

Chapter VSUMMARY OF FINDINGS, SUGGESTIONS AND OVERVIEW

The study has investigated how the personal value system of the principal as perceived within a given theoretical framework of values makes him effective in his role performance. While, it is true that he may by the very nature of the position and responsibility he occupies, be able to withstand tension for short periods of time, his own mental health cannot be positively sustained over long periods, unless he also experiences personal needs satisfaction and in the professional context, the satisfaction he will seek is achievement, success and the fulfilment of the purposes of the institution. Naturally, he will ascribe to some educational philosophy; the question pursued here is whether an educational philosophy is sufficient to motivate the principal to a competent standard of performance or would his personal value system be a more effective motivating factor.

Education is particularly susceptible to attention in the value domain by virtue of its position and function in society. This is also what constitutes the peculiarities of educational administration. Administrators in education are called upon to manage an enterprise which is critically related to the well-being of our society viz. the teaching of literacy, the teaching of critical thinking and the facilitation of social mobility, the last implying that educational institutions are committed to an unbiased approach to controversial issues - so far they have been treated as impartial agents for promulgation of ideas.

There is another aspect to educational institution. They have come into existence because society wants to "initiate" "educate" its young to its own way of life. Naturally then, they are committed to some philosophy of education. Since principals are dealing with students who are in a developmental stage of life, it is essential that leadership skills be developed which are humanistic in nature.

A school should be evaluated in terms of what it is striving to accomplish - its philosophy and objectives and according to the extent to which it is meeting the needs of the students enrolled and of the community it serves. The philosophy and objectives, must of course, be acceptable to some agency (an accrediting association, a state department of education, a Board of Trustees or a Religious Organization) if the evaluation based upon such philosophy and objectives is to be recognized beyond the confines of the school. A school may be said to be effective to the extent that there is congruence between its objectives and its achievements. (Getzels, 1969)

The overall objective of any institution will be spelt out in the context of a philosophy of education. Idealism as a philosophy of education has values as its basis and the self-realization for the individual as the ultimate aim of education. Horne (1946) says that "Truth, Beauty and Goodness are the spiritual ideals of the race and therefore the supreme task of education is the adjustment of the child to these essential realities that the history of the race has disclosed."

Jacques Maritain (1973) speaking in a similar strata, says, "A person possesses absolute dignity because he is in

direct relationship with the realm of being - Truth, Beauty and Goodness and with God and it is only with these that he can arrive at his complete fulfilment". Both these philosophers consider these three universal values as the foundation for forming and educating man.

This philosophical approach already contains within itself certain specific values. The problem here is not whether this 'idealist' approach is too narrow or whether it is all encompassing - rather the stand taken is that this approach has been adopted and the problem investigated is, to what extent the value oriented approach to education contributes to institutional effectiveness. Do the value system of the principal influence the way he administers his institution. Do the value positions reflected by the organization itself make a difference to its administration.

There is a peculiarity about educational institutions that makes Carlson (1965) call them "domesticated" organizations. Unlike economic organizations, the school is not compelled to attend to all the ordinary and usual needs of an organization such as a competitive propaganda for recruitment of clients and financial backing. There is no struggle for survival. Funds are not closely tied to the quality of performance. The school does not have to compete on the basis of efficiency with rival organizations - it has a monopoly on education. As a consequence, schools feel a restricted need for and interest in change. Again, since the efficiency of the school has never really been challenged, few yardsticks have been developed to measure the quality of the

4 school's product or the efficiency of its production. There are few controls present to support consumer demands for high quality, wide distribution and low cost. Hence, the measurement of effectiveness cannot be a simple study of the relationship between input and output measures of the school.

However, measures for effectiveness will have to take cognizance of the theoretical framework of administration.

Administration as a Process

Administration whether in education, industry or government refers to a human activity that involves a minimum of four components: (i) The task, (ii) The formal organization, (iii) The work group, and (iv) The leader.

Administration is also a social process in the context of a social system. Looked at from this angle, it shows three types of relationships - structural, functional and operational. Structurally administration is a hierarchy of super-ordinate-subordinate relationships within a social system, functionally this hierarchy of relationships is the focus for allocating and intergrating roles and facilities in order to achieve the goals of the system. Operationally, the administrative process takes effect in situations involving person to person interaction. In the analysis of administrative behaviour, the concept of social system is applicable regardless of the level or magnitude of the system under consideration. The fact that administration always functions within a network of interpersonal and social relationships makes the nature of this network a crucial factor in the administrative process and is also the reason for calling it a

social system.

Role Significance of the Principal

The complexity of the current educational enterprise requires a massive effort of co-ordination. The principal's role demands some co-ordinative functioning among units and people. To the extent that he is not knowledgeable about some of the specifics of the areas with which he works, but is insightful regarding ways in which all the parts of the organization can mesh to provide quality education, he is a generalist. To the extent that he is the master in a narrow area of specialization he is a specialist. In both these functions his values will emerge in the following areas:

(1) The Decision Making Process

The principal is a decision-maker and since values are his function, the function of the environment and of time, there must be some guiding principle that ensures effectiveness. He frequently operates at the vortex between other people's values and his own and he cannot ignore their values nor refuse to take a stand on his own. Actually, decision-making is an action that proceeds along a continuum. The continuum constitutes the recognition of the need for a decision to the eventual completion of all acts that are a result of the decision and that make the decision operational. Firstly, values will have determined the definition of the problem, secondly, it will influence the criteria or standards by which a solution will be evaluated and become acceptable and finally it may also influence from where is the data going to be collected.

