exists mainly with the output goals - hence the principal seems to want to concentrate more on these. The goals were further categorized into output, support, elitist and service goals. The scores indicate a well balanced emphasis on support, output and service goals in the sense that they are considered priorities. The Elitist goals are ignored. The Graph No.162 indicates the importance of various objectives as the principal perceives and prefers them. The results indicate that except for the output goals, which are evaluated in terms of concrete results, the principal appears satisfied with the performance on other goals. There is much weightage given to support goals - however an evaluation of the extent the principal truly comes across as supportive would be helpful. Table No.4.70 gives the resulting scores.

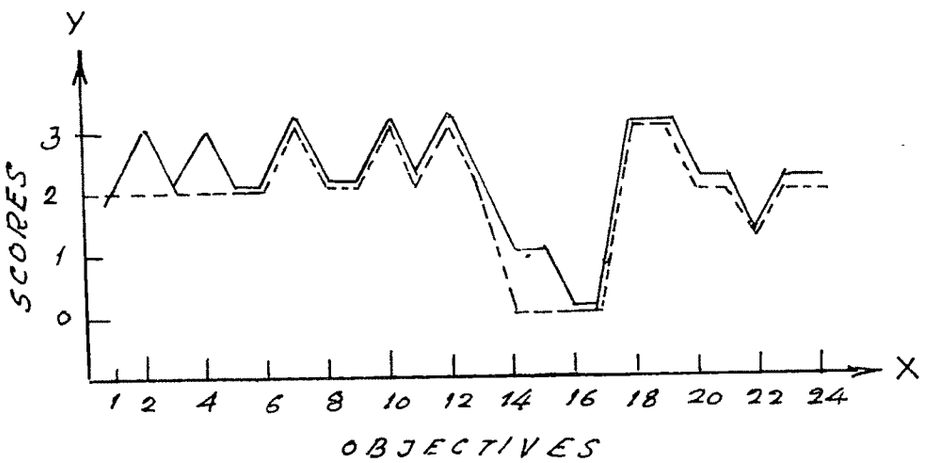
Table No.4.70 showing the scores obtained by the Institution in the four category of goals.

INSTITUTION "I" Goals	Output	Support	Elitist	Service
Maximum Obtainable Scores	18	18	18	18
X Scores	13	14	8	13
Percentage	72.2	77.7	44.4	72.2

GRAPH-162

INSTITUTION CODE No. "I"

INSTITUTION PRINCIPAL'S PERCEPTIONS OF INSTITUTIONAL OBJECTIVES AS "PERCEIVED" AND "PREFERRED" BY HIM FOR HIS INSTITUTION



—— OBJECTIVES AS PERCEIVED BY THE PRINCIPAL

– – – OBJECTIVES AS PREFERRED BY THE PRINCIPAL

C. The Value Profile of the Principal :

This profile has been drawn from the values that have emerged through the questionnaires given to the principal and to the pupils. The principal's self-evaluation on the degree to which he felt he possessed the three terminal values and their clusters indicate a self-awareness that one possesses a balanced repertoire of values - see graph No.163.

Graph No.164 depict values that emerge as a result of choice for alternative action made in imaginery situations. The graph indicates that Goodness is the dominant value. This coincides with the over-all value profile which shows "goodness" as the dominant value. However, a majority of the pupils have scored this value as being possessed by the principal to a small degree. - see graph nos.165, 166. Regarding the other values, the opinion of the principal is divided. There is a degree of consensus of opinion expressed by the pupils on the value of Faith. The possession of this value is supported by the evidence that the choice of the Management whose 1st priority is religious formation fell on this principal for the post and secondly observation too indicated that the principal is religious minded. The values named in the spontaneous response of the pupils indicate a strong, disciplined character.

An example of how values do influence the interpretation of objectives is the scoring by principal of institution "J" and that of institution "I". The former considers the objective of "producing students with thorough intellectual formation" to be of little importance. His policy is to make sure that pupils who

gain admittance into his Institution are already of a certain calibre - hence he concentrates on special talents rather than on general intelligence improvement. The school activities bear witness to this. The Principal of institution "I" wants a total emancipation of the girls and first step towards this ideal is the development of their intellect, so in this institution academics are stressed. The principal of institution "I" is keen on good results. The principal of Institution "J" not so.

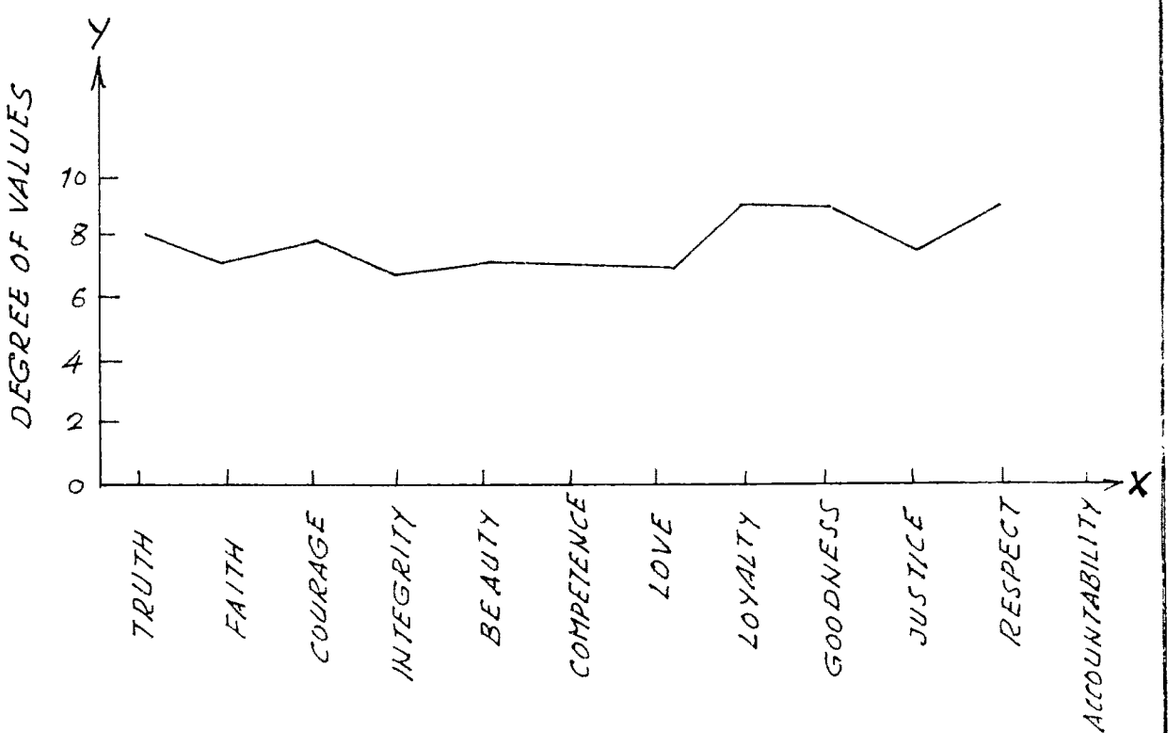
The arrangement of the offices in Institution "I" point to a desire to be in direct control of all inter-actions within the institution. The Principal's office, the staff room and the clerical office are all accomodated in one large room divided by thin plywood partitions with openings. It does make for speedy despatch of work but it also prevents the staff from feeling free to be themselves, under the vigilant eyes of principal.

This principal is on the whole helpful and capable of giving effective help to the staff, but as a person he is aloof and though not intolerant does indicate a one-track mind. The staff are free with the principal but the rapport that exists between Principal of institution "J" and his staff is lacking in institution "I".

Both principals come across as being persons of intergrity but the principal of institution "J" comes across as one who has clarified his values, has grown as a person and in the context of modern social conditions and is able to enrich all those who come into contact with him.

