

* C H A P T E R - V *

ANALYSIS AND INTERPRETATION OF THE DATA

"To gain acceptance that will promote organizational growth, the principal must possess social skills for getting along with people and have the ability to understand and motivate individuals and groups".

- Krajowski.

SECTION - I

- 5.1 Introduction.
- 5.2 Collection, Classification and Tabulation of Data.
- 5.3 Glancing at the Personal Data of the Principals.
- 5.4 Analysis of the Data.
 - 5.4.1 Identification of Leadership Behaviour Scores.
 - 5.4.2 Interpretation of Administrative Behaviour Scores.
 - 5.4.3 Interpretation on value scores.
 - 5.4.4 Interpretation of Principal's various functions.
 - 5.4.5 Interpretation of Self-Rating Scale.

SECTION - II

CASE STUDIES

- 5.5 Profiles of three High Initiation and High Consideration patterned schools.
- 5.6 Profiles of three Low Initiation and Low Consideration patterned schools.
- 5.7 Discussion and findings on case studies.
- 5.8 Conclusion.

* C H A P T E R - V *

ANALYSIS AND INTERPRETATION OF THE DATA

SECTION - I :

5.1 INTRODUCTION :

In the previous chapter the problem for study, tools of data collection and statistical techniques used for analyzing the data were described.

The present chapter is devoted to the analysis and interpretation of the data according to the objectives formulated in the previous chapter.

The first section of this chapter deals with the description of secondary school principals' administrative and leadership behaviour and their values. An attempt in the end is made for the identification of schools having principals with high initiation and high consideration patterns and schools having principals with low initiation and low consideration patterns.

The second section of this chapter is devoted to the in-depth case-studies of the schools having principals with high and low administrative behaviour and leadership behaviour as identified in the first section of this chapter. This section presents the profile of six schools, three among the schools having high initiation and high consideration pattern of leadership behaviour and three among the schools having principals with low initiation and low consideration pattern of behaviour. The profiles are graphically represented and lastly, they are followed by the observations on the profiles and indepth case studies.

5.2 COLLECTION, CLASSIFICATION AND TABULATION OF DATA :

After deciding upon the research instruments for Data Collection, principals and teachers of the selected secondary schools were contacted and requested them to respond to the questionnaires. The principals and teachers were assured that the information got from them would be used for research purpose alone and not for any other purpose.

Out of 60 schools to which questionnaires were given only 50 schools returned them duly filled in both by the teachers as well as by the principals.

After scrutiny it was found that 50 principals and 227 school teachers have returned their questionnaires duly filled in.

Among these 50 schools, 12 schools were of English medium, 4 of Hindi medium, 32 schools of Gujarati medium and 2 schools were of Marathi medium. These schools were selected from Baroda, Bharuch, Surat and Valsad districts of South Gujarat and a few from Vallabh Vidyanagar, Kheda of Central Gujarat. The schools included both of pure boys and of girls and a mixed type of schools, as well as schools of state and of Central Govt.

Thus the sample chosen from the population is regarded as adequate in view of the representation given to the various types of schools, mediums, managements, areas in which they are situated and the size of the schools on a randomised basis, but equally selective in nature.

In the present study the sample though not larger compared to the population, is carefully selected to represent a good cross-section of the whole population. Aadisheshaia and Sekhar (1977, pp.70) point out that a relatively small sample, selected carefully would be more representative than samples selected hapazardly.

The respondents selected to answer the questionnaires are the teachers and head-masters of the secondary schools, of both the sexes, employed on full-time basis, possessing minimum general qualification for the teaching profession. They have varied social backgrounds and their years of experience range from 2 to 20 years, teacher's perceptions about the administrative behaviour and leadership behaviour of their principals are studied and measured by the research tools selected for the purpose. Thus, in this connection, a secondary school as a unit for the present study means a principal and five to two teachers.

5.3 GLANCING AT THE PERSONAL DATA OF THE PRINCIPALS :

In this section, personal data of principals is studied carefully as the research work is based on that, therefore personal data of teachers is not considered here, as it is not relevant from the point of view of objectives set forth in the Chapter-IV.

The respondents were required to supply the data regarding their age, qualifications, sex and locality and experience in years as a principal. They were also asked to

supply the information in which their additional experiences, qualifications, skills etc. will be mentioned.

A. Age of the Principals :

After the analysis of the age of 50 principals it was found that the majority of the principals are of old age group i.e. 62% of the principals were between 50 to 59 age group. About 28% of the principals were found between 40 to 49 age group and 10% principals were below 31 to 39 years of age group. It was found that majority are of matured principals.

B. Sex wise distribution/Principals :

The analysis of 50 principals, according to their sex indicates that 76% of principals are of the Male sex and the remaining 24% of principals are ladies.

C. Experience wise distribution of Principals :

The analysis of Administrative experience of 50 principals in the present study sample indicates that 66% of them are having administrative experience at school level upto 9 years, 12% of principals are falling under the category of 10 to 14 years and 22% of them possess 15 or more years of experience in Administration.

D. Background of the Principals :

It was found that 76% of the principals had their background in urban setting and the remaining 24% received their education and they were brought up in rural setting.

E. The qualifications of the Principals :

The analysis of the qualifications of 50 principals is given in the Table No. 3.

Table No.3

Shows the Qualifications of 50 Principals under study

	Divisions			Academic			Professional Total.			
	B.A.	B.Com.	B.Sc.	M.A.	M.Com.	M.Sc.	B.Ed.	M.Ed.	Ph.D.	
Principals	20	2	4	18	--	6	33	17	--	50
Percentage	40	4	8	36	--	12	66	34	--	100

The analysis indicates that cent percent principals are having B.Ed degree and only 17 principals are having M.Ed. degree to their credit i.e. all of them are having necessary qualifications required for teaching profession. Out of 50 principals none has obtained Ph.D. degree either in education or in their basic academic field. Only one principal has submitted her Ph.D. thesis.

In their academic career 8% are science graduates and 12% are post-graduates in science, while 40% have graduation in Arts and 36% are post-graduates in Arts. Further analysis indicates that 4% are Commerce graduates but none of them are having post-graduation in commerce.

F. Special Information about Principals :

Eighteen percent of principals have different academic qualifications. Out of 50 principals 9 have shown their talents

in other areas such as one is a Craft Master, one has taught English in Addis Ababa for 9 years, another principal did her 'Vinit' degree in Hindi. One principal did L.L.B. and another one has submitted her Ph.D. thesis on teaching of English language.

Another principal has passed his 'Rashtrabhasha Kovid' and one has also worked as an Administrator in Inspecting Branch for few months in Gujarat State. One Principal has worked on several posts such as a Secretary, Jilla Acharya Parishad Sangh, President of his school board, and as a trustee too. While one of the principals have been working as a member, Higher Secondary Board, Gujarat State, as a member of Gujarat State Education Advisory Council and as a member of Gujarat State Teachers Board. Yet another principal is labelled as a resource personnel in New Mathamatics.

The sample was selective sample for several reasons - uptill now Shelat (1974), Darji (1975) etc. when they studied, they took representative sample and had hard time to get the correct response.

Many studies are conducted on large samples but this study was mainly devoted to have an indepth analysis of PROFILES of principals with high initiation and high consideration and low initiation and low consideration patterns aimed to arrive at certain conceptualizations about the leadership behaviour and also to throw more hypothesis of indegenous nature for indegenous studies.

The investigators went for interviews of the same (high initiation and high consideration and low initiation and low consideration) principals a number of times in order to study the emerging pattern of profile deeply.

Therefore, one may find a greater qualitative emphasis rather than quantitative one in the present study.

5.4 ANALYSIS OF THE DATA :

5.4.1 Identification of leadership behaviour scores :

Principals of the secondary schools cannot be expected to belong to the same leadership behaviour category, because they come under varying environmental influences and they have different personality make-ups. Their ideologies, values, attitudes, perceptions are bound to differ. Therefore, differences in the patterns of leadership behaviour do develop and the phenomenon is quite natural.

The sum total of the scores under the two dimensions of principals' leadership behaviour, viz. initiation and consideration was obtained for each individual principal separately. Schools were labelled as 'High' or 'Low' on the basis of their mean-score position above or below the grand mean of the respective scores. These four different patterns of leadership viz. High initiation and High consideration, High initiation and low consideration, Low initiation and High consideration and Low initiation and Low consideration have been obtained by combining the levels of initiation and consideration factors.

The scores representing the responses of the 227 secondary school teachers when analysed yielded the following results. (vide Appendix No. C-1).

Table No.4 shows the distribution of principals of 50 secondary schools under each pattern of leadership behaviour as perceived by the teachers.

Table No.4

No.of	The HH pattern.	The HL.	The LH.	The LL.	Total.
Schools.	18	09	08	15	50
Percentage.	36%	18%	16%	30%	100%

In a Quadrant Scheme for describing principals' leadership behaviour on two dimensions, the above data can be expressed as follows.

Table No.5 Quadrant Scheme of Halpin (1966, p.99)

Consideration (M = 36.04)

	Below Mean.		Above Mean.	
Above Mean.	HL (+,-)	N = 9 18%	HH (+,+)	N = 18 36%
Below Mean.	LL (-,-)	N = 15 30%	LH (-,+)	N = 8 16%
		IV I		
		IIII		

According to the concept of leadership behaviour given by Halpin and Winer, the subject scoring high on 'initiation' and high on 'consideration' is considered to be most effective.

From the above quadrant, it is clear that out of 50 principals, 18 principals manifest high initiation and high consideration pattern of leadership behaviour, 9 principals manifest high initiation and low consideration pattern of leadership behaviour, 8 principals manifest low initiation and high consideration pattern of leadership behaviour and 15 principals manifest low initiation and low consideration pattern of leadership behaviour. This picture is quite satisfactory. Most of the principals are clustered at the two extremes, more at the high initiation and high consideration extreme and less at the low initiation and low consideration extreme. This is in line with the findings of Halpin (1966), Shelat (1974), Darji (1975), Mehre (1975) & Patel (1979). Please refer table No.6 on the next page.

The columns 1 to 4 in the table above can be explained as follows -

- 1) The leaders shown in column (I) are highly effective as they are above the mean of initiating structure and consideration.
- 2) The leaders in column (II) are ineffective. They appear very kind to the staff, but they are weak in the initiation.
- 3) The leaders shown in the column (III) are the most ineffective because, they are below the mean of initiating structure and below the mean of consideration.
- 4) While, the leaders in the column (IV) are also considered harsh and ineffective because they press hard on the

A TABLE SHOWING FOUR LEADERSHIP BEHAVIOUR PATTERN BASED ON THE QUADRANT SCHEME OF HALPIN & WINER
(1966) OF SOME OF THE PREVIOUS RESEARCHERS:

Sr. No.	Name. Sample.	HH.	HL.	LH.	LL.
1)	Deota Nilambar (1989). Secondary School of Baroda.	36. %	18. %	8. %	30. %
2)	Neela Shelat (1974). Secondary School of Baroda.	35.0 %	17.0 %	11.0 %	37.0 %
3)	D.R.Darji (1975). Secondary School of Panchmahals District.	49.0 %	9.0 %	6.0 %	35.0 %
4)	D.G.Pandya (1975). Schools from Kheda, Panchmahals.	29.16 %	22.81 %	35.68 %	18.95 %
5)	Ivy Franklin (1975). B.Ed.Colleges, Gujarat.	40.0 %	17.14 %	11.42 %	31.44 %
6)	Sat Paul Gupta (1976). Education Colleges, Panjab.	35.03 %	29.53 %	--	41.1 %
7)	Semrong (1977). Secondary Schools, Thailand.	18.53 %	18.33 %	6.66 %	66.0 %
8)	Mahendra Chokshi (1976). Elementary Teachers' Education College in the State of Gujarat and Phillippines.	45.0 %	39.0 %	13.7 %	02.3 %
9)	K.T.Mehre (1976). Colleges of Education, Maharashtra.	30.06 %	07.7 %	7.7 %	54.0 %
10)	Islam Azhar (1982). Secondary T.T.C.,Bangladesh.	30. %	10. %	10. %	50. %
11)	A.Rajeeva Lochana(1981). Secondary Schools of Tamilnadu.	6.45 %	6.5 %	5.3 %	25.7 %
12)	Lyngdoh (1980). Secondary Schools, Shillong.	50. %	10. %	20. %	20. %
13)	Das Nivedith (1986). Secondary Schools, Bangladesh.	20.37 %	27.17 %	25.93 %	25.93 %

TABLE NO. 6

subordinates to get the work done without any human consideration. They are described by Halpin as 'Martinets' and 'cold fish'. Though they may get some recognition from their superiors, the subordinates hate them for their slave driving.

From the above table it can be observed that the maximum no. of principals (18) fall in the high initiation and high consideration pattern. This suggests that in Baroda City, quite an appreciable number of principals manifest the high initiation and high consideration behavioural pattern. Shelat (1974) found that 35% of principals of Baroda District manifesting high initiation and high consideration pattern, while Darji (1975) found that 49% of principals of Panchamahals District are manifesting high initiation and high consideration pattern. The trend in the manifestation of the high initiation and high consideration pattern to a greater extent (36%) than the low initiation and low consideration pattern (30%) is continued in the present study also.

The principals falling in Quadrants-II & IV occupy the middle position. At times, they are effective and at times, they fail to be effective. However, they never attain the level of that effectiveness which is manifested by the principals having the high initiation and high consideration pattern of leadership behaviour. To say in the words of Halpin (1966, pp-98, 99), "The leaders in the quadrant IV are the martinets and the 'cold-fish' so intent upon getting the job done that they forget-that they are dealing with human beings, not with cogs

in a machine. The individuals described in Quadrant-II are also ineffective leaders. They may ooze with the milk of human kindness but this contributes little to effective performance unless their consideration behaviour is accompanied by a necessary minimum of initiating structure behaviour".

listed in the Table No.6

The above results reflect the various patterns of leadership behaviour manifested by the heads of the secondary schools, primary teachers' colleges, colleges of education in India and Secondary Teacher's Training Colleges of Bangladesh.

It is observed that leadership behaviour in the studies of Mehre (1976), Gupta (1976) is less effective. Shelat found that principals of Baroda District Schools possess almost equal percentage 35.0 (HH) and 37.0 (LL). This clearly shows that in Baroda District, schools with effective principals as well as less effective principals have the same scores. But the present research (1989) can emphatically say that the effective principals of Baroda District excel very well (HH - 36.0) than the less effective principals (LL-30.0) in recent years. Similarly, Darji (1975), Lyngdoh (1980), Franklin (1975), A.Rajeevalochana (1981) studies appear that the percentages of principals manifesting the high initiation and high consideration pattern of leadership behaviour is higher than that of the low initiation and low consideration pattern. It shows that ^{secondary} schools of Panchmahals and Baroda Districts in Gujarat, Shillong and the colleges of education and Primary Teachers Training Colleges of Gujarat possess more effective

leadership behaviour. While Islam Azhar (1982) found that a large no. of principals exhibit ineffective leadership behaviour (50.00). But the present study reveals that majority of the secondary school principals (36.00) exhibit the effective leadership behaviour.

In the present investigation the initiating structure's Mean score is 37.44 and consideration mean score is 36.04. Halpin in one of his studies of leadership behaviour of educational administrators arrived at a mean score of 37.9 on 'Initiating structure', & a mean score of 41.1 on the 'Consideration' dimension. This shows that principals of the secondary schools of Baroda city appear to be almost at par on the 'Initiating structure' and quite lower on 'consideration' as compared to the educational administrators studied in the U.S.A. This means that the principals of the schools of Baroda city are used to behave as 'Democratic leaders,' considering teachers as their colleagues in all the respects, but they are bureaucratic in their style, and hence follow rules and regulations strictly, while lower score on 'consideration' dimension shows that principals are paying a very very less attention towards the personal problems of the teachers and do not consider their stand-point in many cases and situations, but in no case principals can be labelled as 'autocratic leaders', considering their teachers as subordinates and not as their colleagues in all the respect. This sort of findings are visible from Darji's study and Darji feels that was due to our legacy from the British rule. But now, as

present study shows, in city areas, most of the educational institutions are working on the principles of democracy and following the legacy from the U.S.A. of democratic culture.

The present investigation compares very well with the investigations ^{done} by Shelat and Darji. It appears from the comparison of results in Shelat and Darji's studies with the present study that Panchmahals have more effective leaders and less ineffective leaders than what Baroda District has. Moreover, there has not been much notable change in the situations of Baroda as per the comparison between Shelat's and present study depicts - Quadrants-I & III), and so far as the low initiation and high consideration & high initiation and low consideration pattern of leadership behaviour are concerned. (Quadrants-II & IV), in the last 14 years. Baroda District & Baroda city stands at a higher level. Panchmahals appears to be better off so far as the leadership behaviour of the secondary school principal is concerned. It is difficult to perceive the causes. This may be due to socio-economic backwardness of the district where the leaders have to be strict in getting the work done systematically and at the same time manifesting considerate behaviour with the down-trodden backward community of the district from where a substantial size of the teaching community comes, but which is not the situation in the Baroda city and district.

In the following pages and the second section of this chapter, 3-principals from high initiation and high consideration & low initiation and low consideration patterns of leadership

behaviour have been chosen for the purpose of case-study, which will be helpful in giving the clear profiles, about their effectiveness and will be helpful in arriving at the characteristics of effective leadership behaviours in the end.

Interpretations and Observations on Leadership Behaviour :

Leadership is an important criterion for maintenance and improvement of the quality of staff and organization. Without a good leader, the staff organization cannot be improved. Here are given some of the observations on leadership behaviour.

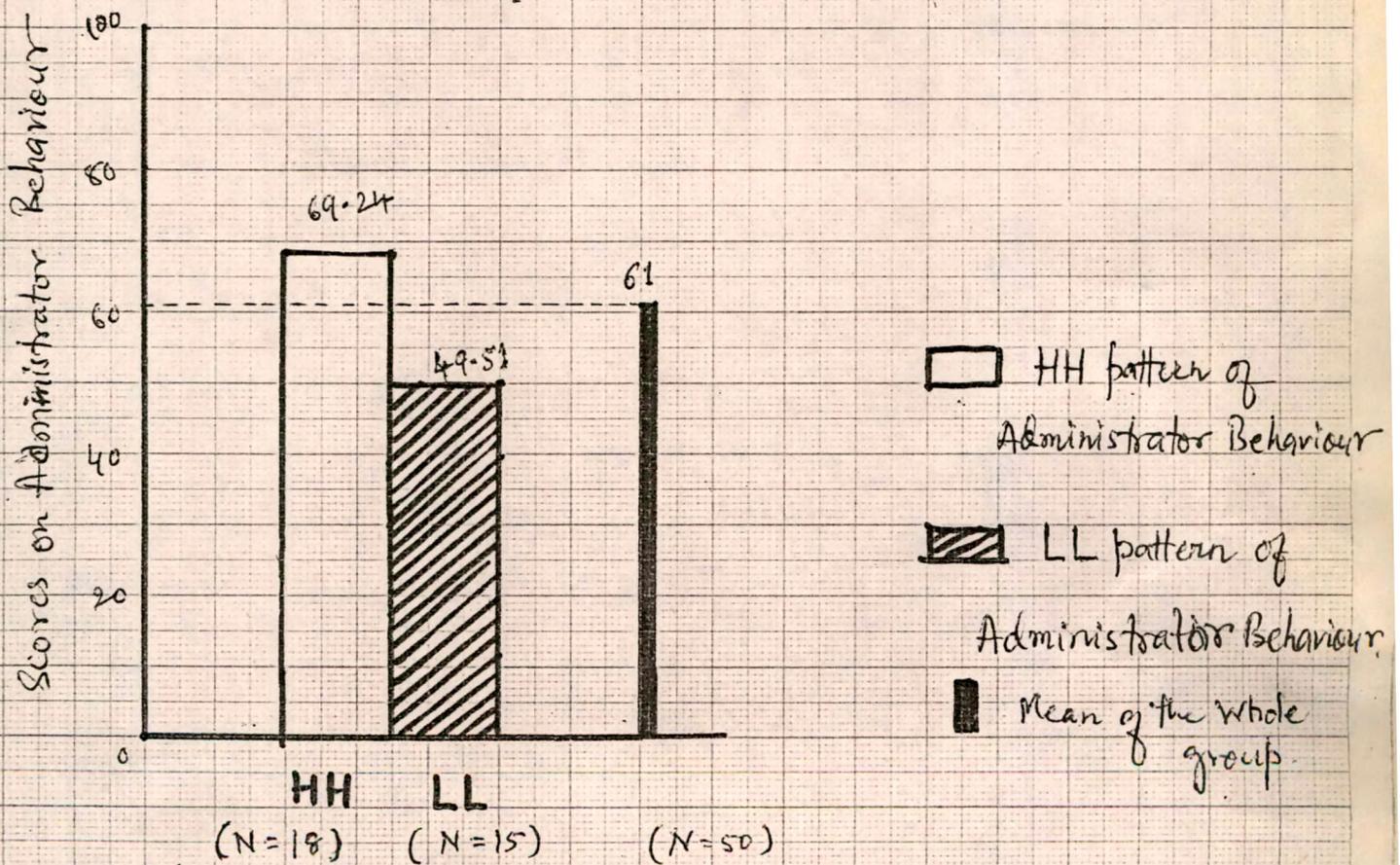
The principals of the secondary schools of Gujarat manifest a variety of leadership styles. Because principals come under varying environmental influences and they have different personality make ups. Naturally, their ideologics, values, attitudes, perceptions, moods are bound to differ. Therefore administrator's behaviour differs from school to school and other relating variables which are dependent on administrator's behaviour are also bound to differ.

