

CHAPTER – I



1.0.0 Introduction :

Education is concerned with future. It has a holistic character. The NPE (1986) highlights on the holistic development of students and this is what the schools today need to aim at. Supporting the idea of a holistic character of education, Kolesnik (1975) perceived it as enhancing growth of persons into a whole human being not as intellectuals only but persons who can love, feel deeply, expand their inner self, create and who can continue the progress of self-education. Humanistic educators like Maslow (1954), Rogers (1961), Purkey (1984) take into account the uniqueness and individuality of the person. The focus is on the individual. Each individual presents immense potentiality which has to be developed through education and by giving opportunities to develop themselves, so that they will be well equipped to face the challenges of today's competitive society. Carl Rogers (1961) suggested to give ample opportunity for self development and motivate the individual intrinsically, applying "non-directive" teaching in schools. This would lead the persons to voluntarily engage in learning. This also would lead him to take initiative and take decisions that would give him more satisfaction and happiness. Delors (1996) in "Learning : The treasure within" recommended that "education must be organized around four fundamental types of learning which, throughout a person's life, will in a way be the pillars of knowledge: learning to know, that is acquiring the instruments of understanding : Learning to do, so as to be able to act creatively on one's environment : Learning to live together, so as to participate and co-operate with other people in all human activities, and

learning to be, an essential progression which proceeds from the previous three and it emphasizes the development of the complete person.”

The modern science and technology is bringing rapid change in society and simultaneously there is change in individual's need. Therefore man has to face a number of challenges to have success and achievement, often he struggles with old traditional ways hoping to attain the new location of his goal due to changes that have occurred and the individual is unaware. In many cases, the school education is victimized due to the lack of awareness of principals and teachers about the changes in different areas of man's life, which affects the development of the students directly. Together with changes, in ways and techniques, the values and priorities have also changed. Hence, the challenges before the society with regard to the present education are – Will today's school students be effective in tomorrow's society? Will the students we are educating today be able to find their place in a world that is global, competitive and diverse?

The new generation that is entering the 21st century, if finds itself illequipped, will hold the present generation responsible for its inadequacies (NPE, 1986). Schools, therefore, need to be aware of the present reality not only in thinking and debating but by moving forward to implement ideas into action and thus making an effective movement (Downey, 1994) that would enhance the school effectiveness.

1.1.0 School Effectiveness :

The term school quality is loosely used in various connotations, such as school improvement, school effectiveness, school outcome etc. School effectiveness is more prevalent and accepted a term than the others.

The characteristics of school effectiveness provide a picture of success (Stall, 1997). Dave (2001) perceives school effectiveness as the attainment of educational objectives by the pupils. Therefore school effectiveness is reflected in the achievement of educational objectives namely, Cognitive, Psychomotor and Affective learning outcomes that the school has been able to develop in its pupils. Therefore, the greater the learning achievement of pupils in a school, the greater would be its effectiveness (Dave, 2001). School effectiveness also has been defined as the positive aggregate of the following factors: academic achievement, attendance, school climate and teacher and student satisfaction (Pond, 1995). In the words of Mortimore (1991) an effective school is one in which students progress further than might be expected from consideration of its intake. An effective school thus adds extra value to its students' outcome in comparison with other schools serving similar intakes.

Effectiveness is always been measured by the satisfaction of the customers who have different interests and standard of measuring the effectiveness of the performance or the quality of production. The effectiveness of any organization always depends on the human resources engaged in it. In the school organization, therefore, the principal and teachers have great role to play in making the school effective by fulfilling its conditions co-operatively.

1.2.0 Factors associated to school effectiveness :

School effectiveness as perceived to be a multi-dimensional topic by different researchers, has the capacity to include any number of factors in itself. According to Dave (2001), effective schools develop love for

learning critical thinking, problem solving skills, aesthetic appreciation, curiosity and creativity and interpersonal competence. Rinehart (1998) expressed that school effectiveness includes measures like students' achievement, motivation for schooling, attitude towards teachers, students' individual development, teachers' self-awareness, communication and interpersonal relationship, the overall climate of the school and leadership style of principal. Ostroff and Schmitt (1993) and Chhaya (1998) have included a number of factors in school effectiveness, like administrative functioning, leadership behaviours, teachers morale, level of trust, culture and climate, parents involvement, community support, teachers efficiency and commitment, loyalty and satisfaction of teachers and students' academic performance, collegial interaction among the teachers and principal, staff development, creative problem solving and involvement of parents and the community.

Uline (1998) spoke of two underlying dimensions of school effectiveness, instrumental and expressive functions. Instrumental functions are the means for organizational effectiveness, such as: students' achievement which is related to social emotional growth of students, satisfaction of teachers, efficient use of resources, innovativeness, adaptability and goal accomplishment. On the other hand, expressive activities convey organizational meaning. The activities are significant in which the members develop a sense of social cohesiveness and build organizational culture. These activities create teacher and student commitment, trust and morale. However, both the expressive functions and instrumental activities go hand in hand with student achievement in effective schools. Student achievement is the main purpose of all activities of the schools. Schools must be held accountable for student performance

(Bass, 1997). Though effectiveness of any school organization is multi-dimensional, only thing is acceptable to all is that in effective schools things are interrelated, example: A sense of purpose rallying people to a common cause, teachers and students working together with a spirit of co operation and accomplishment. The success is readily recognized and celebrated by all.

The present study of school effectiveness has focused upon the specific variables both independent and dependent that are involved directly in making the school effective. These variables are the Principal's Leadership, the Vision and Mission of the School, School Ethos, Teachers' Satisfaction, Staff development and Student achievement, both academic and personal

1.3.0 The Principal's Leadership :

The term leadership is broad and complex as researches have found. The more we research leadership, the more complexity comes to light. Therefore, it can be simply defined as "the act of making an impact on others in a desired direction" (Pareek, 1997). Today when there is unpredictable change occurring in the society education has a greater role to play. This would bring about a paradigm shift which would help persons to look at things with a new perspective and make a shift in thinking, in attitude and behaviour. This shift in their lives would lead to organizational transformation as well as social transformation. So, when there is a paradigm shift in the principal's life there is organizational as well as social transformation.

1.3.1 Transformational Leadership:

The word transformation refers to radical change. Therefore, transformational leadership is leadership which brings about change. Transformational-leader articulates a vision statement uses lateral or non-traditional thinking, encourages individual development, gives regular feedback, uses participative decision making and promotes a co-operative and trusting work environment (Carless, 1998). The transformational leader guides people in subtle ways and challenges them with high expectations. He knows his subordinates, listens to them, trusts them and is sensitive to their needs. He recognizes their abilities and uniqueness and gives them the responsibilities accordingly. The main concern of transformational leadership is to get performance from individuals beyond expectations by going beyond the contractual relationship by inspiring them, stimulating them and paying attention to them as individuals (Pareek, 1997). Carless (1998) and Duke (1998) proposed that regardless of culture, transformational leaders inspire followers to transcend their own self interests for the good of the group or organization, followers become motivated to expend greater effort than would usually be expected. He/she therefore needs to develop an appropriate work culture, ethos and climate.