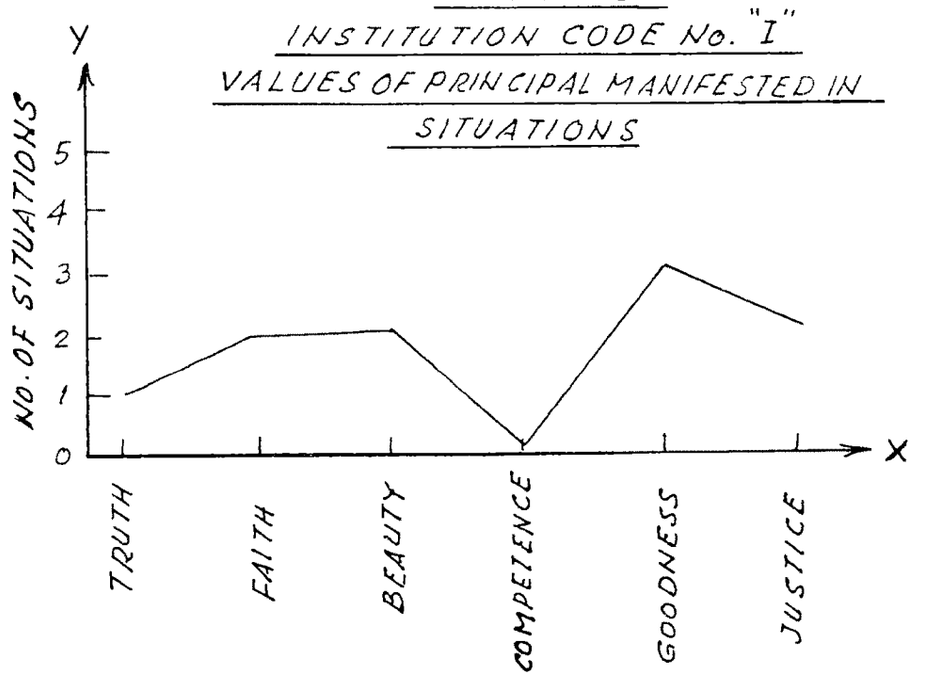
GRAPH - 163

INSTITUTION CODE No. "I"
VALUES OF PRINCIPAL



GRAPH - 164

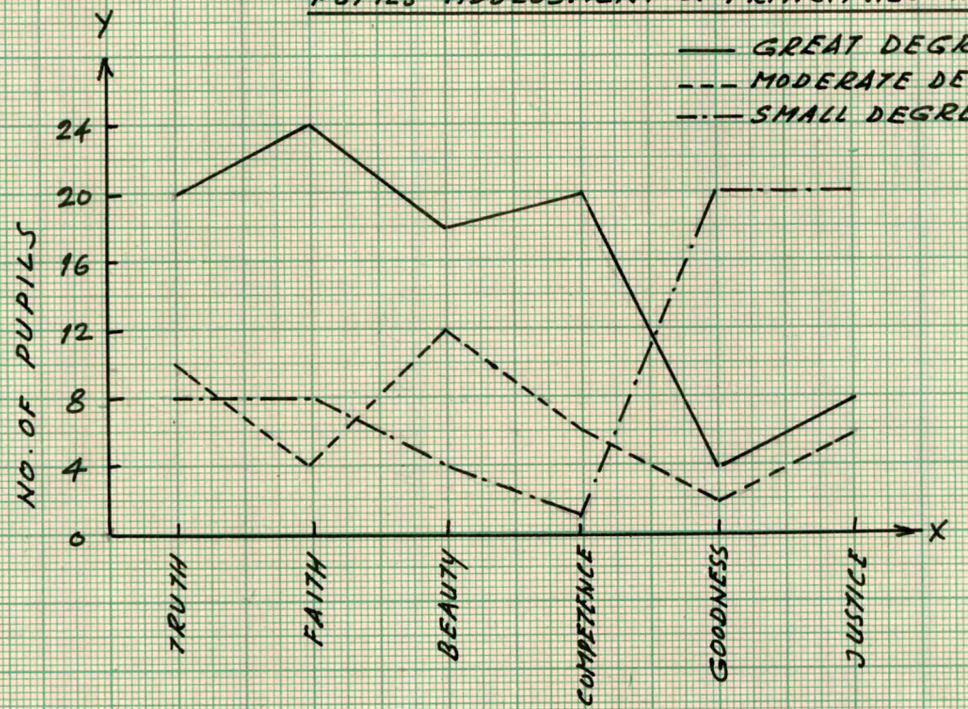
INSTITUTION CODE No. "I"
VALUES OF PRINCIPAL MANIFESTED IN SITUATIONS



GRAPH - 165

INSTITUTION CODE No. "I"

PUPILS' ASSESSMENT OF PRINCIPAL'S VALUES



GRAPH - 166

INSTITUTION CODE No. "I"

PUPILS' SPONTANEOUS RESPONSE ON PRINCIPAL'S VALUES

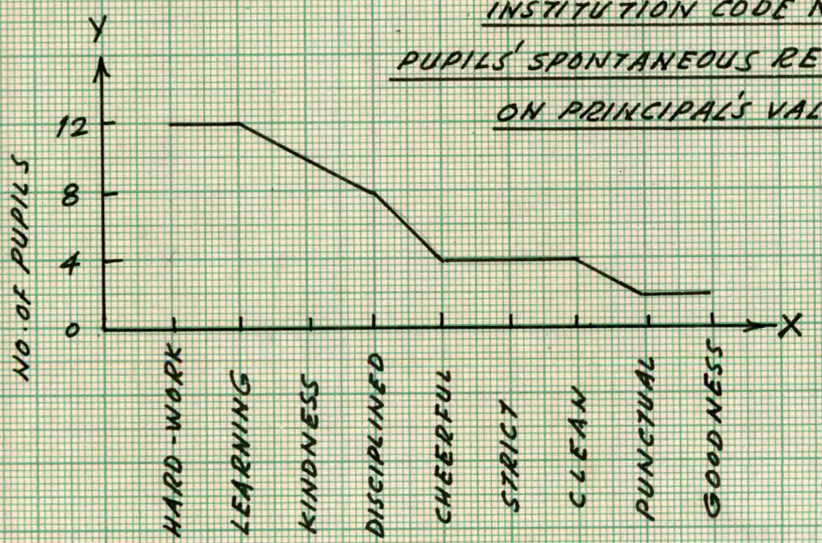
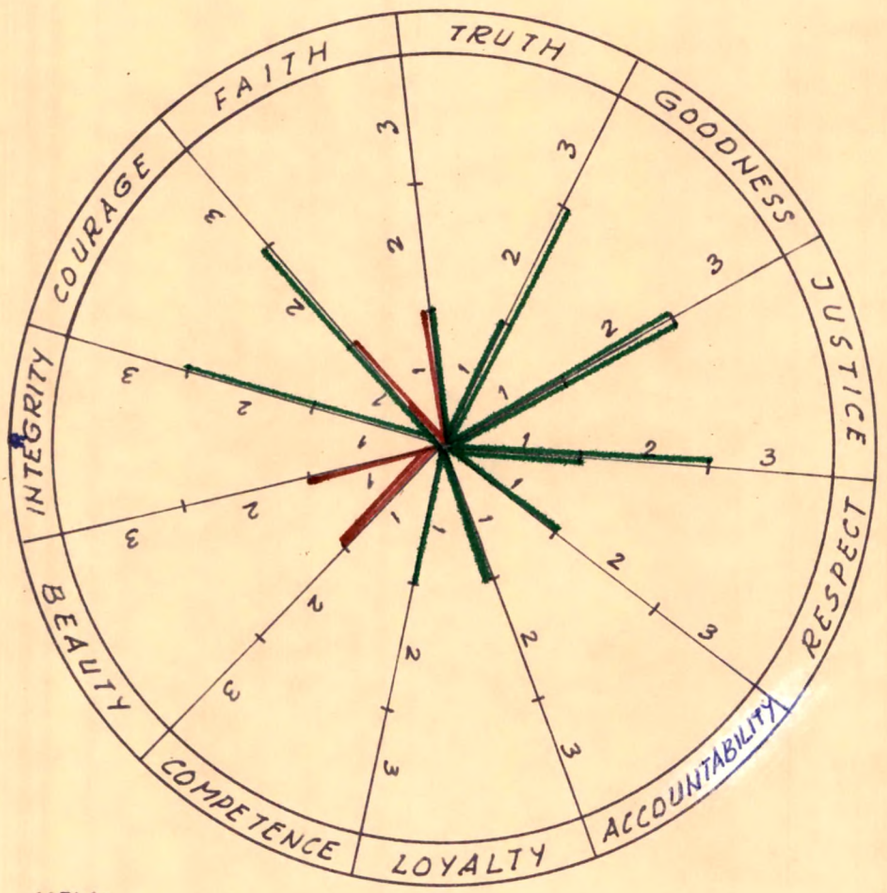


FIG. 4.76

INSTITUTION CODE No. "I"

VALUE PROFILE OF PRINCIPAL



KEY:

PRINCIPAL'S VALUES

PRINCIPAL'S VALUES - MANIFESTED IN SITUATIONS

PUPIL'S ASSESSMENT OF PRINCIPAL'S VALUES

1 = REPRESENTS 60% (FOR PUPILS' ASSESSMENT)	SCORE 3 (FOR SITUATIONAL VALUES)	SCORE 8 (FOR PRINCIPAL'S VALUES)
2 = " 70% "	SCORE 4 "	SCORE 9 "
3 = " 80% "	SCORE 5 "	SCORE 10 "

NOTE:-

SCORES OBTAINED BELOW THE ABOVE MENTIONED SCORES IN THE THREE QUESTIONAIRES ON VALUES ARE NOT MARKED ON THIS PROFILE

D. Principal's Administrative Strategies as Predicator of Institutional Effectiveness :

As stated before, the principal claimed that the decisions regarding policies and daily administration were always taken keeping in mind the over-all objectives of the institution.

The principal was in constant communication with the staff and since the school was small in size, it was possible to supervise thoroughly. The principal stated that supervision of lessons was not done by entering the class. He preferred to do it from the corridor where he could observe the teacher without it being too obvious.

The investigator was invited to a staff meeting conducted by the principal. It was observed that there was a certain air of formality and the principal admitted that while the staff were free to approach him at any time, the relationship was on the whole functional. The agenda for the meeting indicated that each staff member would report how far he/she had progressed in carrying out the project they had planned for the whole year. The report given by each teacher was specific in its details, mentioning the difficulties they expected to encounter in procuring the material for the project, how they proposed to overcome that difficulty etc. The principal questioned them minutely on how they would go about it, mentally checking on the feasibility of the project, its relevance to the pupils concerned. The principal seemed efficient in handling the entire staff meeting. He was well informed both on the topics chosen as well as on the community resources and resourceful in offering suggestions.