(2) The Exercise of Power

This refers to the span of control implying how many people are expected to report to the principal, but also how the power will be exercised - as a bureaucrat or as a democrat. Power in organization is of two kinds - ascribed power or position power that is given from above and which gives one the ability to effect obedience in a hierarchical setting - achieved or personal power which comes from below and refers to the ability to influence or persuade others to accept certain behaviour or criteria. The value system of the principal will decide which kind of power will be exercised and consequently which kind of power will characterize his behaviour pattern. The principal's values will be manifested in the manner in which he delegates the requisite atmosphere for group thinking and permits freedom of expression.

Problem Solving

The successful handling of problems too is a major task of the principal. His perception of the problem as one that he must handle within the total task assigned to him will depend on his values. So also will the criteria by which solutions will be evaluated and finally the relevancy of the solution too will depend on how successfully the principal has clarified the relevant value.

How values operate in these three major process of every educational institution will be explained in the discussion of the profiles of the twentyfive institutions.

They have been studied under the aspects of (i) administrative strategies, (ii) organizational climate and -

(iii) pupils' academic motivation.

Fig. No. explains how values would influence and contribute to effective communication. Successful communication between principal and the various role incumbents is decisive in achieving institutional purposes. When the principal's behaviour is motivated by values that are actually acted upon, those who perceive him and interpret his behaviour find a consistency in his three major acts - exercise of power, decision-making and problem solving. There is also the possibility of tension being reduced since communication will be clear. Further, the principal will be able to handle the personal or environmental blocks which may exist in himself or in his environment. The broken lines indicate communication which has originated in value indicators or dysvalues; while the straight lines indicate communication that has originated in values. The 'receiver' of the communication in the educational system could be either the staff, functionally closest to the principal, the pupils, the parents and the community.

Administrative Strategies

Overview:

The principals of each of the twentyfive sampled schools had scored their administrative behaviour as perceived by them regarding instructional leadership in curriculum, teaching and evaluation; regarding the organization of persons and material resources and finance and finally his planning of extension services. The scores of each principal on each dimension had been arranged in rank order and finally the schools were placed in order of how the principal had scored himself on all seven

dimensions from the highest to the lowest. The total sample was then divided into three equal groups. The results revealed a number of insights:

(i) Principals who ranked themselves high on administrative strategies have mostly paternal climate, characterizing their institutions.

(ii) The principal who fell into Group No.II for administrative strategies showed high scores on the positive dimensions of leadership behaviour and their school climate was most characterized as "open". In other words, these scored high on their actual role performance but had scored themselves as average for administrative strategies.

(iii) Although the tool lacked a counter-check in the form of the teacher perception of principal's administrative behaviour as measured by the same tool, the concept of competency is the underlying theoretical basis for this tool and so it indicates how competent the principal considers himself to be.

A self image that is remotely aligned to the image as perceived by others would indicate that the principal is not in touch with reality. Argyris says, "If one must have a title for effective leadership, it might be called reality-centered leadership"- meaning he equates reality with effectiveness. He adds further, that reality diagnosis requires self-awareness and the awareness of others. Theorists speaking on the functional aspects of values believe that the process of value clarification and value adoption of its very nature puts a man in touch with reality- (Brian Hall, 1973) The profiles show that

9 principals who do not reach the predetermined standard of core-ness in values have an unrealistic image of their competency.

(iv) Principals who manifested a coreness of values either through the results of the tools or through the interview and observation of administrative behaviour were also gauged to be clear and specific in the overall operational objectives for their institution. Some principals manifested a greater depth of vision. The content and style of the hand-book indicated how well the spelling out of institutional objectives was done.

(v) Most of the principals who clarified their values were found to follow a democratic pattern of administrative behaviour. Those who clarified their values and chose the bureaucratic approach find themselves handicapped by the communication gap and the results of the profile indicated these principals to be less effective than they would otherwise have been. Here, it would be proper to state the findings of Jack Frymier, in his book "Nature of Educational Methods", (Charles Merrill Book, Ohio, 1965, p. 32) who established after a careful study of 265 researches, that democratic persons are more perceptive, have positive self-image as well as that of others, behave independently and listen to others. While the case is reverse with authoritarian people. He says "democratic behaviour would also seem to possess life-giving, life-supporting, homostatic or integrative attributes; the result of democratic behaviour is to make all men better, to increase the quality and quantity of communication and to maximize the organization". (p.33)

(vi) Certain schools manifested problems e.g. of power struggle, staff hostility. The principal was found to administer

his institution to the satisfaction of his clientele. The tenacity of purpose and a sense of duty could spring from his personal value system.

(vii) Principals who had succeeded in achieving institutional effectiveness are principals who give great importance to establishing rapport with their staff-members. That this kind of attention pays rich dividends is testified to by researches as well as by educationists. "To gain acceptance that will promote organizational growth, the principal must possess social skills for getting along with people and have the ability to understand and motivate individuals and groups". (Krajewski,

(viii) Innovative practices were most of the time initiated by the principals and were relevant to the needs of the current situations; however, in a number of schools, sufficient time was not taken to prepare the climate for it; consequently bringing about those innovations involved the expenditure of a lot of psychic energy.

(ix) In some cases, the principals in planning their policies, did not pay sufficient attention to support goals, even though theoretically they were specific about the educational goals. The goals were operationalized in terms of what "others must do" without considering what their own contribution had to be - hence their attention was more on working out detailed procedures for routine work. They did have certain priorities, e.g., Institution Code No. V's principal insisted on discipline and order. That of Institution Code No. K, was very particular about personal appearance of both personnel

11 and pupils. The principal of Institution Code No. W demanded good social behaviour from his pupils while the principal of Institution Code No. P did not seem to have spelt out his goals in the context of an extremely expensive institution (the enrolment numbered 2000). His contact with his pupils was minimal for him to attract his pupils to a higher level of motivation. (The JIM scale scores for this institution were rather low).