1.3.2 Transactional and Transformational Leadership:

Leadership has been classified into two categories, namely, transactional and transformational. Those whom we label as transformational leaders display much more transactional leadership behaviour. They are more likely to have attitudes, beliefs and values more consistent with transactional leadership but they still may be likely to be transformational (Bass, 1998). The best leadership is both transformational

and transactional. Transactional leaders have an obligation to get things done, ensure achievement of targets and maximize efficiency and effectiveness of various groups. These can be done by policy making, planning, developing systems like HRD systems, budgetary system, and reward system. Thus, transactional leader is concerned with achievement of the task. On the other hand, the transformational leaders go beyond the immediate task and build individuals and groups and enable them to achieve targets that the organization or individuals would never have expected.

1.3.3 The Principal as Transformational Leader :

Without risk there is no gain. Therefore, the principal as transformational leader supports the need for experimentation and risk taking. He openly shares information and tries to improve the quality of interpersonal relationship and stimulates professional growth of teachers. His/her behaviour encourages trust, collaboration and problem solving (Blase, 1994). Such behaviour can be seen in the ways the principal conducts himself/herself in the various roles he/she exercises. He/she may visit classrooms and provide constructive feedback to teachers after his/her visits. Teachers find this practice acceptable because it is accompanied by genuine interest and support. Teachers therefore associate such behaviour with opportunities for improvement (Blase and Krisby, 1992). Thus, the principal as transformational leader influences the change process toward increased teacher involvement and empowerment. The principal initiates these changes primarily through interactions with the faculty (Rinehart, 1998). Therefore, the transformational functions of the principal empowers the teachers and other functionaries. These functions are : visioning, setting a personal example of desirable style and behaviour, setting the norms

(standards) in the organization, building a co operative culture and conducive work climate, encourage better performance by individuals, synergising the team and nurturing the talents of team members (teachers).

1.3.4 Vision:

Visioning is the key transformational leadership function in an organization. Visioning is the art of creating, communicating, committing people to and translating vision into action (Pareek, 1997).

Vision is a dream which inspires people and makes them proud of working in the organization (Pareek, 1997). Vision looks beyond what we are doing today to what we want to be doing in future. It deals with the question, “Why are we doing what we are doing?” Therefore, vision is about imaging the future to create new possibilities. Therefore, the main idea is that vision creates new possibilities. It can be called a dream of desired future to which the school is committed (Downey, 1994). This is possible only when each member of the school is well informed about the vision of the school. For Pilonia (1991) a vision is a target that beckons. A vision always refers to a future state, a condition that does not presently exist and never existed before. With a vision, the leader provides the important bridge from the present to the future of the organization. A vision provides our destination – a common purpose toward which everyone in the organization can steer. Thus a vision is like any other objective; it precisely states where we want to go and how to tell when we’ve arrived (Kaufman, 1993).

One of the important characteristics of vision is that it is ever evolving. Therefore, it needs to be revisited and recreated on a regular basis

because it needs to become a part of the culture of the organization and be reinforced (Downey, 1994) through the strategies used in the school organization and through decision-making process. The new circumstances also demands changes in vision because of the constant change occurring at global level. Most of the leaders realize that vision of the future should not be fixed but should remain flexible to accommodate change. Vision has the other side of the coin known as “mission”. Without mission, vision cannot be processed.

1.3.5 Mission:

Mission is purpose or aim. It describes our aim (toward what end?) and our general action (What do we do?) (Downey, 1994). Therefore, mission indicates what we are trying to accomplish for our students.

Mission contributes to school effectiveness in very specific ways. For example, it gives direction to different units of the schools. It provide guidance for administrative decisions regarding the overall direction to the institution. It enables to establish blueprint for the development of the process for assessing and implementing institutional effectiveness (Pillai, 1998).

The effectiveness of any school organization depends on the satisfaction of teachers and students who are considered to be the immediate customers. Students being the immediate beneficiaries, the focus of the mission statement is only our intent because a mission statement describes what our service is for. It also describes why are we in the school as teachers and what does it mean for students and other beneficiaries both internal and external. A mission statement provides a simple direction

without specific criteria for measuring success (“improve education”, “quality learning for all”). A mission statement is an intent that is measurable on a nominal or ordinal scale (Kaufman, 1993).

The vision and mission statements of the school must be of shared character. Therefore, the principal involves each and every member of the staff in the formulation of vision and mission statement. The shared vision must be transmitted to each member in the school and get them motivated to commit themselves to it (Johnson, 1994; Pillai, 1994 and Harris, 1998).

The principal as transformational leader of the information age needs to be open to change and experiments. Several principals’ behaviours as suggested by Blase (1994) are essential to experimentation and to fundamental change in schools. The principals : (a) manifest clear sense of purpose linked to a vision for the school (b) use data to inform their decision and the decisions of others (c) allocate resources consistent with the school’s vision (d) help create new decision making structures where they are needed (e) become more involved in direct supporting roles for teachers and less involved in direct leadership activities. This indicates that the transformational leadership approach gives more importance to human resources and creates the environment of trust, openness interdependence and collaboration among the staff. Thus, in the process of transformation both the leader and the led are transformed, changed sharply, in performance and outlook (Bass 1998).

1.4.0 School Ethos :

Ethos is primarily concerned with values and is the fundamental character or spirit of the organization. It is the underlying spirit or character

of a group and is made up of its beliefs, customs and practices (Pareek, 1997). Organizational culture reflects concepts like culture, climate, environment, atmosphere and ethos and these are loosely used. At the base of ethos are core values which are eight in number and relevant for institution building, namely – Openness, Confrontation, Trust, Authenticity, Proaction, Autonomy, Collaboration and Experimentation.

1.4.1 Openness :

It is a spontaneous expression of feelings and thoughts and sharing of these without defensiveness (Pareek, 1997). Openness is essential in both giving and receiving ideas, feedback including criticisms and feelings. Openness also means receiving without reservation and take suggestions and feedback from teachers, students and parents, colleagues and others. Openness leads to willingness among members and there is free interaction among them. The principal is the first person to be open to change. He encourages teachers to think and implement innovative practices in the classroom and in the school. The plans and vision are not concealed from teachers. The problems of the schools are openly discussed and shared decisions are made. There is open communication among the staff members. Where there is lack of openness, shared values and beliefs, there are hidden agendas, secretiveness, lack of rapport and flip comments are experienced and they contribute to a closed environment where ideas, feelings and creative thinking are not shared (Downey, 1994).