Apart from Leadership behaviour description questionnaire the principals' leadership behaviour pattern in this study is also derived from teachers' perceptions of their principals as measured by Administrative behaviour description questionnaire.

5.4.2 Interpretation of Administrative Behaviour of School Principals' :

The principal is officially designated as an administrator of the school. Since educational administrators/leaders are being made accountable more and more for educational efforts in terms of quality, improvement of character and texture of their administration, their administrative as well as leadership behaviour are recognised as very important ones.

In order to identify the administrative behaviour of the principals of secondary schools, the investigator has adopted and used in the present investigation, the version of the 'Administrator Behaviour Description Scale' developed by the department of educational administration, faculty of education and psychology, M.S. University, Baroda based on leadership studies in the Ohio State University. The total scores representing the responses of teachers on all the 22 items in the tool Administrator Behaviour Description Scale have been summed up for each principal of the school after taking its mean. Thus the means of the 50 principals have been gathered together. The investigator then drawn a Grand mean i.e. the Mean of the means which is 60.92 in the present case. This is presented on the graph No. 1.



Graph no: 1 Showing Administrator Behaviour of HH & LL patterned principals.

According to the tool Leadership Behaviour Description Questionnaire which was administered earlier, an investigation has been able to get four patterns of leadership behaviour viz. High initiation and High consideration, High initiation and low consideration, Low initiation and High consideration and Low initiation and Low consideration. Now those principals who fall in the High initiation and High consideration and Low initiation and Low consideration patterns have been selected for the study of their administrative behaviour in depth. (Refer Appendix No.C.2).

The investigator further carried on deeper component-wise study of the four components of administrator's leadership behaviour measured by the Administrator Behaviour Description Scale which are as under :

- 1) Communication (Items 5, 9 and 20),
- 2) Representation (Items 2, 10 and 14),
- 3) Organization (Items 3 & 11) and
- 4) Intigration (Items 4 and 12).

These four components measuring the leadership behaviour of the administrators are clubbed to form the two major dimensions of leadership behaviour viz. Initiating structure and consideration.

The total scores measured on the components of 'Communication' and 'Organization' are presented, as 'Initiating structure behaviour' and the total scores on 'Representation'

and 'integration' are represented as 'consideration behaviour' of the principal. Refer the Appendix No.C.2.

For further details, t-test is administered to the scores on Administrator Behaviour Description Scale for the High initiation and High consideration and Low initiation and Low consideration groups only. The results are given below in the Table No. 7.

No.7

A table showing the overall scores on the Administrator Behaviour Description Scale :

Tool.	Pattern.	N.	M.	SD.	Significant level 0.01
ABDS.	HH	18	30.33	3.80	t : 7.10
	LL	15	21.39	3.42	

Finding (i) = The above table shows that the overall Administrator Behaviour Description Scale scores of High initiation and High consideration and Low initiation and Low consideration patterns are quite significant at 0.01 level, hence there exists a wide difference in the style of administration between both the groups.

In order to probe further, the investigator has clubbed the four components into two components leading to the two dimensions of leadership behaviour.

The following table shows the scores of Administrator Behaviour Description Scale on the two dimensions of leadership behaviour. Refer Table No. 8.

TABLE No. 8

Sr. No.	Dimensions.	Patterns.	N.	M.	SD.	Significant level 0.01.
1)	Initiating structure. (Communication + Organization).	HH	18	14.96	2.45	t = 5.56
		LL	15	10.75	1.89	
2)	Consideration. (Representation + Integrity).	HH	18	15.39	1.59	t = 12.83
		LL	15	10.64	1.82	

Finding (ii) = The table shows that the difference is significant at 0.01 level, which means that both the groups differ in their 'Initiation' and 'Consideration' aspects significantly.

The further detailed analysis on the Administrator Behaviour Description Scale scores of the four components was carried on and the results are given in the following table No. 9.

A table showing component-wise scores on Administrator Behaviour Description Scale of both the groups.

A Table No. 9.

TABLE NO. 9

Sr. Components No.	Patterns.	N.	M.	SD.	Significant level = 0.01.
1) Communication.	HH	18	8.7	1.40	t = 5.60
	LL	15	6.02	1.34	
2) Organization.	HH	18	6.1	1.37	t = 3.56
	LL	15	4.72	0.83	
3) Representation.	HH	18	8.6	1.09	t = 6.76
	LL	15	5.88	1.20	
4) Integration.	HH	18	6.7	0.78	t = 6.78
	LL	15	4.76	0.85	

Finding (iii) = Thus, the table shows that the t-value is significant at 0.01 level for all the components.

5.4.3 Interpretation on Value Scores :

The investigator has thought that there was some kind of relationship between the effectiveness and ineffectiveness of the principals and with the values they possess. Hence, it was thought by the investigator to administer the value-tool to the principals of High initiation and High consideration and Low initiation and Low consideration groups.

The tool consisted of 12 values in a circle and the principal has to rate himself on the given values. The principal's overall value score is as under :

A table showing the principal's overall values score.

TABLE No. 10

Pattern.	N.	M.	SD.	t-value 0.05 Significant level.
HH	15	82.6	17.45	t : 1.85
LL	12	68.58	20.97	not significant.

Findings (i) = The above table reflects that the t-value is not at all significant which means that the two groups - High initiation and High consideration and Low initiation and Low consideration do not differ in the possession of their values.

In order to further analyse these values individually with a view to obtain some deeper information, the investigator has calculated the t-values of each value separately. This is presented in the following tables.

TABLE No. 11 Showing t value for each value.

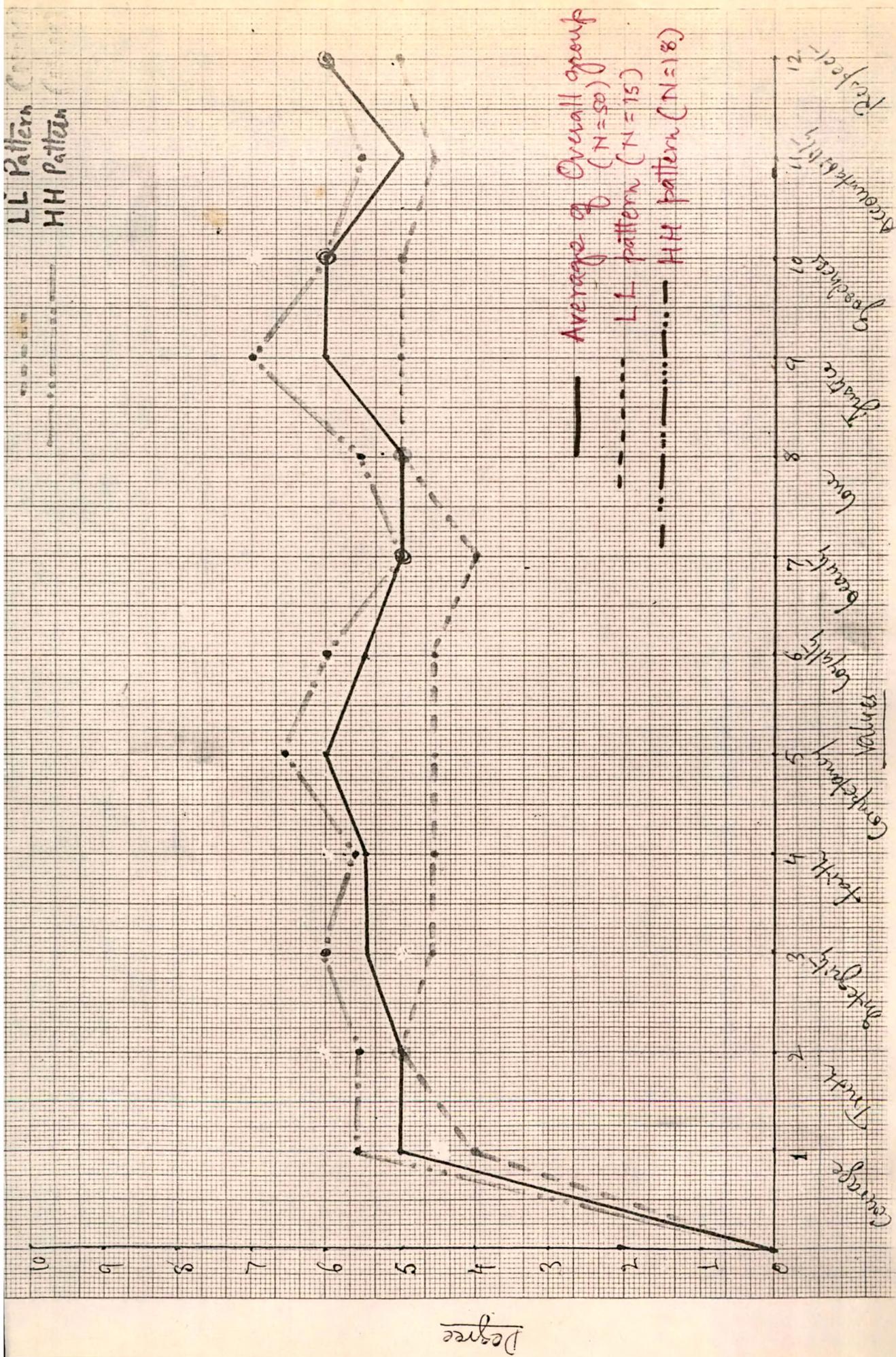
Value.	Pattern.	N.	M.	SD.	Significant level 0.01
1) Coutage.	HH	15	6.6	2.69	t = .98
	LL	12	5.08	2.23	
2) Responsibility.	HH	15	6.46	1.40	t = .62
	LL	12	6.00	2.21	

Value.	Pattern.	N.	M.	SD.	Significant level 0.01 *
3) Integrity.	HH	15	7.	1.64	t = 1.03
	LL	12	5.5	2.35	
4) Faith.	HH	15	7.2	2.25	t = 1.12
	LL	12	5.5	2.23	
5) Competance.	HH	15	7.73	0.96	t = 3.05
	LL	12	5.66	2.18	
6) Loyalty.	HH	15	7.2	2.04	t = 1.42
	LL	12	5.41	2.67	
7) Sensitivity.	HH	15	5.66	2.71	t = .57
	LL	12	5.16	1.80	
8) Love.	HH	15	6.4	2.35	t = .43
	LL	12	5.75	2.66	
9) Justice.	HH	15	8.26	1.66	t = 1.42
	LL	12	6.16	2.58	
10) Magnanimity.	HH	15	7.1	2.19	t = .40
	LL	12	6.66	1.61	
11) Accounta- bility.	HH	15	6.6	2.16	t = 1.41
	LL	12	5.33	2.42	
12) Respect.	HH	15	6.93	1.83	t = .74
	LL	12	6.41	1.78	

Findings (ii) = The above table makes it quite clear that none of the values is significant except, value No.5 - which is named 'Competance'. This value is significant at 0.01 level, hence it can be concluded that both the groups of the

*Signi.level at 0.01 = 2.79
(df=25)

Signi.level at 0.05 = 2.06



Graph No. 2.

principals differ only on the value called 'Competance'. In rest of the values they do not differ at all.

But, if the graph of values is referred to (Graph No.2 p.211), principals of High initiation and High consideration and Low initiation and Low consideration pattern show quite a big difference. That is due to the overall difference in the means of High initiation and High Consideration and Low initiation and Low consideration patterns. This point is further discussed in the case-studies of the principals.

5.4.4 Interpretation of Principals' decision-making, Conflict-resolution and Communication function's :

The principals of High initiation and High consideration and Low initiation and low consideration patterns were given further additional three more questionnaires on the decision-making, conflict-resolution and communication functions. The graphical description is presented on the Page No. 213, Graph No. 3.

The investigator has prepared these tools and has established their validity after following their test-re-test, split-half methods in consultation with the experts. The details of the tools are given in Chapter-IV.

The data obtained on these three tools further scored in detail and its t-value is obtained. Below is given a table-12 showing the t-value of principals' various functions between the High initiation and High consideration and Low initiation and Low consideration group.

Graph No: 3 showing various functions of the HH & LL patterned principals.

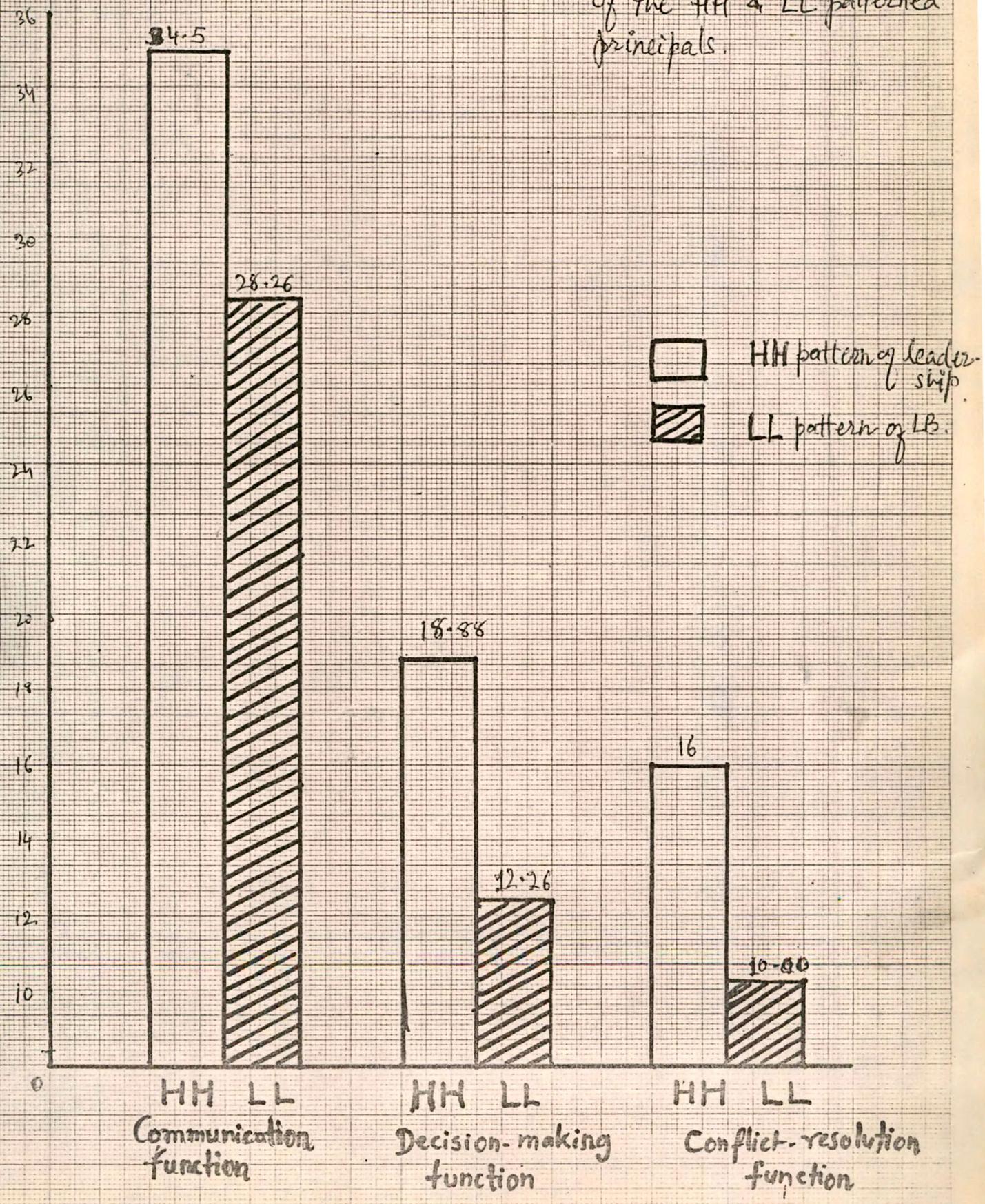


Table No.12 - Showing scores on various functions of HH & LL patterned principals.

Sr. No.	Pattern.	Function.	N.	M.	SD.	t-value.	Significant level.
1)	HH	Decision making.	18	18.88	2.82	3.48	0.01
	LL		15	12.26	6.89		
2)	HH	Conflict Resolution.	18	15.72	2.29	5.44	0.01
	LL		15	9.73	3.71		
3)	HH	Communi-cation.	18	34.5	5.47	4.35	0.01
	LL		15	28.26	9.93		

Findings (i) = The table indicates that the way of resolving the conflicts, the manner of communication and the art of decision-making of High initiation and High consideration group of principals and the Low initiation and Low consideration groups differ significantly at 0.01 level.

5.4.5 Interpretation of Self-Rating Scale :

This tool is used in the present investigation to measure the self-evaluation of the principals on the two dimensions of leadership behaviour. This self-rating of principals is, again, compared with the staff's perception and ratings on the same dimensions of leadership behaviour. Through the application of ABDS tool. The tool ABDS makes it possible to rate principal as a democratic or an autocratic leader and to evaluate whether he is effective in initiating structure or in consideration or in both the dimensions. In the end it can be proved whether principal's perception (Real-Self) about themselves differ from

the teachers' perception (Real-staff) or not self-introspection is said to be helpful in defining and clarifying to himself his behaviour vis-a-vis his group members and the goals of the institution. If there happens to be a wide difference in the perceptions of the teachers and his own perception in regard to his behavioural pattern, it is possible, that the principal would make efforts to modify his behaviour and would try to come closer the expectations of the staff.

The data obtained on Self-rating scale and on the Administrator Behaviour Description Scale on the two dimensions of leadership behaviour are further correlated by product moment method based on the formula given under :-

TABLE NO.13 - Showing the correlation between the scores of Self-rating scale and Administrator Behaviour Description Scale.

$$r = \frac{NExy - (Ex)(Ey)}{\sqrt{(NEx^2 - (Ex)^2) \{ NEy^2 - (Ey)^2 \}}}$$

Scores :

Initiation		Consideration	
ABDS	SRS	ABDS	SRS
X	Y	X	Y
N = 50	N = 50	N = 50	N = 50
Ex = 660.2	Ey = 875	Ex = 664.45	Ey = 889
Ex ² = 9077.58	Ey ² = 15981	Ex ² = 9152.53	Ey ² = 16311
M = 13.20		M = 13.28	
SD = 2.71		SD = 2.56	
	XY = 11357.3		XY = 11887.4
	df = 48		df = 48
	r = -0.399		r = 0.182

The interpretation on the data is that the value of 'r' on Initiation is $r = -0.399$ which is significant at 0.01 level, while the value of $r = 0.182$ on consideration is not significant at 0.05 level.

The findings, therefore, are as under -

- 1) There is no relationship between the teachers' rating of the principals and self-rating of the principals on the dimension called 'Consideration'.
- 2) There is a very high negative relationship between the ratings of the teachers' and the self-rating of the principals, on the dimension called 'Initiating Structure'. This means that the principals have rated themselves very high on Initiation while teachers perceive them inversely.

This shows that there is a wide difference in the perception of the administrator's behaviour between the teachers and the headmasters. The reasons for this disparity may be due to some lacking in the administrator's behaviour which does not stand upto the expectations of the staff, due to poor cooperation existing amongst the staff and the principal or due to much nepotism or possibly the involvement of their own ego or different angle to look at many administrative and academic matters.

Sangchen Sonsena (1977) also studied results of differences in mean perceptions scores of teachers and principals on Administrator Behaviour Description Scale. Thai version, the results revealed that significant differences existed of the Thai Administrator Behaviour Description Scale - which were significant either at .01 level or .05 level. Prachack Taotipaya's (1977) study revealed that significant differences exist between teachers and principal's perceptions on Administrator Behaviour Description Scale. Thai version John M. Clannis (1973) also got a significant difference between principals' self perceived authentic behaviour and combined teachers' perceptions of authentic behaviour. Recently Nivedita Das Purkayastha (1986) has also got a significant difference between teacher's & principal's self-perceptions at .05 level .