(x) Each principal's assessment of the critical areas in administration showed that they were well aware of their strengths and weaknesses- Almost all of them had blue-prints for improvement. Of course, some of these principals are gifted with higher conceptual skills and would naturally attain a higher degree of success. On the whole, the studies seemed to point out to the fact that against the context of their natural management talents, how effective the principal would make his institution was depending on how well he clarified his values in terms of the current situation.

Organizational Climate

Conceptually, organizational climate is the state of the organization which results from the interaction that takes place between organization members as they fulfil their prescribed roles while satisfying their individual needs. It is the pattern of social interaction that characterizes an organization.

The organizational climate of an institution is a very authentic index of its effectiveness. Halpin states that the sub-tests on Thrust and Esprit provide an index of authenticity,

the chief distinguishing factor between an "open" and "closed" climates. The principal who scores high on thrust is not enslaved by a narrow definition of his role, nor does he seem to be pre-occupied with his status. He is more intent on task accomplishment. The principals of the twentyfive schools (sampled) were ranked in order of their scores on Esprit and Thrust. It was found out that schools that were characterized by an open or autonomous climates had scored high on Esprit and Thrust. This result was in keeping with all previous studies done on organizational climate.

A ranking of the sampled schools according to the sub-test results on Esprit and Thrust indicated that some schools ranked high on Esprit but low on Thrust. Esprit is the positive dimension of the group behaviour viz. the staff. It implied that the staff took sufficient pride in their institution and experienced a sense of loyalty or were sufficiently attached to the pupils or found meaning in their profession to function efficiently irrespective of the type of leadership offered by the principal.

Institution "P" ranked 6th for Esprit and 20th for Thrust. Institution "F" ranked 11th for Esprit and 23rd for Thrust.

It would be interesting to study the role, established tradition plays in creating a nurturing, motivating climate or environment for the educational experience of the pupils.

On the other hand, it was found that some schools ranked high on Thrust but were ranking quite low on Esprit, e.g.,

Institution "I" ranked 5th on Thrust and 15th on Esprit;
Institution "T" ranked 6th on Thrust and 12th on Esprit while
Institution "G" ranked 4th on Thrust and 20th on Esprit. The
question arises - is the principal too directional or domineer-
ing in the pursuit of institutional objectives for though the
sub-test on production emphasis is really the negative dimension
of principal behaviour, the scores of this sub-test too show
high scores for all these principals. A more plausible reason
could also be that the values of society are changing and a
sense of commitment is losing its worth. Further, it is the
acceptance, preference and commitment to values that transforms
a profession into a vocation. Unrealistic as it may seem, at any
one point in a person's development, his "job" will be more
meaningful to him as it becomes related to his conscious sense
of vocation. For a vocation gives direction to a person's life
as a whole, hopefully actualizing the purpose that allows for
fuller actualization of his individuality. When a person can
see his job as part of his foreseeable life span in his rela-
tion to others, then the drudgery that accompanies working at
any job is taken in stride as part of "my station and its
duties". If this vision is lacking, every task becomes a
burden and even a dynamic principal is an interfering leader.
Etzioni (1961) explains that educational institutions to the
extent they are normative organizations, they do attract and
hold participants largely on the basis of their high commit-
ment to certain ideals and goals and then one can expect to
find lower conflict between the individual and the demands of

his role. This implies that if the person is at ease in his role, he will achieve institutional effectiveness more easily. That commitment is a crucial factor in explaining behaviour over and above the presence of incentives is also shown in an experiment by Locke, Bryan and Kendall (1968). In these type of institutions, human relationships are even more crucial in affecting the way in which individuals function. Therefore, they are central to task achievement, e.g., in a supportive climate, persons feel less the need to defend themselves and their position against attack. Self-initiated behaviour occurs more readily. People are not pressurized into making decisions (Newell, 1968). This is evidenced in Institution 'G'. On the other hand, the results of Institution Code No.'D' would fall on the other end of the continuum. It is characterized by the "familiar" type of climate. During data collection, the investigator felt staff hostility palpably and yet the climate emerged as familiar. Studying the sub-test scores of this institution it was found that it has scored 59.4 on consideration, while the open climate prototype score is 55 points. The principal claimed that he was always respectful of others and acted with justice; some pupils too credited the principal with these values. Hence, without attempting a conclusive remark, one could say that even though the principal may not have succeeded in making his institution totally effective, his values helped him avoid worsening the situation. The same could be opined of Institution 'X' where power struggle is the negating factor. Institution Code No.'X' is characterized by the paternal type of climate but its next dominant dimension is "openness".

A general impression received on the eight sub-tests for each of the sampled schools is that:

(i) the scores on Aloofness are high. The "open" climate prototype score is 42. The schools' scores range from 61.6 (Institution "I") to point 48.9 (Institution "L");

(ii) the "open" climate prototype scores on Disengagement are point 43. The schools' scores range from 60.2 (Institution "E") to 49 (Institution "V");

(iii) the scores for Hindrance range from 60.7 (Institution "S") to 40.4 (Institution "R"). The open climate prototype scores are 43. However, the "open" climate prototype scores for Consideration are 55 while the schools' scores range from 59.4 to 49.6 indicating a closer distribution to the normal distribution.

Thus, on one hand, the overall picture of all the sampled schools show the scores on disengagement to be high, on the other hand, these schools have achieved a good public image and the scores on Thrust too are relatively high. But the scores on Esprit are on the whole disappointingly low. The question arises - is this due to the quality of the leadership of the principal or is it due to factors present in the teachers themselves. Educators conversant with teacher trainees programmes are of the opinion that today more and more applicants are getting into the teaching profession as the last resort of their job hunting spree. Hence, besides the fact that the values of the society are changing, is mis-fitness too a contributory factor towards low or indifferent commitment both

to the institution and to the teaching profession. This naturally calls for further study on teacher motivation and professional values of today.