1.4.2 Confrontation :

Confrontation means to face the situation and not shy away or escape from any problem or person. Confrontation and exploration go together in

this regard. In a school organization, the principal and teachers face a problem together and work jointly with one another to find solution to the problems that arise. If teachers find that the decisions are taken but not followed through or reviewed and the principal does not care to find out the rate of progress and the reasons for the lack of it, or if the principal is perceived as working with a few teachers in the staff, they choose to avoid rather than confront the problem. Teachers often do not want to participate in administrative decisions because they feel that there is no real impact on decision-making and this leads them to frustration (Wiss, 1990). Confrontation also includes other important factors to take risk, create self-confidence in teachers' giving supervisory support without overlooking the mistake made and reinforcing them. The principal as transformational leader is very quick to put into action and recognizes any good plans for solving problems, because problem solving is the heart of group and organizational development. This gives self-confidence to teachers to take risk (Blase, 1994).

1.4.3 Trust :

Trust is reflected in maintaining confidentiality of information shared by others and not misusing it (Pareek, 1997). It also gives assurance that others in the school organization will help them when it is needed. This assurance makes the individual more committed and obliged. Trust is also the amount of safeness we feel with others (Covey, 1989). In an atmosphere of trust, one is able to work together to identify and solve one's problem. Without trust a school can not improve and grow into rich, nurturing micro society needed by children and adult alike in the school. Where there is trust, the authority does not doubt or suspect any member of the staff and not search for motives of what has been said or done. In the atmosphere of

trust, teachers feel satisfied, motivated and confident. Teachers are more likely to work harder, be optimistic and feel a sense of professionalism. Principal–teacher and teacher–teacher relationship seem to improve as well. An environment of trust raises teachers’ self esteem, commitment and sense of ownership (Blase, 1994).

Educating students in the school is a teamwork where people are interdependent. Therefore, each member needs to trust the other because it is not the technology or power that matters here but the relationship. Establishing trust in our work relationship is one of the first orders of business in any collaborative work environment like school. The building of trust based relationship takes time. It needs supportive work environment and interpersonal skills. But once broken, trust is never regained. Therefore, the principal as a leader needs to keep confidentialities of teachers in his/her school. Trusting team members leads to delegation of authority which makes the members feel self-esteemed and worth.

1.4.4 Authenticity :

Authenticity is congruence between what one feels, says and does. This can be seen in the correspondence amongst members (Principal, teachers, students) of the school organization. The congruence between the work of the authority and their saying can be perceived easily by subordinates. Being is more effective than saying. For example, one who preaches punctuality must be punctual himself / herself. Before telling others to do something, one should start himself/herself first and live it. For example, Satya and Ahimsa became the way of life for Mahatma Gandhi.

1.4.5 Proaction :

Proaction means taking initiative, preplanning and taking preventive action and calculating its consequence before taking action (Pareek, 1997). Proaction is opposite of reaction. For example, if someone shouts back to some one's accusation, he/she shows reactive behaviour. However, there are other ways one can show reactions are stop talking and avoiding the person. This is the usual behaviour people show. But if one responds calmly and suggests that they discuss the problem together and does not try to prove himself/herself guiltless, he/she is showing proactive behaviour. Proactive person takes the initiative to start a new process or pattern of behaviour. Proactive person acts at all three levels of feeling, thinking and acting. By doing this, he/she tries to see things from the point of view of the other person and tries to understand the problem before taking any action. The dialogue therefore is Adult – Adult. Proactivity shows a high level of maturity in individuals.

The higher proactivity of teachers will mean taking initiative, planning, quick response to data collected from work places like classrooms, teaching-learning contexts, co-curricular activities and laboratories through different individuals. The principal again is the main source of energy, who encourages, motivates and recognizes the ability and talents of each teacher of the staff and empowers them to participate in proactive action.

1.4.6 Autonomy :

Autonomy is freedom to plan and act in one's own area of work. It develops mutual respect and is likely to result in willingness to take

responsibility, initiative and better planning (Pareek, 1997). Autonomy is seen when there is delegation of authority and acceptance and approval of the plans and action of the teacher delegated for particular work. Therefore, autonomy refers to the degree of freedom that teachers have in determining their work processes (Blase, 1994). The principal therefore empowers teachers by encouraging autonomy, granting professional autonomy and supporting teacher innovation are decidedly beneficial to teachers. The autonomy and freedom to be innovative enhances their self-esteem, confidence, professional satisfaction, creativity, sense of classroom efficacy and ability to reflect on instructional issues (Blase, 1994). But giving autonomy is not enough. The principals need to encourage teachers to use professional discretion in making decisions in their classroom and give them adequate support for innovations they choose to enact by involving themselves.

The extreme autonomy in practice may have negative effect. If each teacher uses his/her freedom alone in the classroom hidden from other colleagues will not work. This leads them to isolation, alienation and competition (Pellicer, 1995). This is the environment where teachers do not feel the sense of belongingness encouragement, trust, respect and recognition. Everyone does what he/she thinks to be the best and each is free to experiment according to personal commitment.

1.4.7 Collaboration :

It means working together to solve problems as a team. Therefore, collaboration is giving help and asking help from others. Where there is collaboration, there is teamwork, sharing of experience, direct communication and resource sharing, joint decisions, involvement of

teachers and proper use of the human as well as material resources (Pareek, 1997). Here again the principal plays a major role in uniting the staff to work in collaboration.

1.4.8 Experimenting :

Experimenting means using and encouraging innovative approaches to solve problems, using feedback for improving, taking a fresh look at things and encouraging creativity (Pareek, 1997). Evaluation of school activities give way to creativity and new approaches of doing things. So, teachers attempt at improving upon previous ways of working or holding any activity in the school, innovating new methods for solving a problem in a new way. Supporting the idea of creative approach, de Bono (1993) said, "This is perfect so now let us make it better." The purpose is to bring continuous improvement by improving things even when there are no fault at all. When the principal is open to change, he encourages for experimentation. Teachers are not blamed when failed but success is celebrated by all. Therefore, the climate is created which makes people feel free to generate ideas without fear of being criticized. When teachers are appreciated for new ideas given by the members of the staff, they feel recognized and motivated to do things more creatively (Blase, 1994 and Pareek, 1994). Such a climate is enhanced by the interpersonal relationship and communication among staff.

1.5.0 Teachers' Satisfaction :

Teachers' satisfaction is one of the most important elements to determine the school effectiveness. It is a dependent variable which is the result of other variables necessary in the school. The climate where each

member is considered to be equally valued, where teachers feel trusted and respected by the principal, colleagues and students, where people have freedom to perform responsibilities using their talents for which they are recognized makes them happy and satisfied. The organizational climate is the resultant accumulated effect of the ways in which the principal interacts with teachers and teachers interact among themselves, with the principal and also with students. When the members of the school staff find a suitable environment, they work hard as it gives them a sense of personal worth (Khan, 1995) that leads to personal and professional satisfaction.

