

Chapter - I

CONCEPTUAL FRAME WORK

1.1 Introduction

The way a given society perceives its future will have a decisive influence on its approach to education, since education is geared precisely to equip the young to cope up with the future.

In a period of history when the pace of change is so slow that practically no difference is noticed between the beginning and end of a lifetime, it is presumed that the future will be like the past, and that the best way to prepare for the future is to possess the heritage of the past. This would explain the pattern of classical education that prevailed for many centuries, till the Industrial Revolution.

From the last century, the rapid changes in human life brought about by the progress of the sciences made it all too clear that the future would not be like the past, and education shifted its accent to technology, so as to catch up with the achievements of the present. Today, when the pace of change has been accelerated to such an extent that the future is seen not only as different but as totally unpredictable, a serious question inevitably arises for education: What is the younger generation being prepared for? What values should it imbibe?

The answer that has been gradually articulated, is along these lines: The young must learn not just any particular way of coping with the future, whether derived from the experience of the past or from that of the present; rather they must be

put in touch with basic human resources which are at the root of our capacity to cope up with reality, so that they are able to draw directly from these resources and harness them for survival, well-being and progress in whatever way an uncertain future may require.

It is increasingly being recognized that besides, or beyond, a classical or a technological education, there is need to form the young in personal values. This is not an altogether a new idea. But, it acquires a new importance and urgency today. And we are also in a better position to understand what it means and what are the demands it makes on education. The old philosophical definition of a human being as a rational animal has served well in the past and it still has meaning in the present. But psychology has emphasized that beyond the human nature that we share in common, each of us is a unique person, undefinable and very real, relating to other persons but precisely as distinct from all others. This ultimate reality of each and every human being embraces the whole being and all that can be predicated of it; from this basic premises does education acquire its unique characteristic and its irreplaceable role. For beyond all skills, techniques or principles of action, a new or a greater and more practical importance has to be attached to certain basic values that belong or should belong, to an individual as a person. These values because they are basic, are in some way present in every human being but they need to be brought out and developed; made operative and affirmative. This must be the prime task of education today, precisely because of the more urgent demands of a super scientific age.

Over the last twenty years or so, there has been a movement in education to follow industry and public administration in treating organizational management as a teachable subject. A variety of frameworks have been offered for the study of administrative behaviour which at times focused on the institution, at times on the Head of the Institution. While theories are not prescriptive in terms of "how to do it" - they are potent modes of understanding which will lead to insightful prescription for administration.

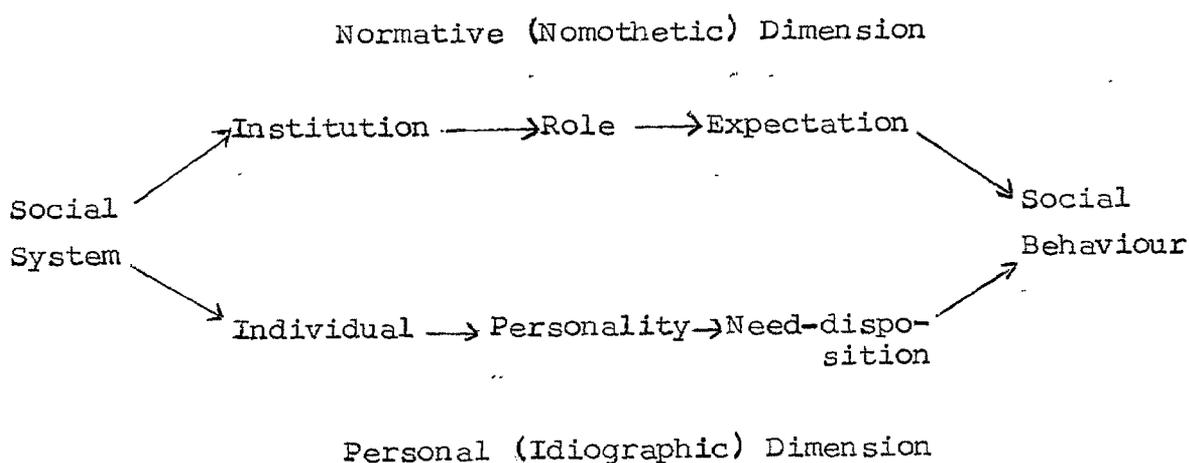
Theorists too have taken for granted the value systems that characterize institutions as well as the values that motivate the individual and have proceeded to study the various dynamic forces that interact within the institution as well as those that influence it from outside. As a result a number of theories have emerged each advocating different styles of scientific management. e.g. The classical theory emphasized division of labour, with each worker becoming highly skilled in his own special task. It also implied more specialized planning in terms of M.B.O. (Management by objectives) and evaluation too would be done in terms of fulfillment of objectives. This formal approach was followed by the structural approach which classified all interacting variables into causal, intervening end-result variables thereby focusing on the dynamic aspect of the organization.

An advantage in using the organization as the frame of reference is that in this method, the value patterns of organization as well as those of the individual can be indicated.

(Carrall L. Shartte 1965) Both the derived and the actual value pattern of the organization can be measured in terms of the responses of its members and of outside observers.

To understand the performance and relations of specific role incumbent in a specific social system, we must take into account both the expectations and the need-dispositions.

Getzels and Guba have represented the relationship pictorially, as indicated in Fig.1.1. The Normative and personal dimension of social Behaviour.



The normative axis is shown at the top of the diagram. It consists of institution, role and role expectation, each term being the analytic unit for the term preceding it. Thus, the social system is defined by its institutions, each institution by its constituent role and each role by the expectations attaching to it. Similarly, the personal axis shown at the lower portion of the diagram, consists of individual, personality and need-disposition, each term again serving as the analytic unit for the term preceding it.

A given act is conceived as deriving simultaneously from the normative and personal dimensions and performance in a social system as a function of the interaction between role and personality. That is to say, a social act may be understood as resulting from the individual's attempt to cope with an environment composed

of patterns of expectations for his behaviour in ways consistent with his own pattern of needs and dispositions.

The point to be made here is that behaviour, in so far as it is social, that is within a particular social system - is a function of both role and personality. When role is maximized behaviour still retains some personal aspects because no role is ever so closely defined as to eliminate all individual latitude. When personality is maximized, social behaviour still cannot be free from some role prescription is said to be autistic, he ceases to communicate with his group and may no longer be considered part of the given social system.

This dynamic inter-action may be seen in the broader context of cultural dimension. Fig. 1.1 presents a general model in which the idiographic and nomothetic dimensions are encompassed by Culture, Ethos and values.

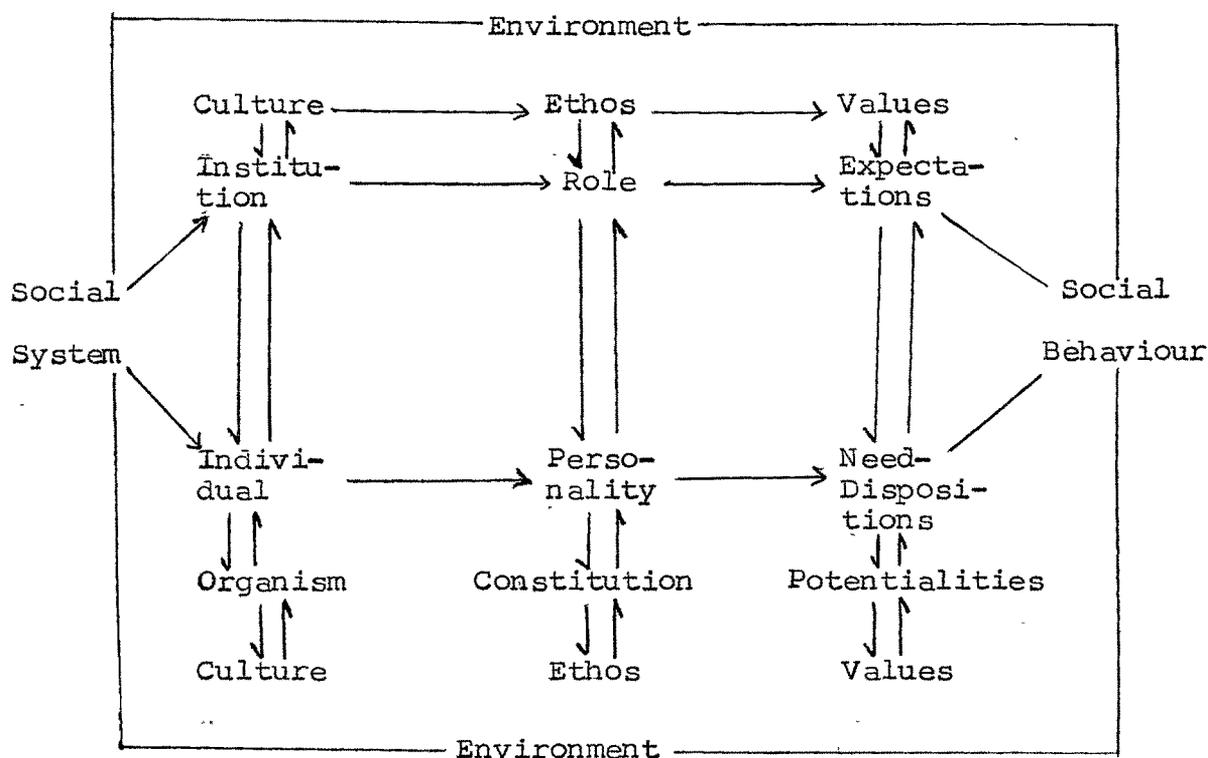


Figure 2 - General model of the major dimensions of behaviour in a social system.