The following section-II of this Chapter is devoted for the indepth case-studies of the selected High Initiation and High Consideration and Low Initiation and Low Consideration patterned principals.

5.5 PROFILES OF THE THREE HH PATTERNED SCHOOLS :

HH Pattern

SCHOOL PROFILE NO.1Background and the identifying data of the school :

The school belongs to the high initiation and high consideration pattern of leadership and administrative behaviour. The name of the school is Bright English Medium High School. It is situated in the peaceful locality of Karelibaug area which is away from the general crowd of the city. The school is a Government recognised school and is managed by the private trust. It is run in two media - English and Gujarati. The school was established in 1973. The medium of instruction was English only since 1973. Gujarati medium of instruction was introduced in 1987-88. There are in all 17 classes of Gujarati medium from Nursery to Std. VI with 865 students in the current academic year. There are total 4900 students studying in 101 classes in all. There are 15 classes of English Medium, K.G.Section; 32 classes of Primary section, 12 classes of Secondary and Higher Secondary section and 25 classes of Day school. The total staff today is 182 (inclusive of all personnel-104 teaching personnel and 78 non-teaching staff). But initially, the school was started with 32 children upto 2nd Std. in 1972. The name of the founder father is Mr. Jayendrabhai Shah, who is now giving his services as a Director and the school is handed over to a trust. The school is in three units.

In Unit-I : Kalyan Nagar - Two shifts are held. Morning Shift is for the Gujarati Medium (Nursary to Std.V). There are thus in all 12 classes.

Noon shift is also for English Medium and Secondary and Higher Secondary sections are held there. There are in all 9 classes.

Unit-II : School's Second unit is in Amit Commercial Complex, V.I.P. Road, There, the K.G. and Primary section of English Medium classes are held.

Morning Shift : Nursery to Std.II - 29 classes.

Noon Shift : Std.III to VII - 21 classes.

Unit-III : Day School Building : It is in Ranchhod Park Society, Karelilbag.

Nursery to Std.II : 15 classes.

From-Std.III to VII : 7 classes.

Secondary section was started with one class of 8th in 1979 and now expanded to 10 classes from 8th to 11th science and commerce higher secondary classes. 12th science and commerce classes will be started from the next academic year. Thus, it will be a full-fledged school from Nursery to 12th with well-equipped laboratories and a library.

At present, school-unit in Gujarati medium is comprised of classes from Nursery to standard 7th, but gradually it will be extended to higher classes also.

'Day-school' is its special characteristic. It helps in all-round development of the child.

The Day school was introduced in the year 1981, initially with 18 students only. Today it is throbbing with

700 kids. It is a kind of residential school. Ever since its establishment, it has taken a great strides on the path of progress.

Day school has two sessions. The morning is entirely devoted to academic periods. During post lunch sessions, pupils of K.G. section and lower K.G. classes take a nap and relax under the supervision of teachers. Late afternoon periods are meant for co-curricular and extra-curricular activities which include debates, quizzes, discussion, computer training, out-door and in-door games, art-crafts, dance, music etc.etc. Specialists are engaged for this purpose and it is seen that the stage-fear of the child is removed, child is given an exposure to the outer world which builds in him self-confidence and creativeaty.

The school has a well-stocked library with reading material invited for varying ages and standards. In all, there are 4000 books. Alongwith this, educational video-movies are shown time to time. School owns a video-camera too. All the celebrations, activities and demonstration lessons are recorded and shown to children which they enjoy a lot.

School is housed in large two storeyed buildings having 52 rooms. This includes classrooms, rest rooms, activity rooms, laboratory, library, multipurpose hall, dining hall and kitchen.

Delicious and nourishing food is served thrice a day. Great care is shown towards cleanliness and balanced diet. The teachers supervise and give experiences to develop table manners and etiquettes to the children.

Thus, an individual care, a congenial atmosphere and helping hand, motherly love and caring approach, a pleasant academic environment, opportunity to all and ample of co-curricular activities, appetizing and nourishing food are some of the note-worthy features of Day school.

An institution is known by its teachers and their quality. This school, fully applauds and appreciates the sincere, hard efforts put in by the band of dedicated teachers who spare no efforts to bring out school to this high level of achievement either through kind or cash or by providing a certificate.

School also appreciates doners who have done their best to help the school whenever contacted.

The pupil-teacher ratio is kept low in order to give more attention to each student. Special remedial classes are arranged for weaker students with a view to bring them upto the average class level. In doing so, a special care is taken to avert any complexities in them. Thus the whole process is imbued with child-psychology.

Staff-meetings are held thrice a year. Beginning of the term, before Diwali vacation and in the middle of the second term. These meetings are held outside the school campus - a sort of picnic is arranged in order to provide a change in the daily routine and give an opportunity of mixing with teachers and their principal. It helps them to bring the distances at a lower level.

The staff is very co-operative, co-ordinating, well-qualified and well-trained. Mobility in the staff is seen in case of females only, that too due to marriage and transfers of their husbands etc.

The staff is helpful in decision-making and cooperative in abiding by the decisions. Hence, this leads to the smooth and steady academic as well as administrative functioning.

The relations between the principal and the management are very cordial and sweet. The director has given a free hand to run the school to the principal, though principal always consults and takes a joint decisions in policy-matters.

School has always encouraged the students not only to take part in the school activities but also to take keen interest in the outside activities, where they have won laurels.

School, as a token of special appreciation awards the toppers and rankers. One boy has won silver medal in All Gujarat

Open Karate Competition. Some students have secured first and second position in the state level Judo competition.

School Girls, also do not lag behind. One girl from youngest group secured first position in open fancy-dress competition organised by NICA (North Indian Cultural Association, a local cultural Body) in Gujarat.

Pupils in this school are doing excellent job both in the academic as well as co-curricular activities. Pupils have received prizes in Inspection parade held by the Boy Scout Association and drawing competitions. Around 600 entries were sent for All India Camel Colour Contest and fifty students have won prizes in various groups. 100% result is shown in Jr.English Examination. Students participate in various programmes such as Essay Competition, Tree plantation, Blood Donation etc.

Girls take participation in Garba Competition held by Lion's club of Vishwamitri, Municipal Corporation Garba Competition and Shreya Sadhak Mandal Nritya, Ras and Garba Competition. They almost win either the 1st or 2nd prize in it.

Pupils also appear in Hindi Competitions held by Gujarat Vidyapeetha, Ahmedabad. Thus though English is the medium of instruction, the students are quite efficient in National language too. Pupils also excel in drawing and painting examinations.

English External Examinations are held by the society for International language studies, Jaipur. The school generally gets 100% result in this examinations.

School celebrates 'Sports-Day Celebration'. On this day a grand parade by all the students is organised which is led by the captions of different groups marching smartly, with different colourful flags which are named after our great leaders.

Various games are played on that day, some are purely for pupils, some are for teachers, some for non-teaching staff too.

The aim of the school from the very onset has been to achieve bigger and better standards. Every year school has made tremendous progress in quality and quantity both. The aim of the school is to inculcate in the young students all the human values of joy, love, tolerance, showing respect to elders, sharing responsibilities and thus make this world a better place to LIVE IN and to build up a better community to LIVE WITH. But the main objective of the school is to take individual care and attention of all pupils.

The school also aims at preserving individual state-wise and Indian National cultures through celebrations of various yearly festivals and organising outwardly trips. This is meant to identify the feeling of secularism and oneness among the students of all.

Increasing strength of the pupils is a problem for the principal. This is so because the principal is more conscious about the quality of the school's education and her only fear is that the school may not degrade in quality due to overburdening. As a step to check this, principal's wish is to stop further extension programmes. Principal feels that the school has reached its optimum growth. Principal often prescribes some special articles, magazines for the staff to read, but after consultation, in meetings and in casual talk with the librarian it is revealed that those books, magazines are hardly referred to by the teachers. And the only reason these teachers give is the lack of time and time constraints. Principal, therefore, had to come to the conclusion that the teachers must be internally motivated, not externally. Then only this problem can be solved.

There are some other extra-curricular school-activities. The school has acquired B.B.C. computer and trained its staff for computer-programming. In-service training is provided to the science-teachers, specially for computer^{ut}-operations.

In sports too, school is not lagging behind. In the Judo competitions which are held by Baroda Judo Club, the students of this school have participated and were able to win the prizes. Similarly, sports organised for inter-school competitions by the Baroda District Association, pupils do take part and try to bag the prizes. Some of the students are sent to the Gujarat State Athletic meet also.

Another significant activity of the school is 'Talent-Search'. To develop the hidden talents and insights of the students, various academic, co-curricular & cultural activities are arranged on Saturdays. Students participate enthusiastically in various competitions like musical chair, kabaddi, volley-ball, obstacle-race, skipping race etc.

Picnics provide a refreshing experience away from the day to day monotony of the class room for the students as well as to the teachers. Hence, students are taken out to picnics, field-trips, outings to various educational institutions etc; quite regularly. The school has taken tours to Singapore, Nepal, Somanath in Kathiawad, Mount Abu, Ajanta-Elora etc. K.G. sections are also taken out once in every month.

School also organizes various exhibitions such as philatelic, brides of India, science in our daily life etc. It also advocates various celebrations and campaigns such as Meet-less-Day campaign, funfair, Republic-day, Christmas, Ganesh-puja, Raksha-Bandhan-day, Diwali, Teacher's day, etc. Awards are given to the best teacher, best pupils, best peons etc. in order to motivate them further and further.

Projects like first-aid, tree-plantations, preparation of teaching aids, a shadow-play etc. are also organized in the school.

These sorts of activities even enable the introverts to come out of their shells, probably which is not possible during the regular classes. Such occasions provide them with opportunity to interact with each other. The relationship between students and teachers also is strengthened thereby.

Students are the future citizens of democratic India. Wherein citizens are given the right to vote. To give them training as to how to cast vote for the right and responsible candidate, every year, elections are held in the school. The students' union-office bearers are elected through secret ballot system. A students' union also gives an opportunity to bring out the hidden leadership and administrative quality in the pupils. Vice-President, General-Secretary, Joint-Secretary, class-representative, all come together to form various committees like-Discipline Committee, Cleanliness Committee, Sports-Committee, etc.

School does not have a canteen of its own. It also does not have its own play-ground. School takes on lease from the corporation on yearly basis a playground for its pupils' benefit.

Value-inculcation is done in a very practical way. To make pupils learn to be generous, school has encouraged them to donate funds for the Blind Welfare Association, Drought Relief Fund etc. profusely which school pupils do nicely.

School Achievements at S.S.C.Board :

The result of S.S.C. class is the mirror of the hard and sincere efforts of the staff and the cooperation of the students and parents. The school has achieved the goal to secure 100% result in S.S.C. in the year 87-88, 76% in the year 84-85 and 78.14% in the year of 86-87.

For this success, school principal feels that parents and teachers who are of devoted nature, who are always prepared to shoulder any extra responsibility in the interest of the school, are to be thanked duly.

Parent-Teacher Association :

Parent-teacher association is a regular feature of the school. Parents are cooperative. A chance is given to them for any suggestions if at all, they want to offer, in the matter of school administration. They have to give it in writing and then their suggestions are considered by the Body.

The school is striving hard to make its 'Bright' mark in the field of education. School aims at and striving still harder and higher to become a better one. The school has a motto which is accepted by all. The motto is written below .

"A WILL WILL FIND A WAY" :

School is 15 years old . This is the time for the school to build its physical, external and internal as well as infra-structural facilities, keep its directions clear and translate the philosophy into action.

PROFILE ON VARIOUS CRITERIA

A) Principal's Value-profile :

This profile has been drawn from the self-evaluation of the values, as the principal possesses them in the quantitative way and as perceived by the principal himself. The results reveal a well-integrated core-value system of the principal. The graph throws light on several values. Refer graph No.4 on page-230.

- 1) Principal shows a higher position on almost all the values compared to the mean.
- 2) Even among the existing values in the principal, the principal is very high on the values of justice, and quite high on the values like accountability, beauty, loyalty and competency as well as in courage.

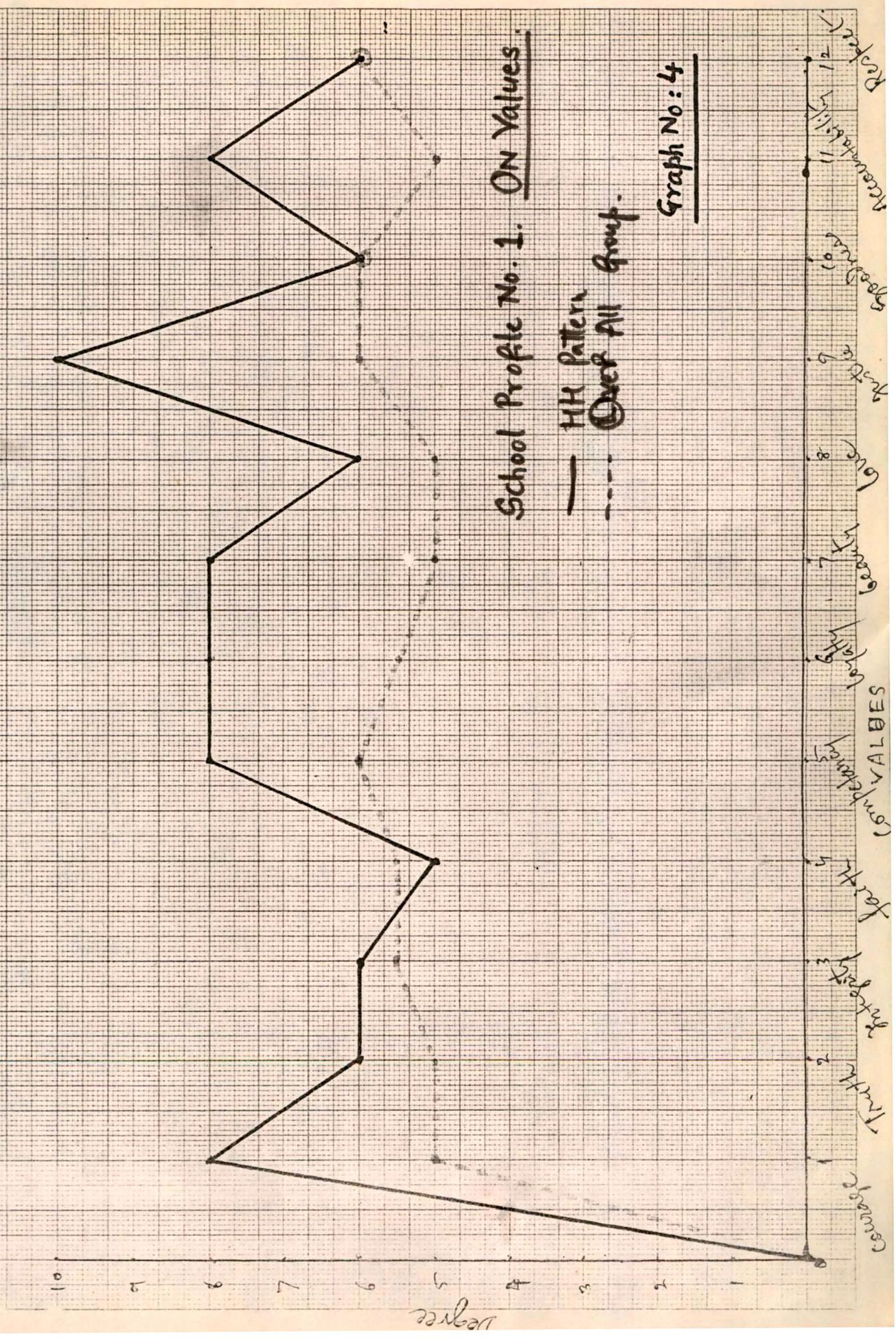
It is observed by the investigator that school principal has a courage to innovate (as described in the background data) and to keep the campus clean and nice. The principal feels highly accountable for the result of the school and hence, year by year the results are improving.

B) As per the leadership behaviour is concerned, the principal shows high initiation and high consideration pattern of it which means, he has high initiation and high consideration. The investigator found that the staff morale is quite high. His score on I.Sis 49 (Mean=37) and on consideration is 39 (Mean=36).

C) As regards principal's administrative behaviour— It has been found that he is high in the scores on the following

School Profile No: 1
ON VALUES.

— HH pattern
--- Overall group



School Profile No. 1. ON Values.

— HH pattern
--- Overall All Group.

Graph No: 4

degree

components of Administration -

(1) Communication : 9.5 Mean scores : 7.5	(2) Organisation : 8.25 Mean : 5.6
(3) Representation: 8.2 Mean : 7.5	(4) Integration : 6.5 Mean : 5.7

TABLE NO.14 - Scores on ABDS of School Profile No.1

All her values are above the score of the grand mean and hence that means that the principal is highly integrated in his values and therefore, effective one. Beauty and its cluster is more, dominant than the other values only in the value of 'faith' that the principal has scored below the average mean. That is so because, faith being the covert quality, it can not be practically put into the testing. Hence, principal herself put it low. Informal comments from the staff revealed that the principal is a person of high integrity. From the interview with the principal, the investigator judged, the principal to be a person who has a high degree of courage, competency and justice. She seems to be a person of 'origin' nature and believed in the principle of 'Self-help'.

उद्धरेदात्मनात्मानं नात्मानमवसादयेत् । जीत ।

She was less prone towards a Prawn theory and as such believed least on the dogma of destiny.

Five of her values stand apart from the set. They are - justice (Score=10), beauty (Score=8), competency (Score=8), accountability (Score=8) and courage (Score=8). That also shows

that in worldly affairs as well as in educational administration, she is extrovert and very much punctual and that she possesses a great aesthetic sense as she is highly 'Beauty'-conscious. She shows a perfect match in the sub-group of value 'Beauty'.

D) Principal's score on self-rating-scale reveals that she is very much conscious about her own self-image. She has scored 17 (Mean=17) on the dimension 'As an administrator' and 21 (Mean=17) on the dimension 'As a personnel administrator' which is quite legitimate. She has no fancy idea about her-self nor she is suffering from either inferiority or superiority complex.

E) The investigator undertook the study of the other three functions viz. decision-making, conflict-resolution and communication. It can be seen from the graph that the school stands out very high in all the three functions. Scores of

D.M. : 19 out of 26 responses.	Mean = 18.88
C.R. : 14 out of 21 responses.	M = 15.72
Communication : 36 out of 47 responses.	M = 34.5

From the response of the principal on the tools, the following characteristics emerge out.

1) Function of Decision-making :

The principal's score on the decision-making process is shown in the table No. 20/P.339. It is seen that generally on all the items the principal has been on a high score. Principal's total point-wise functioning on the decision-making can be

summarised as follows -

Principal always takes some time for thinking peacefully before taking any decision, as she appreciates the seriousness of the decision, but she is not at all hesitant in taking any decision. Though she has formed various committees for taking decisions, an ultimate decision rests on her side, thus, to some extents, principal seems to be 'power-oriented' and 'authoritarian' in nature.

The principal follows the basic rules for decision-making process. The decision-making committees take decisions. The process reflects quickness and many a times, she takes decisions by her own without consulting any one else. Principal makes a conscious effort to communicate the decisions orally and through written notices, but she is not scared about its repercussions at various levels. She always prefers to stick to the decisions once made. When decisions are made, constitutional and institutional goals are given more importance by the principal, even-though they are sometimes unfavourable to her own self. She is not in the favour of changing the committees' members of the Decision-Making Committee every year - as she believes in the principle of 'trial and error'. She maintains secrecy before releasing the decisions.

On the events of the difference of opinion, the principal looks to the objectives of the school. In the events of the unhappy decisions, she persuades the staff to stick to it and follow it verbatim. Even principal herself abides by the

rules and regulations and therefore, she remains in the position of taking stern steps against those irresponsible individuals also ^{who} do not implement the decisions. But she does not believe in legal actions.

Thus as regards the application of decisions, she sees the follow-up work of the decisions, but she does not agree that the decisions cannot be changed if they are harmful.

2) Conflict-Resolution Function :

Conflicts arise in her school, but the principal says, they are very less. The principal does not agree that the conflicts are the signs of a progress, but she agrees that life and conflicts are intertwined together and the best way is to overlook unnecessary problems and conflicts.

As regards her perception of the role in the conflicts she feels that she can run the school better without conflicts. And that she can convert conflicts into fair competition if it is on the small-scale. She often attacks at the root-causes of the conflicts and tries to uproot-their roots itself in order to settle the matter for ever. She believes in the principle of non-interference and non-meddling with anybody's personal problems, but if the problem is related to the school, she takes it as a sacred duty of a principal to resolve the crises in the school-matters.