School is a teamwork which gives higher value to interdependence and not the independence (Covey, 1989). To become a high performing team the interpersonal relationship and communication are to be promoted. The high degrees of interdependence in school work system will increase the rate of interaction among teachers, increased interaction will be reinforcing to teachers and thus group cohesion will increase over time. It will give them the sense of support and we feeling. The increased group cohesion will lead to reduced teacher absenteeism (Brog, 1983). Researches have found that in many schools, the organizational and personal behaviour promote the idea that one group of teachers is more important than others and it is they who mostly participate in the decision making and planning of the school management and others are silent followers. This is the contaminated atmosphere where individuals are not satisfied due to the favouritism and groupism. On the others hand, the silent follower group is not satisfied because they do not feel trusted, respected and recognized for their talents and abilities. There is competition in mind and play win-lose game with the leading group. This can never lead the team to effectiveness (Pitroda, 1999). Teachers desire to meet in cross-functional trust, discuss

vision for future or create innovation. Thus, the inter-person communication behaviours of the principal and teachers can either make or break the environment of trust and openness necessary for a group to transform into a highly effective team. The lack of environment of trust openness and satisfaction indicate that the members of the group are constantly competing with each other, having side conversation (criticism) participating in off task behaviours when another group member is speaking and making facial expressions or gestures indicating disagreement or ridicule.

The principal being the key figure of the school management, needs to create such satisfying environment where each and every member of the team gets opportunity to develop himself/herself and feel empowered. The empowering relationship among team members also enables them to participate fully in school activities. This certainly gives personal as well as professional satisfaction to the individuals. Supporting this, Das (1988) in his study found that teachers who were motivated were found highly satisfied in their jobs. The personal and professional satisfaction lead the individuals to commitment and creativity which enhances their effectiveness. Garg (1983) in his study found that teachers in high support and satisfaction climate were found to be more responsible professionally than in low support and satisfaction climate schools.

1.6.0 Staff Development :

Staff development approach is used to demonstrate to people the responsibility they have for making use of the development opportunity that are provided. The aim is to ensure that the individuals (teachers) are proactive, competent, confident and action-oriented who will in time

become competent mentors to one another and to their students (Wickman, 1997). Teachers are encouraged to learn more about themselves and each other through series of self development programmes like self-awareness activities, they are motivated intrinsically “to learn how to learn” and are introduced to the experiential learning to develop interpersonal skills like assertiveness, coaching, counselling, giving and receiving feedback, designed to help them to be a resource to others (Hamilton, 1990). Thus, staff development offers many worthwhile benefits to teachers. It can effectively provide the key to improving professional performance reducing isolation, providing a supportive system and generally improving the professional lives of teachers by making them more productive and pleasurable (Pellicer, 1997).

1.6.1 Need for staff development programme :

There are teachers working in schools for many years who feel they do not need any developmental programme due to their personal experience in learning. They must be helped to realize their limitations because of the fact that today in the information age, skills are counted more than experiences. Therefore, the principals of the schools should provide opportunity to every teacher regardless of their expertise. Everyone is required to develop himself/herself to be able to educate today’s students who will be the strength of the nation tomorrow. Seeing the requirement of teachers in particular school the need for school sponsored staff development programme is felt necessary today. To make the programme more effective the principal should monitor all classrooms, making brief observations or “drop in visits” to observe and reinforce good teaching, to assess general school climate and to note the presence of any creative teaching and learning effect or emerging teaching learning problems. The

principals and teachers can adopt three basic development structures : Intensive development, self-directed development and co-operative development.

Intensive development is termed as clinical development. It is usually meant for the novice, marginal and passive teachers. This developmental programme requires much time because the help is given to the individual teacher according to the need of the person.

Self-directed development enables the individual teachers to work on one or more professional growth goals. It is recommended only for productive teachers because self-directed development programme empowers these teachers.

Co-operative development involves group of peers working together for their professional growth. It can be recommended for all school teachers, as a supplementary to their intensive development.

Today a school is considered to be an effective one, only when it imparts the latest knowledge, provides a conducive teaching learning situation and inculcates good learning experience among their students. In this world of knowledge explosion and scientific advancements, teachers should be in a position to be familiar with the latest knowledge and techniques for effective education with confidence.

The demand made on schools by the rapidly changing society today have radically alerted teachers and principals' role and conditions under which their role is being played. The task has become much more challenging due to the knowledge explosion especially in the realm of science and technology where knowledge doubles itself in less than a

decade. Therefore, a teacher has to be forward looking and dynamic, capable and critically comprehending the shape of the things to come and capable enough to adapt himself to the unseen developments. Staff development is one of the best ways for teachers to update themselves in order to be resourceful to their students. In the school, the formal (in-service training, refresher courses) and informal (reading books, discussion, staff meeting) ways of staff development empower teachers and add creativity and innovativeness to their profession.

Researches have found that teachers' innovativeness have direct relationship with students' academic achievement and interest in studying those particular subjects of such innovative teachers. Thus, adopting little change in the classroom teaching learning and teachers' behaviour brings change not for the sake of change but change to achieve the desirable objectives. In short, to be innovative is to be creative and constructive. It is this quality of teachers that paves the path of progress in students' life.

1.7.0 Students' personal and academic achievement :

The school as well as classroom environment helps students in their learning and development. Researches have proved that students with high academic achievement have high self-esteem and self-concept than those with low achievement. The self-concept may be described as a set of attributes an individual uses to describe himself. The choice of these attributes depends upon the information and knowledge one gains from different sources. The adolescence is the period of personal development during which a young person develops a sense of individual identity and feeling of self worth including adaptation to an altered body image, improved intellectual ability, demands for behavioural maturity and

preparation for adult roles. During this period, the self-identity is reformulated with the help and reference of school and social expectations. The self-concept is thus a bridge between an individual and the society, between his attitudes and personality, social behaviour, academic achievement and socialization process (Singh, 1977).

Students with high self-esteem are influenced more by an optimistic message that enhances their self-image by presenting favourable attitudes about life. On the other hand, low self esteem use defensive mechanism that leads them to reject the optimistic appeal and accept the threatening one (Burgoon, 1978). Therefore, teachers can be prepared to help all students from different backgrounds. One of the most important things that teachers can do in the classroom is become aware of their own biases and stereotypes towards certain students. Thus recognizing the influence of these perceptions on the academic performance of students. These stereotypes and biases can be recognized and taken into account when dealing with students of varying backgrounds. (Purkey, 1984).

Effective school is a place where individuals enjoy teaching and learning and where policies and programmes contribute to their joy. Student and teacher satisfaction not only lead to academic achievement but are also legitimate goal in themselves. Though the school effectiveness is related to many factors, the focus is on the students' achievement. Therefore, a teacher can make the school effective by developing class spirit, invite questions, discussion, hold contest, encourage participation and involve students in decision making etc.