Source : "Educational Administration as a Social Process -
Getjets, Leplan and Campbell 1968, Chap.4, Pg.105.

This diagrammatic representation however shows cultural values as an inter-active force-for the expectations for behaviour in related to the values of the culture and there in turn could be modified by the influence of strong personalities. The present study however, focuses on the values of the principal - his personal value system and his professional values.

It is assumed that the quality of a Head's leadership will depend on the validity of his philosophy and his capacity to advocate it. Some Heads have very coherent and clear philosophies and delight in defining their objectives; others rely on instinct or intuition, knowing roughly where they wish to go - but to insist on their defining their aim would be to invite vapid generalization or borrowed cant; there are also those who have no significant purpose other than to administer a school successfully.

Recent Surveys seeking feed-back from the principals themselves reveal (National Association of Sec. School Principals - 1979 Survey) that principals are feeling the need to re-define their roles not so much in terms of administrative know-how or skill, but in terms of the traditional expectations held for that role. For the Principal is now finding himself functioning in a society which is on one hand afraid to ascribe to a particular set of values and on the other is willing to give top service to traditional universal values while tolerating discrepancies between values expressed and practices supported.

However, because we live educationally at least, in a more dynamic world where either because of re-organization or changing social patterns children are coming into our schools with needs & capacities different from those they had when the school was initially established and nearly always the scope and size of the school has grown. The present study offers both a normative as well as a remedial perspective to help principals by offering some insights into values and their influence on the institution's effectiveness.

It has been recognized that Educational Institutions owe their origin to commitment to some values. The choices engineered by these value commitments fix the assumptions of policy-makers as to the nature of the enterprise, its distinctive aims, methods and role in the community.

These character defining choices may not be made verbally but when such commitments are made, the values in question are actually built into the social structure. In other words, the values are reflected in the goals and objectives of an Institution as well as in the way an Institution is administered.

All those involved in the Institution do hold values that affect their definition of institutional roles and their perception of institutional events. The principal is seen to operate frequently at the vortex between other people's values and his own (Ostrander & Dethy, 1956). Studies on leadership have derived models of leadership as well as found out which leadership behaviour patterns are effective. It is now felt that "Viewed in relation to the individual, leadership is not an attribute of the

personality but a quality of his role within a particular or specified social system (Gibb 1954). The principal needs a set of values, that will not only be his reference point for his role-enactment, but will also help him GROW by constantly clarifying these values in terms of current situations. Studies conducted in India by Shelat, (1975), Darji (1975), Choksi (1976), Pengnu (1976), Mihare (1976), Pandhya (1976) have identified some correlates of leadership behaviour.

1.1 a) Indications of Interest shown in Values

In more recent years there has been a focusing on values', this has taken two forms: studying the values of different categories of people involved in various types of institutions. So far these studies are limited to the naming of values or taking a theoretical framework of intrinsic values that appear relevant for a specific population and then finding out if these exist in these people.

The second form is in the nature of value education. This could be envisioned for students or teacher trainees.

That interest in values has definitely been awakened is seen for instance in the agendas of Meetings held at the national and inter-national level. Eg. in 1975, the first workshop of the NIER from May 20th to June 19th '75 was attended by 15 experts of 14 Asian countries. They listed 44 values considered important for education and further defined the objectives of Moral Education. There was also a stress on the need for training teachers in the instructional strategies for moral education. Again in 1978 there were two meetings - the NIER in collaboration with UNESCO organised a high level seminar on moral education and

another meeting of experts was held in Bulgaria in 1978. The purpose of these was to appeal to educational authorities and instructors to consider the introduction of special courses on moral education into the curriculum. It also advocated research studies on moral education directly as well as on the relative influences of various social institutions on moral attitudes, the impact of social conditions on the formation of positive social attitude.

1.1 b) Developments in India

In India as early as 1938, when the Wardha Scheme of Basic education was presented Mahatma Gandhi had declared that the truths that are common to all religions can and should be taught to all children. From then onwards there has been a consistent refocussing on moral and spiritual values in education. In 1964 at a seminar held in Bombay on the sociology of education in a modern society, a number of searching questions came up. Do different levels of education reflect different levels of identification of the new values and behaviour pattern? What are the new values and social arrangements sought to be developed in India? These were a few questions whose answers were earnestly sought.

Considering the theme of the present research a brief review of these things is not out of place.

The Mudalier Commission Report (1952) reflected on the value systems of the home, school and society on the child and recommended that these be strengthened by properly organized instructions given

at school. Again, the Kothari Commission (1966) recognized the urgent need to expose students to values and moral education at the elementary, secondary and university stage, and in the following year the Committee of Members of Parliament on a national policy of education in its report of 1967 regarded the "cultivation of moral, social and spiritual values" as one of the most important and urgent reforms needed to transform the existing systems of education. Finally when National Council of Educational Research and Training was framing the curriculum for the 10 year schools it stated univocally that the school curriculum should have a core curriculum centering around the objectives of character building. These are proofs of a national acknowledgement that value education is important.

However, if this national concern for values if it is to find a practical expression in the curriculum must find a strong advocate in the principal. This will happen only if the principal himself is a value conscious person. Hence studying the principal in the context of values is very relevant and studying the functioning of his values as affecting his role performance is even more significant

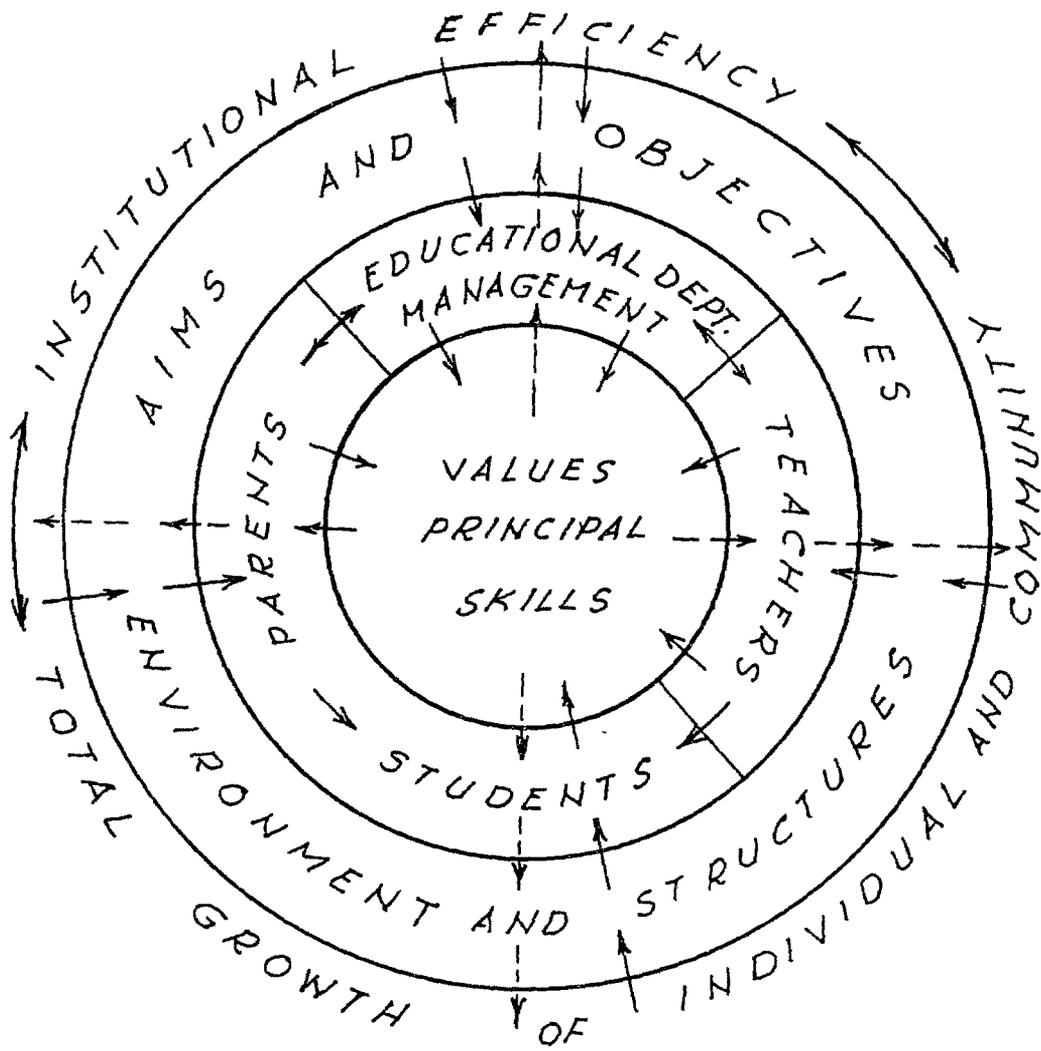
1.1 c) The Values of Principals as affecting his Institution

The Investigator offers a pictorial representation of the influence of values of the principal on the different role incumbents involved in educational institution (see fig 1.3).

The influence of course is of an inter-acting nature and the inner circle of role-encumbents will naturally experience a

FIG. 1.3

RELATIONSHIP BETWEEN PRINCIPAL'S VALUES
AND INSTITUTIONAL EFFICIENCY



stronger influence than the outer circle. The values of the Principal because they underlie his administrative Acts interpenetrate all the circles and diffuse their influence. They have a decisive influence when the tasks are critical and it is common observation to see other role-encumbents re-act in an actual situation.

It is true that values are considered very important but it is felt that if they are owned ideologically alone - they will not have any influence - they must be seen in action and this happens when the principal has clarified them in terms of actual situations.