Pupils' Academic Motivation

Parents, teachers and administrators are aware that the learning behaviour of their wards is influenced by the level of their motivation for learning. The overall research findings in this area of motivation is that it gives both direction and intensity to the learning behaviour of children. What components for academic motivation are included in a pupils' desire to do good work in school would yield helpful results - (Frymier, 1965, 1970) believes it is values, personality structure and curiosity among other things that account for motivation towards school. According to him, these pupils who are very perceptive and who believe in the world of ideas are more apt to desire to do good work in school than those who feel otherwise. Litwin and Stringer (1968) in "Motivation and Organizational Climate" state that among the components of climate affecting motivation of pupils, the chief ones are - staff-morale, teacher interaction with the pupils and the leadership behaviour of the principal.

The present study focuses on the last component investigating on how principal's values, institutional values and his relationship affect the motivation of the pupils.

Taking into consideration, the family background of the pupils tested in the twenty-five sampled schools, it was found that

(i) the results supported the findings of the previous

studies, viz., that pupils coming from favourable cultural, educational background were highly motivated which those from poorer backgrounds showed lower scores on motivation, e.g., contrast the results of Institutions Code Nos. 'G', 'M', 'X', 'N', 'F' and 'H', with those of Institutions Code Nos. 'R', 'A', 'V', 'Q' and 'B';

(ii) it was found that pupils whose expected scores should have been low, had scored relatively high, e.g. Institutions Code Nos. 'L', 'O', 'A', 'U' and 'F';

(iii) There were other schools whose scores were lower than would have been expected of them, e.g., Institutions Code Nos. 'W', 'C', 'P', and 'M';

(iv) Schools which presented higher than expected scores had a nurturing climate.

(v) Those schools where teachers showed sufficient interest in their pupils motivated them to perform better. This was particularly noticeable in Institution "F" where instructional leadership was not very evident and yet the school public results showed were excellent. The JIM scale too registered relatively high scores.

(vi) Schools which had high scores on motivation were also schools where the principal took personal interest in the pupils. The interview revealed that the principal budgetted his time well, worked hard himself as testified to by the pupils, found time to meet them personally and took his teaching assignments seriously, never sacrificing them in favour of administrative duties.

(vii) It was found in the spontaneous response of the pupils on the values of the principal that those principals who achieved institutional effectiveness had values that were of the affiliating type and less of the self-growth type. The affiliating values were 'other-oriented' values while the 'self-growth' values built up the personality of the principal.

(viii) Twelve out of twentyfive schools that were sampled revealed the priorities verbally owned by the principal to be the same as the stated institutional values as they were perceived by the pupils.

(ix) The pupils' manifested behaviour in the different schools differed. In those educational institutions where service goals were pursued enthusiastically, the behaviour of pupils was characterized by a simplicity, friendliness and a readiness to go forward to help - a different pattern of behaviour from those institutions who pursue elitist type of goals. Pupils naturally identify themselves with their institution and the values that the institution is perceived to uphold and encourage will find their expression in the behaviour of the pupils.

(x) Pupils are by nature truthful, unless threatened - hence the number of values mentioned in their spontaneous response really indicate how well the pupils know their principal.

Principal Effectiveness as Revealed in Other Studies

In a study by ASCD (1960) focused on leadership for improving instruction, five criteria were suggested for testing

the effectiveness of leadership.

These are stated in terms of "if then" relationship.

- (a) Staff will be getting appropriate assistance in defining educational goals and objectives.
- (b) Greater effectiveness in teaching will result.
- (c) People will recognize themselves as responsible contributors to a productive organization.
- (d) The climate in which people will work will be conducive to their own growth.
- (e) Increases will be made in the wealth of resources brought to teaching-learning situations.

Vroom (1960) found that the more positive a school principal's attitude towards his organization, the greater the tendency for him to perceive similarity between the school's goals and his own.

Pillai (1973) found that openness of climate does facilitate the capacity of the school to adopt newer educational practices and pupil performance is significantly better in open and autonomous climate schools than that of school of other climate types.

In a summary report on the Senior High School Principalship conducted by NASSP and described in Vol.III had 60 "effective" principals studied. The tool was a 25 page structured interview and a 10 page questionnaire to collect data from "significant others". The study found that effective principals devoted their time at top priority in this order: personnel - programme development and school management.

It was found that the principals who claimed they were spending their time as they wanted had (a) the ability to delegate, (b) capable assistants, (c) faith in the competence of others and concentration upon priority goals. In their functioning as administrators it was found effective principals considered themselves as important "change-agents" they identified needs, planted and nurtured ideas, provided resources and involved other persons.

They believed that school climate and institutional Esprit are directly affected by their own actions. They exercised considerable influence over the atmosphere of their school by establishing the quality of human relationships and building confidence and trust. They focused on the instructional leadership aspect of their role and lastly they did not consider stress a major problem.

These findings are well replicated in a number of school profiles. The values of the principal as assessed by him and as observed by pupils are compared and a number of them would synchronize. Since, values can be observed through behaviour, the greater the coreness of the values, the higher will be their congruency.

Values - the Motivating Factor for Principals

The independent variable values is considered as an important motivating factor for administrative behaviour producing institutional effectiveness. It is assumed that values are the underlying factors for organizational behaviour. They are reflected in the goals and objectives of an institution, as well

as in the way an institution is administered. The values people hold affect their definition of institutional roles and their perception of institutional events. For each role-incumbent selectively perceives and organizes the relationship in terms of his own goals, experiences and information. However, it is also assumed that the principal's values will influence his perception and consequently his decision both regarding the fulfilment of tasks and the solving of problems. The more his list of priorities are chosen values, the more conscious he will be of his direction and identity and supply the community with leadership that shows purpose and direction.