The principal agrees that she cannot solve the deep rooted conflicts in the school, but she feels that a sort of psychological solution can be found out in many a problematic, situations. However, she feels that the hasty means of solving the conflicts do not help in the long run. Problem-solving is an art for her and that art consists of solving the problem through love.

Principal being highly value-oriented, believes, that the lack of integrity in the thought and deed of the principal can create many more problems rather than helping in resolving the conflicts.

3) Communication function :

The principal is unambiguous in her communication, as she can able to establish clear rapport with the communicatee. She is talkative and hence discusses many points with staff such as instructional programmes and latest developments in it and changes made in the same. She always encourages teachers to work in team-spirit.

Principal is of a very noble heart hence she never gets annoyed by the criticism labelled against her. Moreover, she is often ready to ^{take} her words back, if they are wrongly interpreted as a result she has hardly any difference of opinion with her staff. Whenever the school work is appreciated, she often attributes it to the team-spirit. She is, thus self-less to that extent. But she often feels embarrassed to given her criticism on other's views, especially in meetings.

Principal is frank enough to talk to the strongers, nor she is afraid of any back-biting, discouraging statements made about her in her absence, as she believes in the frank and open communication. She believes that lack of communication can cause harm to the institution, though she believes philosophically that silence has many meanings and that sometimes it is beneficial to keep quiet and observe silently. Because words carry potent powers and hence they should not be wrongly uttered.

Principal believes in the efficacy of written as well as oral talks, as that can depend upon the situation. She prefers to hold team-discussion before taking any decisions. She can even listen patiently the complaints from the pupils too. But she has not completely mastered the art of being a witness.

After school hours she talks in a different tone to her subordinates and that tone is more of a friend than that of an administrator. Thus she knows the art of modulation of voice & tone.

The principal feels equal freedom when she talks with her subordinates and with her superordinates. She often uses persuasive language while talking with her staff. Principal's general mode of behaviour/operation is such that she explains to her staff why a particular action was important and then asks members to follow organizational lines, rules and regulations meticulously.

But she also often likes to give her commands, suggestions to her staff especially when conflicts between two members occur. At that time she acts as a counsellor and not as a principal. Naturally, inside and outside, after the school hours, staff is not afraid of her. She is always an easily approachable personality to them. She thus, behaves as a democratic leader, not as an authoritarian one.

CASE STUDY AND SCHOOL PROFILE NO.IIGeneral information regarding the school :

The school viz. Sardar Vinay Mandir is one of the highest among the schools having principals with high leadership and administrator behaviour.

The school is situated formarly, away from the crowd of the city in the green area of Karelibaug, behind Sardar Chhatralaya in a very spacious area. The school is having its own big building as well as big play-ground. The school is of a mixed type and its medium of instruction is Gujarati.

The school is a Government recognized school and is managed by the private trust. The school was established in 1972. The initial staff was of 3 teachers and 25 pupils in secondary section, but at present school's strength is that of 1700 students and some 60 personnel including teaching and non-teaching staff. This is because today the school is a full fledged organization with science and commerce streams at Higher Secondary level over and above K.G., primary and secondary sections. Thus with 16 years the school has blossomed into a big flower.

The school building is having twenty classes and it runs into two shifts - morning and noon shifts for different sections.

One of the significant characteristics of this school is that it is highly value oriented and based on the sound and practical philosophy.

The school was established with a broad aim to educate pupils who will be good and better citizens of tomorrow. The school tries to bring out the hidden capabilities of boys and girls by providing opportunities of all sorts to all. The philosophy set by the school is - "to be ever optimistic and to nurture positive attitudes as this helps in minimising crises and conflicts and keeps the administration smooth". The school adopts the principle of 'Love begets Love', and believes that all problems can be solved by love and sympathy. This has maintained its congenial atmosphere till today. It is because of this philosophy that the school does not have the system of corporeal punishment.

For any wrong action done by anyone he or she is required to say 'Sorry' for that, thus the malice from the heart is removed.

The staff is very good and highly cooperative. It has got a paternal-type relationship with their leader. There is an atmosphere of love, spirituality, and sympathy. Teachers pay respect to their principal (may be due to his old-age) and help him in solving the problems. They take an additional burden on their shoulder by their own ^{relieve} and principal from his heavy duty.

The principal expects from the staff that 'All staff members should be an institute in themselves'. They must know each and every school activity. For that they must willingly participate in all sorts of school functionings. They should try to know something of everything and everything about something apart from their usual various committees and work distribution. For that they should show their willingness and initiation.

The staff is permanent in nature, with no mobility except one or two, who have left the school as they went to the foreign countries.

The management has got a full faith in the principal. They have a very cordial, firm and warm relations.

Pupils of the school excel in different co-curricular activities like 'Kho-Kho', etc. games. They organize various camps like blood-donation etc. Celebration of weeks - like Gandhi, Nehru week, celebration of various festivals like Ganesh, Navaratri, Holi etc; and arrangement of various competitions like Garba, dance, Bhajans, Rangoli, Mehendi, etc; are the common features of the co-curricular activities in the school, but the picture of S.S.C. results is not so good.

Novel features of the school; Some specific specimen activities :

Principal has started a new project called 'Adoption of Pupils'. He has asked his teachers to adopt and nurture

educationally and academically at least some 'one to five pupils' as if they are their own sons and daughters. He asked them to maintain every possible details about them and then to prepare a case study, keeping up-to-date historical record for them with a view to judge how such children grow and develop with teacher's support and personal guidance as against those general pupils who are deprived of their personal attention. Principal has started this system since ten years and yet some sincere teachers are following it. A file is maintained of such boys.

In order to provide facilities to poor students, principal used to arrange for them 'Night classes' in school - providing them library, building, water, lighting facilities. Teachers too are made available sometimes.

Another noteworthy feature of the school is -
Cultivation of PERSONAL CONTACTS between teachers and pupils, between teachers and principal and between principal and pupils.

Principal has asked students to prepare an "after-school time table" per hour, which they would submit to the principal along with their signature and address - with the tacit understanding that they will follow it in toto. The principal used to visit as per the convenience any pupil's house by turn to observe whether the pupil has followed his time-table. During these visits principal does not take even a glass of water from his pupil's house so as not to come under anybody's obligation. He visits their houses on his own expenses, at his

own risks at old age. Thus principal tries to establish a good rapport with his students and indirectly teaches them to keep their words faithfully. Pupils too take up their plans seriously and thus respect their principal. This naturally impresses upon the parents and a good, cordial relations are built among themselves.

Since the inception of the school, school's S.S.C. result is in between 35% to 60% only. Anyway it is never less than that of the average S.S.C. Board's result.

The school attracts many poor boys of mediocre calibre and they are sometimes below average income group. This is the cause of the poor S.S.C. result. Many students come from the nearby slum-areas such as Tulsiwadi, Kabarstan etc. and many pupils are admitted directly from the corporation schools, the low standards of which is very wellknown. The school denies admission to none. As a result, school has got a very few number of students of bright heritage and career.

Parent-Teacher Association is a regular feature of the school functioning.

The principal says about the history of the schools that when the school was started, it was with only 20-25 boys, that too, as the principal says, are begged from the other well settled schools. School has welcomed the most dull, mischief-maker and third-rate students from those established schools and

has taken an adventurous step of opening the school. The sole intention behind this was to take up a challenge, to improve such students who are most mischievous, absconders, truants etc. who are looked down by the other schools, society and by parents too to some extent. It is only through constant counselling and love that the principal has at least been able to persuade them to come to school regularly. Thus the major change which was noticed in them was - 1) They have started loving school and school teachers and tried to be present in the school premises. 2) They have started respecting their elders, including parents etc. The same batch was so well trained that during Navarachana and Navanirmana agitation-biggest in Gujarat so far from students' community, these students came regularly to school, never allowed school-working to be disturbed by the outside agency, and they too have not taken part in the school strike. In case of teachers' absence, these pupils used to handle the classes. That shows the effective leadership of the school principal.

In order to attract these pupils to school, the principal has diverted their tremendous energy into playing various games, competitions, athletics, etc. and motivated them to win various prizes in varied games. Principal himself used to join pupils in their games on the play-ground, forgetting about or keeping aside his high-ego of the Head-Master. He used to spoil his hands and cloths alongwith the boys while playing with them. He used to pass through the burning ring etc. and used to motivate pupils for such adventurous games. Naturally

that has provided for pupils a good model to be imitated and helped to cut down the fear of a leadership figure. Boys got an attraction towards the school, they became regular school goers. This has naturally boosted pupils' morale and they were looked by the society as an asset.

A very good rapport has been built in between the principal and the pupils so much so that the pupils follow principal's word ceremoniously and pay respect to him and obey each and every word of him with love.

But principal admits that as far as their academic excellence is concerned, they lag behind, but he does not feel sorry for that, looking to pupil's background.

Principal's love towards pupils is very well-known. At the time of Foundation Ceremony (*शुभपूजा*), for constructing a new building for the school, he has asked one of his pupils to dig the soil, thus passed on that honour of inauguration to his pupil.

Once a handicapped pupil was admitted in the school. He has a tendency for giddiness. He used to utilise it as an excuse for going home earlier. Principal, after a case study, came to a conclusion, that the boy does not want to attend the school and that he actually hates going to the school. So he asked the boy to sit in his own cabin whenever he would feel like

going home. A good rapport is established between the pupil and the principal. Principal has also asked other boys of the school not to make a fun of him but to help him as their friend. The congenial and homely atmosphere has had its effect on the boy's psychic, as a result of that he soon developed a habit of attending school regularly.

Thus the humane treatment and psychological approach given to the boy speaks much for the principal's character.

In a free response interview, the following values were named as forming his personal value system :-

1) Prayer, 2) Integrity, 3) Understanding, 4) Tolerance, 5) Subsidiarity, 6) Exactitude, 7) Fostering good human relations.

The possession of these values to a high degree is borne out by observation as well as in the priorities manifested in administrative behaviour. There is a strong support from the factual evidence that values do play a significant part in the policies, the critical decisions, the activities selected and the total formation offered to the pupils.

The principal is highly value-oriented. His philosophy can be summarised like this :

"There are very many good people in this world from whom we can learn many things. We can mould our way of living if we can keep our eyes open.

There is an every chance for further development and renewal. He advocates the methods of self-introspection and meditation". Apart from the readings of Holy scriptures like Ramayana and Mahabharat, books on Vivekanand, Ramakrishna Paramahansa and Shivanand etc. have moulded his life. He himself has taken an initiation from Swamin Madhusudan Saraswati and regularly sits in the meditation.

He is self-less and ego-less. He can say 'sorry' to the parents on behalf of his staff-^{own}ing pupils' responsibility on his shoulder. He will never hesitate to own his mistakes and in correcting them. Naturally staff too follow his suit and keep healthy and congenial atmosphere, own their mistakes, say sorry for their errors and always stand for their correction.

"Touch the heart of the pupil", then only you can inculcate values in them and bring desirable behavioural changes in them. The only key to this is - Love, Love and simple Love. You must love your pupils sincerely. The moment principal is out of his office, pupils immediately stop gossiping, chit-chatting, smoking, and respect him and his dignity. Pupils too love him. 'Give love and receive love', says the principal."

"We must create among pupils a sense of discrimination between what is good and what is not. Then the discipline will take care of it automatically. For that of course, a good deal of 'Patience' is needed. It is a very lengthy and time consuming

process which one has to undergo. He calculates the time i.e. 24 hours of a day and says - we can get ample time for the 'Service of mankind' through the improvement of 'pupils' lot - provided we think, we act and will for that. The only thing that comes in our way is our 'Showy business and Show-off policy'. We pretend that we are very busy and therefore, cannot provide time for pupils' guidance. Therefore, the problem of discipline arises. But this problem is very much missing in his school".

The principal believes in the 'Unity in Thought-Word and Deed'. "As I behave, so my staff, and so my pupils." Hence he himself is very much serious and conscious about his ideal way of behaviour which he wishes, not insists, as he is against any sort of compulsion, his pupils to follow by their own. He believes that life is worth-living. There is a charm in living life. Only thing that is to be developed is - POSITIVE ATTITUDE AND OPTIMISTIC OUTLOOK.

'Forget and forgive' is the motto of the principal and therefore of the school. He is interested in the peaceful settlement. He does not allow problems to come to him. He asks his staff to clear them, if at all, at their levels.

Principal believes in the theory that man makes mistakes, but we must provide time to them for its improvement. "Think of our own mistakes and the treatment we would like to be meted out in that case, then look at the pupil's or staff's problems. Yours will be a more sympathetic approach", Says he often.

About the problem of discipline, says principal -
"The discipline should come from within. It cannot be enforced from outside". Hence no corporeal punishment is given to late-comers, liars etc. He only asks them to say sorry' and makes pupils realize their own mistakes themselves. Pupils start feeling sorry from within for their behaviour and feel ashamed of repeating the word 'Sorry'. Thus they improve from within and that too for ever.

PRINCIPAL'S PROFILE ON VARIOUS SCORES

A) As for the leadership behaviour is concerned, the principal shows high initiation and high consideration pattern of it which means that he has high consideration and high initiation, the scores of which are like follows respectively - 49.6 (Mean = 36.04) and 45.4 (Mean is 37.44). The investigation found that the staff morale is quite high.

B) As regards the principal's administrative behaviour, it has been found that he is equally high in the scores on the following components of administration -

TABLE NO.15 - Component-wise scores on ABDS of school-profile-2.

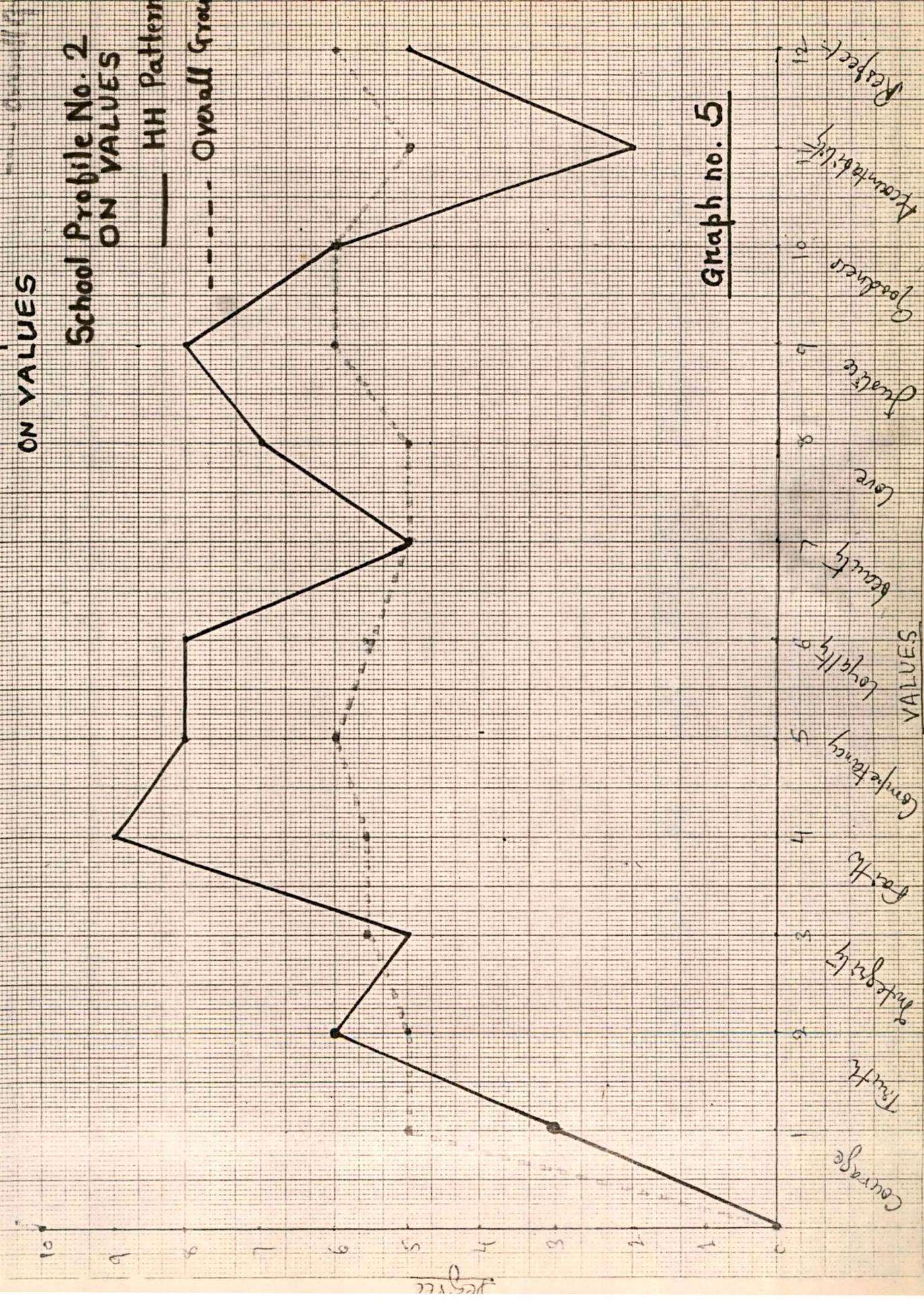
Initiating structure.	1) Communication : 9.4	2) Organization : 7.4
	Mean : 7.5	Mean : 5.6
Consideration.	3) Representation: 9.8	4) Integration : 7.2
	Mean : 7.5	Mean : 5.7

C) Principal's score on self-rating scale reveals that he is very much conscious about his own self-image. He has scored = 20 (M = 17.4) on the dimension called principal or self as an administrator and scored = 21 (Mean = 17.7) on the dimension - self as a Personnel Administrator. The scores reveal that he has neither any fancy ideas about his self-image

School Profile No: 2
ON VALUES

School Profile No. 2
ON VALUES

— HH Pattern
- - - - Overall Group



Graph no. 5

Degree

nor he is under-estimating himself unnecessarily, on the contrary, teachers' perception about their principal as revealed in the Leadership Behaviour Description Questionnaire test and his own self-image through S.R.S. test are quite congruent.

D) Principal's value profile :

This profile has been drawn from the self-evaluation of the values, as the principal possesses them 'per se' in the quantitative way and as perceived by the principal himself. The results reveal a well integrated core-value system of the principal. The graph throws light on the following values.

Principal shows a higher position on almost all the values compared to the mean of High initiation and High consideration patterns as well as to the low initiation and low consideration pattern's mean, except in values named courage and accountability. A vast difference can be seen in between the effective principal's and ineffective principal's value scores.

Even among the existing values of the principals, the principal is very much high on the values of faith, competency, loyalty, love and justice.

It is observed by the investigator that the principal, being a man of old-age, above 55 and being a cardiac patient, has now reduced in the value of courage, which at one time was reflected highly in his life-time especially at the inception of

the school. The something can be said about the accountability. The principal himself has confessed that he is not much bothered about pupils' S.S.C. & H.S.C. Examinations' results. Because many a pupils come from the nearby slum-areas, and if accountability is valued much, then that can result into school dropouts.

Principal's other values reflect that he is highly integrated in his values and therefore, he is effective one. Beauty and its cluster is more dominant, no doubt, he scores highest on the value of faith which falls in the domain of Truth. It was revealed during interview that the principal has a high faith in the concept of Personal God, man's devotion towards lord and he believed firmly in the principle of surrender and ultimate Grace showered by the Lord. It is this faith in the personal God, which is the true reason, why we should live our life virtuously, value our life and live it by the code of values. We must try to be good and always do good for others. He has deep faith in the Hindu religion and scriptures which have helped him and guided him till today in all his crises. He is, thus, a man of 'introvert' nature, believes in the principles of 'sincerity' and faith. He is loyal to his profession and often tries to inculcate values amongst the staff and pupils and to a great extent, he has been the successful one. That speaks about his competency. This is revealed by the staff members about the principal. The principal is strong supporter of the motto that 'Love begets love' and that the

things can be transformed through love. He is equally high on the value of love also. The investigator has found that there was complete congruency between principal's teaching, preaching and practice. He is thoroughly value-loaded person and is highly effective personality. Many staff-members have emulated his example of dedication and continued the policies which ^{he has} set up some years ago. The teachers have undertaken of providing extra-time to prepare pupils for local examinations and inter-school competitions. The principal's training ^{given to} the monitors of each class was also observed to be effective. They are keeping silence and doing their work quietly in the absence of their teachers. In the principal's behaviour, and philosophy, love for children stands ^{at} the top priority. It appeared to the investigator that the principal is quite strong in affective domain of values rather than on cognitive domain. This affects his leadership behaviour, which shows high consideration and then high initiation.

This again helps his communication behaviour which has made him more 'person-oriented' than 'rule-oriented'. It is more of a 'person to person' type of communication. The principal's values have been the chief motivating and co-ordinating factors in the decisions of the principal and seem to be responsible for the institutional effectiveness. His conflicts-resolution behaviour is also governed by the humane consideration and more personal than institutional in its approach.