Also, the possession of values will be greatly aided if he has acquired technical and human skills as well. These administrative skills make the manifestation of values, easier and certain. Since the totality of administration in any specific environment is greater than the sum of all of the tasks and the evaluation of these in isolated has left gaps in our knowledge of administrative behaviour, the present study looks to values and undertakes a study of them in the Head in order to discover the nature of their influence on the Institution.

1.2 Concept of Values

Values permeate the whole of human existence and are a major factor in determining what sort of human beings they are, and how one will behave. When one makes value judgements one may conclude what is and what is not of value and such conclusions are imprinted in memory as presuppositions. People then

act immediately from this kind of pre-supposition generally with little or no conscious awareness that this is what is actually happening.

Derivation of the word from the Latin root, "valere" meaning "to be strong and vigorous" (the words "valiant" or "valor" have the same root) - 'to be of value is to have a certain virtue', "the power to do some specific thing".

The Greek word "arete" for virtue denotes the perfect expression of a specific characteristic not only of a human being but also of an animal or even an instrument.

Graecist Schadewaldt expressing it in German gives the derivation of the word "Tugend" (virtue) from "taugen" to be of value, Tauglichkeit usefulness and Tüchtigkeit meaning proficiency.

Value in the axiological sense belongs in the same semantic category with terms such as "rule", "principle" law, "explication" and justification. The meaning of these terms concerns various modes of marshalling and organizing statement of facts. In the theoretical pattern, axiological value is a judgement which constitutes a final justification of other judgements within a given system of evaluation.

The word "value" could have a grammatical convenience, in that it possesses substantive, adjectival and verbal variants. One could speak of "values" of "valuable" and of the act of "valuing". Thus, a value in the substantive sense, may mean either that which has value such as love justice, or a kind of value which it has such as economic or moral. The verb "to value" lends itself to ambiguous interpretation - it may mean making

valuable or judging to be valuable. Similarly, to "value a thing highly" may mean either to care greatly for it and thus to give it great value or it may mean to ascribe great value to it in some scale of comparative magnitude as when one judges money to be more precious than sleep.

In the broadest sense of the term, anything good or bad is a value. Values are derived from life, from environment, from self, from society and culture and beyond all else, {from environment, from self, from society and culture and beyond all else} from the ideal, transcendent dimensions of human existence and experience. They would include such things as pleasure, pain, desires, wants and purposes, satisfactions, frustrations, utility, means conditions, instruments, correctness, inter-gration and disintegration, character and self-realization, fitness, adjustability, freedom, social solidarity, law, duty, conscience, virtues, ideals, norms, progress, righteousness beauty and ugliness, truth and error, reality and unreality. A list of conceptions of values, called from the traditional literature of the value sciences would hardly differ except in refinements of the concepts from this list. Values in their incipient stage appear as needs, emotions and interests varying in the specificity, intensity and depth. When these acquire certain definiteness, intensity and stability in the affective life of the individual and at the same time obtain objective social approval and validation, these comprise the nuclei of value formation.

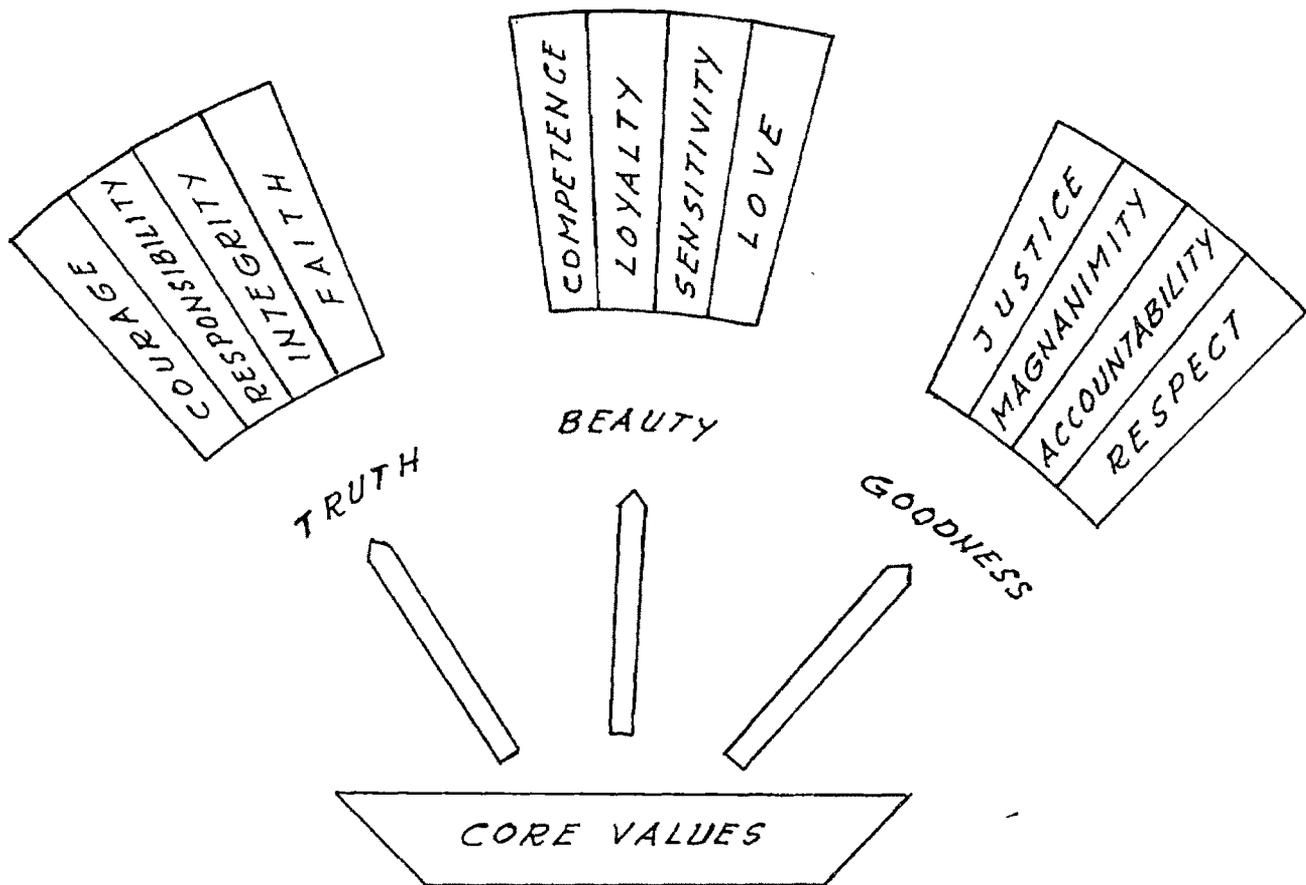
Values are no doubt intergrated, stabilized and harmonized at the biological and the psycho-social dimensions by instinctual needs and desires, contingent conditions, historical circumstances and social pressures but their decisive, self-supporting, meaning-giving ground is the real or essential being. And here perhaps stress could be laid on man's central striving for a unified experience of personality value and world. The concept of value is rooted in, but includes more than the immediate satisfaction of impulses, drives, tension-reduction and homeostasis. Values and value-fulfillment cannot be subsumed merely under the "wisdom of the body" and its opportunistic adaptation and equilibrium.

It is noteworthy that several modern psychologists such as Maslow, Goldstein, Rogers and Anggal, stress the central trend of human self-actualization. A. Maslow speaks of the human being as having within him a pressure towards unity of personality, towards spontaneous expressiveness, towards full individuality and identity, towards seeing the truth, being creative, co-operative and open to experience. Increased wholeness, unity and transcendence of self are considered as its central characteristics. From Freud, Jung, Fromm through Gardener, Murphy, Allport and Maslow to the modern psychotherapists runs the dominating notion that personality is unity, harmony and balance of opposites.

The question here is how is this relevant to the principal?

Since the principal is responsible for an educational enterprise, it is not enough for him to possess the requisite

FIG. 1.4
CORE VALUES AND THEIR CLUSTER



training and skills. For in the task of leading his staff in planning, implementing and evaluating improvements in the school's curricular and extra-curricular programme, the idio-graphic rather than the nomothetic dimension of his behaviour makes its impact felt. This is even more true of his standing before his pupils and parent body. "For educating one must be some-thing. If a person is some-thing, then he also educates easily." And his stature as a person becomes very significant to his fulfillment of his role. The values and ideas that he devotes himself to become the central driving force of his personal energy (W. James).

This study has selected the three traditionally accepted universal values of Truth, Goodness and Beauty. Truth belongs to logistic philosophy, Beauty to Aesthetic and Goodness to Ethics.

These three values have formed the basis for the philosophy of Jacques Maritain, an educationist and philosopher (1882-1973). He found values playing a very important role in education. This is seen in the way he spelt out the aims of education. He states: "If it is true, that our chief duty consists, according to the profound sayings of the great poet, Pindar in "becoming who we are" nothing is more important for each of us than to become a man. Thus the chief task of education is above all to shape man or to guide the evolving dynamism through which man forms himself as a man. Thus the notion of "personality" involved wholeness and independence. To say that a man is a person is to say that in the depth of his being he is more a

whole than a part and more independent than servile. A person possesses absolute dignity because he is in direct relationship with the realm of being - truth, goodness and beauty and with God and it is with these than he arrives at complete fulfillment. Truth is defined as the relevance of statements about reality to reality. By reality is meant the permanent and ultimate things. Truth is not reality but a statement of what constitutes reality. This value also implies accepting the responsibility for discovering truth. Truth is a fundamental value for every human being. We can never know the whole truth and yet our intellectual enterprise rests on the conviction that without truth no adequate adjustment to the world is possible. Truth is needed in the selection of values for these intuitions of value that are most consistent with the remainder of our value experience would be accepted as true (P.A. Bertocci 1958).