The second part of the meeting dealt with the evaluation of the S.S.C. results. Here the principal seemed to turn into a task-master. He stated that they as an institution had not fulfilled their obligation and satisfied public trust. The staff listened without comment and the functional rapport that existed a little while ago lessened. At no point was the principal harsh, but manifested a dogged determination to get across his views, which were expressed forcefully but unimaginatively. The principal was observed to correct some staff members who turned aside among themselves to comment. The whole atmosphere of the meeting was serious unrelieved by any laughter or moments of relaxed attention.

The principal also responded to a questionnaire evaluating the administrative performance in seven critical areas of administration. The scores indicated that the principal was of the opinion that the institution was functioning well in all areas but needed to improve the teaching competencies of the staff. Questioned on this, the principal commented that the staff were not sufficiently creative in conducting their class. They did not consistently give off their best.

The staff members were expected to cater to their own professional growth. The available courses were recommended to them and they paid their travelling fare and board.

There was no formal parent teacher association. The parents were allowed to visit the school but it was reported that they do not have much say in the activities of the school. The school participates enthusiastically in all State and National feasts.

GRAPH-167

INSTITUTION CODE No. "I"
PRINCIPAL'S ASSESSMENT ON ADMINISTRATIVE STRATEGIES



A —— SCORE OBTAINED BY INSTITUTION "I"

B - - - MEAN SCORE OF 25 INSTITUTIONS

Table No.4.71 showing the self-evaluation of the Principal on Administrative Strategies against the results of the twenty-five sampled Schools.

Sr. No.	Administrative Items	Raw Score X	Mean Score $\bar{X}$ of 25 Institutions	Diviation from $\bar{X}$
1.	Curriculum	14	12.1	+2.1
2.	Organisation	18	13.1	+5.1
3.	Teaching	10	12.2	-2.2
4.	Evaluation	13	11.1	+2.1
5.	In-Service Training	14	12.7	+2.7
6.	Staff-Morale	24	23.8	+ .2
7.	Budgetting	16	14.4	+2.4

E. Organizational Climate as Predicator of Institutional Effectiveness :

In order to find out the prevalent climate of this educational institution as well as to see if it was a nurturing environment for fulfilling the worthy purposes the institution had committed itself to, the organizational description questionnaire devised by A.W. Halpin (1968) was administ red to a random sample of the staff members.

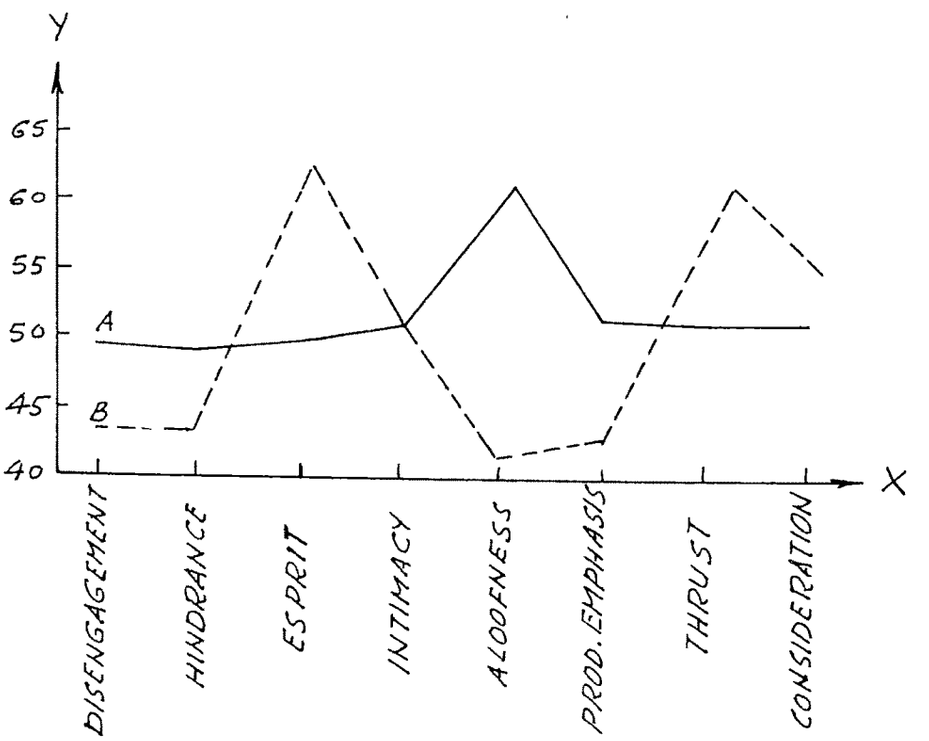
The responses were scored in terms of the eight dimensions to this climate which when calculated, indicated the type of climate prevalent in the institution.

The similarity score showed the climate to be of the autonomous type. This type of climate is characterized by sufficient professional freedom to work in order to get job-satisfaction. The vignette for this climate also claims that it provides an "almost complete freedom 'from the principal' to the teachers to built their own structures-for-interaction, so that they can find ways and means within the group for satisfying their social needs." This did not appear to be true of Institution "I". Perhaps that is the reason why the second dominant dimension revealed by the scores is "closed" climate. To support this, the scores on aloofness and hindrance are high when compared with the "open" climate prototype scores. Aloofness refers to the principal dimension of behaviour and is a negative aspect while hindrance too is a negative aspect of leadership behaviour but as perceived by the staff.

However, the scores on consideration are high, and this dimension has been observed to make the principal task-oriented but without being harsh. The staff as a whole are disengaged, and work well as a group, and do accomplish the tasks of the organization. The vignette continues, "the principal's leadership style favours the establishment of procedures which provide guidelines, the teacher can follow. He does not personally check to see things are done. He does not force people to produce". This is true of this principal as observed during data collection. The "closed" climate dimension probably emerges because while the principal is too directional while

GRAPH-168

INSTITUTION CODE No. "I"
ORGANIZATIONAL CLIMATE PROFILE



EIGHT DIMENSIONS OF CLIMATE

A —— SCORES OF INSTITUTION "I"
B – – – "OPEN" CLIMATE PROTOTYPE SCORES

being well-meaning. The autonomous dimension is dominant, because there is a good functional rapport between the principal and the staff and the principal is able to lead his staff but a certain rigidity in the behaviour prevents him from being totally effective.

F. Pupils' Academic Motivation as Predicator of Institutional Effectiveness :

The pupils observed for a week during data collection appeared friendly and purposive in their behaviour. Since there was no attempt at regimentation - they moved freely and approach their teacher very freely too. Naturally, since their numbers were limited, there were no disciplinary problems.

A rendom sample of one senior class was chosen and administered the Junior Index of Motivation to measure the level of motivation towards the school and towards studies of these pupils. The scores of all the pupils were categorized into three types - +120 and above which indicated high motivation, +119 - +100 indicating average motivation and +99 and below indicating low motivation. The results are depicted on Table No.4.72.

Table No.4.72 showing academic motivation level of the pupils.

N = 27

INSTITUTION "I"	Highly motivated +120 and above	Average Motivation +119 to +100	Low Motivation +99 and below	Rank
percentage	3.7	74.1	27.2	6th

According to the scores, the institution's placement was 6th among the twenty-five institutions studied. The scores ranged from +136 to +68.

Some of the statements of the pupils were taken and studied to discover their attitude to life and to other. The answer revealed that inspite of the institution's commitment to provide an ideal environment for the acquisition of knowledge and character formation, some of the responses of the pupils were not optimistic. The pupils numbered twenty-seven. Twenty-three of them agreed that knowing the answer was more important than knowing where to get the answer. Twenty agreed that there was a limit to man's intelligence and the same number agreed that there was a limit to man's intelligence.

On the other hand, twenty-three agreed with the statement that "being right is more important than being kind, - a pointer to the austerity of conviction of their principal.

The pupils claimed that love for their country, truthful, hardwork, leadership, good-behaviour were values stressed by their principal during assembly.

The over-all impression obtained was that the pupils were not aware or indifferent to institutional effort to promote religious devotion. It appears as in the case of the staff - the input was so strong, that the pupils did not appear to sift what they were learning of life and make deliberate choices. However, conflict between the ideology of the home and school did not appear.

G. Conclusion :

The over-all impression obtained from this institution is that it is achieving its purposes to a degree, since the principal is competent, in earnest and dedicated to a Cause.

It appears that he would have been more effective if he had reflected more on the nature of his commitment, on what were the educational priorities in the context of the over-all objectives of the institution - if there was a clarification of values and an evaluation of the behavioural pattern in terms of how he really came across to others.

All these measure would have aided him to be more effective. A definite area of weakness is the poor contact and lack of channels for the using of opinion by the parent body in school affairs. Co-operation from the community the institution professes to serve, while at times it may be interfering nevertheless provides on authentic feed-back to the institution on its performance.