E) The investigator undertook the study of the other three functions - viz. Decision-making, Conflict-resolution and Communication. It can be seen from the graph that the school stands out very high in all the three functions. Scores of the three functions are given below :

Decision-making = 23 out of 26 responses = Mean = 16

Conflict Resolution = 18 out of 21 responses = M = 13

Communication. = 42 out of 47 responses = M = 32

Refer table no.20, page no.339.

1) Function of Decision-making :

It is seen from the table that generally on all the items the principal has been on a high score. The componentwise summary of principal's decision-making function can be presented briefly as follows.

Principal agrees that the act of decision-making is a very complicated action. It requires deep thinking before decisions are made. But he always does decisions keeping in mind the interest of the institution before the individual interest.

He always consults his other staff members and gives due recognition to their thinking before he takes any decision. This is quite democratic way of decision-making, and reflects that the principal is not at all authoritarian in his nature. Eventhough, the other members of the managing committee have got a full faith in him, he always consults them before taking any decision. He sometimes consults principals of other schools too

in case taking joint-decisions. Even, sometimes, he allows teachers to decide for themselves or for the school, he simply chairs the session and asks the group to come to the conclusion. Being much considerate in his nature and approach, he tries to visualise what repercussions will his decisions arise in the minds of the people of different cadre and calibre. That speaks about his affectionate nature and high sensitivity. His philosophy is such that very few people should be suffered by him. Thus his decisions are seldom ego-centric or uni-decisions.

In his decision-making body, he has maintained the same people of high experience, he does not like to change the member-ship every year as that gives learning experience to none and can vitiate the staff-morale. But he is sometimes quite lenient in his application of decisions. He pardons and forgives the trespassers of law on simple request. This again reflects his affectionate nature. But as far as his own case is concerned, he never taken any liberty in the application of the decisions even though they are trouble-some to him. This sets a very good example before the staff. But he will never take any stern-steps and legal action against those irresponsible individuals who do not implement the decisions. He believes that 'forgiveness' is a virtue and ultimately the culprit will feel shy about his own deeds. This is his tested philosophy. (शिक्षा काठिन्ये शिष्यम् । forgiveness is the weapon of the powerful ones).

He tries to maintain secrecy of decisions before its due announcement. But once, he has made up his mind for its

application, he tries to communicate orally as well as through written forms the decisions to all the concerned members. He is thus, prompt in communicating his decisions.

He often tries to remove the defects from the decisions, and always keeps before him the effectiveness of the institution and institutional goals and hence in case^{of} any discord, he tries to explain the logic behind such a decision to his staff members and tries to win their sympathy and support.

2) Conflict-Resolution function :

Principal's philosophy about life is reflected in his acts of conflict resolution. He believes that life and conflicts are intertwined in each other. Conflicts are bound to be there in life, but the best way is not^{to} be frightened by them and raise one's blood pressure. He believes that stress and strain i.e. conflicts to a certain degree prove as a challenge in life and one can progress with these worldly blocks and personal blocks to some extent, but luckily, due to his considerate nature, school exhibits no conflicts or the least conflicts in its working. But in case any conflicts arise, he sees to it that they are solved amicably immediately rather than turning them into any sort of healthy or otherwise competitions. Conflicts are the evils, hence, they have to be removed from its roots. This he thinks as the prime duty of the principal. But he never allows problems to change his philosophy or values which he has nurtured till today. He therefore, can face any situation undisturbedly. But by his own, he will never meddle in the problems of others.

Principal believes that it is necessary to solve the deep-rooted conflicts, if at all, they are there in the school, in order to run the school smoothly. He is against the idea of power politics. On the contrary, he feels that it is always possible to solve the problem through love and psychological approach, but never by the hasty means or unfair means of solving the conflicts, as they do not help in the long run. Principal feels quite certain that it is because of the lack of integrity in the thought and deed of the principal that many problems can arise. It is really an ~~art~~ to solve the conflicts amicably.

3) Communication function :

Principal can communicate clearly and is in a position to make his point clear to the staff. To clarify his point, he needs many words which makes him talkative but he avoids misunderstanding ^{thereby}. By his speech, he encourages teachers to work together and is often readily discusses the changes in the instructional programmes. Thus principal tries to bridge the gap between the head, and the subordinate.

Principal listens to the teachers as well as pupils patiently, as a witness and never interprets their statements while listening to them. He often uses persuasive language while dealing with the staff, because that is in his nature to love his staff. His love makes him tolerant and he can withstand the opposition from the staff if the need be, but he often

explains to the staff why such and such action was necessary from the institutional point of view. Principal prefers written communication to oral one, but this he does not follow as a rule. As there is no double standard in his behaviour, he does not change his communication style even after the school hours. He is always friendly towards his staff & pupils in the school as well as outside the school. He is more or less a sort of paternal leader to them, but hardly autocratic one. In case of any higher-official's visit or during inspection, principal can talk to them fearlessly as he is highly value-oriented and quite experienced one. Through his communication, he often enlivens the group of people sitting dull and idle. This he considers as a meritorious deed. But he never maintains infallibility of his words. He is quite flexible in character and can change his words, if they are meant for the betterment of the school-personnel. Though as an elderly person he advise his staff, he never means by that the staff should follow his suggestions in tota.

The principal attributes the success of the school to his subordinates and accepts a back-ground position. That speaks about his humble nature. As he believes in the principle of 'forget and forgive', he is never annoyed by the statement of any staff-member. Similarly, if anybody is annoyed by him, he never hesitates to speak 'sorry' to him, but he strongly criticises activities like back-biting discouraging etc; as they^{are} considered to be bad habits.

Principal always encourages his staff to speak clearly what is there in their minds and keep their minds clean instead. 'Don't put any malice in your heart, which is a seat for Divine to reside,' says he often. Therefore, in his school he was successful in creating lateral, horizontal and vertical, three sorts of communication channels. He believes that lack of communication can be dangerous to the school climate and can harm the staff morale. Of course, as a believer in Indian Scriptures, he has a strong faith in the value of observing silence in many occasions. Moreover, each and every word has its own connotative and denotative sense, therefore, words are to be used very judiciously, then only that can be called as a real communication.

SCHOOL PROFILE NO.3

Central School, Harni, Baroda, is the third highest among the schools having principals with high leadership and administrative behaviour.

There is a great net-work of Kendriya Vidyalayas all over the India. A peep into their organizational set-up will be necessary to understand the role of each Kendriya Vidyalaya. Therefore, the investigator has presented a brief history of Kendriya Vidyalayas School herein.

History of the Central Schools :

The scheme of opening Kendriya Vidyalayas with a common syllabus and medium of instruction to cater to the educational needs of the children of transferable Central Government employees, including Defence personnel, was first mooted by the Second Central Pay Commission which recommended it for children whose education was often disrupted owing to the frequent transfers of their parents from one linguistic region to another. The Government of India approved the scheme in November, 1962. In 1963, 20 Regimental Schools, then functioning at places having large concentration of defence service personnel, were taken over as Kendriya Vidyalaya. Since then, the demand for Kendriya Vidyalayas has been rising steadily. To meet this demand around 750 Kendriya Vidyalayas had been opened till today

About 3.5 lakh pupils are on the roll of Kendriya Vidyalayas and more from 25,000 staff members are on the muster-role of Kendriya Vidyalayas School in India. There are in all 31 Central Schools in Gujarat, out of which three are in Baroda. The scheme has also been extended over to the Public Sector Undertakings and Institutions of Higher Learning with the permission of the existing State Governments.

The main aims of Kendriya Vidyalayas are : to pursue excellence in the field of school education, to initiate and promote experimentation and innovativeness in education in collaboration with other bodies like the CIBE and NCERT, to develop the spirit of national integration and create a sense of 'Indianness' among children.

To meet these aims, Kendriya Vidyalayas Schools try to maintain the quality of teaching reasonably high by an appropriate teacher-pupil ratio and by making a provision of suitable teachers with high academic qualifications. As Kendriya Vidyalayas Schools are meant to cater to the educational needs of the transferable families, it has opted for Hindi and English as the media of instruction, ultimate object being to enable pupils to achieve proficiency in both the languages. Even the same syllabi and text-books are followed in all the Kendriya Vidyalayas Schools.

Kendriya Vidyalayas prepare students for the All India Secondary School and Senior School Certificate examinations

conducted by the Central Board of Secondary Education (CBSE), New Delhi.

Some Kendriya Vidyalayas are partly residential in character. Hostel facilities are provided in these schools for the benefit of particularly those students whose parents are transferred in the middle of the session to stations which do not have a Kendriya Vidyalaya.

Education upto Class-VIII is free in Kendriya Vidyalayas. However, tuition fees at varying rates is chargeable from students of Class-IX to XII depending upon the income of the parent.

No tuition fee is charged from the wards of teaching and non-teaching staff of the Vidyalaya, from ST/SC pupils and pupils of ex-service men and those who were killed in wars.

Kendriya Vidyalayas are run by the Kendriya Vidyalayas Sangathan (formed in 1965) which is an autonomous body under the Ministry of Education and Culture. The Deputy-Minister of the H.R.D. is appointed as the Chairman of the Sangathan. The motto of the Kendriya Vidhyalayas School is *तत्रं पूषन्नापायुञ्ज* (O God Sun, please dispel the darkness of Ignorance and show the Reality to us.).

Kendriya Vidyalayas Sangathan has announced several awards such as 'incentive-awards, national-awards, stagnation

increment for staff-motivation. Essey competitions for teachers are held up and the best articles are printed in the monthly magazine called 'Sangam'. A token amount is paid to such teachers for contributing their articles in it. Similarly, promotion quota for the posts of TGT, PGT and principals was also raised to 33½%.

Moreover, regularly, yearly 'Principals' Conference' is arranged during autumn and winter breaks, in order to discuss the problems, to review the existing policies and practices, to share experiences with each other, to present papers on various topics, to expose principals to progressive ideas and practices in school management. It is a sort of 'in-service education course' for the principals.

NIEPA also arranges for newly appointed and promoted principals a sort of inservice-training programme on the topics such as conduct rules, CCA and enquiry proceedings. Principals are also sent to International Training Institute, Mosman - Australia for courses in school management on deputation & commissioners are deputed to visit Russia alongwith the Indian Delegation. Orientation courses are arranged for the resource personnel and directors. Teachers too are send for in-service trainings and they are sent on one year's deputation to diploma courses in various countries like Australia and U.K.

The centre for cultural Resources and Training, New Delhi has been organizing orientation courses on the appreciation

of arts for the Kendriya Vidyalaya teachers (150 every year) with a view to inculcate in pupils a sense balanced education through which their intellectual, emotional and aesthetic faculties may develop.

To create social awareness and environmental consciousness among pupils and to foster among them a sense of belongingness, a spirit of enquiry and values, Kendriya Vidyalayas Sangathan has been organizing projects such as National Integration Projects, Youth Parliament, Camps, in which activities such as dances, drama, music, folk as well as classical and other co-curricular activities, scouting, Guiding, trekking, social-services-activities, celebrations of national days and festivals etc; etc; are celebrated with a gay and enthusiasm. Similarly, projects on population education, environmental education and those sponsored by the UNESCO are organized with a great zeal. Almost every Kendriya Vidyalaya has its own nature club who visits mountains, rivers, forests, deserts, factories, slums and there they study the various ecological problems. So far there are 120 such nature clubs in India which are affiliated to the World Wild Life Fund of India

Nature club organizes the activities such^{as} celebration of wild life week, visits to zoological parks and sancuaries, collections of leaves, rocks and insects etc; planations of trees and flower-plants in schools and visits to lakes and rivers. All India essey competitions on environmental topics are also held up regularly.

S.U.P.W. is another note-worthy feature in the Kendriya Vidyalayas School. The purpose of introducing this course as an integral part of the school curriculum was to provide a corrective to the predominantly bookish character of education and^t inculcate the ethos of dignity of labour.

There is a board called - school Games Federation of India. The promising players are selected and coached by experts from institutions. e.g. NSNIS Patiala and LNCPE Gwalior. The topmosts are provided sports' hostels, merit-scholarship etc. Moreover, selected PETs (Physical Education Teachers) are deputed for specialized training both in India and abroad.

There are in all 190 Adventure clubs all over India which are affiliated to the National Adventure Foundation, Meerut. The club carries activities like rock-climbing, river-crossing, swimming, judo-karate training etc; etc.

One more outstanding feature of the Kendriya Vidyalayas School is the progressive use of Hindi Language. Special workshops for 30 days are organized to provide functional knowledge about Hindi to their staff.

Kendriya Vidyalayas School brings out a number of publications for teachers, pupils, principals, various reports on projects etc. A list of various publications is given below :-

- 1) Sangam : Three two-monthly bi-lingual issue.

- 2) Beacon lights : Poems on moral education in Hindi,
English & Sanskrut.
- 3) Being and Becoming : an anthology of one-act plays.
- 4) Brochure on In-service education courses.
- 5) Evaluation of a Kendriya Vidyalaya - a tool to be
used for every year.
- 6) Annual Report - English and Hindi editions.
- 7) Covers for Tri-Regional Principals' Conference Report.
- 8) Papers and Answer sheets for Departmental Examination
for Principals.

And many more allied publications.

CENTRAL SCHOOL, BARODA

Central School, Harni Road in Baroda is the third highest among the schools having principals with high leadership and administrative behaviour. The school is situated in the peaceful locality and green fields of Harni area.

1) General information and background regarding the School :

There is a Vidyalaya Management Committee (V.M.C.) which meets thrice in a year and if need arises, a special meeting can be arranged. There are in all 10 members in this Baroda Management Committee and the Vice-Chancellor of M.S. University, Baroda is acting as a Chairman and the principal of the school is its Ex-gratia member.

The relation between the principal and the management, are quite satisfactory and cordial. Principal is virtually given a free hand in the day to day administration of the school, as such there is no scope for any conflict between them. Also, there is no interference from outside or from within the committee members in the administration of the school.

This Central School of Harni started in the year 1965 with 4-5 teachers and 60-70 pupils initially, but today its growth is nearly a 1000 pupils and 54 teaching plus non-teaching personnel. The school is having 27 classes and it conducts

classes from Primary to Higher Secondary level. Its carpet area is two acres of land and it has two big play-grounds and a spacious one storeyed building.

The school tops in various curricular examinations. The results of the last 7 years of S.S.C. Examinations reveal this fact. School almost scores in between 88 to 96% of results. But the results are unpredictable, because as pupils are mostly those of transferable parents, one year, there is a poor lot of pupils and one year better lot. This affects the results. Moreover, as the total strength of the pupils who sit in secondary and higher-secondary examinations, is less in (hardly 40) number, one or two failures may bring down the results' total percentages. Hence, it cannot be linked with the principal's efficiency and effectiveness. The medium of the school is English and it provides a co-education.

The total staff today is 55 in number, out of which 28 are in the secondary section. There are two teachers who are Ph.D. degree holders, one teacher has done his diploma in Electrical gadgets and the other one has his diploma in S.U.P.W.

Out of the total strength of the staff, 50% of the staff members are provided with the residential quarters. There is a facility of free and full medical treatment, I.T.C., canteen facilities to defence schools, plus all other facilities which the Central Govt. has announced ^{from} time to time.

In spite of these facilities, principal faces the problem of shortage of teachers very acutely. Because, teacher's appointment procedure is very lengthy, it delays the appointment of a teachers. Moreover, there is a lack of qualitative teachers in a good number. Central school needs teachers who are having proficiency, both in their subjects as well as in the languages-English as well as Hindi. Thus, both content-mastery and language mastery is a must for the teachers of central schools.

Moreover today, payscales of the central as well as State Govts. (teachers) are almost the same, hence, teachers prefer to join the services of the State Govts. Also, the teachers of the Central Schools are heavily burdened and there is a constant fear of transfer too. All these aspects are absent in the State-level schools.

To meet this challenge, principals are empowered to appoint part-time as well as full-time teachers on Ad-hoc basis. But this is possible in the urban areas only, in remote places, it is still a big problem.

There are staff associations and union of teachers at a National level. They are publishing magazines such as K.V. link, monthly newspaper and journal of A.I.K.V.T.A.

There is no conflict between teachers or either between teachers and pupils nor is there any occasion for

conflict in between the teachers and the principal.

There are various committees a formed by the teachers. Such as (1) Academic committees. They are subject-wise too, like sanskrit teachers' committee, Hindi committee, etc. (2) Hobby clubs - like adventure club, maintaineering club, nature club, music club.

Private tuitions are not allowed for the teachers. Therefore, the standard of the teaching remains very high in the school and no partiality in teaching is done in the school. Similarly, gifts are not allowed from the pupils, in case any gifts are to be given, they should not be more than Rs.25/- in any case. This curbs various mal-practices such as nepotism, passing in the examinations, copying, etc; or any undue favour done by the teacher to any pupil.

Principal has a right to recommend the names of the effective teachers for the 'Best teachers' Awards' at state as well as at National level.

School conducts classes on socially useful productive work i.e. SUPW. This helps pupils to acquire certain skills and values such as self-reliance, dignity of labour, tolerance, co-operation, sympathy and helpfulness. Boys take interest in, preparing electric heaters, switch-boards, table-lamps, clock-repairing, girls take interest in the preparation of dolls, rakhis, decoration-pieces, wall-hangings, bag-preparation, painting of saries, embroidery works etc.

Many service-oriented activities are conducted such as visits to hospitals (pupils write the letters for patients, making beds, reading news-papers, magazines, purchasing medicine etc.), forming traffic squades to regulate traffic in the morning and in the evening in front of the school, taking part in the rescue operations and relief works, organizing the beautification programmes for the school, adopting villages for adult education work, helping police in the traffic controlling during festivals and celebrations at the public places and temples etc.

In 1983, when Kendriya Vidyalayas School has organized a big trekking programme in Himalayas as well as in Nilgiris, specially to the Pandari Glacier and jamdar glacier, some of the boys of this school have also participated in it. Similarly, more than 10,000 students of various Kendriya Vidyalayas Schools underwent rock climbing training imparted by the HSE Mountaineering and Allied Sports Institute, Panchamadhi in 1983-84 and Uttarkashi.

The school believes in Mass-Participation i.e. maximum participation of all students who are physically fit in outer games. Hence, some of the pupils excel in following games - athletics, yoga, basket-ball, foot-ball, and win various prizes and shields every year.

The school has organized till today very few tours to picnic-spots as a pleasure trip because there is a very high degree of mobility among the students. No sooner did they get

vacation, then they would go to their native places for its enjoyment. Vacations are generally in summer or in autumn. Moreover, many pupils transfer the school as their parents are posted somewhere else. But school definitely arranges for the tours for the study purposes, camps, competitions etc.

Parent-Teacher-Association :

It is not compulsory to have parent-teacher-association in Central school. It depends on the whim of the principal. But there is a class-wise parent teacher association and once in a year. Parent teacher association is held on a large scale, but in order to improve academic standards of 10th and 12th, parent-teacher-association is organised three times in the months of January, February and March in Central school at Harni.

Parents of weak and dull as well as bright pupils are contacted, their socio-economic conditions are discussed. Their emotional and psychological problems are tackled, conflicts in home as well as facilities they get in home are discussed in details and some solutions and ways and means to improve their conditions are discussed in such meetings.

Moreover, remedial classes - before and after school hours are managed for the weak students.

Yet principal personally feels that parents come with negative approach, but an efficient principal gives a different

turn to their ideologies, makes them positive and asking solutions from themselves.

Principal's Grudge and his unique position :

Principal feels that the students of the Central schools are given a step-motherly treatment by the local institutions especially in the admission procedures etc.

Moreover, principals are given memos in case their performance is not found proper. They are either sacked, transferred, demoted or suspended by the Central body if the results are below the standard level. Thus, both qualitative and quantitative improvement of the school is sought after. In order to fulfil such a heavy task, principal is given the highest authority and high powers.

This shows that principal's position is made strong and powerful by the Sangathan itself. He can appoint any inquiry commission and can take any disciplinary action against any of the staff member if found guilty and can impose minor penalties too.

Similarly, for the staff of class IVth, i.e. 'D' grade, principal acts as an appointing and terminating authority.

In all official matters, in inspecting annual class reports and records, supervision records, etc. in money-matters

and various sanctions, principal's say is very much important. Hence, sometimes principal behaves more or less as an autocrat and as a sort of commanding officer. He has to supervise three teachers in a day-daily.

PROFILE ON VARIOUS CRITERIA

A) As per the leadership behaviour is concerned, the principal shows HH pattern of it which means he has high consideration and high initiation, the scores of which are like follows respectively - 38.00 (Mean = 36.04) and 41.75 (Mean is 37.44). The investigation found that the staff morale is quite high and the climate is congenial.