The value of goodness can be explained by attempting a definition of "good". "The good is that at which all things aim." It is the transcendental property of being (Fr.H. Morris 1966). The ends are either activities or results beyond the activities. The knowledge of the supreme good is of great importance as regulating the aim or object of human life." The Nicomachean Ethics of Aristotle - translated J.E.C.Weldon - 1927) since man's knowledge is of a far superior nature to that of an animal, his impulses must evidently be of a more elevated nature. Animals only pursue the particular goodness of concrete individual objects, whilst man perceives goodness in general and is attracted towards individual good things only because he perceives

them to partake of the general nature of goodness (H.Morris 1966).

Hence from the educational point of view as well as from pedagogical point of view, goodness seems a necessary value, for education would aim at drawing out the goodness in the pupils and the more totally "good" the principal is the more effective he will be.

Permeating man's every want and need is the moral imperative to do the best that he knows - at every point of reflective choice he feels the obligation to pursue the best possible. Eg. love is beautiful and wise because it seeks the wisdom it already enjoys but incompletely. Hence a principal who values beauty will inadvertently pursue excellence for himself and lead others to pursue it too.

The values that cluster with Truth because they appear to possess some elements in common are faith, and further Research Authenticity (Integrity) Courage and Responsibility.

Faith refers to the conscious willingness to move along and develop one stream of activity on the basis of incomplete evidence, because it is nevertheless, the most reasonable course possible in that situation. Faith is the commitment of the whole individual to action while truth would keep the principal always in an attitude of search and research, faith would make the principal believe that his most important values are sponsored by or are in harmony with the enduring structure

of the universe, whether they are sponsored by society or not. It is assumed that if this is a deeply personal conviction then it is a powerful motivator for the principal. The principal who cherishes truth will possess integrity for it is a quality or state of being complete or undivided - Sylvia Testa 1973). Courage would link up with this value for it is moral strength to persevere and withstand danger, fear or difficulty. The principal would act with courage on all issues. Courage must be coupled with a sense of responsibility that it may manifest itself realistically for the sense of responsibility connotes the liability to be called to account when in charge or control.

The value of Beauty finds its cluster in sensitivity. The possession of the value of beauty sensitizes a man to himself to other and to his environment. As an educator, the principal needs this sensitivity to others in order to be effective growth in his pupils and his staff.

He will always strive to bring out the best in other, he will challenge others to give off their best and for himself he will never be satisfied with half-measures. Hence values of competence, loyalty, love and punctuality - the last in the sense of manifesting an appreciation and sensitivity for the value of time ^{and} ~~no~~ commitments, are clustered together.

The value of goodness is clustered with magnanimity for magnanimity is defined as the greatness of mind and soul which goes out of its way to help other through large heartedness and nobility of character. It overlooks others faults and weaknesses. It elevates a man above all that is mean and petty.

This value is necessary for an educational leader who wants to pursue his vision for his institution. This value if it is to be pursued realistically must be coupled with the values of justice, respect, accountability and service. Justice strives to uphold the rights of man allows for equality of opportunity, treats him fairly and keeps faith with him. Accountability measures the depths of man's responsibility and is related to it. It is bluntly frank when confronted with its mistakes. Service implies working with the head, the heart and the hand for the welfare of others, irrespective of their status, caste or creed and doing all this in a spirit of respect-acknowledging the innate dignity of the other. (S. Tester 1973) & (Sr. Pia 1979).

The core values of Truth, Goodness and Beauty have been selected with their clusters in order to provide a cohesive but wide range of values which would function optimally to help the principal achieve institutional efficiency. The modern trend favours the conception of symphony of values and their orchestration rather than a scale of values. For since - persons live-in their values from day to day, different motifs and movements of values are especially conducive to their growing point. (Peter A. Bertocci). Thus it is felt these three values are very relevant to the role of Principal for a passion for truth will activate the principal, Beauty sensitizes him and Goodness equips him with a nurturing approach to his role.

The term "value" is seen as being essentially a functional word. It is the context in which the word play a key role that gives it, its definitive character. Values are functions of time, place and environment (Ostrander & Dethy 1967). He further explains that values are function of the individual in that each person brings his own hereditary and environmental self to the process of the perception of values in the society in which he lives and works. Values are also functions of the total environment in that the choosing of values is influenced by the mores of the family, and the community into which the individual is born. Stating that values are functions of time implies that as the individual grows in his value choices in accordance with his maturation, his perception of the worth of things of people and of ideas is developmental.

It is also interesting to observe how values function how they get internalized as a result of the individual's own valuing. L. Raths, M. Hermin & S.R. Simen propose seven steps for the acquisition of values. There have already been mentioned. A significant insight obtained is the distinction between values and value indicators. Although the study does not attempt to find out if the values claimed by the principals are really values or only value indicators the various tools would offer results that show consonance or dissonance with the value claims of the principal.

These seven stages of value acquisition have been used by theorist like Brian Hall (1973) to develop the process of value-clarification as a means of self-knowledge and a conscious directing of one's life.

B. Bloom's Taxonomy of educational objectives and dealing with the affective domain, proposes three steps for the acquisition of values - (a) the acceptance of a value, (b) preference for a value and (c) the commitment to a value.

Ostrander and Dethy (1968) defines value as something that is chosen from alternatives, is acted upon and enhances creative intergration and development of human personality".

In all these approaches - the decision to choose the value is given importance. However, L.M. Savary (1974) contends that decision-making accounts for only half of the valuing process, the other half include intergrating decisions into one's personality and life-style. A normal life experience will provide the raw data, understanding labels it, after interpreting it; after the experience is clarified and understood, it seeks evaluation; the judgement here will evaluate and make its preference while also exploring the dimensions of truth. So a decision could also imply a new perspective on things. Bloom too describes the intergration process as being "characterized by a value or value complex, meaning the individual gets characterized by this value because of the consistency with which he acts on it.

He has developed a selective responding at a very high level. This Bloom terms a "generalized set". It is closely related to the idea of a cluster where the commnality is based on behavioural characteristics rather than the subject or object of the attitude. It is a basic orientation which enables the

individual to reduce and order the complex world about him and to act consistently and effectively in it.

An important element of behaviour characterized by valuing is that it is motivated-not by the desire to comply or obey-but by the individual's commitment to the underlying value. There is manifested a willingness to be identified with that value and be committed to pursue, it, seek it out and to want it.

The study postulates that if principals functioned at this level with regard to the given frame-work of values, and if they possessed the requisite administrative skills, they would make their institutions effective.

In conclusion, this study deems it judicious to state its basic assumptions: These are:

- a) Values are concepts that are personal and they are progressively acquired through clarification in the context of life situations.
- b) Values are manifested in all kinds of individual and social behaviour.
- c) It is possible to make a systematic research study of values as manifested in behaviour for in this case the role definition of the principal remains constant.

1.3 The Concept of Institutional Efficiency and Effectiveness

Theoretically speaking administration whether in education, industry or government involves a minimum of four components. There is the formal organization, the task it sets for itself,

the work group or (groups) and the leader. Each of these components have been the subject of numerous developmental studies and theories, and have led to a better understanding of administrative behaviour.

A fertile field of investigation has been found in focusing attention upon the relationship between the administrator's behaviour and the productiveness of his "face-to-face" work group. Hence this study too focuses on the principal with reference to his values.

The principal as leader is formally charged with responsibility for the organization's accomplishment. He selects his sub-group leaders and charges them with responsibility for task accomplishment of sub-groups. He sets the conditions for communication channels within the organization and stipulates the limits of authority and responsibility. He himself functions as a problem-solver and a decision-maker, as well as a group-leader vis-a-vis his own work group. The task may contain contradictory and irreconcilable elements; it may be conceived as a broad stimulus object or "field" presented to the leader and his group. Within this stimulus field, the principal will identify his critical tasks and specific problems, and he interprets his task in the present and the current stage of development of the organization. He then selects his critical tasks and this will reflect his predilections and personal value system. Some administrators identify as their problem issues crucial to the task, others putter with peripheral details. Some deal in terms of long-range time perspectives, others

stumble from day to day buffeted by the exigencies of each new crisis. Each individual stamps the particular role he occupies with the unique style of his own characteristic pattern of expressive behaviour.

It has been asserted that principals are the key facilitators of high quality education. They help to provide the proper setting which maximizes opportunities for learning (Wood, Nicholson et al 1979) and hence they are faced with the challenge of acting in such a manner as to achieve maximum of effectiveness and efficiency.

The terms efficiency and effectiveness have been used interchangeably by some e.g. R.K. Martin (1957). Others have preferred to maintain the distinction. The first one to bring the distinction into focus was C. Barnard (1938) in the "Functions of the Executive".

C. Barnard (1938) defines effectiveness as relating to the accomplishment of the co-operative purpose, which is social and non-personal in character and efficiency relates to the satisfaction of individual motives and is personal in character. Effectiveness depends on the relationship between expectations and behaviour while efficiency depends on the relationship between needs and behaviour. Hence the test of effectiveness is the accomplishment of common purposes while the test of efficiency is the eliciting of sufficient individual wills to co-operate. When the needs of the individual and the goals of the system are congruent, there is a feeling of identification

with the system, and further if the needs of the individual and the expectations of the role-set are congruent, there is a feeling of satisfaction and belongingness in the system. However, the principal may find he cannot accomplish both since he has a choice of behaviour to conform either to his needs or to the expectations, he can choose one at the expense of the other. After principals choose to conform to expectations and thereby retain high effectiveness although at great internal cost to themselves. The Investigator interprets efficiency as including the criteria for effectiveness as well. Hence one can offer a description of the leader in specific dimensions of behaviour and independently evaluate the effectiveness and efficiency of that behaviour, for a leader operates in a metric which determines the effectiveness of his work. However, A. Halpin (1966) states that "the ultimate criteria of administrator effectiveness should be expressed in terms of group or organization achievement, in respect to the changes in the organizations' accomplishment that can be attributed to the behaviour of the administrator. This view on the criterion problem is also supported by Cattell (1951) who has coined the term "syntality" to refer to the abstract entity defined by measures of the accomplishment of the organization as an organization.