INSTITUTION CODE NO. "I"

EVALUATION OF INSTITUTIONAL EFFECTIVENESS

L CLIMATE sion ↓ Leader				PRINCIPAL LEADERSHIP BEHAVIOUR				ACADEMIC MOTIVATION (Pupils') +120 +100 +99				ADMINISTRATIVE STRATEGIES							
Aloofness	Production Emphasis	Thrust	Consideration	CLIMATE TYPE	Aloofness	Production Emphasis	Thrust	Consideration	Highly Motivated	Moderately Motivated	Low Motivated	Placement	Curriculum	Organisation	Teaching	Evaluation	In-service Training	Staff-Morale	Budgetting
-	-	+	+						Percentage										
												$\bar{X}$	12.1	13.1	12.2	11.1	12.7	23.8	14.4 $\bar{X}$
1 50	50.1	50.1	49.8	PATERNAL/ CONTROLLED	17	12	23	11	18.1	63.5	18.4	2nd	12	8	12	10	13	25	15 X
						29 - 34 = +5							- .1	-5.1	- .2	-1.1	+ .3	+1.2	+ .6

CHART No.4.78 : OVERALL PROFILE OF INSTITUTION CODE NO."I"

RANK	GROUP	EMERGENT VALUE	PUPIL'S MOTIVATION	CLIMATE	PRINCIPAL BEHAVIOUR	ADMINISTRATIVE STRATEGIES
1st	I		+120, +100, +99 3.7, 74.1, 22.2			C - O - T - E - In.S - S.M. - B +2.1, +5.1, -2.2, +2.1, +2.7, +.2, +2.4
			→ 6th			→ 8th
8th	II			AUTONOMOUS	+ & - 41 - 37 = +4	
					→ 15th	
16th	III	GOODNESS		CLOSED		
25th						

C = Curriculum
O = Organisation
T = Teaching
E = Evaluation

In.S. = In-Service Training
S.M. = Staff-Morale
B = Budgetting

4.25 INSTITUTION CODE NO."J"

A. Introduction :

This Educational Institution situated in a now densely populated section of a city came into being because of a gifted visionary who sought the approval and aid of a local University to start a school for the gifted. If the University would undertake such a school, he would offer to take charge of it on behalf of the university. He received a negative reply - undaunted he set to work and in 1961, the whole concept was brought to a workable pattern. The full-fledged Higher Secondary School was started in 1969.

The school in which this research was conducted is part of a huge Complex conducting eighteen different activities : three educational, four research oriented, four agricultural and seven industrial and commercial. All these branches offer mutual financial aid. Hence finance is never the primary consideration (either in terms of capital or expenditure) in the framing of policies for the Educational Institutions.

Institution code No."J" caters for boys. On the same premises, but on another floor there is a sister high school for girls and administered by a different principal. Both institutions are unaided and recognized up to Class X. The enrollment is deliberately kept down to 35 pupils per class . The school offers mainly science, commerce and some vocational courses prescribed by the Central Board of Secondary Education, New Delhi. English is the medium of instruction for science, Commerce and Mathematics; Hindi and Marathis is used for Social Studies and Literature.

The Organization is a non-political body which has formed itself into a Trust with the Director at its Head. There is a formal Executive Council whose members are elected - these are mainly prominent citizens and educationalists - not necessarily those who contribute to the Founding Fund. There is also the Informal Executive Council comprising of all heads of the various Institutions. These meet regularly every fortnight to discuss their common problems. The Principal may or may not be co-opted on the formal executive council. As Head of any one of the Institutions he is automatically the member of the Informal Executive Council. The entire organization of Trusteeship reflects that amassing money is not the main objective.

B. Over-all Institutional Objectives :

The philosophy of education subscribed to by this school has its basis in spirituality. "Whether it is formal education through academic classes or informal education through industrial activity or social education through agricultural service to people - spirituality forms the basis for all these".

The over-all objective is stated as Hand-book of the Institution "Education is the manifestation of perfection already in man and religion is the manifestation of Divinity already in men. Thus the supreme objective of education is to encourage the manifestation of more and more Divinity by making man more and more perfect." The second objective is to awaken in the minds of the pupils a consciousness concerning the society and nation in which they live and a consciousness concerning the

whole of humanity. The third objective is to achieve an intergrated healthy growth inspite of the stress and strain as they strive after excellence. The fourth objective is that the above three objectives be achieved through the inner motivation of pupils.

Operational Objectives

These over-all objectives have been made workable in the every day running of the school through the operational objectives.

1) Three weeks are reserved during the 1st Term when every student from Stds. V to X undertake some projects either in the physical or social sciences or the humanities.

2) Emphasis is laid on self-study methods, asking questions and freely expressing one's self is encouraged.

3) There is an enrichment programme every evening after school hours. The pupils play games and continue field-study by contacting their age group from all walks of life. The venue is always a public garden or park.

4) There is an organized religious training in the form of daily Upasana. Readings are taken from the Vedas, the Upanishads and Bhagawad Gita. Std. VIII pupils take the Deekshahaghrana - the oath of being wholly dedicated to the discipline of knowledge.

5) Since the primary objectives of the Institution is to provide educational opportunities for gifted pupils, the admission policy is geared to the selection of such pupils and funds are generously spent in equipping the Institution.

There is no class, nor caste or religion baring the admission. A small percent of pupils are also provided with scholarships.

That prominence is given to the spiritual development of the pupils is evinced by the fact that a hall has been set aside for Upasana. Prominence is also given to prayer and meditation at the weekly Assembly. Though both formal and informal occasions either begin or end on a spiritual note, there is no formal training in the Holy Books nor any formal instruction on morality. The Principal maintained that a successful training in the discipline of hard work as well as a genuine striving after excellence provided a sufficiently nurturing environment for a genuine moral training. Note should be made that the principal is of the same mind as the Founding Fathers. The Founding Fathers claimed that even the building bespoke its overall objectives. The building is constructed so that it looks like the combination of an Hindu temple architecture and the time-defying strength of an old Hindu Fort. The Investigator found a studious atmosphere prevalent. Neither teachers nor pupils appeared listless or wandering aimlessly.

Objectives Assessed by the Principal :

The Principal's self-assessment on the priorities he gives to the four categories of objectives should that there was a balanc in the emphasis placed on the Output, Support and Service goals. This data is supported by the picture obtained in the indirect questioning during the interview.

Priority placed on "Support" goals implies that the principal's opinion, choices, and manifested behaviour reveal a consistent deliberate attempt on his part to win his co-workers to achieve institutional purposes. That "service goals" are deliberately focussed upon by the Principal is manifested when the principal is found sensitive to the Community his institution is serving, when his aim is not only the achieving of immediate results, e.g. excellent results for S.S.C.) but long-time futuristic goals.

The scoring by the principal on the objectives given in the questionnaire reveals that he considers the intergrated formation of the pupils to be very important, and he would give priority to it before intellectual formation even. This is revealed in his scores as well as in the interview. The principal did not wish to stress outward discipline - he felt the pursuit of excellence in all that one undertakes is itself an effective discipline.

The pursuit of service goals has wide connotations for an Institution. It can imply being sensitive to be expressed needs of the community rather than pursueing one's own pre-planned path. It can imply spending its time and energy on goals which because of their very nature will not yield immediate result e.g. gearing its own's policies to "form" its clientele. The pupil of Institution "J" in the scores he has gained, and the interview revealed a single-minded perusal of service goals, and a playing down if not rejection of "elitist" goals (The scores on elitist goals are low).

The categorization of the objectives and the scores obtained by the principal are given in Table No.4.73.

Table No.4.73 shows achievement of objectives as perceived by the principal.

INSTITUTION "J" GOALS	OUTPUT	SUPPORT	ELITIST	SERVICE
Maximum obtainable Scores X	18	18	18	18
Scores X	11	11	8	12
Percentage	61.1	61.1	44.4	66.6

The Principal of Institution Code No.'J' explained his personal vision in a scheduled interview. He stated that he had totally identified himself with the Institution. He seemed deeply aware of the exigencies of his role. He felt that the present student body came into the Institution with values which at times clashed violently with his own as well as those propogated by his Institution. The widening difference between them at times made him wonder if he was fighting a losing battle though his faith and confidence never wavered. He felt he would not lose faith nor confidence in his task because though he worked to keep his Ideal pure he was realistic enough to understand human nature. Though the majority may never attain the ideals put by the Founding Fathers, the ideal would always remain a beacon light and some would always measure up to it.

The pupils themselves, testified that they felt inspired by the personal example of their Principal which bespeaks of clean living, service, a simplicity of life and dedication to a noble cause. As an Educationist, the Principal realised that abstract ideals do not appeal to children, hence he constantly put before them national and regional leaders worthy of emulation.

He also claims to make a conscious consistent attempt to be a person of intergrity. He declares that his core value is honesty and he stresses inter-personal relationships not out of a motive to use people but because he genuinely loves people. He contacts people not only for work but also to get to know them better personally.

Investigator observation on the practical approach of the Principal for achievement of Objectives

The Principal seemed not only clear on his priorities but took steps to ensure that the staff were clear on their teaching objectives. Each teacher was expected to write an essay on how he/she was going to teach her subjects and what her/his aims were. The Principal believed that this exercise helped the teacher clarify her objectives.

The Principal admitted that he did not follow any specifically formulated system of supervision. He felt he had a reliable memory for check-up. However, he preferred working on the basis of trust. He made sure that he had communicated his expectations clearly to the staff explaining to them the criteria of performance.

Staff-meetings were a well-planned regular weekly or fortnightly affair - meant to review the week or fortnight preceding the meeting - the over-all objectives were focussed upon after attending a staff-meetings, the Investigator felt the principal first accepted the staff as persons and then challenged them to better performance. The Principal said that he also spends time informally with his staff members at least once a week during their tea-break, when he has tea with them. He also claimed very strongly that he treated all personnel no matter what type of work they were engaged in, in his Institution on an equal basis and with respect.