A value system always consists of a cluster of values arranged in rank order. Not all values are equally important to an individual. Some are more central and lie at the core of the personality. These are core values; these predesignated choice criteria influences all other choices. They may deal with how a person ought or ought not to behave (instrumental values) or with some goals of existence worthy or unworthy of attaining (terminal values). It is the latter with their respective cluster of instrumental values that are selected as important ideals and environmental factors to aid education.

The problem of values has been studied by educational psychologists, psychoanalyst and existentialist. One may enquire, (presuming that values are important motivators for action) on how objective or subjective is a man's value system? What is the relationship between a man's values and his own self-realization of them? What is the relationship between

personal values and human growth? And finally, can value clarifying occur without a discussion of the intrinsic worth of certain values. Though these questions are not directly taken up for study in this thesis, they do have a bearing on the dynamics of values. The study does not attempt to measure the degree of clarification attempted by the principal in his value system vis-a-vis his administrative role nor does it distinguish between actual values and value indicators, the latter being preferences or ideals not yet acted upon. The tools do throw light on whether the principal is in the habit of clarifying his values or not.

Further, certain signs have been proposed by Hall (1973) to indicate the presence or absence of values. Time is an important indicator of what is important to us and what our values are, for what we value will engaged most of our time. The factor of time, can be looked upon from two points of view: personal and cultural. Firstly, the amount of time spent on the different tasks will indicate the priorities of the principal. Secondly, cultural value too will influence the principal. If he sees his primary value in terms of how he functions, he becomes what Erich Fromm calls him - "a market-ed man". The person with a marketing orientation is neither productive, nor exploitive nor hoarding nor receptive. His whole idea is that the only way to create is to exchange. The market becomes really the judge of values. The market refers not to the local market, but to the market in which things, labour and personality are for sale. People are traded and

used on the basis of the kind of personality required for a given situation. It is easy to visualize, the administrative pattern that will emerge from this attitude. One different to another that would emerge when "persons" in themselves were considered important. Money is another indicator of values. Within specified limits, every principal has some freedom in planning his expenditure. The characteristics of the budget for time (will indicate the priorities in the principal's value system. Lastly, the energy spend on the various tasks will also indicate where the values lie. While the tools have not been designed specifically to help discover and name the values by means of these "indicators", the investigator has also used them in observation and interview schedule to learn of the values of the principal.

The process of acquisition of values is a developmental process - the highest point is called "a generalized set", something that gives an internal consistency to a system of values - a predisposition to act in a certain way. (Bloom, et al., 1965) or completing all the seven steps as described by Rath, Merrill and Simon (1966) or working through the eight steps of value intergrating process as described by Savary (1974). All these lead to self-awareness, self-actualization, self-possession. The twentyfive sampled schools show a certain commonality regarding the functioning of values so they could be grouped together.

Institutions N, J, H, A, and X had principals whose dominant values was religious value. These belonged to different denominations but faith was an important motivating

factor in their lives. They all stated in different words that they had a deep realization that their life and its purpose especially regarding their profession had a meaning that went beyond themselves. None of them thought of their jobs only in socio-economic terms. They seem to have had value-experiencing in the area of the holy. Some psychologists give credence to this: They assert that "human beings who experience the 'holy' find that this experience is at least as significant for them in their search for values as any other - indeed, other values are both challenged and supported by it". (Bertocci, 1967). He goes on further to say that "the orchestration of values depends ultimately on the particular interpretation the experiencers give to their experience of the holy". There is further light thrown by another psychologist, when discussing in depth, the experience. He calls it a "religious conversion" and defines it as the "accepting of the Divine as one's ultimate ground of being". If a person's background is Hinduism, naturally, the Divine will be understood in that context and so on. The important thing is that this conversion is not speculative. It marks a radically new attitude towards self, others and the world (Savary, 1968). This view is also supported by Alport (1960). He recognizes the need for a unifying philosophy of life and he finds that a mature religious sentiment connects a person to what he regards as permanent or central in the nature of things. Indeed, because it is part of the individual's search for meaning, the mature religious sentiment will be more than just

emotional - more than cold reason. It will encourage the person not to allow his life to run off into little rivulets by confronting him with the demand that he takes seriously the integrity of his values and their possible intergration with a ground of being.

An appraisal of this category of principals shows in their self-assessment that they were realistic and clear on their priorities. Institutions Code Nos. I, H, J, A and N showed their principals had spelt out their institutional objectives and were consistently pursuing them. On the other hand, Institutions Code No. C and I also claimed they had religious values; however, their value profile as well as effectiveness profile did not show high positive results. In both cases, observation of these institutions and informal talks with other role-incumbents revealed that in the case of "I" the interpretation of religious values had been narrow and communication skills too had not been acquired, by the principal. In the case of Institution "C" the religious values were at the stage of ideology and the principal seemed to look upon himself as the custodian of these values not as one who would need to act first on these values and then lead others. Institution Code No. "H" was characterized by a clear philosophy of education that had been consistently interpreted in terms of the personal religion values which the principal of Institution "J" and "N" showed what Rogers calls an evident sign of maturity. That these type of people know their values and also recognize the imposition and expectations of other people's values and

calmly make a distinction between the two without wastage of psychic energy.

The principals of Institutions E, W, P and V too were adherents of certain values. But these as they were named by the principal were instrumental values describing how a person ought or ought not to behave. The priorities of these principals had narrow basis and so did not cover the whole of their administrative behaviour. Except for Institution "P" no core values emerged on the results for Institutions E, W, K and V. These principals had a sound philosophy of education but the results seemed to indicate that this was not enough.

Principals who had clarified their values appeared to be persistent in their pursuit of an innovative practice, e.g., Institutions Code Nos. J, H and N.