The teacher expectation also plays a great role in enhancing the students' self-esteem and the academic performance. Generally, teachers

tend to exhibit more positive non-verbal behaviour (*smile, wink, nod*) to students considered bright than to those considered dull. They teach more to, spend more time with and demand more from students they consider are able. Thus, the influence of teacher's attitude on students' achievement continues to receive considerable attention (Purkey, 1984). This idea has been supported by Brophy and Good (1974) who concluded from their extensive research that when teachers had higher expectations for students, they actually produced higher achievement in those students than in students for whom they had lower expectations. Thus, the self-concept and their academic achievement are heavily influenced by their teachers and their parents who treat them as able, valuable and responsible as well as those who treat them as unable, worthless and irresponsible. From the moment the student comes in contact with school an encouraging and discouraging actions of school personnel coupled with the physical environment, the official policies and the instructional expectations of teachers and their achievement are likely to develop positive attitude toward themselves as learners. Those who pass with good marks have positive attitude toward themselves, their teachers and the school, but those who fail are likely to develop negative feelings (Purkey, 1974). In this way, the school plays a significant role in influencing the course of development of students.

Every educational institution expects that the students show good academic achievement and learn to live in a world in which both change and difference are important factors of life. But students cannot grow to the extent of our expectation if not helped by the principal, teachers, parents and other significant change agents. This fact calls for teachers' skills in

guidance, counselling and problem solving in the process of mentoring students.

1.8.0 Transformational Mentoring :

At first, we should reflect on these two terms. Transformation refers to radical changes. It includes both personal and organizational transformation. Personal transformation is a change at the level of one's identity and change in attitude, which involves shift in one's thinking and behaviour with other people in the organization. In the same way, organizational transformation is about the change at the level of the identity of an organization. It involves the elements such as vision and mission statements, the values of the organization, the ways in which all members are treated and relationship between the organization and the environment. (Hay, 1995). Organizational transformation occurs when the individuals are motivated and inspired to transcend their own self-interest for the higher collective purposes and vision. This involves a paradigm shift (Covey, 1992) which helps the individuals to look things from a new perspective and make a shift in thinking, in attitude and behaviour. Thus, the paradigm shift in their life makes them transformed from within, which leads to organizational transformation as well as social transformation.

The word "Mentoring" originates from the Greek mythology. According to Greek mythology, the mentor was a god who was asked by Ulysses to take care of his son Telemachus while he went off on his travels. Mentor therefore brought up Telemachus, acting rather like an uncle. In the way of most Greek gods, mentor had an alias – Athena, the war like goddess of wisdom, the protector of craftsman. In either case whether as Mentor or Anthena, the arrangement was that of an older, wiser person

taken overall charge of a younger, less experienced protégé (Hay, 1995; P. 37). Here is the beginning of traditional mentoring arrangement.

What is mentoring?

Mentoring is one of those terms which eludes tight definition. The word mentor has been used to mean such diverse images as teacher, coach, trainer, counsellor, positive role model, developer of talent, opener of doors, protector, sponsor or successful leader (Schein, 1978). The range of activities called mentoring is very wide and complicated. The word mentoring has been understood in different meanings like: showing people the ropes and helping them to climb, passing on knowledge and skills formally or informally, looking after people to put learning into practice, being a role model, being a guide, being a champion, talking to people about their careers, counselling and coaching (Hay, 1995). In the management literature, the term “mentor” has been used as a more senior person who takes interest in sponsorship of the career of a more junior person (Scandura, 1998).

There are people who have seen mentoring practice as something deeper than what has been said above. It has been looked at not only as involving the personality of mentor or mentee but also interpersonal or psychosocial development, career and educational development and socialization between individuals of different experience, expertise and orientation (Kate, 1997). Wickman (1997) has simply looked at mentoring as “people helping people.” Therefore, a mentor for him is “someone who helps mentee learn the ways of the world, someone who has the best interest at heart for mentee.” In today’s society everyone needs one or the other person to inspire and encourage him/her to make progress in life. For

example, parents, teachers, friends or one's own colleagues. Therefore mentoring has been called "the final secret of success" (Wickman, 1997). For Hamilton (1996) "mentoring is a way of helping another understand more fully and learn comprehensively from their day to day experience." Therefore, in his opinion it works best when it is a confidential relationship, which gives the learner the opportunity to speak freely about any concerns they may have. Deeper still, mentoring has been looked at as a help to reflect and appraise one's performance believing that the self-evaluation is better than some one else's evaluation. It helps raising awareness and ensuring that matters are fully thought about.

In today's society of constant change and development no one can be an expert in anything or any field. He needs to keep learning. So, one who is a mentor today may have to be a mentee tomorrow due to the developments that occur in the society and in human needs. Mentoring therefore is accepted as relationship between equals, say between colleagues (teachers) or students. This relationship between equals has been termed as "Developmental Alliance" (Hay, 1995).

1.8.1 Developmental Alliance :

The word 'Development' is long term growth which relates to the whole person. It may be the professional or personal development. In other words, it takes care of the holistic development of an individual. On the other hand, the word 'Alliance' means friendship. Therefore, the term developmental alliance can be understood as development through alliance and alliance for specific purpose of development (Hay, 1995). This idea makes clear that the developmental alliance is the "relationship between equals" who help each other to develop through mentoring and the

development that takes place in different dimensions. Since it is based on the relationship between equals, it requires high level of trust to have an open discussion and sharing while working together to find a solution of any problem in the school organization. Success is the reason for happiness for each member in the staff and group achievement is celebrated by each member. There is a strong bond among them and there is open environment where individuals feel free to tell or to be told their limitations for the purpose to be accomplished. Each one respects the perception of each and never imposing personal assumptions on anyone.

The word “equals” indicates the characteristic of the relationship between the mentor and mentree. Though among the alliance one or more of persons may be older, wiser or more senior than others but this is not the essential part of the mentoring arrangement. What is essential is that they relate with each other as equals, no matter whether the relationship may be between the principal and teacher, teacher and teacher or teacher and student. It is the mentor’s attitude which leads them to behave as equal with mentee. In some cases, the junior in the staff can be more skilled and talented than many seniors. Therefore, they can be accepted as mentors in their own field for the benefit for the group.

1.8.2 The elements of mentoring :

Mentoring is a process of development (Hendricks, 1998) which is built upon three main components :

- (a) Mutual trust and commitment
- (b) Patient leadership
- (c) Emotional maturity

A brief explanation of each element follows :

- (a) Mutual trust and commitment between mentor and mentee depends on the time they spend together. The more time the mentor gives for mentee the more trustworthy he/she becomes in the eyes of mentee. They build rapport with each other. The mentee feels counted by the mentor which gives encouragement and self-esteem.
- (b) Patience is extremely important in mentoring process. Once the commitment and trust are established, it can be maintained through patience. Mentor may need patience for different reason, like: inattentiveness of the mentee, difference in their aptitude and the overcrowded schedule of mentor and the appointment with a mentee.
- (c) Emotional maturity is one of the most basic elements of mentoring relationship between mentor and mentee. To be effective in mentoring the mentor needs to control emotions.