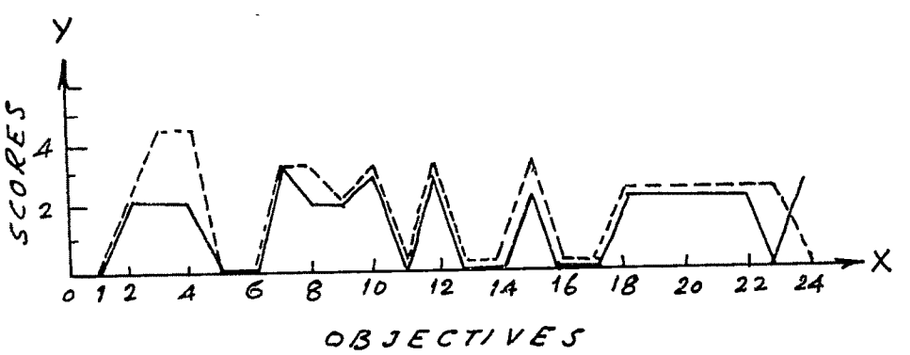
The Institution itself took every precaution to see that those who were recruited for the Institution were really fit and willing to follow its ideals. The recruited staff, e.g. were given psychological test, to make sure that they were capable of teaching profitably the students of the calibre that was admitted into the Institution. The Applicant was not only tested for mastery over the content matter but how much love he/she revealed for the subject itself.

The over-all impression obtained from the interview was that the educational objectives formed the reference points for the critical tasks performed by the principal and that he did not submit to outside pressures. He also appeared to be receiving positive encouragement from the Management. The objectives of the Trust coincided with the personal goals of the Principal.

GRAPH-169

INSTITUTION CODE No. "J"

INSTITUTION PRINCIPAL'S PERCEPTIONS OF INSTITUTIONAL OBJECTIVES AS "PERCEIVED" AND "PREFERRED" BY HIM FOR HIS INSTITUTION



—— OBJECTIVES AS PERCEIVED BY THE PRINCIPAL

--- OBJECTIVES AS PREFERRED BY THE PRINCIPAL

C. Value Profile of the Principal :

The value profile of the principal has been drawn from the three terminal values of Truth, Beauty and Goodness and their respective clusters. The value clusters emerged as a result of the scores obtained from the principal's self-evaluation and the pupil's assessment.

i) Principal Scores :

The principal's scores on values obtained reveal high loading on Truth and its clusters indicating that he is strong on these values. Truth and Faith which belong to the same cluster are core values. Graph No.170, 171 present the position of the chosen values according to the scores obtained. Goodness, Justice and Competence are next in importance for the Principal. The fact that other values do not emerge does not imply that the principal does not possess these values. It only means that these have not come through in the tools used for this study. However, the emergent values surface consistently through the interview and observation and staff opinion obtained by the investigator.

ii) Pupil Scores on Principal Values :

The above findings are again strongly supported by pupil's assessment on the values of the principal. 78.7% of the pupils assess their principal as being very truthful, 69.6% of the pupils assess him as manifesting deep faith. 66% of the pupils feels he is a good person - in himself and to others while 63%

of the pupils feel he is competent and 60% say that he is just.

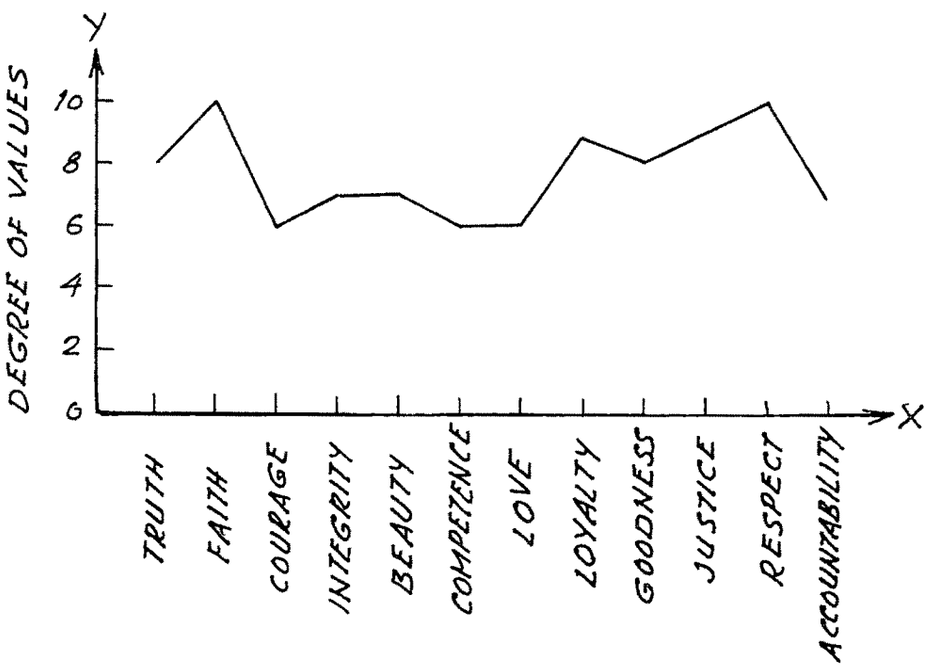
An interesting feature of the pupil's evaluation of their principal to be noted is the scores (frequency) are uniformly high on all values. The graph depicting the scores (frequency) of pupils marking their principal on the degree to which he possesses a value, show no inter-section, on the three lines - see graph no.172, 173. This indicates a lack of division and a positive, stable unanimity of opinion as expressed by the pupils. The graph No. 172 shows the principal's values scaled on three frequencies. The top most line shows the value being possessed to the highest degree. The second line shows the possession of the value to a moderate degree and the lowest line shows the least possession of that particular value. An inference that can be drawn from this is that whichever values emerge as being manifested in the behaviour of the principal, they are coming through to the pupils.

This synchronizing between Principal manifestation in behaviour of his value system and the pupil's observation of his values offers a rich area for further research viz. the relationship between clarification of values and their manifestation.

In a free response, the pupils again named Truth, Faith and Goodness and Competence as being the principal's dominant values - see chart no. 4.79 . Truth being the dominant value of this Principal, at brief recalling of its meaning is in place. Truth is defined philosophically as the correspondence of the intellect with reality, or the agreement between the