Studying principals' values against their institutional effectiveness indicated the need for a nurturing atmosphere for the full functioning of principals' values. The principals of Institutions X, Q, B and D, had indicated both through the tools and in their manifested behaviour that they were value-oriented, yet they did not succeed in realizing their full potential nor satisfactorily achieve institutional purposes, as indicated in their results. There was power struggle as the negating factor in one, unfavourable management attitude in another and staff hostility in others. Observation showed that while the principal managed to behave according to his personal priorities in a limited fashion, he was not effective as leader of an educational institution.

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Lastly, one may say that the study discovered that not all or any value lends itself to making the institution effective. Values are powerful motivators but not all values will lead to institutional effectiveness. In this study the values have been culled out and named as being relevant are Faith, Goodness and Competence.

1. Faith as a value was discovered to be important from the principal's self-assessment, and pupils response in the two tools. The Institutions which proved this were N, J, H, S, A, G, L, D and O.

2. Goodness was important and relevant was indicated in Institutions R, T, O, H, J, A, F and W.

3. Competence was considered important by the respondents of Institutions V, X, H, J, N and G.

Faith can be seen as a powerful motivator for the principal because it takes a man beyond himself to commit himself to a career that is meaningful. This something that is meaningful can be viewed as an unlimited power, a source of all life, an universal truth or goodness or ultimate fulfilment or accepting the Divine as my ultimate ground of Being. The interesting thing about this is that it is not merely speculative - it creates a desire for some form of personal union with that "something beyond" and role-incumbents when in a critical situation or faced with uphill tasks or unsupported in their endeavour to achieve institutional purposes testify that they feel upheld by the conviction that

they limited physical resources are supported by the divine; hence, in an act of self-fulfilling prophecy, they set out to achieve what they expected of themselves. It is understood that since this value or faith is developmental the degree of success achieved by each principal will differ.

The value of Goodness is essentially an affiliating value; is a value that makes a person pleasing and helpful to others. This terminal value and a number of its clusters are mentioned by the pupils in their spontaneous response on the values of the principal. Among the most frequently mentioned are kindness, approachability, love, courtesy, justice and sportsmanship. The clientele the educational institution handles is growing up children who have not the maturity, not the experience or endurance of the adult - hence values which are of the nurturance type in the principal will naturally attract the pupils. The value of competence gains importance because the institution does not exist for its own sake. Unlike the family, it is not an end in itself, hence the principal in his leadership role is committed to fulfilling the tasks the institution has set for itself. Besides the self image and the public image of the institution depends on its competency. A positive institutional image will arouse a feeling of pride and happiness in the personnel as well as the clientele and increase the level of rationality among the role-incumbents, for individual goals and institutional purposes cannot always coincide with each other. In this important sense the institution

will be effective. From the very start, the educational institution has been visualized as a social system. Hence, participation and consultation in the decision-making and problem-solving process by the staff will lead to ego involvement and intergrate the behaviour of the individual with the activities required by the formal organization for goal attainment. The rationale is that if the individual identifies with an end product and is committed to attaining it, he will be more motivated to exert additional energy and initiative towards that end. The committed individual is not content to perform at expected levels. He will sacrifice himself and his resources to attain institutional goals - the image the institution bears will go a long way to wither securing that commitment or not.

The purpose of the study has been to discover the values of the principal within a given framework, to discover and name those values that were helpful. This purpose has been achieved. Finally, certain generalizations arise from this study:

- (i) Principals whose value-system manifests a coreness achieve a relatively higher degree of institutional effectiveness.
- (ii) A principal needs more than a philosophy of education in order to be effective.
- (iii) To educate his pupils and lead his staff, the principal must come across more as a person than as an administrator.
- (iv) When principal's values manifest a coreness, the pupils' observation show a greater congruency with the principal's self-assessment.
- (v) values need a nurturing atmosphere.

- 10
- (vi) Effective principals establish priorities, clarify values and communicate them successfully. For this they choose "critical" situation and platform well.
 - (vii) The spiritual dimension seems to be a common factor in all the schools that are emerging as effective (relatively).

Non-Conclusive Observations for Further Study

The present study has limited itself to taking a set of terminal values and their clusters and seeing how they bring about institutional efficiency and effectiveness through the principal. This study is limited in that it has not studied the clarification process of values that have been chosen for the study. Value clarification implies that as a person clarifies what choices there are which are having a major influence on his personality, then only can he know himself, know the direction he is taking and know what goals he wants to attain.

I. This approach suggests the possibility of studying the principal clarifying his professional values vis-a-vis becoming more and more effective.

II. Theorists and researchers are looking for a functional theory in leadership and they have abandoned the notion of leadership as a trait and hold that situational and reality-centered leadership is the best type. This goes well with the clarifying process because value clarification is done only in terms of the situation facing the role-incumbents. There cannot be a clarification of any value once for all. Hence research could devise a model continuum for value clarification versus

efficiency and effectiveness.

III. A very important by-product of value clarification is the establishment of priorities. If the principal has the habit of establishing priorities (which is an intrinsic part of value clarification) then the objectives of the institution too will be operationalized and priorities established for allotment of time and resources - this in the long run would be a surer guarantee of success in the achievement of the purposes of the institution.

IV. One characteristic of a value-loaded response is its consistency. It is consistent enough so that the person is perceived by others as holding that belief or value. Also, if the behaviour is consistent to a given set of stimuli, then it becomes predictable. Hence, it would be possible to study which value loaded behavioural responses lead to role effectiveness.

V. A conscious adoption of values would give a certain degree of facility to the principal to constantly relate decision to institutional goals. A very interesting study would issue from investigating principal's values and the decision-making process and finding out if there is any correlation between them. So also the values of the principal vis-a-vis his problem-solving procedures could be studied.

VI. An important element of behaviour characterized by valuing is that it is motivated - not by the desire to comply or obey, but by the individual's commitment to the underlying values guiding the behaviour (Bloom, 1956). Hence, a value motivated decision to act would be more resistant to outside pressures and more helpful to the principal.