Although differences in the organization's products are the best criteria of the administrator's effectiveness (Halpin 1966), one must also keep in mind the possibility of intermediate criteria e.g. the opinions of any superordinate authority. Included among the ultimate criteria, of course are charges in

in both organization maintenance and organization achievement.

In a paradigm for research on Administrative behaviour, A.

Halpin states that in a research design that purports to describe the relationship between the behaviour of the administrator and the organization's achievement, the behaviour of the administrator must be treated as the independent variable and the changes in the organization's achievement as the dependent variables.

Rensis Likert (1969) using the systems model mentions five conditions which must be present apriori for effective functioning of the school, viz. loyalty, a sense of identification with the organization and its purposes, adequacy and fluency of communication incidence of team work and the extent of confidence and trust among workers.

Getzel and Guba (1968) mention three criteria that manifests the effectiveness of an institution viz. belongingness, rationality and identification. At present, the search for process criteria of effectiveness is based upon the dominant theme, organization is people and is being spelt out in terms of convergence of perception, role-expectations and teacher satisfaction. C. Nolte (1969) identifies signs of these happenings in the modern trends where the form of the organization is considered less important than the climate; the formal organization is seen as emergent rather than fixed and conformable to the informal organization rather than the formal and finally the criteria for effectiveness is being based on self-reported, self-perceptions of satisfaction, role definition and behaviour and so forth.

Measures of Effectiveness used in this Study

(A) Organizational Climate

Since a uni-dimensional concept cannot sum up the essence of the variations that occur this study takes up two dimensions of the climate to indicate the predominant factor that is emerging and another featuring as a second dominant factor. The first identifies the climate while the second provides the colouring characteristic.

The present study undertakes to study institutional effectiveness in terms of the school's organizational climate, the pupils academic motivation towards the school, the principal's self-appraisal on his performance as an administrator, observation of the actual performance of some critical tasks by the principal and scheduled observation of the school as a whole.

The organizational climate of a school has as its constituents the principal's behaviour and the teachers' behaviour which filters down to the behaviour of the students and the tone of discipline in the students also play a significant role in building the climate of the school. Effective leadership behaviour of the Head begets healthy, open climate where teachers are motivated for better teaching and learners motivated for a higher achievement index. Halpin's study indicated that the administrative environments which reflected both institutional direction and stability and consideration for the individual are the most effective.

The measurement of school climate by the organizational climate description questionnaire is based on the construction of school profiles for each of the sampled schools. For the construction of the school profile, a school mean score for each of the eight sub-tests, is calculated. These scores represent the average response of the teachers for each respective sub-test. The school profiles are prepared on the basis of the raw scores on the eight sub-tests of the CCDQ (viz. Disengagement, Hindrance, Esprit, Intimacy, Aloofness, Production Emphasis, Thrust and Consideration) for each school, which are subsequently converted into standardized scores 2 ways - normatively and ipsatively. Out of the school profiles, six major patterns of factor loadings are found out. These major patterns are called climate. Each school profile is categorized in respect to one of the six climates. The six climates are ranked with respect to openness versus closedness in a continuum with open climate at one extreme end and the closed climate at the other.

Halpin (1966) the author of the organizational description questionnaire himself explained the role of the principal in the establishment of the climate of the institution. Every organization including schools has infra-structures. These structures are operated by a hierarchy of personnel. The principal heads this hierarchy. His foremost task is to see that the organization is kept dynamic enough so that the personnel work towards fulfilling their assigned roles and there are co-ordinated efforts for goal achievement. The energy for operating the organization is provided by the principal but if

his leadership is effective enough energy is generated by the personnel by themselves to keep the organization moving towards achieving its goals or accomplishing its tasks.

B.M. Patel (1976) study confirmed the hypothesis that the organizational climate of schools will vary as a function of the progressive characteristic of the school. In other words, the progressiveness characteristic of a school is attributable to the type of its organizational climate.

Darji and Dongre (1982) in a Research Project on School Renewal with respect to organizational health found that schools with open climate are fairly good on goal focus, Optimum Power Equalization, Resource Utilization and Problem solving adequacy, while paternal, familiar and closed schools are lowest on communication adequacy.

Besides identifying the organizational climate through standardized procedures, the principal behaviour dimension is focused upon, and the scores studied with a view to understand his strength.

(B) Pupils Academic Motivation towards School

It is maintained by psychologists that motives of man do form an organized and unified system. The concept of motivation does imply some kind of internal drive in the organism itself. In terms of school learning, the positive direction indicates the individual's learning towards the achievement of some object in the learning-development process going on in the school.

The negative direction is indicative of fears an individual feels with the result that he tends to move away from the achievement of a certain object, position or goal inherent in school situations. The assumption is that of in the school such conditions and climate are created that the pupils are stimulated to strive for the achievement of their perceived or felt needs, better learning would result.

Frymier (1972) states that "motivation is to learn that which gives direction and intensity to human behaviour in an educational context." Direction implies "selection from possible variations in terms of degree of effort or energy put forth to attain the goal." Direction further implies that children should be helped to learn to value learning, to want to learn, to learn how to learn, to value knowledge, to acquire knowledge, to behave according to knowledge and to apply the knowledge. Hence motivation is a function of values and educational purposes and is affected by the kind and quality of stimulus received by the learner.

The JIM Scale which is used in the present investigation to measure the pupils' motivation index has been finalised on the basis of collected responses of several hundred junior high school students. These students were identified by experienced teachers as extremely high motivated or extremely low motivated to see which items discriminated most consistently and most effectively in repeated studies. From an original list of more than 200 such items, 50 were finally selected with seem to

differentiate students according to their desire to do good work as reflected in teachers' estimates and in other experts' judgements as well as achievement on standardized examinations. Taken together, these items comprise the Junior Index of Motivation or the JIM Scale. Though the Scale has 80 items, only 50 are to be scored; other items are to be included when the scale is administered as filler items. Items to be scored are marked with ^{an} asterisk in the questionnaire.

Although the questionnaire is not timed, it takes, by and large, about 30 minutes for all students to complete the items. The purpose of the questionnaire is not to be explained to the students. They are only to be instructed to respond as to how they feel about each statement. In case of strong support to the statement, pupils are expected to write "A" in the blank given with the statement, "B" if they 'generally agree' with the statement, "C" if they 'generally disagree' with the statement and "D" if they 'strongly disagree'. For each statement, the respondent student indicates his agreement or disagreement by marking it according to specified scale in the appropriate space on their answer blank.

- 1 slight support, agreement,
- 2 strong support, agreement,
- 1 slight opposition, disagreement,
- 2 strong opposition, disagreement,

The scoring procedure involves the following steps:

1. Preparation of a key (It is to be noted that all 50 items are scored minus);

2. Each student's score for these 50 items are added algebraically
3. The sign is to be reversed (e.g. if it is +27, it is to be changed to - 27)
4. This raw score is to be added to 100 algebraically.

The score obtained, in this way is the student's converted motivation score. Higher scores indicate higher motivational level and low scores indicate low motivation level.

The present study, because academic motivation is not its main variable but one of the indicators of Institutional efficiency has limited itself to scoring to this degree. It has not analysed the three basic dimensions of academic motivation nor the six major components of pupil motivation towards school.

C) Principal's Perception of Institutional Goals, as being fulfilled or not fulfilled

Goal attainment is an aspect of all systems which, in order to survive, must attain whatever goals they set for themselves. Goals provide a key, not found elsewhere, to an organization's character and thus to its behaviour. Goals reflect the uniqueness of organization, for goals are the "desired state of affairs which the organization attempts to realise." Etzioni (1964).

An institution without goals would be subject to vagrant pressures from within and without and tend to become opportunistic. The absence of controlling aims forces decisions to be made in response to immediate pressures. Likewise opportunism the pursuit of immediate, short-run advantages in a way

inadequately controlled by consideration of principle and ultimate consequence would be the order of the day. This type of administration cannot be effective or efficient either.

Goal setting, if it is institutionally meaningful, is framed in the language of character or identity, i.e. it tells us what we shall "do" in order to become what we want to "be". Initially, the formation of an Institution is marked by the making of value commitments viz. choices which fix the assumptions of policy makers as to the nature of the enterprise, its distinctive aims, methods and role in the community. These character-defining choices are not made verbally; they may not even be made consciously. When such commitments are made, the values in question are actually built into the social structure. Ultimately, the problem will always be to choose key values and to create a social structure that embodies them. Therefore, the role of the teacher in creating value commitments is important. Creative men are needed who know how to transform a neutral body of men into a committed group. The leadership of the principal will create and mould an organization embodying in thought, feeling and habit, the value premises of policy. It will reconcile internal striving and environmental pressures; for institutional integrity is a matter of maintaining, the organizations distinctive values and identity (competence and role. ~~(Marin 1980)~~).

Any organization has two kinds of goals: those which are manifested in a product of some kind and which we shall call "output goals" and those which are the ends of persons responsible for the maintenance activities which are termed "Support goals".