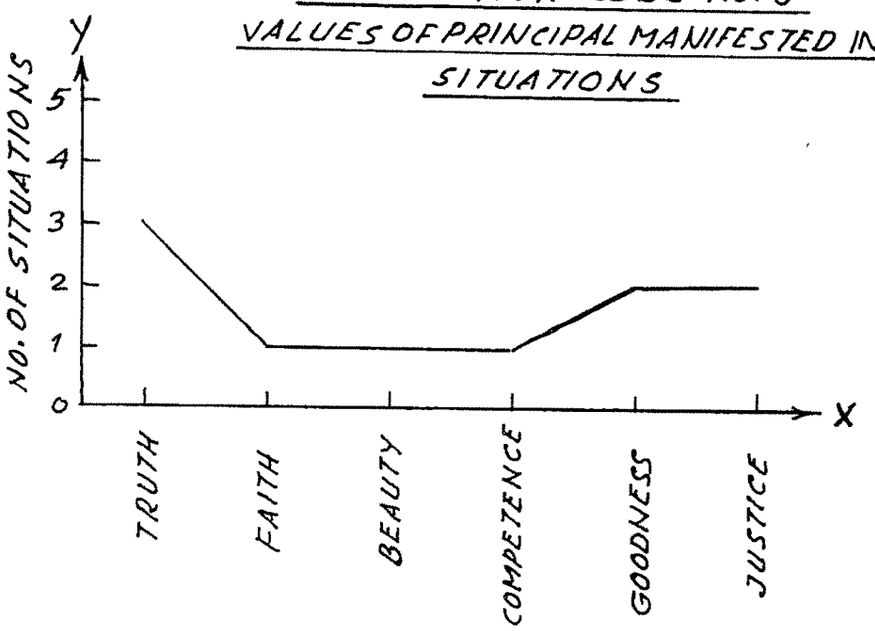
GRAPH-170

INSTITUTION CODE No. "J"
VALUES OF PRINCIPAL

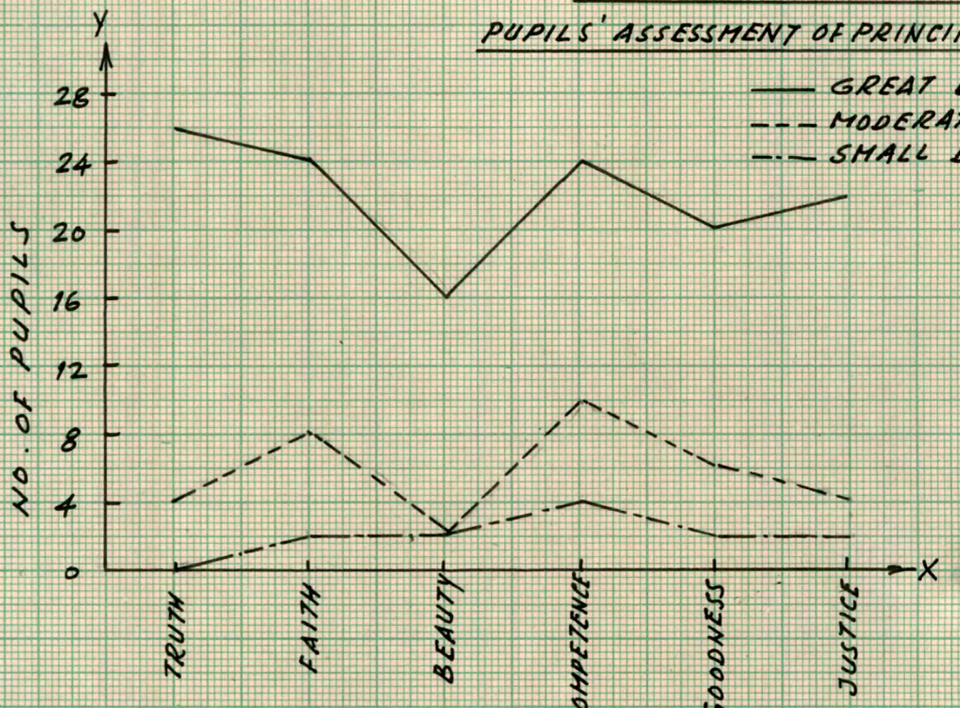


GRAPH-171

INSTITUTION CODE No. "J"
VALUES OF PRINCIPAL MANIFESTED IN SITUATIONS



GRAPH - 172
INSTITUTION CODE No. "J"
PUPILS' ASSESSMENT OF PRINCIPAL'S VALUES



GRAPH - 173
INSTITUTION CODE No. "J"
PUPILS' SPONTANEOUS RESPONSE ON PRINCIPAL'S VALUES

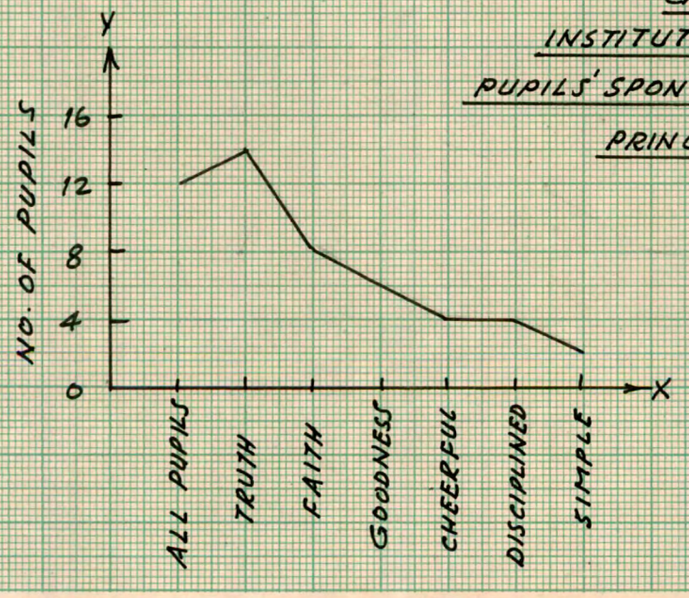
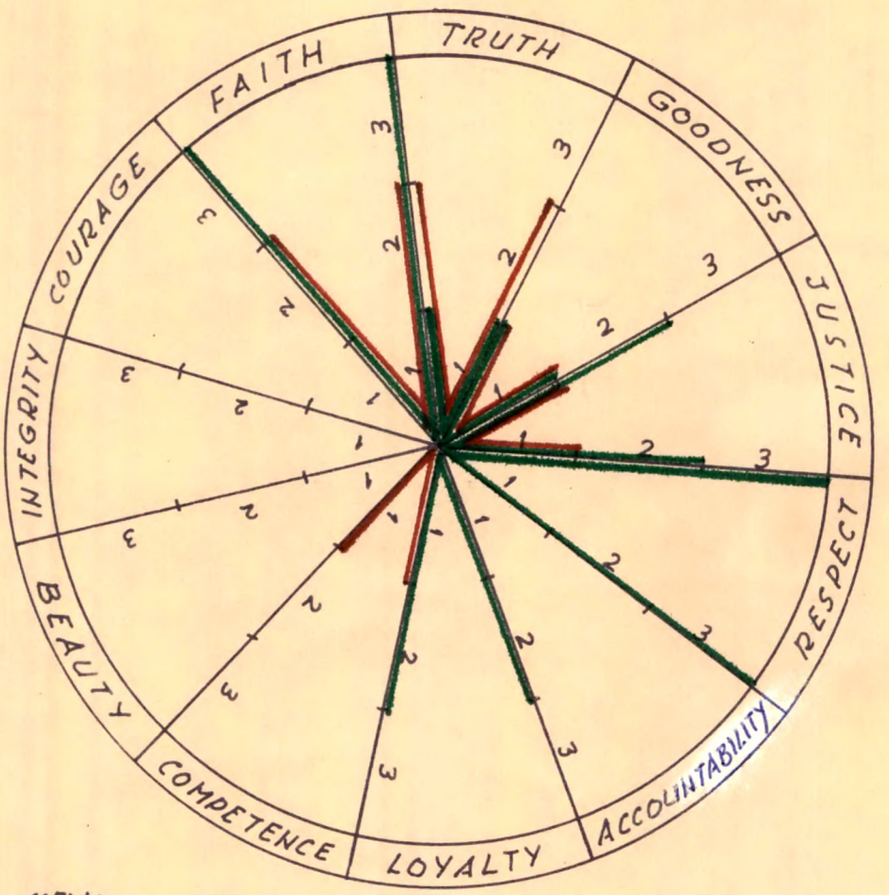


FIG. 4.79

INSTITUTION CODE No. "J"

VALUE PROFILE OF PRINCIPAL



KEY:

PRINCIPAL'S VALUES

PRINCIPAL'S VALUES - MANIFESTED IN SITUATIONS

PUPIL'S ASSESSMENT OF PRINCIPAL'S VALUES

1 = REPRESENTS 60% (FOR PUPILS' ASSESSMENT)	SCORE 3 (FOR SITUATIONAL VALUES)	SCORE 8 (FOR PRINCIPAL'S VALUES)
2 = " 70% "	SCORE 4 "	SCORE 9 "
3 = " 80% "	SCORE 5 "	SCORE 10 "

NOTE:—

SCORES OBTAINED BELOW THE ABOVE MENTIONED SCORES IN THE THREE QUESTIONAIRES ON VALUES ARE NOT MARKED ON THIS PROFILE

mind and fact. It is a state of mind which arises from knowing a thing as it really is, namely from formulating at least implicitly a judgement. This value looked at from a pedagogical point of view is the object of all knowledge (J. Maritaine - 1973). He also asserts that the beginning of human action, in so far as it is human, there is truth - grasped or believed to be grasped for the sake of truth. Without trust in truth, there is no human effectiveness. Thus if this value is dominant in this principal, it implies that it will help him to be realistic in his appraisal of situations and authentic in his relationship to people for truth does not go with deceit and diplomacy. He would in all probability possess an inner strength which comes from clean living. This was factually observed in this principal. The present study however, does not go into these deeper implications but suggests that these are promising areas for further research - see fig.no.79 & Chart No.81.

D. The Organizational Climate as Predicator of Institutional Effectiveness :

The fact that the principal's leadership behaviour is effective is shown by the climate that emerges through the organizational climate description questionnaire. The climate that characterizes this institution is 'open' with a leaning towards being "controlled" as well.

The Open Climate depicts a situation in which the members enjoy extremely high Esprit. The scores on Esprit are relatively

high when compared with the scores of other schools where the climate also emerges as open. The scores on Thrust too indicate a "high" level, while the scores on Hindrance are relatively low.

The chief feature of this climate from the "principal behaviour dimension" point of view is that the behaviour of the principal represents an appropriate intergration between his own personality and the role he is required to play as principal in other words he comes across to his staff as being genuine. The investigator found this to be true from staff - conversation. The teachers on observation manifested a high calibre of professional behaviour. The scores on Disengagement were "low". The vignette for "open" climate states that the principal's policies facilitate the teacher's accomplishment of their task and the principal's description of how he went about his administrative tasks revealed this to be true. The positive and negative scores on the Principal Behaviour dimension of the Organizational Climate Description Questionnaire were compared. The difference was great indicating "high" scores on the positive dimension. The positive scores were +40 while the negative scores were +29, the difference being +11. The Investigator felt that the principal handled his staff from the position of "personal" power not "position" power. He, himself claimed that he was first among equals and never exercised his authority to coerce others into submission.