An educational institution must manifest functional relationships not just the maintenance of a pleasant, friendly atmosphere. Functional relationships suggest that the administrator requires staff and students to be held responsible for their actions and experience the consequences of their own acts. This the principal can do only if he had his own set of values. The principal who is consistently clarifying his values will be keenly aware of the way his environment - society, culture try to foist values on him. (Hall, 1973) He will be sensitive to imposing his values either on the staff or the pupils.

VII. The principal possessing relevant values will choose democratic rather than autocratic procedures. Though his apparent authority will diminish as procedures become more democratic with the passage of time, and participation becomes widespread, his personal influence could well be greater. (Hughes, 1972) In other words, the exercise of power (ascribed or position) would be checked against his value system. This means that he will use his formal authority to ensure compliance with his wishes as the last resort over a resisting staff-member or any other personnel.

VIII. Values of the principal could also be studied in relation to role distortion and role clarification.

IX. A study could also be made of the presence or absence of congruency between institutional values and the principals personal values as leading to institutional effectiveness or not.

X. Every organization has a variety of tasks to be performed and a variety of workers to perform them. If the administrator knows his staff and is convinced that task and person should be

33 matched as closely as possible, he will establish some compatibility between particular role assignments and individual dispositions. In order to actually accomplish this, the principal needs to be objective possess a vision and not be moved by likes and dislikes or take expedient decisions. Values by their nature take a man beyond himself and would dispose him to being objective.

XI. Since the values of the principal and those of the personnel will differ, principals could study effective ways of giving inputs on relevant values. Observation during data collection indicated that effective principals took time and pains to train his personnel in the ideology and traditions of the institution.

XII. An indepth study could be made of the principal himself. To find out how self-actualized he is (Maslow) as a result of value-clarification in his profession.

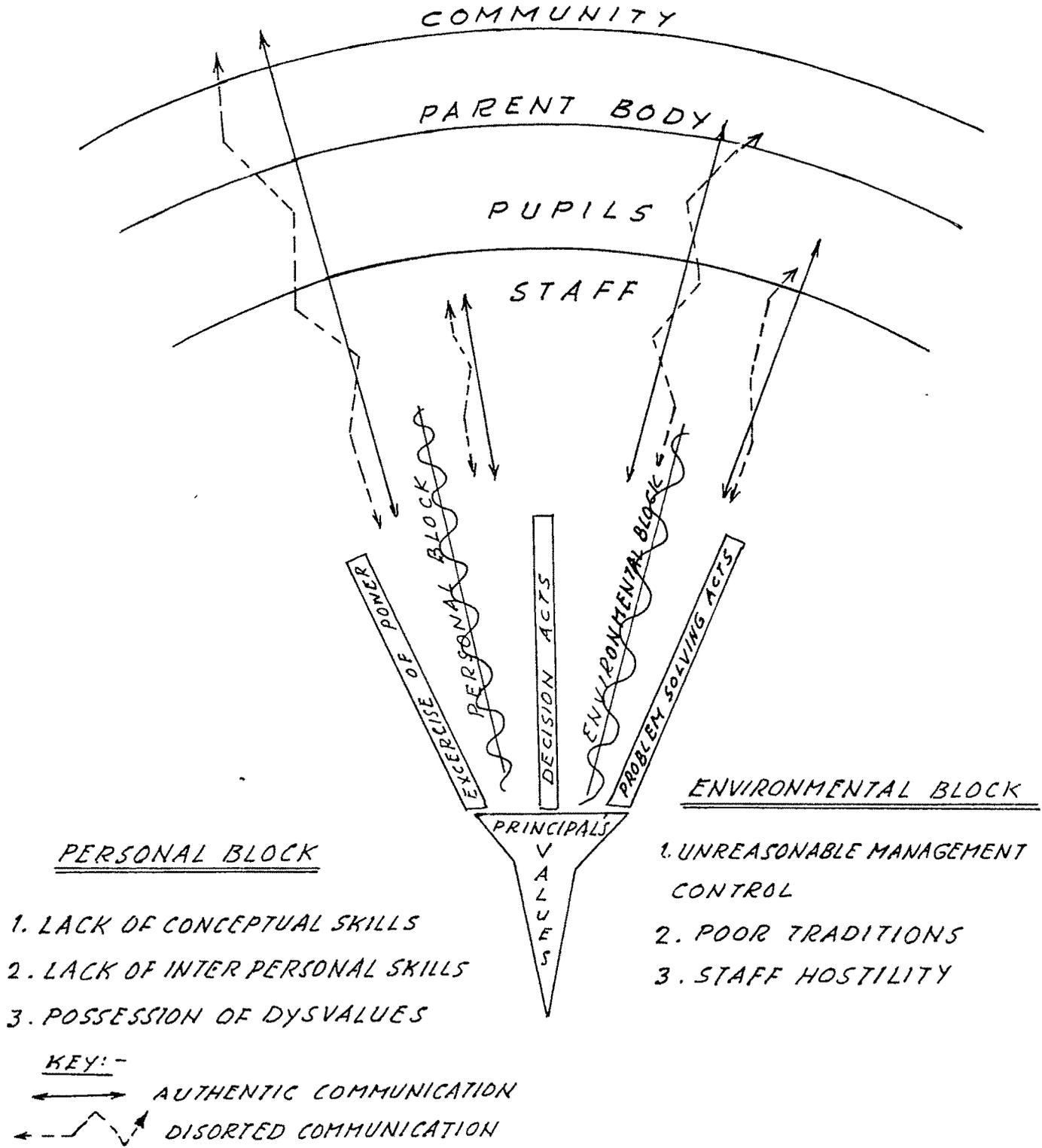
XIII. There could also be a study made of meaningfulness of educational leadership in relation to value commitment for the present study indicates a relationship between them.