Paradoxically, an organization must do more than give attention to goal attainment in order to attain its goals. "A good part of any systems energies must be spent on activities, that do not contribute directly to goal attainment but rather are concerned with maintaining the system itself." (Gross & Grambsch 1968). Hence a relation}emphasis placed by an Institution on output or support goals would reveal the correctness or otherwise of priorities of the principal.

The present study uses the tool devised by E. Gross & P.V.Grambsch (1968) to ascertain which goals are emphasized and consequently the kind of value underlying them.

Each goal is scored twice by the respondent - as it is 'perceived' and then as it would be 'preferred'.

A relative ranking of a "perceived" and "preferred" goal will not reveal the tension that may exist, but it does give a general picture of whether the goals currently being pursued seem to the principal to be meaningful and worthwhile or not.

Goal congruence has little meaning except in so far as the goals emphasized at a given institution are also the goals valued by persons at that institution. By finding out on which goals is there a strong congruence between perceived and preferred goals, one could isolate significant goals. The distinction between "elitist" and "service" goals underscores the value of the forms for scholarly orientation while the latter is more sensitive to the needs of the community. This tool will on one hand reveal which category of goals receive greater attention and on the other of the support goals are well taken care of, the implication is

that the principal has his priorities correct and there is a greater chance if the Institution performing its task effectively. Macia (1981) has used this tool successfully to study the objectives of jesuit colleges of three cities of India.

The findings of this tool would be further confirmed by another an Administrative strategies.

D) Principal's Self-evaluation on Administrative Strategies

The fourth questionnaire has been devised to study the administrative behaviour of the Principal under the concept of a competency pattern. This is a theoretical construct designed to encompass the elements in intelligent and productive behaviour. A C.P.E.A. Center of George Peabody College in the Southern States had developed an approach called the competency concept through the efforts of Prof. O. Graff. He and his associates believed that competency in educational administration results when an "individual exhibits behaviour that enables him to perform a particular administrative task in the most desirable manner. It is also recognised that in many instance the designation of a task and the choice of a method for performing it depended upon a value base which an individual might possess. Of course, the performance of any task invariably necessitates the exercising of particular skills, abilities and understandings which an individual has to possess. Competency then is patterned behaviour. It is this traceability of a stable element - a pattern that permits research in human behaviour. In this case it is a behaviour pattern which will produce the required quality of performance needed for a particular job. This approach differs

from an earlier performance criterion which consisted of the listing of traits, specific abilities or the assumption that competence is the successful completion of a certain number of prescribed courses.

The competency pattern would be applied to behaviour in any context. The only thing is that the pattern must fulfill three conditions as a criterion for describing the pattern of behaviour for that special job as the ideal for it only.

1. Comprehensiveness - the pattern must include all the elements and relationships needed to show competence as an organismic entity and that this idealized entity must be widely applicable in the description of quality job performance.
2. Consistency - the behaviour must show a consciously directed consistency.
3. Workability - the success of the pattern measured by the test of actual usage and evaluated over a considerable period of time.

The administrative behaviour is visualized in seven dimensions viz. Curriculum and instruction, organization, teaching, evaluation, in-service training, staff-morale and budgetting. The questionnaire enquires on how the principal performs in these areas in terms of specific acts.

Since the competency pattern is a theoretical construct designed to encompass the elements in intelligent and productive behaviour.

This tool is considered appropriate because it describes the task to be evaluated in a comprehensive, consistent and

practical manner. The principal scores himself to the degree he feels he has accomplished the different dimensions. Each dimension is spelt out in terms of specific actions and the total scores will give the differential pictures of strengths and weakness.

In conclusion the diagram illustrates competence as a constellation of inter-acting factors. It is described as a constellation because it has a cohesive unity which allows it to be thought of as an entity at the center is the nucleus or core of basic beliefs, values and purposes held by the individual. The core is a very stable element. The behaviour factors include skills, knowledge, method, understanding, attitudes; as the individual goes about the performance of his job, they are constantly combining, inter-acting, contributing, motivating directing, restricting and in various ways and in varying degrees of intensity influencing his behaviour.

E) Pupil Opinionnaire

The pupils' opinionnaire is a more direct method of getting at the perception of the pupils on the values of their principal. The assumption is that the perceptions of pupils are relevant indices as pupils are the "experiencers" of all that happens in their school. The line of action followed is that if the pupils reveal some unanimity in their observation, then the values of their principal have more or less come strongly across to the pupils for a majority of them to make the same observation both as a free response as well as on the three core values and

their attendant clusters. The pupils' opinion is also sought on what their school stand for, what has been its contribution to their growth. The data reveals some very insightful observations from the pupils.

Taking the process rather than the product criteria of effectiveness the schedule prepared for the observation of the institution for a week task in any functions held during that week, a few critical tasks performed by the principal e.g. taking assembly or holding a staff meeting, manner of supervision in general - the classroom climate on the whole and observation of staff inter-action in the staff room. Finally an interview with the principal gave a fairly accurate picture of how he sees himself functioning in his role, his ideals on the goals he has for his institution. The interview schedule of the principal was based on some of the findings of the NASSP - Report (1962) speaking on the management of time of an indepth study of 60 "effective principals".

However, the study does not aim to establish a causal relationship between values and administrative effectiveness of the principal.

It merely points out that there seems to be some correlation between the core values chosen by the study and an assessment of the principal on these as progressively clarified and adopted by him and his effectiveness in handling the administration and personnel of his institution. The establishment and acceptance of a valid criteria of organizational effectiveness is a burning question now-a-days. While search continues for

a valid criteria, we must appreciate the peculiarities of the educational administration which is an emerging not an established profession. It is still in the process of establishing standards for the profession and trying to come to an agreement about what constitutes effective administration.

1.4 THE RESEARCHABILITY OF VALUES :

As long as philosophy was a dominant, intellectual discipline, values were speculated about, their nature defined and they classified in abstract terms and their functions deduced from principles rather than from observation. Philosophers had been aware of the fact that the concept of value in its original meaning is related to a valuating subject and the question of what and who would be the reference point necessarily arose. Understandably Max Scheles and Nicolai Hartman's development of the philosophy of values brought the ontological question into sharp focus. Hence, arose the question: Is a science of human values possible?

During the two or three decades in which these early attempts were made to characterize human values, anthropologists and sociologists for the most part made the major contribution in the conceptualization of values. Anthropologists have examined culture patterns and life-styles, sociologists have studied ideologies and mores while psychologists have tended to focus upon constructs like attitudes, motives and valencies. A few psychologists have rejected value-judgements considering them to be outside the boundaries of an empirical discipline, for they were not accessible to available psychometric technique.

Others assumed values to be central to the way an individual structures his world and defines himself and thus are not subject to experimental change. This assumption too did not encourage psychologist to experiment with values or study them.

The break through came when a comprehensive frame-work was conceptualized for values. The rubric "values" had included everything from preferred "ways of life" (Morris 1956) to utilities in Decision Theory (Beckes & McClintock 1967).

A Adler (1956) outlined four approaches to the definition of values which, taken in combination exhaust most of the conceptual possibilities.

1stly values may be considered as absolutes - existing as "eternal ideas" or as part of the "mind of God".

2ndly values may be thought to inhere to objects, as the potential of these objects to satisfy needs or desires.

3rdly values may be seen as present in man, as preferences held by people (whether learnt, innate or both).

There are different ways in which we learn to value. the things that surround us, and give us a sense of well-being get endowed with value. In the process of learning too, things gain value when they occur in associates with other events that are already valued and at times realizing that something can help one to attain a valued goal could give the helping instrument value it would not otherwise have. This also implies that people can change the value they place on some-thing or some-one

sharply if they suitably see that the object can help them get something they want or if they suddenly realize that it cannot. This idea of the instrumental quality of values has been woven into a number of theories often called expectancy X value theories, for predicting various kinds of behaviour.

4thly values could be conceptualized in terms of action - that knowing what people do is all that can be known objectively about what they value. However, equating values with behaviour may present more problems than it solves; for which, if not all, actions represent values? How can a reasonable class of values be isolated for study?

Hence Adler's third definition is preferred. "Value" then becomes a hypothetical construct. A kind of "meta-attitude" not directly accessible to observation but inferrable from verbal statements and other behaviours and useful in predicting still other observable and measurable verbal and non-verbal behaviour.

A good deal of conceptual and theoretical work on values has been done by Perry (1926), Lepley (1949), Pepper (1958), Catten (1959), Maslow (1959).

Numerous scales too have been desired for the measurement of values e.g. Allport, Vernon & Lindzey scale (1958) Survey of inter-personal values (Gorden 1960), Personal value scales (Scott), Value profile (Baks & Couch 1965), Dimensions of values (withey 1965), Inventory of values (Ewell 1954), Value Survey (Rokeach 1968), Variations in value orientation (Kluckhahn & Strodtbeck 1961), Social values questionnaire (Perlow 1967).

Two dominant approaches to value education have emerged - the moral development approach of Kohlberg et al and the values clarification approach of Rath, Simon and associates. The school a child attends shapes his patterns of behaviour and his concept of himself as a person. It moulds his personality pattern by the values it stresses, the courses of study it provides, the preferential emphasis laid, the kinds of teachers it employs and by the method of discipline it sanctions. "An administrator may thoroughly understand personality and learning theories and may be knowledgeable about current research findings relative to child development, but he can make decisions only with a commitment to values (Ostrander - Dethy - 1968).

For himself the principal will find that as he clarifies his values, he is growing and becoming more effective. As an individual he grows in his value choices, as he matures. It is because of this possibility that education becomes a significant activity, a learning experience, naturally self-fulfilling and administrative and teaching skills a teachable subject.