The school profile did indicate "control" dimension to be the second dominant feature what brings this about perhaps is the fact(as the Principal himself admitted) is that he sets high

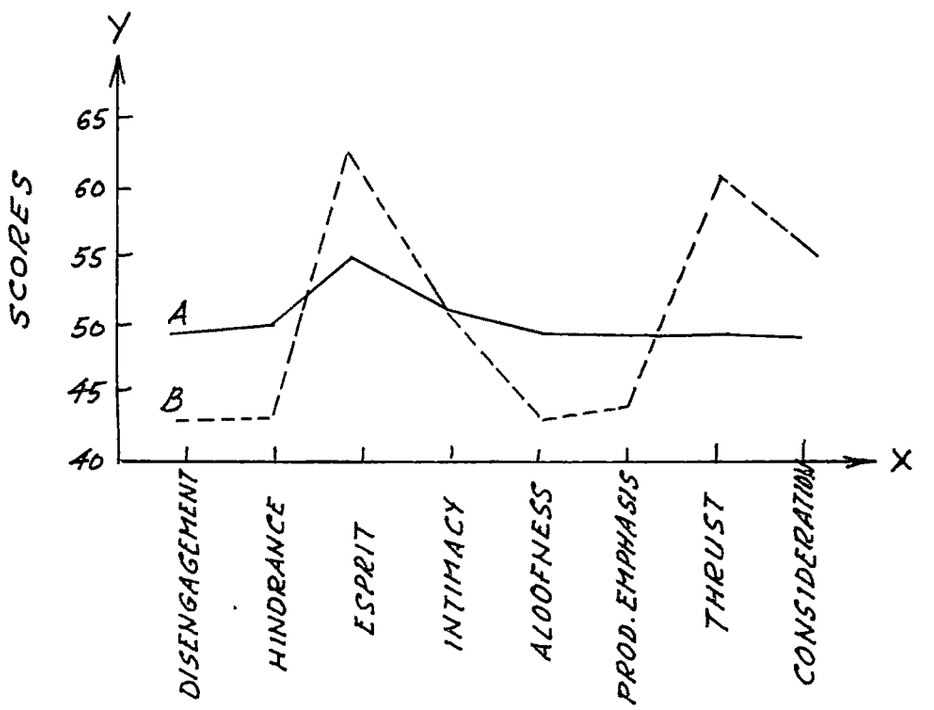
standards of performance for himself and for the staff and there are no compromises entertained; though he is very understanding. He needs to monitor all decisions and appears to exercise an indirect but real control over his subordinates.

However, he trusts his staff completely. The principal's office as well as the files are easily accessible to staff members. He also takes care to give a sense of dignity to his staff members by allowing then to perform important not 'critical' functions on his behalf. The scores on Thrust for schools with "Open" climate are significantly high. This principal's scores are the second highest. The principal came across as authentic in his manifested behaviour and this was testified to by some of the staff. A.W. Halpin explains this authenticity through a descriptive analysis of manifested behaviour and points out that this offers fruitful scope for research. Authentic behaviour is not stylized, for the role one is in is not expressed ritualistically. The principal remains a person - constant predictable to some extent and people do recognize the man beneath the role. He is "whole", intergral in that his words, his deeds and his feelings reflect a unity. In this sense the Principal of Institution "J" is authentic. He administers in a manner that brings job. Satisfaction for his staff from task accomplishment rather than from social needs satisfaction.

It is recalled that the scores obtained in values were uniformly high as self-evaluated as well as when assessed by the pupils.

GRAPH-174

INSTITUTION CODE No. "J"
ORGANIZATIONAL CLIMATE PROFILE



EIGHT DIMENSIONS OF CLIMATE

A —— SCORES OF INSTITUTION "J"
B --- "OPEN" CLIMATE PROTOTYPE SCORES

E. The Principal's Self-Evaluation on his/her Competency in Administrative Strategies as Predicator of Institutional Effectiveness :

The principal evaluated his administrative behaviour on seven dimensions viz. Curriculum, Organization, Teaching, Evaluation, In-Service Training, Staff-Morale and Budgetting.

This self-evaluation revealed the principal to be strong on Organization, Staff-Morale and Evaluation for the scores on these were relatively "high". A senior teacher re-counted how the school went about its planning. The staff meets a week before the re-opening of school. Each teacher writes down the objectives of his particular subject - plans his work according to the methodology initiated by the Institution and establishes also his criteria of evaluation - subject to any modification by the Principal and the latter is vigilant enough to check any slackness. The over-all planning seems to give a judicious weightage to different activities. In order to ensure that teaching was carried on efficiently the Management ensured the recruitment of intelligent devoted teachers with a love for their subject. It provided incentives e.g. Salaries were fixed according to their qualification and not according to the class they taught. A teacher with creativity and initiative would lack nothing by way of material and opportunities. To keep them versatile the Management gave them to understand that they would be expected to teach from Std.I to Std.X. The changes were actually made in this manner. The staff members were made totally responsible for the tasks that devolved upon

them. They had free and easy access to all the facilities available in the Institute and the latter kept up-dating itself continually on this.

The Investigation attending a staff meeting at which the principal was evaluating the performance of Class X in a Unit Test observed that while there was no ignoring or minimizing the human causes that made up the failure, at no point was a teacher blamed or attacked. A group appraisal was naturally initiated by self-appraisal of any curricular or co-curricular activity for the criteria for performance was always established before the tasks were undertaken by both the principal and the staff. The principal's self-appraisal on his administrative behaviour revealed that he felt he was performing well on the following dimensions when compared with other schools.

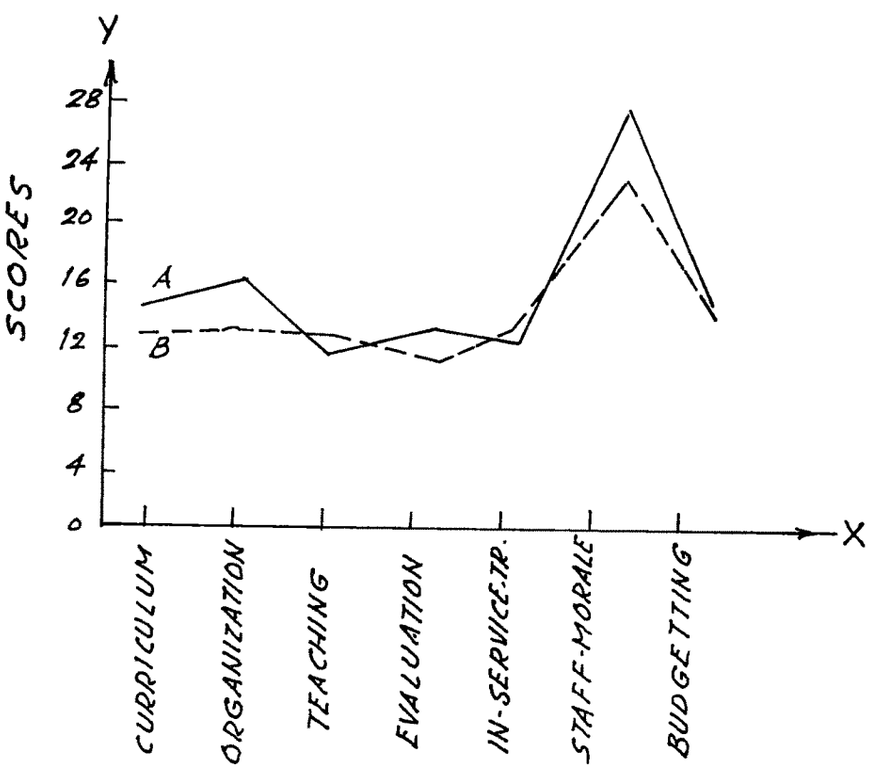
The school curriculum, organisation Evaluation and staff-morale. Observation of the institution and a brief checking of records reveals that the institution is performing well in these areas, and the appraisal of the principal is realistic.

The principal feels as stated before that teachers are not conscientious in preparing their lessons well and he also feels the Institution could do more in the area of budgetting more profitably and providing more frequent opportunities for in-service training.

The scores of the principal N are compared with the mean of the scores of all principals in this study and given below.

GRAPH-175

INSTITUTION CODE No. "J"
PRINCIPAL'S ASSESSMENT ON ADMINISTRATIVE STRATEGIES



DIMENSIONS OF ADMINISTRATIVE STRATEGIES

A —— SCORE OBTAINED BY INSTITUTION "J"
B --- MEAN SCORE OF 25 INSTITUTIONS

Table No.4.74 showing Principal's Self-Assessment on Administrative Strategies.

Sr. No.	Item of Administration	Raw Score X	Mean Score $\bar{X}$ of 25 Institutions.	Deviation $X - \bar{X}$
1.	Curriculum	12.1	14	+1.9
2.	Organization	13.1	16	+2.9
3.	Teaching	12.2	11	-1.2
4.	Evaluation	11.1	13	-1.9
5.	In-Service Training	12.7	12	- .7
6.	Staff-Morale	23.8	27	+3.2
7.	Budgetting	14.4	14	- .4

The next step is to see how the pupil's motivation level is effected by principal behaviour and the organizational climate.

E. Pupil Motivation towards School as Predicator of Institutional Effectiveness :

The Junior Index of Motivation has been designed to evaluate the level of motivation of the pupils. This motivation is directed towards their study; a wanting and knowing how to learn it implies a positive feeling towards the school, a caring for the property of the school and a healthy outlook on life.

Studies based on motivation indicate that the home environment is a more decisive factor for motivation and the school climate plays a relatively less significant role. The tool does not lend itself to finding out if the Principal also has an

effect on the pupils and to what extent. The motivation scores have been grouped into four categories and the percentage of pupils falling into each category is calculated. Taking +120 and above as a criterion, Institution Code No."J" ranks 5th among the twenty five schools for motivation level. The highest score obtained was +125, the lowest +58, the range being 67 and 34% of the class obtained +100 and above.

Table No.4.75 showing academic motivation level of pupils.

INSTITUTION "J"	Highly Motivated +120 and above	Moderately Motivation +119 to +100	Low Motivation +99 and below
Percentage	7.6	53.8	38.6

Further, certain Items in the questionnaire lend themselves to revealing the pupil's opinion on certain aspects of their educational process within the Institution. If the opinion of the pupils was taken on those items in the JIM scale that coincide with the objectives of the Institution the pupil's expressed opinion would reveal whether the goods were finally delivered or not.