1.9.0 The application of mentoring scheme in school organization :

Mentoring is the process of development. Since the education is a team work, mentoring scheme can be applied in the following manner:

- Principal, the overall mentor in the school
- Co-mentoring by collaborative relationship
- Teacher student mentoring relationship
- Students mentoring one another (Peer mentoring)

1.9.1 Principal, the overall mentor in the school :

Across the nation, it has been felt that management skills must change. To get the most from teachers and other staff and aiming at the

school effectiveness today's principal must be more than a mere administrator. As a school manager, his role is much like that of a mentor. Being the first change agent in school system, he needs to take the initiative and make everyone in the school participate in bringing change that enhances the school effectiveness. Every teacher has different talents and skills. They are all human beings with strengths, shortcomings and personal interests that sometimes affect their ability to perform at work place. At times, the principal may find difficult to inspire, motivate and work together with the mixed group of people toward team goals.

As a manager of the school organization, the principal needs to get things done through others. As a leader, he has to work through the people who work with him. Without the collaboration of teachers, it is just impossible to manage the school. Hendricks (1998) has rightly said, "When you do everything yourself, you're just a technician. When you get things done through others, that's when you become a leader." In fact, the principal needs his staff members more than they need him because the only way he is going to get result is through them. His time is limited and so only teachers in the staff can get everything done. For this reason as a mentor, he needs to invest on them. No other investment will pay higher dividends than an investment in the members of the staff. To make them more effective in their classroom as well as outside activities for students he needs to organize training programmes, refresher courses, seminars and group discussion on different topics. Knowing that staff development has the potentialities to enhance the school effectiveness, he/she pays special attention to this need of teachers and other working staff.

The principal creates a free atmosphere for everyone to develop themselves by motivating them. He involves himself/herself in the works of

the staff by being with them to know what is going on with one's own people and showing interest to find out the facts about their family background, ambitions and drives as well as what type of person he/she is – shy, outgoing, easy to please, suspicious etc. This helps him/her to understand the individual. The principal's involvement confirms his genuine concern for team members as valuable human beings. This is the key element in developing the individual's loyalty and also helps the principal know how to motivate each member as unique person of his staff.

Exploring the value of each individual in the school team is another mentoring characteristic of the principal. Each of the members in the school has unique capabilities and creative resources. There will be as many creative resources as the members of the staff. There are principals who don't allow the individuals to be unique and creative. They distrust some individuals and smother the people on their team who respond to every situation just as they want. But when the principals start valuing the creativity and uniqueness of teachers, it contributes to the creativity of the whole group. When teachers feel valuable, they are satisfied and this feeling of valuableness enhances their uniqueness. Hendricks (1998) supported this idea when he said, "The team can't function at its best unless it feels valuable."

The principal motivates teachers. It has been seen that if teachers are demotivated, it's often because they are discouraged, not because they are lazy or stupid or ill. The principal, therefore, needs to identify why they are discouraged. This is possible by verifying the information with the staff members personally. This demands his listening skills because good listening requires conscious effort and at least half effective communication is listening (Anderson, 1997; Hendricks, 1998). Failure in listening skill can

cause the principal to misread the individuals of the staff or jump to incorrect conclusion and ultimately antagonize them. However, the discouragement of teachers can show itself in many ways like a decrease in students' academic performance, less attention of teachers, frequent absenteeism and tardiness in performing duties etc.

When any such problem arises, evaluating the system together with teachers in open climate, respecting their ideas and having full trust on them and their attitude, is an effective practice.

1.9.2 Co-mentoring by collaborative relationship among teachers :

Education is not an individual work. It is certainly a teamwork and therefore the focus is on collaborative relationship among the school team. The principal and all teachers of the staff make a team and therefore need to work in collaboration, mentoring each other in order to be effective in their workplace. A collaborative mentoring is a powerful force for professional development and change in the institutional setting (Mullen, 2000). The members in the team learn much from synergistic relations with one another. Each collaborator feels motivated and energized as well as confident in each other. Each one is a mentor at one time and mentee at another time. This form of co-mentoring partnership effort releases a group's creative capacity through shared purpose and commitment. In the collaborative mentoring model, new possibilities become available for human relationship and institutional change. This kind of engagement among partners of the team can lead to such activities like group problem solving, collaborative presentation, joint book publishing and team teaching etc.

The collaborative mentoring promotes the development of synergistic relationship among the team members. It can be decided as “an opportunity for professionals to become directly involved in each others’ learning and to provide feedback while developing along an agreed path (Mullen, 2000). This indicates that the collaborative mentoring tries to satisfy opportunities for the deeper, multiple demands, required of relationships for professional development, which is lacking in traditional mentoring where there is presumption of status and power which limits the potential transformation. Collaborative mentoring scheme promotes partnership support in the group. This is because the members come close to each other and it suspends distinction between expert and novice, older and younger. As co-mentors, teachers can assist one another with problem solving regarding the school matter like admission, examination and evaluation, promotion of students, school policy, other decision-making as well as classroom problems. No one is highly valued than the other. Each member of the group has something to teach and something to learn.

Since the collaborative mentoring is accepted by each member, the open evaluation of the school and creative practices are possible. The individuals are free to question each other to get more information and clarification. Accepting the mistakes of each other, identifying new possibilities collectively to bring improvement and new changes in the school are some of the important characteristics of the collaborative mentoring.

Today, it is felt that people need skillfulness more than experience in any profession. Even a teacher as a beginner can also be skillful or knowledgeable of new methods and techniques that are available in the age of information and technology. Therefore, the traditional matching is not

necessary today. Even a beginner and an experienced teacher can be co-mentors. In the mentoring relationship, it is expected that the person being mentored will be the primary beneficiary of the arrangement but this is not necessarily true. The mentor may also grow in self-confidence while improving his or her knowledge and self-awareness about teaching (Anderson, 1995; Wickman, 1997). In fact, each of the mentoring team members experience equal benefits the school and the students ultimately benefit because the quality of instruction is improved.

Establishing this type of co-mentoring is primarily to improve the instructional competence. There is two-way classroom observation. This means the mentee and mentor both observe each other's classroom instruction and offer feedback. Both can learn a great deal from such an arrangement. Both benefit from each other's view of what is happening in their classroom. The co-mentoring of teachers can be helpful in many ways like: Increasing their professional competence, serving as resource on the art of teaching, increasing self confidence and providing support and friendship (Anderson, 1995).

1.9.3 Teacher mentoring students :

School effectiveness can be measured only by students as direct customers. Teachers who have to deal with young minds have to see that they are better informed and give them a taste for learning and make them aware of the importance of knowledge which requires effort, concentration, discipline and determination in life. At times, when these young students are struggling with problems of adolescence, when they feel that they are mature but are in-fact still immature, when they are worried about their future, the important thing for a teacher is enable them to discover for

themselves, think about their future and prepare for it and to give alternatives to make choice of their own suited of their abilities (Delors, 1996).