Among social scientists Kluckhohn (1951) has offered one of the most comprehensive analysis. Values are categorized in terms of several dimensions, modality, content (e.g. aesthetic, cognitive, moral) generality, intensity. Morris (1956) proposes another way of classifying values. His classification is based on his definition of value as actual preferences among real alternative and operative values as differentiated from ideal conceptions of what should be or actual choices that people feel right to be made -conceived values.

The present study takes up three terminal values of Truth, Beauty and Goodness and in consultation with experts establishes their respective cluster of values. Principals evaluate themselves in terms of these values. The study limits itself to the naming of their values as the principals seeing himself possessing them and also observes their operation in administrative situations.

1.5 INSTITUTIONAL ORGANIZATION AND VALUES :

Organizations are social units deliberately constructed and reconstructed to seek specific goals. Educational Institutions are defined as organizations created by society to achieve specific purposes which society has judged can be achieved best through a formal structure. In the formal organization, the problem of goal attainment has primacy over all other problems. In fact, the primary role of organization is to develop an environment where human efforts can be co-ordinated to achieve common institutional purposes. It is the presence of such goals and the consequent organization of effort to attain them which is characteristic of modern organization. The expectations for behaviour in a given institution not only derive from the requirements of the social system of which the institution is a part but also are related to the values of the culture which is the context for the particular social system. Morris (1956) e.g. found intricate but direct relationships between values and institutional structure and behaviour.

Further the nature of organizational goals is evident to some extent in the assertions of its members about what they think the organization's goals are, what the participants see the organization is trying to do, their beliefs revealed in conversation or action, particularly how they spend their time and resources. (Gross 1967) Since organizational administration is characterized by purposes and educational administration in particular is involved with people, it would be helpful to subtract a little and look at the entire process from a psychological point of view.

Conscious activity is based upon what psychology calls perceptual fields. According to Gestalt psychology, perceptual fields are composed of items appropriate to an individual's purposes. This putting together of elements to form perceptual fields in terms of some purpose is very close to Dewey's "reconstruction of experience". The way the new perceptual field is put together will depend upon past experiences and the individual will use methods that have been successful in the past. What actually happens sometimes is that educational institutions operate in an atmosphere of obscure purposes and that is the basic reason why general confusion exists about what is the contribution of the institution to individual development and in the fulfilment of societal needs. The principal cannot work successfully for institutional purposes while ignoring or playing down individual purposes. Since the principal would often find himself at the vortex between his values and that of his colleagues and subordinates, establishing his priorities would help him attain some balance in the tension between the two.

If administration is viewed as a social process and the context of administration as a social system, then it could be examined from a structural, functional and operational perspective.

Structurally, administration is considered to be a series of super-ordinate, subordinate relationships within a social system. Functionally, this hierarchy of relationships is the basis for allocating and integrating roles, personnel and facilities on behalf of the school goals; operationally, the administrative process occurs in person-to-person interaction.

While the operation of these is subject to the manipulative skills of the administrator and the outcome can be gauged on a continuum for success, the basis lies in the value-systems that form the basis of the aims and objectives of the institution as well as the reason that makes the administrator emphasize this or that area. When viewing administration as a social process, one finds values working within the boundaries of the institution's normative culture, its role expectations, its belief patterns and its authority and power systems. Conflicts and misunderstandings on a social system would be dealt with as a function of existential contradiction in values, in personal need disposition or in expectations for role performance.

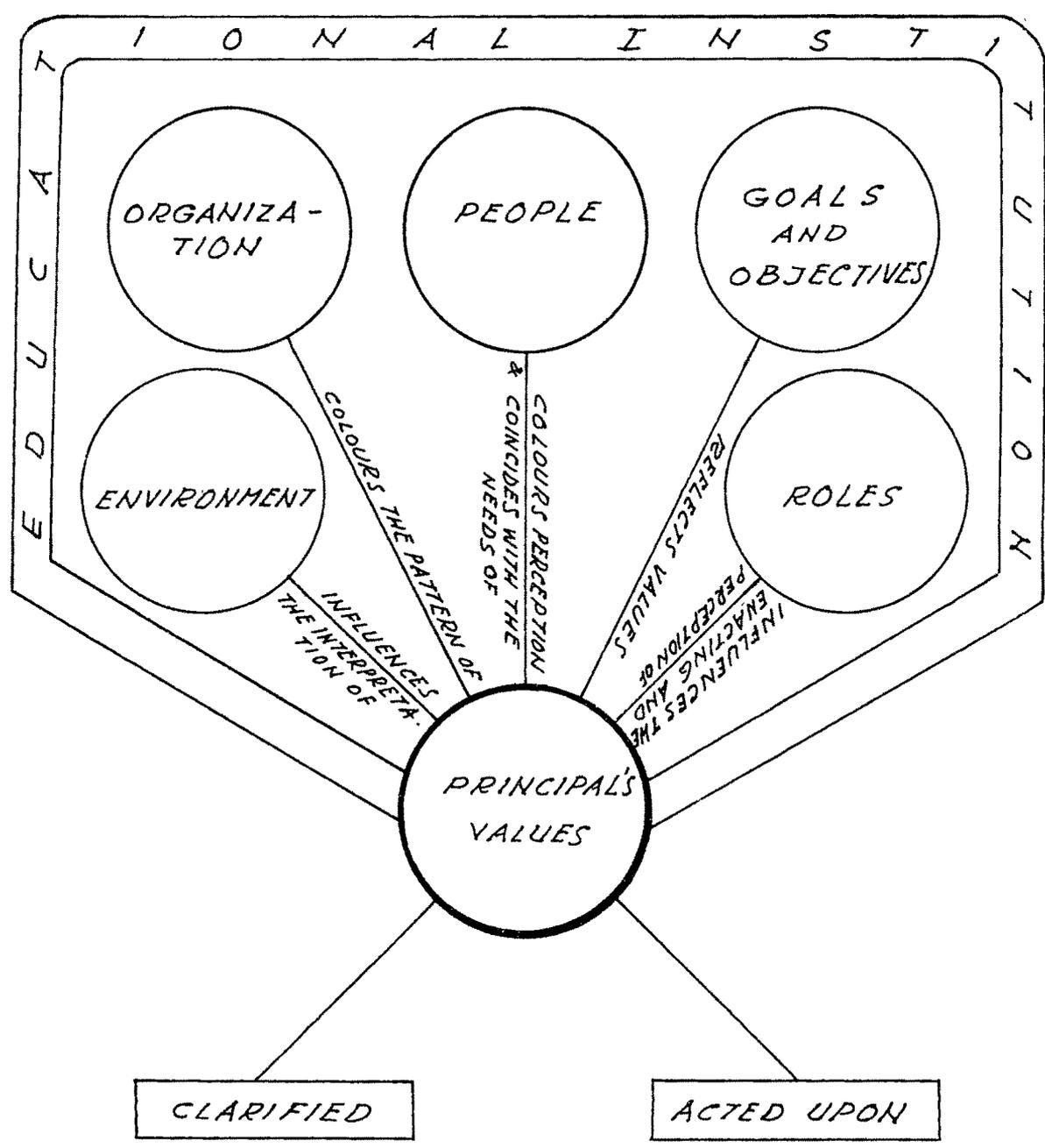
On the other hand if administration is viewed as a decision-making process, then it is assumed that its main function is the process of directing and controlling life in a social organization and making sure that priorities in values

become operative in decisions undertaken. The personal values of the principal e.g. will also decide whether it will confine his behaviour to making decision on the decision-making process rather than terminal decisions for the organization. Values give significance to the problems and determine the degree and the nature of the action to be taken. Values would also be manifested in the exercise of power. Power could be sought for its own sake or to be able to influence the decision-making process. Besides, the principal acquires his position as a result of delegated power and he slowly achieves "personal" power through making a favourable impact on his administration. Which of these two types of power he will emphasize will be influenced by his value system. (See Figure 1.5).

This figure describes how values operate in institutions. It is the clarification and adoption of values that influences all the administrative dimensions of an educational institution. It decides the pattern of both the formal and informal organization in the institution, it also affects the enacting of roles both in terms of self-expectation of the role-incumbent and also the expectation he has of others - Values also coincide with need-dispositions and the kind of personality the principal has, it influences the interpretation of the environment in which the purposes of the institution will be achieved, and ultimately values are reflected in the goals and objectives of the institution. Hence values are seen underlying the entire structure and are focused upon as motivators of the principal and influencing his actions.

FIG. 1.5

SHOWS HOW VALUES INFLUENCE THE DIFFERENT ASPECTS OF AN EDUCATIONAL INSTITUTION



Further educational institutions differ from other types of organizations in three basic characteristics.