The operational objectives in general had been (i) to cater to gifted pupils - to aid them develop their potential fully and in the practical sphere too. (ii) to prepare them to be leaders and at the same time to sensitize them to the condition of the Masses (iii) to provide a rich freeing

atmosphere that would aid their development. The responses of the pupils revealed that the school seems to have whetted their appetite for personal achievement.

Twenty-six pupils responded to the questionnaire. Sixteen pupils disagreed that there was a limit to man's intelligence, while twenty-two agree that wasting time was even worse than wasting money. Seventeen pupils disagreed that most people would like school better if the teachers did not give grades. Also the majority did not think that the institution would run efficiently if the pupils were allowed to do things as they liked - implying that they appreciated the discipline that the Institution stood for.

On the other hand, the opinions of some of the pupils revealed that the psychological climate in which the pupils worked, supported and nurtured the talented, but it had a negative discouraging, influence on pupils with low motivation. Instances of this were revealed in the responses of the pupils.

Seventeen pupils agreed that most of the teachers liked to drive students if they have a chance, while eighteen felt that many teachers were not considerate of student's feelings.

Twelve out of the twenty-six felt that some teachers seemed to enjoy making students suffer.

However, the classroom climate is not appressive is born out by the fact that only.

Seven out of twenty-six students claimed that students were generally punished without cause. Only eight pupils agreed that teachers know more and do less than most people. And eighteen pupils disagreed that asking questions in class usually got pupils into trouble.

These responses reveal that the pupils generally speaking find the school atmosphere a happy one and they are happy in their relationship with their teachers. Since the Institution has committed itself to nurturing the talents of the pupils, it checks that the staff plan activities that go with the syllabi. However, the teacher's efforts on regular instructional input was observed to be unsatisfactory. This observation of the Investigator was confirmed by principal who admitted that while the staff was good at projects, activities, they lacked the consistent dedication to perform as well in their regular classroom teaching. Speaking on the subject of continued contact with pupils leaving school, there is no formal Past-Pupil Association, but contacts with pupils are willingly maintained. Out of every 30 - 35 pupils who leave its precincts 4 to 5 return after completing their training to serve their Alma Mater.

The Institution makes serious attempts to keep informed of students when their performance meets with staff or Nation wide recognition. The school also does not have a P.T.A. The Principal claims that parents are attended to whenever the need arises. Not many parents were found to visit the school during the week of observation. During the week spent for data

collection, the Principal was found to be relaxed, courteous and attentive to visitors as well as his personnel. He appeared methodical, yet not method bound and despatched clerical tasks speedily.

Finally, the observations made by the Researcher on the school atmosphere, the staff, the Principal are briefly noted below.

(1) School Atmosphere

There was an atmosphere of learning during school hours. Pupils moved out of class when necessary and were not constrained. During a change of periods, the pupils were not seen to purposively get ready for the rest subject. The staff too did not enter the class on the dot of the bell, but were seen to be purposive and relexed in the movement - a reflection on the kind of discipline demanded by the principal. The pupils were observed to be intelligent and lively in class and responded well to their teacher.

(2) Staff Impression

The relationship among staff members was observed to be functioned; it was also gathered from staff conversation that they obtained job-satisfaction; mediocre teachers did not last long in this Institution.

(3) Principal's Manifested Behaviour

The principal, at no time gave the impression of being rushed, or not having time for people. He also appeared to be

very sensitive to the need of establishing support with his staff. He made it a point to meet them regularly on informal occassions. He also made an effort to get to know his domestic staff.

The over-all impression obtained of the principal was that he looked upon his role as a means of being of service to others. The Investigator attended two staff-meetings and concluded that they were not principal dominated. In the interview the Principal had stated that his priorities for his institution were:

(a) The dedicated pursuit of knowledge,

(b) Ensuring the spiritual formation of the pupils,

(c) Respectful attitude towards all.

His expected educational outcome was

(a) Pupils who being dedicated seekers after knowledge would make a concrete contribution to knowledge.

(b) Pupils who would be the future leaders of our country and possess intergrity of character.

(c) Pupils who would choose to serve their country rather than lord it over her countrymen.

The principal expressed his satisfaction at achieving his goals to be extent possible for him. It is interesting to note that the principal acknowledged that only a minority would attain his ideals and he was not discouraged. Other principals who come under this study and do rank high have expressed the same opinion.

However, the tools measuring the effectiveness of the Institution put the principal in the 1st group as shown in the Profile Fig.No. 4.81.

A "value-conscious" principal emerges as a realist. In the self-appraisal on his performance as an administrator, these principals do not score themselves high. Hence this principal fits himself into group No.II - Other role-incumbents appraisal of the Institution puts him in Group No.I.

INSTITUTION CODE NO. "J"

PROFILE OF INSTITUTIONAL EFFECTIVENESS

CLIMATE				PRINCIPAL LEADERSHIP BEHAVIOUR				ACADEMIC MOTIVATION (Pupils') +120 +100 +99			SCHOOL PLACEMENT	ADMINISTRATIVE STRATEGIES						
Production Emphasis	Thrust	Consideration	CLIMATE	Aloofness	Production Emphasis	Thrust	Consideration	Highly Motivated	Moderately Motivated	Low Motivated		Curriculum	Organization	Teaching	Evaluation	In-service Training	Staff-Morale	Budgetting
-	+	+	OPEN/CONTROLLED	-	-	+	+	Percentage										
												$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$
												$\bar{X}$ 12.1	13.1	12.2	11.1	12.7	23.8	14.4
.7	49.7	50.2	50	16	13	27	13	7.6	53.8	38.6	5th	χ 14	16	11	13	12	27	14
				= 29 - 40 = -11								-1.9	+2.9	-1.2	+1.9	- .7	+3.2	- .4

CHART NO.4.81 : PROFILE OF INSTITUTION CODE NO. "J"

RANK	GROUP	EMERGENT VALUE	PUPIL'S MOTIVATION	CLIMATE	PRINCIPAL BEHAVIOUR	ADMINISTRATIVE STRATEGIES
1st	I	TRUTH	+120, +100, +99 7.6 53.8 38.6 → 5th	OPEN	+ & → 3rd 40 - 29 = +11	
8th	II	FAITH JUSTICE GOODNESS				→ 9th rank C - O - T - E - In.S. - S.M. - B +1.9, +2.9, -1.2, +1.9, -.7, +3.2, -.4
16th	III					
25th						

C = Curriculum
O = Organization
T = Teaching
E = Evaluation

In.S. = In-Service Training
S.M. = Staff Morale
B = Budgetting

OVER VIEW OF THE PROFILES :

In the entire educational undertaking, the principal has the major responsibility for obtaining both human and material resources, for putting them together in a desirable fashion and for helping to focus energies on the major educational problems at hand. In influencing the learning climate of the school, no other individual is potentially as powerful as the principal. His relationships are reflected in the effectiveness of the organization, in the ways in which teachers work with children, and ultimately in the personalities of the children themselves.

The study of these twenty-five institutions have thrown abundant light on how the values of the administrator affect his role performance. Principals who emerged as persons whose decisions and actions are value oriented came across as self-possessed, with clear ideas on what they wished to achieve and a realistic appraisal of their school situation. Newell (1978) maintains that the strength of self is central in effective human relationships. Most problems of human relationships which principals encounter have their origin both in the principal and in the external situation. The studies reveal that principals who have scored high on the selected aspects of institutional effectiveness and are strong on values are unanimously (within the sampled schools) successful in relating to others. e.g. Institution Code No.N. J, G, L, S, Y and A.

On the other hand, a lack of either values or inter-

personal skills results in a certain degree of ineffectiveness e.g. Institution Code No.F, E & M while an inability to relate to school personnel is some times accompanied by failure to pursue a value in all its implications and results in ineffectiveness e.g. Institution V, U, T, Q, K, C, D, B & I. Most of the principals appointed to that post do embrace some priorities, but what seems lacking is a constant clarification of what that value implies in terms of a current school situation. This aspect needs to be studied further, but there is a clear indication in this study that theirs is a relationship between the degree to which a principal clarifies his values and his effectiveness as a leader. Explaining the concept of authenticity further C. Newell (1978) states that "individuals who behave authentically do things in their own way within the requirements of their professional role." It is possible for a principal to act on his value system no matter How stringent his situation may be; it takes courage and patience but the institution benefits from this kind of leadership.

Another factor was that the organizational climate profiles of each institution was compared with the scores of the "open" climate. The results show a consistently high scores on aloofness even when the over-all climate emerged as open, a negative dimension in leadership behaviour. It would be interesting to study if our cultural values play any part in the self-image our principals have and is consequently communicated to the staff. The open climate scores for 'aloofness' are 42 points; the highest for the sampled school was 61.6 points

(obtained by Institution Code No.'I'. The lowest score obtained was 48.9 (obtained by Institution Code No.'L') much too high when compared to the established ideal.

Consequently, the scores for Disengagement ranged from 60.2 points (obtained by Institution Code No.'E' to 49.0 points obtained by Institution Code No.'V'). The "open" climate prototype scores are 43 points.

It was also observed that on the whole, the scores on Esprit were low when compared to the ideal.

All these factors could be studied against the context of the cultural values of our society and see if they aid or hinder in effective administrative performance.