The teacher also must know each student, his/her ups and downs, the momentary and long-term stresses of each individual in the class. He must offer support and encouragement to each student in the class in times of need. For example, changing friends, fear of failure, separation of parents, loss of parents, conflict between father and mother and other issues. These stresses occupy the minds of students and directly affect their personal life as well as academic performance. Students, staying far from home may feel lonely or depressed. It is teacher's responsibility to pay attention to these interruptions in the learning process of school children. The way a teacher responds to these situations will influence greatly the quality of the educational experiences he/she provides to students. The knowledge of mentoring skills will affect teacher's relationship with students in the school, his/her friendship and affiliation with colleagues and even the quality of intimacy with the people (Kottler, 1993).

An effective teacher is one who is able to bring about intended learning in his/her students (Anderson, 1995). This means the teacher is able to identify what he/she intends the students to learn and facilitate the learning conditions and also determine to what extent the intended learning has occurred. In spite of teacher facilitating learning conditions, the key factors of affecting learning is the students' level of involvement in the process of learning. The researches indicate that the higher the level of student involvement, the more likely it is that learning will occur. The involvement of student is very much affected by the factors like classroom environment, the psychological comfort in the classroom and the type of

communication between teacher and student (Anderson, 1995). However, it is the teacher who is responsible to facilitate these conditions to make the teaching and learning effective. Even the curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching and right kind of teachers (Secondary Education Commission, 1964-66).

Teaching is the first and for most, a helping profession (Kottler 1993). Therefore, a teacher as an educator and a mentor has to be aware of students' physical, emotional and social needs, as well as their intellectual needs. Teachers, therefore, must create a learning atmosphere in their classrooms. From the moment, the students enter the classroom the teacher needs to develop a rapport with them and build trust. The mentor must be kind and helpful, inviting and stimulating, at the same time he/she must challenge the students as he/she guides them through learning activities. The mentor must work toward building the self-respect and self-esteem of each student. Furthermore, he/she must work toward fostering tolerance and co-operation in the classroom. Students are taught to interact with one another in a positive constructive manner. The mentor helps them to learn to be good citizens, how to make decisions in day-to-day life. Giving personal attention is another important factor of mentoring. Hence, teachers need to find ways to be physically close to their students, especially students who experience problem in learning. This can be done by walking around to reach every student at different times during the class period. Apart from this, teacher gives personal contact with individual student, who needs it. Even chats of less than a minute can be a powerful invitation to learning. This habit of trying to reach all students is particularly important in relating to the quiet, submissive subdued students who can easily be over

looked and ignored. The reality of daily school life, however is that teacher must often serve in helping roles beyond their responsibilities as content expert. As he/she stands before the class, he/she cannot help but notice the students who seem tired, sad and troubled. They want someone to listen to them.

All students are equally important for the teacher and therefore he/she faces real problem of choice in the classroom. Each student has a variety of needs for which he needs to be helped out. Usually in the schools of today, the academically talented are given a great deal of attention by teachers and every one in education. But today in the competitive society, the talents and skills needed are far more important than academics (Wrenn, 1962). In the classroom, many students have talents other than general intellectual ability like music, dramatic, creative writing, leadership, drawing ability, and innovative ability which are the real hope of any civilization. A student may be average in intelligence and yet be markedly creative. Teachers, therefore, need to discover the potentialities in the young students and facilitate opportunities to develop it. Teachers whose dogmatic approach stifles pupils' curiosity or critical spirit instead of inculcating those qualities in them can do more harm than good. Their attitude may forever weaken the pupils' ability to be receptive to other and face the inevitable tension between people, group and nation (Delors, 1996).

Physically and mentally handicapped students are the other end of the spectrum. There are students in the classroom with varying degrees of visual and auditory deficiency, emotionally disturbed mentally abnormal and crippled etc. though their crippling deficiency may not be apparent but their need is fully real. The special attention to their needs, opportunities

and encouragement in the school and the classroom by teachers may help them to feel the self worth.

There are also alienated students who are the members of minority groups so called disadvantaged group. These are not readily accepted by the larger school population. Their minority status may be either ethnic or economic in nature but in any event, their isolation and sense of alienation is a crippling factor for the society. Their intellectual and social development is blocked or worse, it breeds resentment and hostility. Often such students dropout because teachers are unable to meet the needs of these students.

1.9.4 Students mentoring each other (Peer mentoring) :

Most of the schools in India are overcrowded and this may be one of the most crucial factors why teachers might not be effective in their classroom instruction. The student–teacher ratio is very high in classrooms which prevents teachers to give personal attention to the weak students in the class. Lengthy courses of study and different activities in the school increase their workload. In such situations peer mentoring can play a vital role. The technique of peer mentoring can minimize the disruptive, undesirable, unacceptable, aggressive, disordered and unsocial behaviours of students and increase the attentive, ordered and desirable behaviours. It could also be helpful in establishing pupil-pupil relationship and social relationship and lead them on the path to the harmonious development of their personality (Pahuja, 1998). Thomas and Brophy (1977) pointed out that peer tutoring can be a useful strategy for helping the teacher individualize instruction, motivate students' behaviour and allow them to become responsible for assisting other students. Students' aggressive and

disruptive behaviour, their passivity and unwillingness and absenteeism pose the greatest threat to teaching and learning. These behaviours lead them to major problems. Peer mentoring may be an effective technique which can control such misbehaviour.

Peer mentoring gives emotional support when one feels lonely, misunderstood and not adjusted with the new place and situation. New students receive information about the school system, daily schedule and the demands of the system from students. Treston (1999) opined that peer mentoring has the capacity to reduce the “isolation syndrome” or “social vacuum” commonly experienced by new students. It also promotes communication in the relationship. In a subject like computer learning, teacher cannot give personal guidance to each new learner at the same time where there are students with different capacity for understanding. Here again peer mentoring is useful. Often, new students coming to English Medium Schools from rural areas find problems in communication. By talking with companions, they learn the language faster than learning from books in the class. Peer mentoring can also help one to overcome personal problems, such as : loneliness, lack of self-confidence, fear to speak in the group and shyness etc. The companions encourage each other and help in personal growth. This enhances a sense of belonging and personal security.

By mentoring their companions, the student mentors also have positive gain. After having interviewed the student mentors of James Cook University, Australia, Treston (1999) identified that they gained satisfaction of knowing that they had ability and power to make a positive difference in their companions. The mentors also had confirmation of self worth. In fact, student mentoring gives opportunity to strengthen their own subject areas by having to think about and explain learning strategy for that subject. It