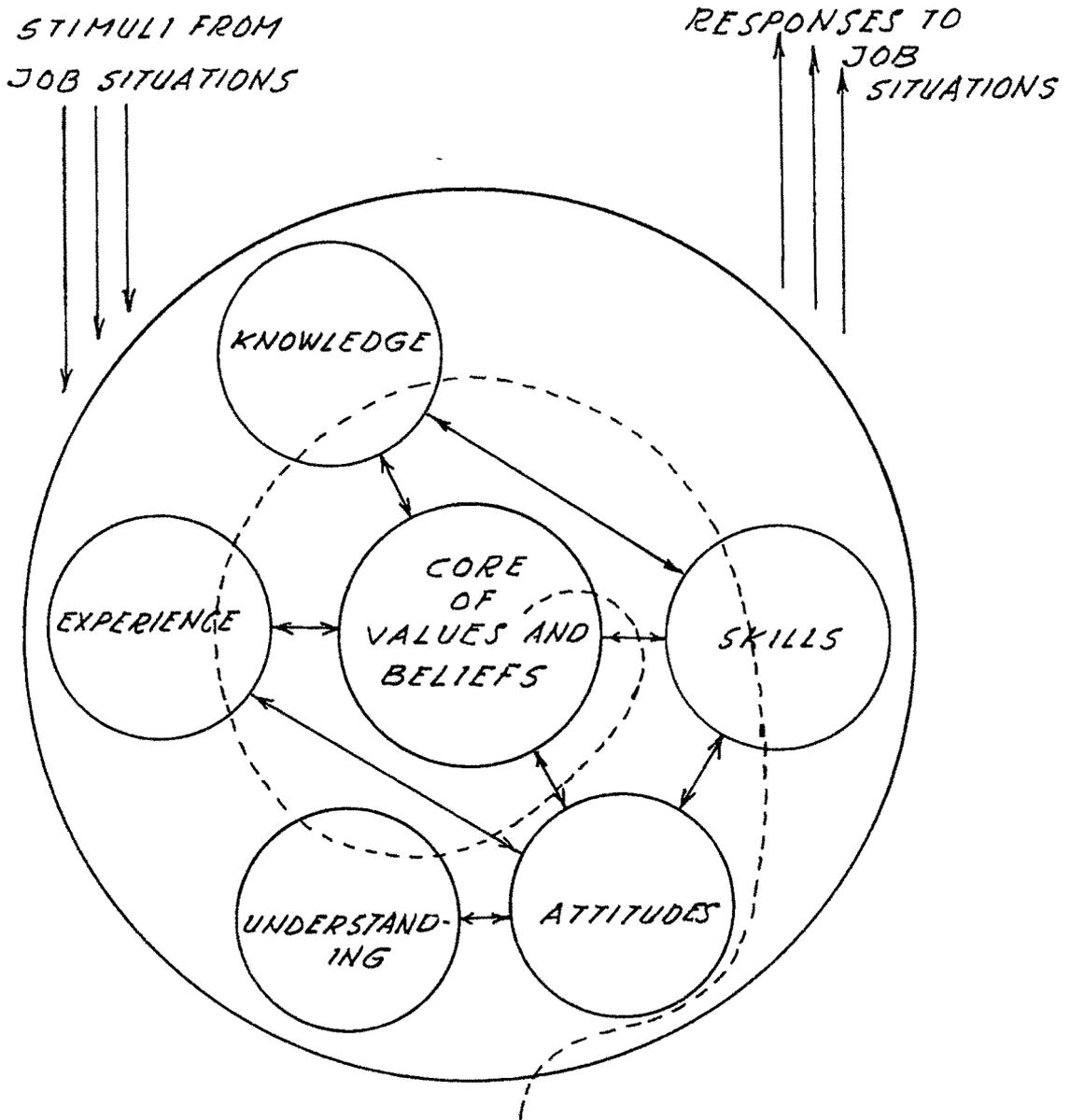
- a) Educational administration is an emerging not an established profession.
- b) Administrators in education are called upon to manage an enterprise which is critically related to the well-being of our society.
- c) Education is a service which deals directly and intimately with people.

It is these characteristics that give weightage to the values that underline both the institution and the administration.

Considerable evidence has accumulated to show that organizational systems usually perpetuate rather than change an individual's level of functioning, the reason being that individuals seek out roles and enter into inter-personal relationships which enable them to perpetuate their own functional level and style. The system as a whole resists functional change. If one person in a system changes his level of functioning, the whole system mobilizes its resources to force the individual back to his former functional level. In the course of data collection of twenty-five schools this has been observed as a reality and the principal is observed to be underpressure. However, the principals who are seen resting on the crest of this tension are those principals who having clarified their values are sure of the direction they are moving along. Clarence Newell (1978) contends

FIG. 1-6

EXPLAINS THE FUNCTIONING OF THE PRINCIPAL AS A
"PERSON" FULFILLING HIS ROLE



(REPRODUCED FROM "IMPROVING COMPETENCE IN EDUCATIONAL ADMINISTRATION. FIG. I CH. II. PAGE 31)

that when an individual can change his functional level or persist in the change, despite the mobilization of pressures from the rest of the system, the system can change and the individual's functioning at a higher level will come to be accepted. To achieve this is not easy; however, a strong cored value system could be a powerful motivator.

In conclusion we might say that underlying the dynamism of the inter-acting forces within the social system are the values, whose choice, clarification and possession leads both to the growth of the Head and the progress of the Institution.

1.6 THE ADMINISTRATOR AND VALUES :

Although this topic deals with the administrator and his values, it is not possible to dwell on it in isolation. Administration is the role and function of the administrator and one cannot really separate the man from his role.

It is true that Institutional goals are prescribed once for all by the Founder Fathers of the Institution, but their interpretation and application in the daily administration of the institution depends on a number of factors, the chief one being the Principal.

As a man who operates in an institutional setting, the administrator of an institution needs certain skills and abilities - skills meaning the ability to use the knowledge one has in effective ways. The skills and abilities provide the administrator with the means of achieving the ends that are desired. The frame

of reference through which the administrator views the ends and means of education are his perceptions. The clarity of these perceptions is built through his personal value system which is the result of choices made as he functions from day to day. This perception of himself as a man, as an administrator and his perception of the environment is uniquely personal and governs his behaviour. "If a school is a vibrant, innovative child-centered place, if it has a reputation for excellence in teaching, if students are performing to the best of their ability, one can almost point to the principal's leadership as the key to success. It takes a unique person to help give a school, first an image of what it can be, and second, provide the drive, support and skills to make that image an approximate reality." James M. Lipham.

The principal is a human being and an individual and has the same values' hierarchy in terms of need satisfaction as those with whom he works. While it is true that he may, by the very nature of the position and responsibility he occupies be able to withstand some of the pressures and subvert some of his personal aspirations for short periods, his own mental health cannot be positively sustained over long periods unless he is sure of his direction and he is motivated by faith, possesses a spirituality that is genuine and experienced both at the cognitive and conative levels. For the nature of his job is such that its glory will never be found in a spectacular manifestation of outstanding results. Rather it lies deep and hidden in the text and fibre of daily life and from there nourishes the entire system - like a tree whose roots hidden are often ignore and taken for granted. Hence the administrator

must "learn" to find joy in little things and he must keep his vision clear: Mr. Nani Palkhiwala (1974).

The role of the principal is multifaceted. Firstly, he is an organizer - one who pulls together all aspects of the school. Secondly, he is the facilitator of (either) a climate conducive to or non-conducive to learning and perhaps most important as a catalyst for change. He is also the one person in the organization who is in a position to organize the major process of decision-making on which action can ^{be} based. He is endowed both legally and symbolically with powerful sanctions and their approval and disapproval are of concern in varying degree to every organizational member.

It is appropriate at this point to enquire what influences come to bear on the principal in his role-functioning. The factors that influence him seem to be: his value system, his confidence in his subordinates, his own leadership, his feelings of security in an uncertain situation - these are personal factors. Environmental factors would be the organizational style of the school, its normative culture, the role expectations and belief patterns and the authority and power systems and the nature of the goals pursued (T.J. Sergiovanni & R. Starrat 1978). While these factors may influence the principal they need not dominate him. The principal who has studiously and reflectively developed a consistent value system will be able to supply a community with leadership that shows purpose and direction.

Leadership in education is very complex and it must be thus if it is to be effective. It requires a rigorous questioning of one's values, beliefs and perceptions with regard to the needs of the school, students and the community being served. "Dedication, commitment and a positive attitude are necessary requirements regardless of the setting in which it is to occur" (Maffett 1979).

Studies conducted on the leadership of principals point out to him as being the most important factor in determining the effectiveness of the institution. According to Goldman (1972) a lack of effective leadership on the part of the principals of schools, disintegrates the conditions for the development of a true school community. Null and Smuel (1971) say that it is almost certain that the leadership behaviour of administrators in all types of organizations has a significant effect on the work of both this super-ordinates and subordinates. Trump (1972) found that leadership style, the educational know-how and the supervisory organization that principals and their assistants develop continue to be the most potent factor in determining the school's excellence. Hence, this attempt is made to study the value systems as the consistent motivating power behind the principal's functioning.

Although the present study limits itself to the naming of values and does not go beyond to see how they function, a brief theoretical explanation to this effect would help appreciate better the principal vis-a-vis his values.

The values clarification approach advocated by Raths, Harmin and Simon, postulates seven steps to the acquisition of any value. These seven steps can be summarized into the act of choosing - prizing and acting.

A significant consequence of this is that any inclination to value adoption that falls short if the seven steps is not called a value but termed a value-indicator. The implication for the study is that when the values are named by the principals, they are taken to be actual values acted upon and cherished and not ideals that the principals would like to possess. There must be a commitment and action which would be manifested in his behaviour and became evident to other people before value is present. Growth and maturation is an on-going process and the spelling out of one's role for one's self and for the other role-incumbents would be a developing process. Heads of educational institutions would naturally be found at different stages of these steps and hence handling their role with varying success. However, value clarification always takes place in terms of a current situation and so the Principal can never have readymade solutions. He must always choose in term of his present situation. But if his test of priorities are chosen values, he will be more conscious of his direction and identity and free in the sense that he is choosing the alternatives he is aware of. Again, the goal of effective human relationships is continued improvement in the functioning of individuals and groups. This understanding will come only through a clarification, adoption and celebration of growth values (B. Hall). The temptation is always there to

create a pleasant situation at a particular time, to win the approval of staff members and citizens. It requires a tremendous strength of character to create situation to help various persons, learn, grow and develop. Success in this crucial area implies being flexible enough to find realistic solutions to problems and challenges and yet not compromise personal integrity. In conclusion, it is seen that the role of the principal in reaching consensus on educational values and giving them meaning in practice is crucial.