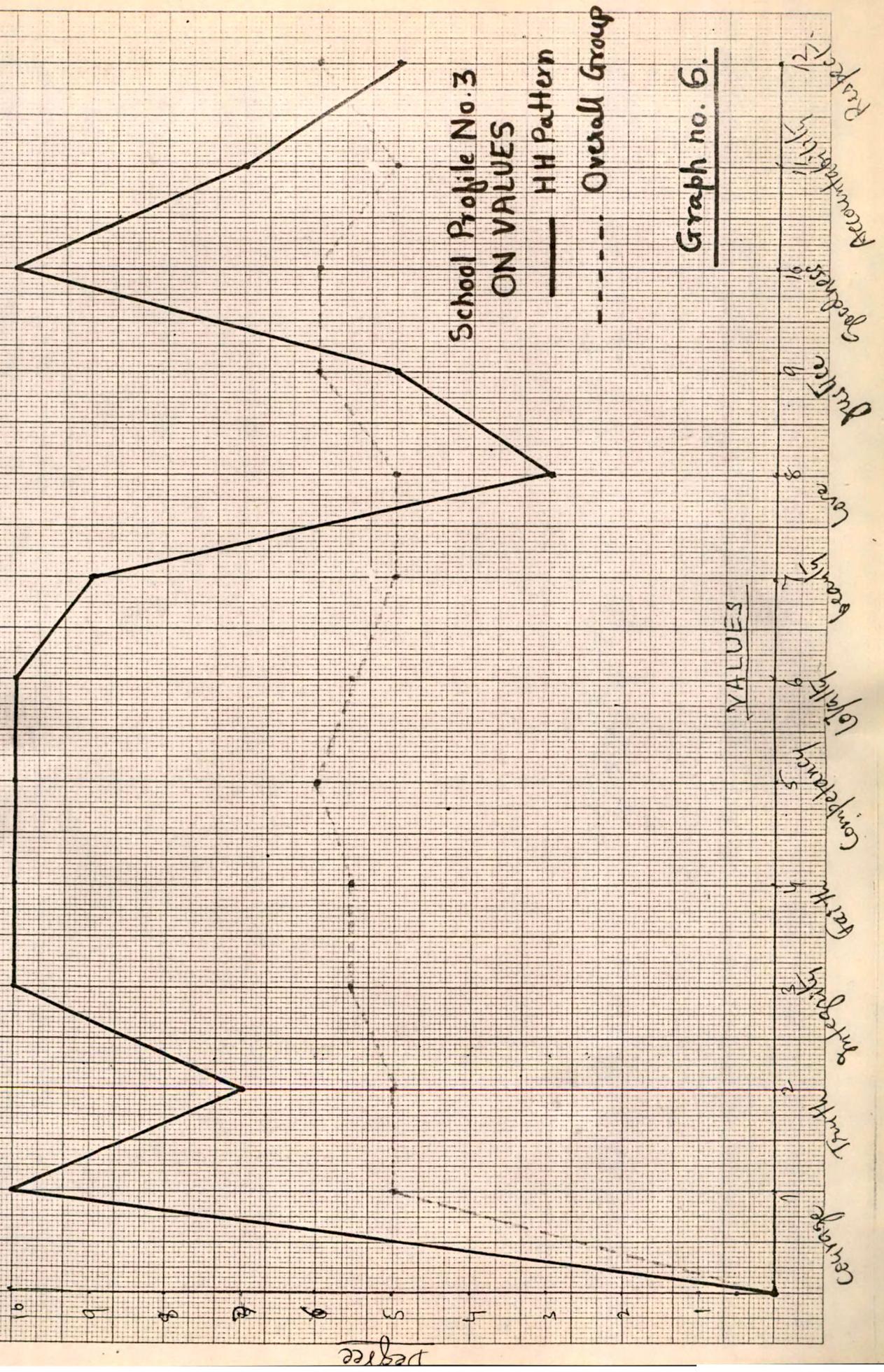
B) As regards the principal's administrative behaviour, it has been found that he is equally high in the scores on the following components of administration.

Initiating structure.	(1) Communication = 8.7 Mean = 7.5	(2) Organization = 6.2 Mean = 5.6
Consideration.	(3) Representation = 7.5 Mean = 7.5	(4) Integration = 6.5 Mean = 5.7

TABLE NO.16 - Showing Scores on ABDS of School Profile No.3.

C) Principal's score on self-rating scale reveals that he is very much conscious about his own-self image. He has scored 24 (Mean = 17.4) on the dimension called principal as an administrator and scores 12 (Mean = 17.7) on the dimension called self as a personnel administrator. The scores reveal that he has over-estimated about his role of an administration and he has under-estimated about his role as a personnel administration. Anyway, teacher's perception about their principal as revealed in the Leadership behaviour description questionnaire test and his own self-image through S.R.S. tool are quite congruent. The

School Profile No. 3.
ON VALUES



Graph no. 6.

degree

VALUES

principal seems to ^{be} more prone towards initiating structure than towards consideration.

D) Principal's value profile :

This profile has been drawn from the self-assessment of the values of the principal on a given set of values and their clusters, as the principal possesses^{es} them 'per se' in the quantitative way, as perceived by the principal himself. The results reveal a well integrated core-value system of the principal. The graph throws light on the following values.

The principal shows a high position on almost all the values except love (Score = 3) and justice (Score = 4), though in all other values he is quite high on the scale. He has topped the values such as courage (Score = 10), integrity (Score = 10) faith, competency, loyalty and goodness. Also his score on beauty is quite high (9). The core values and its clusters which are explicitly reflected in the graph are Truth and Beauty. A vast difference can be seen in between the effective principals' and the average ineffective (low initiation and low consideration pattern) principals' value scores.

As the principal is an employee of the Central Govt., he has to follow rules and regulations and constant orders which are issued to him from the higher authorities, this has made him more of a non-initiative structure-oriented and less towards consideration oriented. Hence, the values such as love, justice and respect are quite low in his scoring. He is more file and

office-orders-oriented father than the person-oriented. His competency, loyalty, faith and integrity are quite well exhibited. From his day to day administration functions and his yearly S.S.C. Examination results which are quite above the average. His courage is seen in implementing any new rules and regulations and educational policies meticulously from the very beginning. He is good towards those who follow the rules and regulations properly. Hence, he is quite high on the value of goodness (Score = 10), but he cannot be made accountable for any of his business. Hence, his Score = 7 on accountability is quite low.

E) The investigator has undertaken the study of the other three functions, viz: decision-making, conflict resolution and communication. It can be seen from the graph that the school stands out very high in all the three functions. Scores of the three functions are given below :-

Refer table No.20, page no.339.

D.M. = 20 out of 26 responses - Mean = 16

C.R. = 16 out of 21 responses - Mean = 13

Comm. = 41 out of 47 responses - Mean = 32

I) Decision-making function :

The principal always takes some time for thinking peacefully before taking any decisions. He believes that the decision-making is a very crucial task, but in any decisions, prime importance is given to the school and its objectives rather than to any body's personal interest. To make it more systematic, principal has appointed various decision-making bodies for various functions.

Once, decisions are made, the principal sees that they are communicated to the staff through the written form of communication immediately, but prior to that its secrecy is maintained.

If there happens to be a difference of opinions, the principal always stands at the school's objectives and Government G.Rs. and directives. He has never tried to coax any member of the ^{organisation} to follow any decisions. Thus, to some extent, principal of the Central School, exhibits in authoritarian type of leadership, which is made so by the Kendriya Vidyalayas School itself. The principals are given tremendous powers in the constitution of Kendriya Vidyalayas School.

Principal himself has to follow certain rules and regulations verbatim, needless to say that he often insists on the principle that the decisions once taken have to be followed perfectly. He is many a times reluctant to change the decisions once made though sometimes they are against the personal comforts and favour. By the authority, given to him and to some extent accountability for the job, compells him to take stern steps and legal actions against those irresponsible individuals who do not implement the decisions, but such cases are very very few.

Decisions are jointly and collectively taken and each staff member is given a full freedom to express his will in the staff meetings. The principal generally changes the members of

the decision-making committee every year through secret voting in order to give chance to all. Thus the whole process of decision-making is imbued in the democratic principles, but in no case he allows staff-members to decide the matter without his consent and arrive at the decisions by their own. As a Government official, posted sometimes from the outside, he will never consider the consequences that will take place in different groups and individuals working in various capacities after announcing the decision. Moreover, no time is wasted in either formulation of decisions and their implementations. The principals of other schools are hardly consulted by the principal.

II) Conflict-resolution function :

In the personal interview, the principal has revealed to the investigator that as per Kendriya Vidyalayas School structure, he was given tremendous powers as a principal. Naturally, when this is the case, he himself has experienced a very very little amount of conflicts in his school, though personally he yields the capacity to resolve any conflicts seriously and he also thinks that some sorts of conflicts are necessary to make progress, as conflicts pose many more challenges, risks and follies in the decisions made earlier. So he takes conflicts as a positive sign of an active organization. But the principal by his own never meddles with somebody's personal problems. Similarly, there is no external interference within the school's policy-matters, hence the scope of conflicts is quite limited in the school. Though highly value-oriented, principal has no idea personally whether the principal's

divergence in speech and deed can cause any conflicts in the school. But personally principal believes that any conflict can be resolved peacefully, with love and with psychological approach.

III) Communication function :

Though basically, principal is fond of observing silence, he is very much clear in his communication. He can establish the wave-length with the communicatee easily with those limited but pointed words.

By his soft-speech, principal always motivates his staff, makes them aware about the latest development in the education and often discusses with them any change in the instructional plans and programmes. He often feels free in consulting his subordinates and explains to them why a particular action was important in the staff meetings. Of course, principal often insists on the follow-ups of the rules and regulations meticulously. Principal hardly disapproves the statements of the other person, but he tries to persuade them and fully convinces them about his action. He likes team-discussion-type of communication before taking any decision. He prefers to communicate by written notices to oral ones. This is because of the bureaucratic nature of the Central School's in-built structures. Often his mode of behaviour is like that of a consultant and counsellor than that of an administrator. While listening to others he often plays the role of a witness. He can boldly face the inspectors and other higher officials.

The principal under any circumstances, keeps his words as final words, and does not allow teachers to interfere in his policy-matters. Sometimes, he even commands the staff.

He is quite frank in his criticism. But whenever, school work is appreciated, he attributes it to the team-spirit.

Principal's relations with the staff after school's hours are very very cordial and friendly. Small and petty things never make him upset. He always welcomes criticism pertaining to his behaviour eagerly, and always stands for the correction. But the principal dislikes negative communication like back-biting, derogatory statements etc; as that spoils the school's climate and brings down the morale. Moreover he believes in the power and efficacy of words, therefore one must use them judiciously.

5.6 PROFILES OF THE THREE LL PATTERNED SCHOOLS :

LL Pattern

PROFILE NO.4

The school called New Era Girls' High School is the lowest among the schools having principals with low leadership and administrative behaviour.

The General information regarding the school :

The New Era High School, though built formerly away from the city, it is now in the middle of the city because of the expansion of the city itself. It is located in Bhootadi Zampa, near Navi Dharati, Karelibaug. It does not have a play-ground of its own, as there is a shortage of land in the heart of the city. But it takes a play-ground on lease from the Municipal corporation on yearly basis for pupils' benefit.

The school was established by a Parsee person in 1935, and for so many years he was running the school single-handedly. Later, it was handed over to a private trust. Formerly it was a boys' school only. In the year 1964, Girls' school was opened and added to the main trust. The school is having Gujarati medium for the purpose of instruction. Presently, the school is having a multi-storeyed, spacious, neat and clean building having more than 18 big rooms, a library and two laboratories which are well-developed and well-equipped. There are at present 2110 students and 54 teachers and 24 non-teaching staff inclusive of all the sections.

When the Higher Secondary wing was started in the year 1976, the school had all the three streams - Science, Commerce and Arts. Today only two streams are in continuation viz : Science and Commerce.

Because the school is purely of girls, pupils generally don't indulge in the activities such as rioting, strikes etc. They are obedient, punctual, neat and tidy as per their natural womanish tendencies. Though they are not quite excellent in their academic field, they do take part in various co-curricular and extra-curricular activities. Pupils appear in the external examinations in the subjects like English, Hindi, Sanskrit and Gujarati. They also appear in the test called National Talent Search.

In games, pupils lag behind, but in 'Kho-Kho' they take more interest and since last three years, they are getting awards in Kho-Kho.

In near future, principal is planning to start Judo and Scout training. N.C.C. wing is opened in 1987.

Pupils do take part in the various elocution competitions inside and outside the school. They celebrate various festivals, such as Garba in Navatri, Raksha-bandhan, Independence Day, Republic Day, Gandhi Anniversary, Teacher's day etc.

Various competitions that are conducted include Rangoli, Mehendi, Quiz programmes, decorative arts etc.

Pupils hold election every year in order to inculcate democratic values. Various committees are formed which are helpful in school programmings such as study circles, sports club, science club, disciplinary circle, social studies circle, tour & travelling club, Health club and prayer club.

There are some special awards. These awards are given to those girls who represent the school in various games and sports and who are coming from poor families. Playing Keats, uniforms are provided to them free of cost, even extra-monetary help such as facilities of lodging and boarding, ticket expenditure etc. is also borne by the school. Moreover they are given presents such as travelling keats, tiffin-boxes which will be of any help.

Special features of the school :

School's noteworthy feature is that it arranges a special guidance and counselling and special talks of Lady doctors on various adolescence problems, sex-education and on motherhood. They are made aware of menses and its periodic cycle and its effects on the body. In order to take an extra care, girls are provided extra Sanetary napkins, medicines etc. from the school, free of cost. Even the management is more interested in solving the hygienic problems and ready to spend

over and above the budget on sanitation. Lavatories and latrines are made clean by using various detergents and proper inspection is often carried on by the school committee.

School also arranges talks on various adolescence problems, psychological problems, adjustment problems for the mothers of the school girls. They are made aware of various problems. Such days are called 'Mothers' Day' and a sort of training is provided to them through expert lady doctors and the discussion along with them is encouraged in such sessions.

The school also arranges special classes for the dull-pupils as well as for the bright pupils and study habits are developed in them, through various experiments based on motivation, self-fulfilling prophecies etc. Lectures of experts are arranged on these subjects.

School does not allow girls to go home early i.e. before the school hours, in the absence of any permission-seeking letter from the parents. The reason is to take more precautionary action against girls who otherwise can create some immoral problems in the school. Some such cases had been there in the past.

In spite of the low initiation and low consideration pattern of leadership behaviour. The last 6 years' S.S.C. Examination results show quite a satisfactory academic development. The results are varying between from 69% to 92%.

Parent Teacher Association is a very active body in this school. Parents give co-operation to a maximum level. They attend the meetings regularly and attend various talks, lectures, training programmes which school arranges to enlighten the parents. A talk on vocational guidance and counselling and women's hygiene are arranged specially which are helpful to them in understanding and guiding their wards.

Teachers are highly qualified, experienced and expert in their fields. They have a long teaching experience as most of the staff is at the verge of retirement. Naturally such a staff does not want to make further progress in academic or administrative areas. They have developed a sort of stagnancy and indifference towards their school work as they are the least motivated. Their interests are now shifted from the school activities to social activities. Most of the teachers are having heavy responsibility in home. They have either to marry their sons and daughters or to settle them in their jobs. Moreover, they are interested in looking for any job or doing private tuitions something which will help them after retirement, in earning some income. Some of them are busy in building their own houses or in repaying the building loans before retirement. The school morale is low as such and the spirit is not at all encouraging either to the principal or to the staff. The staff is interested in money-making business and as such quite lathargic in the school's progress or development. The organizational climate is suffocative and stinks of 'personal interest'.

Interviews with some of the staff members revealed to the investigator that there exists quite a big proportion of antagonism between the principal and the teachers. The reason is that the staff wanted anyone amongst them should have been promoted to the post of a principal, whereas, as a matter of fact, the present principal was appointed from the outside. Before joining this school, the present principal was working as a principal in Chhota Udepura School and here lies the bone of contention, because the leadership is thrust upon the staff, from above by the management, without taking any consent from the staff.

PROFILE NO.4PRINCIPAL'S PROFILE ON VARIOUS SCORES

A) As for the leadership behaviour is concerned, the principal shows Low initiation and Low consideration pattern of it which means that she has low consideration and low initiation scores. which are like follows respectively - 28.4 (Mean=36.04) and 28.6 (Mean is 37.44). The investigator found that the staff morale is quite low and the ethos is not only quite unsatisfactory, but rather suffocative climate prevails in the school.

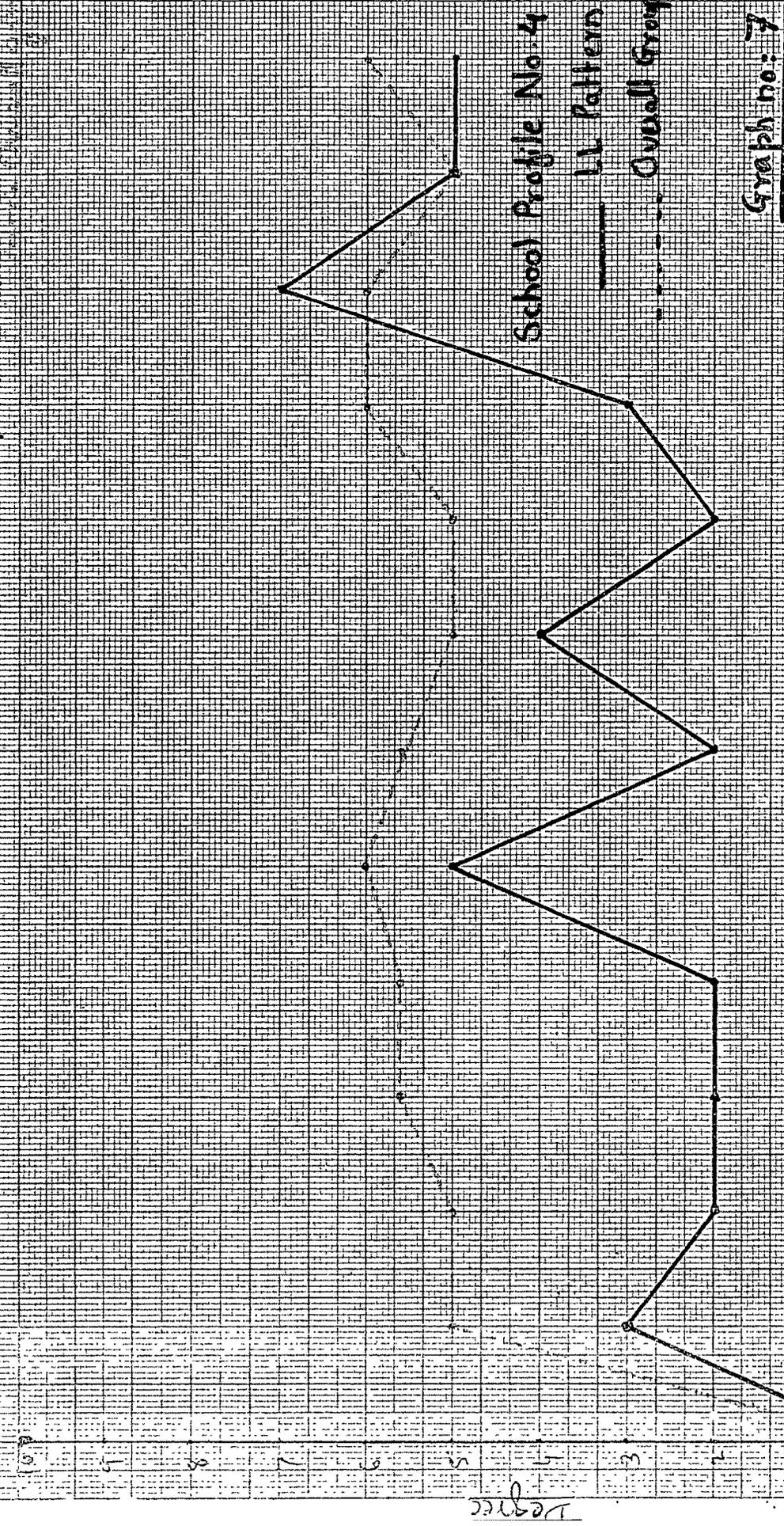
B) As regards the principal's administrative behaviour, it has been found that she is equally low in the scores on the following components of administration.

TABLE NO.17 - SHOWING SCORES ON ABDS OF SCHOOL PROFILES NO.4.