XIV. Finally, a study could be made between the value orientation of a principal whose institution is publicly recognized as a humanized school, i.e., a school that possesses a school atmosphere based on a definite culture consisting of dealings with our fellow men, of factual explanation and of living together.

Fig. No.5.80 shows how values function in the communication area of the educational system. In the educational

FIG. 5.80

VALUES INFLUENCING EFFECTIVE COMMUNICATION IN ORGANIZATIONAL BEHAVIOUR



enterprise, the task of achievement is closely linked with successful communication and the ultimate effectiveness depends upon that.

In the performance of the three major administrative tasks, it is natural to encounter or experience environmental and personal blocks or obstacles. (These are listed in diagram 5.80). It is assumed that the value system will help the principal to deal successfully with these obstacles, for a value initiated behaviour is authentic, powerful and effective in terms of the current situation.

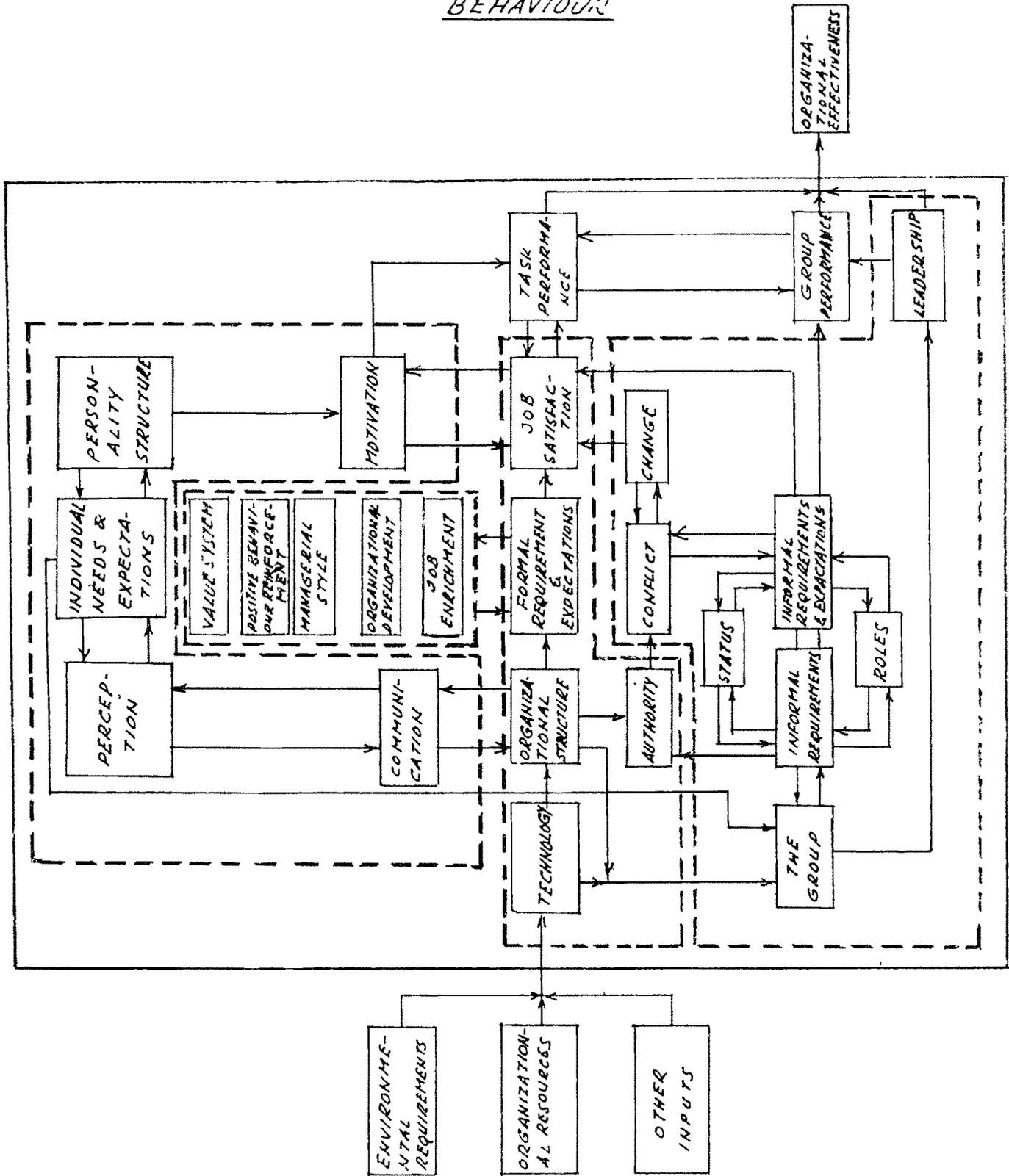
Actually, the problem of the school lies in its artificiality, in the consequent decrease in its relationship with actual life, in the danger of its being overtaken by historical developments and the resultant need for it to be always in a process of regeneration. The problem of the school is also one of a relationship between theory and practice and consequently of the necessarily constant effort to come to terms with both in spite of the tensions between them. Fig. No. 5.81 presents a global view of organizational behaviour with the various dynamic forces interacting in them. In the organization the personal and social system meet in an interaction and the position of value system is seen in its global context.

What this study postulates is that the personal values of the principal are important and decisive in his functioning as Head of Educational Institution. The existence of both personal and environmental blocks is recognized, but considering the

personality of the principal, the kinds of values he ascribes to and how he has clarified them is closely related to his effectiveness.

FIG. 5.83

A MODIFIED SYSTEMS MODEL OF ORGANIZATIONAL BEHAVIOUR



(SOURCE: "DIMENSIONS OF ORGANIZATIONAL BEHAVIOUR" BY THEODORE T. HERBERT CH 3, P 62)