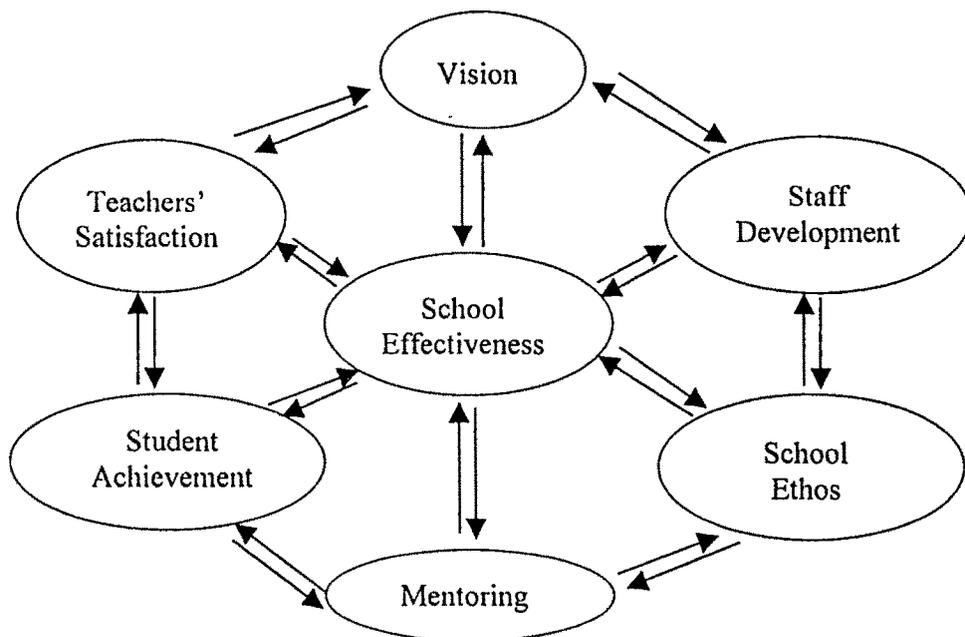
helps them to review and update their own knowledge. It gives them personal satisfaction and opportunity for leadership.

By and large it makes the work of teachers and the school administration easy. Thus, student mentors are very much a part of the ethos of the school campus.

1.10.0 The Present Study :

In the light of the concept of mentoring and school effectiveness that have been dealt with at length, an attempt was made to develop a strategy for teachers enhancing the functioning of some of the more important variables that constitute the complex concept of school effectiveness.

Figure–1.1 : School Effectiveness Model as Conceptualized for the Present Study :



The above figure shows that the school effectiveness is the aim of the study and all activities in the school are directed to it. Any school can be

effective only when it has a clearly stated shared vision, which gives direction for action. This vision is transmitted to and owned by every member of the school and the members are motivated in different manner by the principal to commit themselves to it. Staff development is one of the most effective means, which provides opportunities to the members and empowers them to work for the goals of the school. Therefore, an attempt was made to provide staff development programmes which aimed at empowering teachers personally and professionally. The personal empowerment was intended to enhance the individual teacher's interpersonal relationship and communication. It also led to the awareness and effects of their behaviours with students and others. This enhanced the awareness of teachers regarding the consequences of their behaviours, which would help them to monitor and take responsibilities entrusted to them. Staff development programme also attempted to make teachers aware of the school mission which would motivate them to be more responsible, creative and innovative in order to be more effective in their teaching profession and maximizing students' learning.

Having a shared vision statement and the staff development programme for all teachers in the school, they are expected to develop their group cohesion, help each member to see things from the same perspective. It became easy for the principal and teachers to build themselves up as a team, which aimed at providing conducive environment for the introduction the successful mentoring programme that hopefully would lead to school effectiveness.

The staff development programme also aimed at equipping teachers with mentoring skills, which would be helpful for teachers to bring quality in their service to students. If so, teachers are able to bring quality in

students' achievement which is a sure indication of school effectiveness. The higher the quality, the more the effectiveness. In the schematic representation of school effectiveness, teachers' satisfaction is presented as the resultant effect of other variables included in the present study. Teachers' satisfaction may be considered as one of the measures of school effectiveness.

Above all, these variables mentioned in the diagram the principal's leadership is all pervasive which affects all aspects of school functioning. The principal is the spark plug from where all the school functions start. It is difficult to depict it in the diagram as it would require a three dimensional representation.

Thus, all the factors shown in the diagram are inter-related to one another for school effectiveness. The present study is an intervention approach to enhance school effectiveness through the application of mentoring scheme in the school and thereby study its impact on :

- (a) Students
- (b) Teachers
- (c) School environment (Ethos)
- (d) Principal's leadership

all of which are important aspects of school effectiveness.

1.11.0 Rationale of the Study :

Quality is a byword for all aspects of life today. Education is not an exception in looking for quality. Quality teaching is that which maximizes learning (comprehensive growth) for all students. This idea is supported by NPE (1986) when it speaks of the holistic development of the child. It is the

students' satisfaction with school experience and the degree of success in achievement as the criteria to measure the quality of education today. At this juncture schools are facing a great challenge to be able to put the desired foundation of quality in the youngsters in terms of academic and professional competencies, self-esteem and inter-personal skills and sensitivity. This definitely demand teachers' efficiency and skills, commitment, competence, industriousness and creativity to be able to help students to have optimum level of learning and achievement which would enhance school effectiveness.

The conceptual framework reveals that the nature of the school effectiveness in multidimensional. It includes any number of factors to be considered like : students' academic achievement, school climate, teacher morale, leadership behaviour, teachers' personal and professional development, innovative proneness of teachers, parents' involvement and community support etc. The literature reviewed in chapter two shows that no comprehensive study has been done on school effectiveness, except some dimensions of school effectiveness have been manipulated. Therefore, an attempt has been made by the investigator to make a comprehensive study of school effectiveness. To include all the variables is an impossible task. Therefore, the present study has focused upon the specific dimensions which are directly involved in making the school effective today like : principal's leadership, school ethos, personal and professional development of teachers and students' achievement both personal and academic. Teachers are directly involved with the school education. It is only they who can make the school effective. Therefore, they need to be empowered with different skills that will enhance their effectiveness. It is in this light the present study has been conceptualized and conducted. An intervention

package to enhance school effectiveness incorporating some of the above mentioned dimensions was prepared and implemented.

1.12.0 The study is titled :

“A Study of Transformational Mentoring Strategy on Enhancing School Effectiveness”.

1.13.0 Objectives of the Study :

The study aims to :

1. develop a transformational mentoring strategy
2. implement and study the effectiveness of transformational mentoring strategy on :
 - a) Teachers in terms of :
 - self-awareness of their behaviours
 - the communication and interpersonal relationship
 - professional and personal satisfaction.
 - b) Students in terms of :
 - motivation for schooling
 - individual development
 - attitude towards their teachers
 - academic achievement.
 - c) The school Ethos
 - d) The principal’s leadership.

1.14.0 Research Questions :

Based on the concept of school effectiveness presented and objectives stated above, the investigator has formulated the following research questions :

What would be the possible impact of the intervention programme and implementation strategies on :

1. Teachers' interaction among themselves and with students?
2. Teaching learning process?
3. Students' liking for school?
4. Student-teacher relationship/communication?
5. Teachers' perception on their principal's leadership?
6. Teachers' perception on school environment?
7. Students' achievement both as individuals and in academics?
8. Teachers' satisfaction?

1.15.0 Delimitation of the Study :

The study is restricted to one school. Therefore, its scope is exploratory and does not intend to make any larger generalization. However, it is assumed that if similar conditions are met, similar results could be expected. In this aspect, the study is generalizable.