Initiating Structure.	(1) Communication = 6.8 Mean = 7.5	(2) Organization = 4.4 Mean = 5.6
Consideration.	(3) Representation = 5.8 Mean = 7.5	(4) Integration = 4.4 Mean = 5.7

C) Principal's score on self-rating scale reveals that she is quite clear about her own self-image. She has scores 16 (Mean = 17.4) on the dimension called principal as an administrator and scores 13 (Mean = 17.7) on the dimension called self as a Personnel Administrator. The scores reveal that she is quite pessimistic about her role, and hence underestimates her self image as the staff is quite inadjustible to her

School Profile No: 4. — LL Pattern



Graph no: 7

VALUES

Degree

On the contrary, teacher's perception about their principal as revealed in the Leadership Behaviour Description Questionnaire test and his own self-image through Self-rating scale tool are quite congruent.

It was revealed during the interview with the staff that there was a sort of interval strife between the principal and the staff. The reason is that the principal was appointed by the management, much against the wish of the staff - as she came from outside the Baroda and had surpassed the local school candidates. This agony is reflected in the behaviour of the staff till-today. And hence, staff adopts the policy of non-co-operation with the principal almost on all issues.

D) Value profile of the principal :

The value profile of the principal of this school shows that all the values are below the mean value scores except the value called 'goodness' (Score = 6.5) which is again, not very much high. This is the self-evaluation and still the principal has scored herself quite low in almost all the values. That means that the principal is quite aware about her own stand and rates herself in the real sense. This is again due to her 'humble nature' based on Indian culture and philosophy that we are nothing in our genius compared to the vast universe or this is also due to the inferiority complex which the principal is having about her own personality.

Among the scored values, principal is high on values such as 'Goodness, Accountability, Respect and Competency, though they too are below the average mean-value and as such they do not emerge strongly. They are the so called cherished values by the proposal.

Hence, it can be concluded that there did not exist a well-formed core-value system.

Principal's self-evaluation on the given values themselves shows that 'Goodness and its cluster ranks somewhat high and respect, goodness and accountability are some of the high values and dominant ones overall. It can be concluded, therefore, that values cannot-guide the critical decisions of the principal at such a level.

E) The investigator undertook the study of the other three functions - viz. Decision-making, Conflict-resolution and Communication. It can be seen from the table that the school stands out very high in all the three functions, yet the scores are significantly different at 0.01 level.

Scores of the three functions are given below -

Decision-making	=	21	} Refer Table No.C4 Appendix and Table No. <u>20</u> , Page No. <u>339</u> .
Conflict-resolution	=	14	
Communication	=	42	

1) Function of Decision-making :

It is seen from the table that generally on all items the principal has been on a high score. The component-wise summary of principal's decision-making function is given below.

The principal agrees that the art of Decision-making is quite a critical act and as such needs deep thinking before taking any decisions. She often takes sometime for peaceful thinking. But wherever decisions are taken the principal always gives prime importance to the school and its objectives rather than any person holding any position in the school organization. But the principal has centralised the acts of decision-making, and hence she has not appointed any committees on different areas of decision-making, but she herself takes various decisions within her capacity. She hardly allows any of her teacher to take decision on her own. But she always considers about the consequences that will take place in different groups and individuals working in various capacities after her announcement about the decisions. Thus the principal takes such time in decision-making and much time in decision-implementing. She some times consults principals of other schools for taking decisions.

The principal keeps the decisions very secretly till the time of its declaration. But she is much concerned about its dissemination among the staff through written form of communication.

In the case of some unhappy decisions, she always tries to persuade her staff about its validity. Moreover, if any mistakes are noticed in any of the accepted decisions, then she tries to correct the decisions immediately.

The principal is ever watchful to notice that decisions once taken are carried out perfectly, she herself too follows rules and regulations very strictly, but in the case of any law-breakers, she hardly takes any stern steps and legal action as she complained to the investigator that the staff today is more protected by the Government and there is a strong local union of the teachers.

2) Conflict-Resolution function :

Principal faces various problems in her school. She took sometime for her settlement in the school as a principal as she was a new-corner and she had to face many problems formerly. Today they are quite reduced in their number. Yet, she believes that the presence of some conflicts makes one progressive and hence they are welcomed. She also believes strongly in our Indian Philosophy like *विपद्ः सन्तु नः शार्ङ्गत् ।* (Bhagvat, 1st canto, said by Kunti to Lord Krishna) meaning thereby that the life and conflicts are intertwined in each other. Hence conflicts are bound to be there. The best way is to face them boldly and not to be in-attentive towards them. But she believes in the principle that lesser the conflicts, better it is for the school's progress.

As a principal, she thinks that it is her duty to solve any problem and to see whether those deep-rooted causes were settled or not. She has always tried to resolve those conflicts which were in continuation since long in order to make school's functioning smooth and sound. But she is very well aware about the fact that if one tries to pacify conflicts through applying any third-rate techniques such as threaten^{en}g etc. then the conflicts will not be permanantly solved rather they will get subside^d temporarily and can cause trouble at any moment in future.

Principal believes that there are certain elements in the school who are often interested in creating disturbance, but she did not agree to the fact that it is because of the lack of integrity in the thought and deed of the principal that creates problems.

Principal's philosophy about the conflict-resolution can be summarised as under :-

"It is an art to resolve conflicts. They can be solved through psychological approach and treatment. If the principal is having any philosophical and cultural background about India, then that is directly helpful in solving the problems. Anyway, it is only through love that one can win over the problems permanantly.

3) Communication function :

The principal communicates in clear cut way and can establish the rapport with communicatee. She discussed changes in the instructional programmes with the teachers, encourages them towards better planning, in working together and informs them about the latest development in the field of education.

Principal concerns freely with her subordinates as well as her ^{with} higher officials unhesitantly. She listens passively to her staff members, uses persuasive languages while dealing with the staff and hardly gets up-set by their remarks about her.

Principal uses both the media - written as well as oral, of communication and holds a team-discussion before communicating any decision. She is frank and proud in many a cases. After school hours, she communicates to her staff as if she is their friend and well-wisher, and not as a principal. She often changes her mode of speaking (that means during school hours, she is often harsh and hard). She often takes the lead in enlivening a group of people sitting dull and idle. But under any circumstances, she keeps her words as final words of authority.

The principal often gives suggestions and commands the staff. She hardly allows her teachers to interfere in her policy-matters. When conflicts between two members occur then she communicates as a counsellor and not as a principal. She

knows how to play the role of a witness. She would not feel embarrassed to give her any criticism in the group discussion. She is even ready to take her words back if they are wrongly interpreted.

As principal believes in the frank discussion, she dislikes negative communication like back-biting, discouraging etc. She believes that lack of communication can be dangerous to the school, though she understands that some communication can be carried smoothly only by observing silence as silence has many meanings.

But whenever the school work is appreciated, she attributes it to the team-spirit.

SCHOOL PROFILE NO.5

The Navrachana School is one of the lowest among the schools having principals with low leadership and low administrative behaviour.

General information regarding the school :

The school is situated in the densely cultivated green trees, away from the noise of the city, in the area called Sama. It is a sub-urb of Baroda city. The school is of an English Medium. It provides co-education. It has its large play-ground and the surroundings are beautifully decorated by flowerpots, creepers, paintings, sculptures, etc.

The school is a Government recognised one and managed by a private trust and Welfare Society with the objectives of initiating and promoting various educational and social welfare activities. The school was established in June 1967.

School's special character is that it is linked with the Central Govt. and hence adopts all rules and regulations, syllabii, promotional schemes, examination pattern, etc. as per the schools of Central Government. When this school was started in Gujarat it had to take a special permission of the local Govt. of Baroda. The school started upto the 7th divisions initially. At that time, the school had 67 pupils and 6 teachers. Now it has developed into a full fledged school.

At present there are 1207 students in all and 58 teaching and non-teaching staff members. Total classes are 31 in number and the school has opted for science and Arts streams at higher secondary level.

School has an auditorium of its own, a stage and a canteen.

Like Gurukul, many classes are taken under the shadows of the big trees and special hutments cum classrooms are prepared for the study-purpose. Thus pupils are exposed to the natural surroundings and settings.

The school building possesses all necessary modern amenities required for a progressive school.

The school is affiliated to the Central Board of Secondary Education (CBSE), New Delhi. The school prepares students for the All India Secondary School Examination at 10th standard and for the All India Senior School Certificate Examination, New Delhi at +2 stage. The students who pass at +2 stage are eligible for admission in the three year degree courses offered by all the Universities in the Country.

The school has started its Secondary Section in 1972-73, and Higher Secondary section was started in 1975-76.

It is an institution with a national as well as international outlook catering to a broad and all round education

for the children. Every effort is being made to maintain a high standard of proficiency in all subjects.

The emphasis is given to those teaching methods that call for group studies, assignments, co-operative efforts, free discussion, independent study and preparation of projects. Special attention is being paid to the increase of general knowledge of the students.

The school aims at training the students into healthy, good and intelligent citizens, who will ultimately become leaders of the country. It emphasizes the moulding and development of the overall personality - physical, intellectual, moral and spiritual. The school aims to make pupils capable of giving expression to their imagination to develop their originality and talents in arts, crafts, literature and oratory etc. School tries to cultivate the spirit of inquisitiveness, enquiry into the minds of students, to cultivate an aesthetic sense through encouragement of qualities such as creativity and resourcefulness. School also attempts to cultivate a sense of moral values through worthy behaviour, sociable manners, proper discipline and orderliness through developing in students a sense of personal and group responsibility, a sense of respect to other's opinions, ideas, practices and to encourage the development of such characteristics as tolerance, compassion, integrity, and other relative objectives.

The staff is highly qualified and trained, possessing the qualifications as laid down by the Central Board of Secondary Education, New Delhi.

Teachers enjoy a full academic freedom. Teachers are even allowed to work out their own schemes for marks of observation in their subjects, but the scheme must be informed to the students and the principal before its implementation.

There are some four teachers having Ph.D. degrees. As they are more qualified than the required, they sometimes create a problem for the principal by going beyond control in some situations. But mostly teachers are cooperative.

Pupils are well trained and well disciplined. Hence the school has never seen problems such as rioting, strikes, closing down etc. In case of any such problems, parents' help is sought and with parent's liaison, problems are cleared out.

Special features of the school :

School provides to its teachers an additional, inservice and intensive training programme on a more or less compulsory basis in the school itself, sometime parents and pupils too are oriented. There are special vocational training courses for the teachers. All these activities are done in order to preserve the standards of the school in high esteem.

There are no failures in the school because in case of failures, Re-testing is arranged and the pupils are promoted. Thus the problem of wastages and stagnation is avoided.

Visiting lecturers, and scholars are invited in the

school to instruct the pupils in their specializations. Thus school takes care of pupil's academic growth.

School uses all sorts of new audio-visual aids such as computers, slides-projectors, T.V., films etc and tries to enrich pupil's fund of knowledge.

The school is a member of Russian, French and British embassies and with their collaboration, it arranges many cultural, curricular and co-curricular programmes.

School believes in the 'Free-Discipline' system. As such no punishment, no late fees or degradation is there. Yet the school does not witness any cases of irregularity, confusion and chaos because of the in-built structure and the ethos of the school. Therefore nowhere the progress of the school is stuck up. Pupils are away from the hazards such as drug addicts, value deterioration, immorality etc.

While imparting instruction, emphasis is laid on the Creative aspect and stress is given to the modern educational methods such as group work, free discussion, preparation of projects, individual study, and self prepared assignments. Instruction is linked to problems of day to day life by organising field trips. Special attention is paid to the increase of general knowledge of students.

Moreover, pupils' participate in the various co-curricular activities according to their individual interest and aptitude such as arts & crafts which includes painting, drawing, linocut painting, wood-cutting, clay-modelling, dancing, music, and Physical Education which includes swimming, shooting, yoga, hiking, gymnastics, camping, cricket, hockey, football, Indian games and sports. The school has recently snatched an award of Rs.25,000/- in football at district level. The school has specialized in Lawn Tennis, Volleyball, etc.

The school has a spacious Hobby Hall, wherein students are provided with ample opportunities for the optimum use of their leisure time. Students are also motivated to compete at the local as well as state level competitions and thereby develop their personality.

As per the educational patterns of 10+2, the new areas of work experience viz : the repairs and maintenance of Electric Gadgets, Electronics, Horticulture, Seed Production, Commercial Art, Meal planning, it's preparation and preservation, Music etc. are offered in Std.IX and X.

Training courses in various areas such as - the First-Aid, effective speaking, effective communication and achievement motivation are being conducted under the guidance of the experts.

A trained counsellor is appointed to help the students to solve and resolve the problems of adjustment and socialisation. The problematic and psychologically disturbed students are even referred to the psychiatrists.

Activities of educational and vocational guidance are being planned in consultation with the experts in various fields. Aptitude tests, interest inventory, adjustment tests, I.Q. tests are administered to ensure reliability in guidance.

In Academic Field too, students appear in various External Examinations in various subjects such as National Talent Search Examinations, Sanskrit Examinations called Aryabhatta, Ramanujam, etc; organised by Ahmedabad Sanskrit Parishad, Hindi Kovid and G.K. Tests. They all score in good marks and thus keep up the prestige of the school, in fact, pupils also take part in various essay competitions and win the National Awards.

The result of the school is 100%, since so many years in All India Secondary School Examinations.

There are various school committees such as excursion committee, committees for film, liaison, celebration, etc. Projects Committee is established to guide the students to prepare projects, to suggest topics for individual study. Yearly souvenir and bulletins are published in which students give vent to their feelings through essays, poetries, quotations in various languages etc. Bullentin's contents are mostly essays,

a message from the principal, a report of the P.T.A., annual results, various awards obtained by the school, and functions which were completed in the year.

There are other committees like Kitchen-gardening, Evaluation, Administration, Science and Mathematics club.

The school emphasises the development of the allround personality of the students. Keeping this in view, the students are continually observed, tested and evaluated.

Over and above periodical tests, marks are given for home work, class work, cleanliness, discipline, involvement, individual study, projects, etc.

Parent-teacher association has organised many activities e.g. books-exhibition, refresher courses in maths, English, etc. for parents. Computer training is also provided. It has helped the school to collect a handsome amount of money for the library project. P.T.A. is organised thrice in a year, even executive committee is also called on that day.

PROFILE NO.5PRINCIPALS PROFILE ON VARIOUS SCORES :

A) As for the leadership behaviour of this principal is concerned, the principal shows Low initiation and Low consideration pattern of it which means that she has low consideration and low initiation, the scores of which are as follows respectively - 30 (Mean = 36.04), and 31.33 (Mean is 37.44). The investigator found that the staff morale is quite low and unsatisfactory, while the organizational climate is quite suffocative and dull.

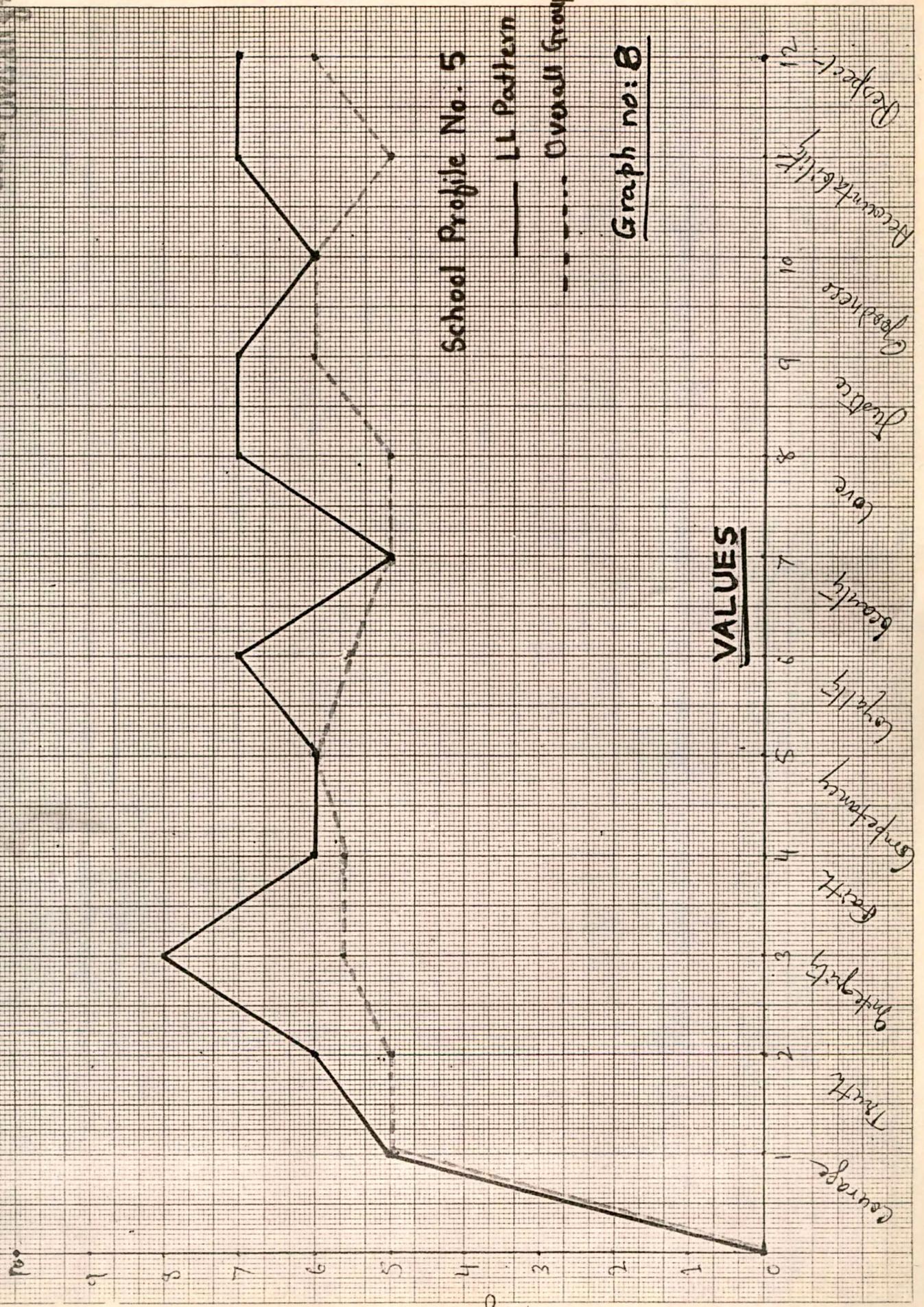
B) As regards the principal's administrative behaviour is concerned, it has been found that she is equally low in the scores on the following components of Administration.

Initiating Structure.	(1) Communication = 8.3	(2) Organization = 5.6
	Mean = 7.5	Mean = 5.6
Consideration.	(3) Representation = 6.6	(4) Integration = 5.3
	Mean = 7.5	Mean = 5.7

TABLE NO.18 - SHOWING SCORES ON ABDS OF SCHOOL PROFILES NO.5.

C) Principal's score on self-rating scale reveals that she is quite clear about her own self-image. She has scored 17 (Mean = 17.4) on the dimension called principal as an Administrator and scored 18 (Mean = 17.7) on the dimension called self as a Personnel Administrator. The scores reveal that she is quite clear about her role and can look at her own self 'objectively', therefore, there is not much difference between the mean scores and the self-rating-scores.

School Profile No: 5. — LL pattern
----- Overall group



School Profile No: 5

— LL Pattern

----- Overall Group

Graph no: 8

VALUES

Moreover, teachers perception about their principal as revealed in the Leadership Behaviour Description Questionnaire test and her own self-image through self-rating-scale are quite congruent.

D) A value profile of the principal :

On her self-assessment on the tool of values, the principal has scored almost parallel to the mean scores except on the values like integrity, love, accountability and respect - but that too at the very marginal level. According to the tool's evaluation criteria, principal's all values, except integrity, are below their effectiveness - as all the values are rated below than the score = 8. Thus, this principal is quite aware about her own position and has neither overestimated herself nor underestimated herself. She is quite conscious about her capacity and capabilities and quite correct in her self-perception. She has, thus, mastered in the art of 'witnessing'.

On the values like courage, faith and competency, she is even below the mean scores. Not a single value except love has emerged significantly and strongly, as such the principal lacks a well-formed core-value system, yet it can be concluded that the principal has quite a good amount of congruency in the value called 'Goodness' and its cluster. But none of the values of the principal has obtained the required score on the tool. It was found that she was not clear on her priorities and had no definite philosophy of education.

E) The investigator undertook the study of the other three functions - viz. Decision-making, Conflict-Resolution and Communication. It can be seen from the Table No. 20 Page No. 339 that the school stands out very high in all the three functions, yet the scores are not significant at 0.01 level when t-test is applied. Scores of the three functions are given below :

Decision-making = 19
 Conflict-Resolution = 15
 Communication = 43

(Refer the Table C-4, Appendix).

1) Function of Decision-making :

It is seen from the table that generally on all the items the principal has been on a high score. The component-wise summary of principal's decision-making function is given below.

The principal thinks that the decision-making is a very crucial task and hence she always thinks peacefully before any decision is taken. While taking decisions, she always gives prime importance to the school and its objectives rather than to anybody's personal interest. For bringing objectivity in the decision-making acts, the principal has formed various committees. She even consults the principals of other schools in case of any ambiguity on the situation. The decisions are taken collectively, but the committee members are not changed every year. She often gives due regard to the opinions of others,

and consults some of her closest and nearest persons. She often considers about the consequences that will take place in different groups after the announcement of the decisions. The principal circulates the decision through written form and insists on the strict implementation of it. She often keeps the decisions very secretly till the time of its declaration.

In case of some unhappy decisions, she tries to persuade her staff about its validity and the need. If any mistakes are formed and found out in any of the accepted decisions, then she tries to correct the decisions immediately. But the principal is quite strict in its implementation part and she herself too follows various rules meticulously. That is the reason why sometimes the principal takes stern steps and legal actions against those irresponsible individuals who do not implement the decisions.

In her school, there are four teachers who are Ph.D. degree holders and several other teachers are specialists in their technical subjects. The principal is simply M.A., B.Ed. and hence that weakens her professional career and status, as a result of that her leadership and administrative competencies are often questioned by the staff. The staff tries to counteract her decisions, tries to go against her planning etc; and thus often disturbs the equilibrium of an organization. Being a lady principal she often tries to resolve the conflicts through using her inborn emotional aspect, called loves and thus keeps the group-maintenance.

Another reason of the antagonism between the staff and the principal is - the principal is quite junior in her age and that sometimes hurts the ego of some of the staff members. As a result of that they try to disrupt the workings of the school organization. Thus, eventhough the principal is highly value-oriented, she alone is unable to lead the school towards success.

2) Conflict-Resolution Function :

The principal believes in the fact that because the life and conflicts are intertwined, one must pay immediate attention to the conflicts and solve them as early as one can. She also does not endorse the view that there should be many more occasions for conflicts as that leads towards progress. She considers it as a good sign, if there are any sort of tustles between the members of a group on a small scale, because such a conflict can be turned easily into a fair competition. As a principal she takes it as her duty to settle down the conflicts on permanant basis by removing their deep-rooted causes. Because of her values she can stand boldly and stick to her principles in spite of so many conflicts, peacefully. She has tried to resolve those conflicts which were in continuation since long, not by using any third-rate techniques of conflict resolution, but by peace and negotiation. She believes that it is because of the lack of integrity in the thought and deed of principal that many problems arise. Hence, one must be oriented.

The principal is of opinion that to resolve conflicts is an art and that most of the problems can be resolved if tackled psychologically and by ^{love}love. She also believes that if the principal is having any philosophical and cultural background about India, then that is directly helpful in solving the problems.

3) Communication Function :

Though the principal speaks only a few words, she is unambiguous and establishes a perfect wave-length with the communicatee. She keeps on informing the teachers about the latest developments in the field of education and often discusses any change in the instructional programmes. She always encourages them to work together in planning and implementing. She prefers team-discussion type of communication before taking any decisions.

She can discuss any facts with her subordinates as well as superiors without any hesitation. She can listen calmly and hardly disapproves the statement of others while communicating. Thus, she has mastered the art of witnessing. But the principal is rather rough in her language. She often uses a harsh language while dealing with her staff. Therefore, if any member goes against her opinion during the staff meetings, she is not easily perturbed by that. The principal communicates more with oral talk, rather than through written notices.

Principal's rough nature and impolite language remains so even after the school hours. Even outside the school also the principal talks with her staff as if she is yet their boss and maintains the same bureaucratic relationships with them. But she is not fanatic and she always stands for correction. She never keeps her words as final words of authority. When conflicts between two members occur she communicates to them as a counsellor but not as a principal. But mostly she believes in commanding the staff, because she believes that a lot of free-rein given to the teachers sometimes spoils the whole organizational set-up and she often dislikes the arrogance of the teachers. Even small talks can make her upset and hence she often commands her staff. The principal would never feel embarrassed to give her criticism even in the midst of the assembly to anybody but as against that whenever the school work is appreciated, she attributes it to the team-spirit.

The principal believes in frank and open communication and hence, she dislikes negative communication like back-biting etc. She often talks boldly even with the strangers. She believes that it is the frank discussion which is the soul of an organization and that the lack of communication can be dangerous to the institution. Of course, the principal believes that some non-verbal cues and silence too have a great sense and meaning in itself and that there is power in each and every word. Hence, she believes, it is always the honest, sweet and frank communication which carries its effect on the people.

PROFILE NO.6

The school is the third lowest among the schools having principals with low leadership behaviour and administrative behaviour.

The General information regarding the school :

The school called Jeevan Sadhana English Medium School, though built formerly away from the city, it is now in the middle of the city because of the expansion of the city itself. It is located in Bhootadizampa, near Navi Dharati, Karelibaug. Because the school today is in the heart of the city, which is densely populated, it does not have a play-ground of its own, as there is a shortage of place. But it takes a play-ground on lease from the Municipal Corporation on yearly basis for pupils' benefit.

The school has a co-education system, it is of English as well as Gujarati medium. The school runs into two sessions. Morning session is meant for English medium students, while Noon-session is meant for the Gujarati medium students. Here, an attention is given only to the English medium school.

The school is a full-fledged organization. It is having its own pre-primary, primary and secondary sections and is recognised by the department of Education. At present, there are some 22 teachers and 770 students, studying right upto the

Higher Secondary. There are total 24 non-teaching personnel, over and above the teaching personnel.

Formerly, the school was started with a few children and the school was housed in an old rented godown with tin roofs. The story dates back to the year 1956. The grains godown at Hujarat Paga were the premises. The noted educationist Shri Haribhai Trivedi lighted the lamp of education and proclaimed the birth of Jeevan Sadhana. It took two decades' incessant work to fulfill the ideas set at the time of the inception of the school.

Then came the long charished help from the Govt. of Gujarat. The school had received a land admeasuring 24,000 Sq. Feet from the Municipal Corporation, Baroda and late Sir Fatesinhrao Gaekwad had laid the foundation stone for the new school building.

Later on Baroda Municipal Corporation added 20,000 Sq. feet open land to meet the sports' needs. Today it has been able to get it's own building which has distinction of being one of the notable educational buildings of the decade in tropical countries which is even so today. At the time of it's inaugural function late Loknayak Shri Jayprakash Narayan had come to address the school. At that time other veteran personalities present were late H.H.Shri Fatesinhrao Gaekwad, Chancellor of M.S.University of Baroda, late Scientist Dr.Vikram Sarabhai, Shri Sanat Mehta Ex-Finance Minister of Gujarat and Dr. K.N.Kulshrestha.

The year 18th February 1956 saw the birth of Jeevan Sadhana. The leading citizens did not add a usual routinized school to the City's educational world but..." the school aims at cultivating intense desire for a purposeful life, a need for depth of knowledge, creation of a cultural man, building up healthy citizens and laying out a perfect pattern for democratic life".

Thus the school emphasises on all-round development of the children. They are involved in Community work over and above their studies. By carrying out various activities and running different types of educational centres, school wishes to grow into a Community Centred Institution and fulfil its obligation towards society.

The school believes in more and more experimentations and projects. The school has been making efforts to help the would be citizens to develop broad outlook towards life, thirst for knowledge and inculcate habits that help health and hygiene.

Jeevan Sadhana has two important sections : viz.

(1) Executive Council (2) Academic Council.

Executive Council consists of life members who pay a fee of Rs.101/- to 1,000/- and above. It also includes Active workers and Founder members. Executive Council looks after financial and other aspects, while Academic Council is being

constituted by Active workers and Educationalists. This body is empowered to decide academic issues, admissions and the selection of teaching persons.

Thus it sets a bold step in the direction of academic administration by giving a scope for academic decisions to educational workers instead of non-academic trustees, which is a usual pattern. If it is true that the educational pattern which does not keep child in the centre goes out of focus, it is equally true that the educational administration which does not keep the teacher in the centre goes out of focus.

Similarly, subsidiary units like Parent Teacher Association, Students Council and teachers Council are also functioning very satisfactorily. The entire structure is based on democratic line and, therefore school's way of life is naturally based on a democratic philosophy.

School's symbol is letter 'Jee' in Gujarati version 'જી' which is so drawn as to give a picture of an owl, which is a symbol of knowledge in European countries. 'Jee' again means 'Jeevan' i.e. life. Thus the school in which how to live ^{better} life is shown-is called Jeevan Sadhana - A way towards Happy life.

Special features of the school :

The school starts with a 'Sammelan' - a symposium which is being attended by all the students and teachers. The day's programme is discussed along with a review of yesterday's

results. After this the work starts according to the schedule.

Students have their own Student's Council. There is a tendency among school children to create special Library Numbers like Tilak Ank (Ank means magazine), Ravindra Ank, Science Numbers, Pyara Bapu Ank, Bangla Desh Ank, Jayprakash Smriti Ank, and Sun-Eclipse Number.

Students run a co-operative tuck-shop where pupils get clean eatables along with an experience in co-operative shop-management.

During the Centenary Celebrations of '1857-Freedom Movement', school has arranged a comprehensive exhibition which was visited by 10,000 citizens.

School has its own Out-Science Club which develops interesting scientific ideas. Pupils participate on Radio/T.V. productions on special occasions like national festivals. Field trips are a regular feature. The juniors are visiting different parts of Gujarat, while seniors visit different parts of India.

Students are guided for appearing in co-curricular examinations like Hindi, Sanskrit, Arts and scholarship competitions. Pupils never miss sport meets and their achievements also are very satisfactory.

A special coaching class is being conducted by the school teachers for scholastically backward students. A regular

information letter and assignments in connection with homework and curriculum is being given to the students.

School examination system evaluates classwork, projects, behaviour and participation in co-curricular activities. School has a plan to exempt students from examination who show extraordinary achievement in the above heads along with academic work.

Organisation of 'Shramadan' is the cornerstone of National Building activities. This item provides an opportunity to child to be productive and responsible organism for the nation.

Thus it is not just a school, but it is a Community Centre.

Its building and other facilities are given freely to voluntary agencies aiming at social and cultural growth. It conducts programmes such as child welfare, craft training for mothers, cultural and creative plays - stage shows for primary school children etc.

In 1979 in continuation of the International Year of the Child IYC-1979, the school has decided to extend its community centred activities. The programme was called 'HEARTS CHILDREN' meaning thereby "Health and Environmental Awareness as well as Readiness Techniques for the school going children". Through this programme school has decided to raise an approximately a sum of Rs.30,000/- through donations.

What is this School Readiness Project ?

This is not just a school, but it is a Community Centre. Children not going to school will be trained for about 6 weeks during the Summer Vacation. Thus liking will be created in them to go to the schools.

Jeevan Sadhana Trust had aspired to develop itself into a community centre and to enlarge its 'family'. So it approached several institutions working in different fields for the all round development of the child and the youth. It was a bold experiment of "Taking school to the Neighbouring Community".

The undermentioned organisation were working in close co-operation with Jeevan Sadhana in 1980.

- 1) Anterbharati : A movement contributing in the field of national Anterbharati integration.
- 2) Kaumudi : A women's industrial co-operative society.
- 3) Youth Service Centre : A play-centre training children and youths in physical fitness and for employment in defence services.
- 4) The hikers : An institution devoted to the cause of mountaineering and hiking expeditions.
- 5) Nootan Sanskar Kendra : A cultural organisation of amateur artists in dramatics, music and folk dances.
- 6) Kreedha : A youth organisation affiliated to International Falcon Movement (IFM) proving an umbrella for spreading friendship and understanding among youth of the world.

- 7) Lok Sadhana : An organisation encouraging various activities of sister institutions in the field of education, play and cultural enrichment.
- 8) Grahak Sadhana : An association for consumer's movement and education.
- 9) Jeevan Sadhana Kreedha Publication Trust : An association with an ideal of publication of multi-coloured booklets on social development.
- 10) Medical care centre : A centre devoted to the Family Planning movement as well as child and mothercraft with nutrition programme.

SERVICES TO SOCIAL AGENCIES :

There are many social agencies to which school extends administrative and other services, including use of the Trust building for their activities. They are the Society for Physically Handicapped Association for the Study of Human Activities and Different Indian Languages. Bhulka Bhavan - A center for child's allround development; Nootan Bal Sikshan Sangh - an association devoted to the pre-school education; Matri-Friendship - An association of youths contributing to orientation in education; and Youth Hostels Association - An association devoted for all round development of the youth and encouragement of friendship among youths. The school also allows its building to be used for various Community Activities such as - running centre for Adult and Social Education, Tailoring class for neighbourhood women, mobile library for neighbourhood youths, Nutrition centre for children, Night reading centre for self study, Evening Educational guidance centre and Training Centre

for Tailoring, Fancy-work, Up-holtry and Printing etc;etc.

SOCIAL HEALTH PROGRAMMES :

The school is interested in the field of Medical Care and Nutrition for the children of age group of 9-17.

In preprimary section, children's parents have been showing keen interest in comprehensive medical check-up done in their presence. Discussion with doctors on behavioural problems and nutrition and diet is organised every year. Small booklets, charts, guidance material on special problems of health are prepared, exhibited and distributed. Films on the 'Child Life' are shown to parents, staff members and well-wishers and neighbourhood people and teachers.

The school had taken up a detailed programme on school health with the help of Indian Council of Medical Research for two years from 1970, and received the salary and grant of Rs.25,000/-.

An enquiry into the effect of medical care and dietary changes on health and educational growth of children in the age group 3 to 4 years was conducted.

The Pediatric Dept. of S.S.General Hospital had adopted Jeevan Sadhana for its school health programme in 1973 and the Medical Check-up is done regularly.

The follow-up work with the co-operation of parents was carried out on the S.S.G.Hospital.

Adolescent problem of boys and girls is discussed with expert doctors.

Demonstrations are arranged so as to give 'Mothers' upto date knowledge about the food preparations and preservation with the help of Home Science Faculty's Nutrition Dept, Pediatric Dept, and Baroda Citizens Council.

EMPLOYMENT GENERATING SCHEMES :

Under Employment Generating Promotion Programme of Gujarat Govt. Jeevan Sadhana Trust, Kaumudi and Navapura Jagruti Mandal had undertaken the following schemes and courses such as Press-operation cum Mechanic, Upholstry for men; Toy making, Embroidery, and Fancy work for women and Book-binding and Tailoring for both.

These training courses were conducted through Directorate of Man-power Employment and Training as well as Gujarat Rajya Khadi Gramodyog, Baroda.

These courses had been started in July 1973 and 150 persons upto 1980, have already been trained under this scheme. At present these trainees are preparing themselves for supplementing their family income.

The school has also undertaken a project of improving good and worthy educational publications for children and adults as it has been awarded a baby-offset printing and publication unit by the sister institution from Austria.

The democratic structure of the school is reflected in the educational pattern which keep child in the centre and education administration which keeps teacher in the centre and educational triangle wherein, parents play their role. Thus 'Students Council', Students Association and Students Cooperative and Teachers Council and 'PTA' function in its entire structure.

The school is not thus enslaved to isolate subject matter and teaching by rote but it is very conscious that no activity should be out of focus. Thus the echo of various projects and activities developed by Jeevan Sadhana was reached various parts of the country and its impact is quite encouraging. The school has always shown its readiness to experiment, educational innovations, plans and projects and thus the school has remained dynamic in the educational field.

Paucity of cheap and multicolour children's books particularly in regional languages was a puzzling problem for all of us. With a will to solve this problem one of the school's founder member during his visit to Vienna proposed a project to KINDER-FREUNDE - one of the biggest children's organisation of Europe. This was in 1963. After studying the different facets of the project, Kinder Freunde of Austria with the help of

Austrian Govt. agreed to give a well equipped ultra modern baby offset printing unit to Jeevan Sadhana. The equipment was shipped to India in 1969.

By now this printing unit has been given a name, "Jeevan Sadhana Kreedha Prakashan Trust" and Kinder offset has already gone into production.

The total cost of the gifted equipment is more than Rs.1,60,000/-.

The Trust had to spend sixty thousand rupees to put it into operation.

'Kinder Freunde' is a part of International Falcon Movement - IFM - is the creation of socialist movement of the world.

PROFILE NO.6PRINCIPAL'S PROFILE ON VARIOUS SCORES

A) As for the leadership behaviour of this principal is concerned, the principal shows Low initiation and low consideration pattern of it which means that he has low consideration and low initiation, the scores of which are as follows respectively - 33.4 (Mean = 36.04), and 31.4 (Mean is 37.44). The investigator found that the staff morale is quite low and unsatisfactory, while the organizational climate is quite suffocative and dull.

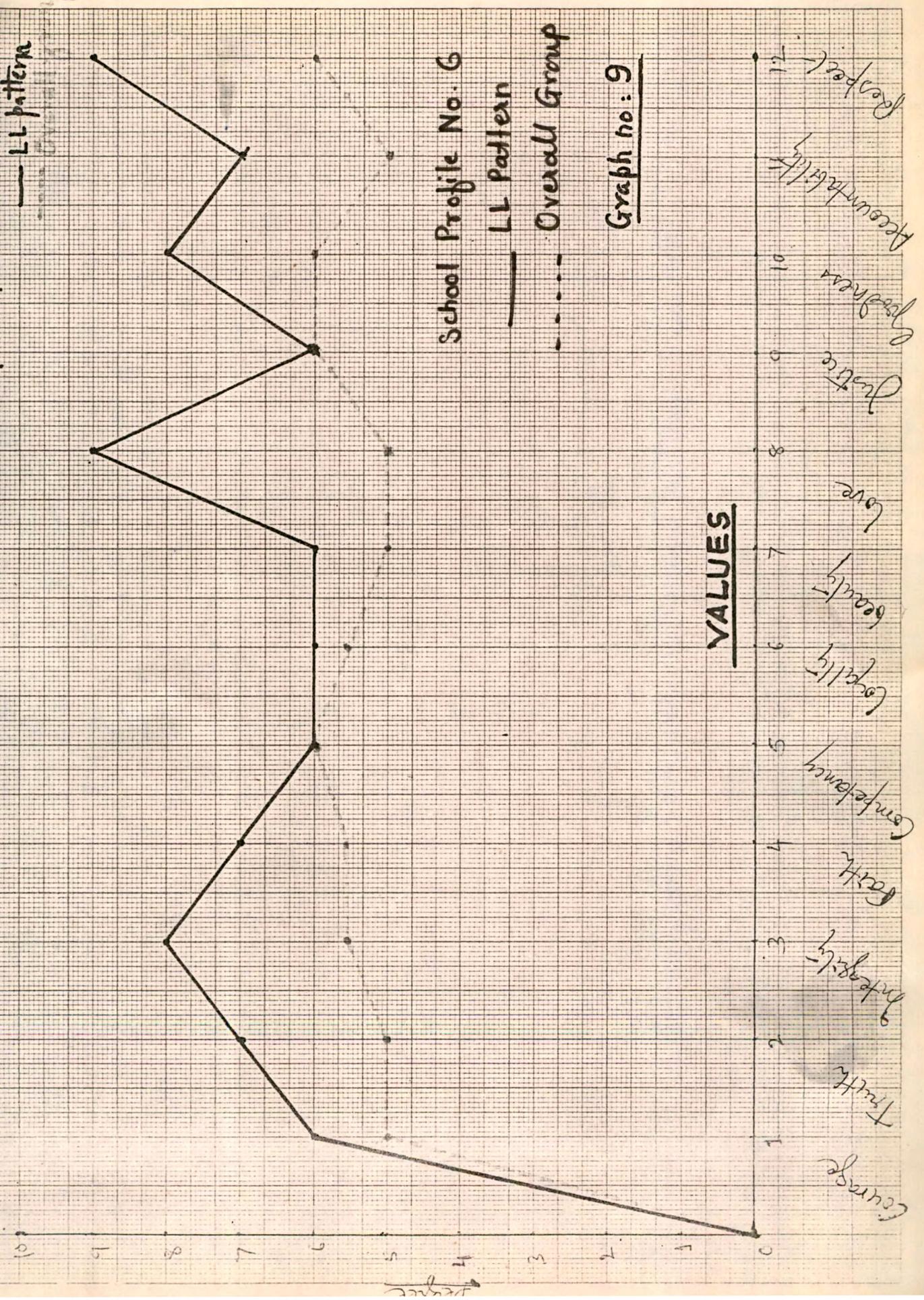
B) As regards the principal's administrative behaviour is concerned, it has been found that he is equally low in the scores on the following components of Administration.

TABLE NO.19 - SHOWING SCORES ON ABDS OF SCHOOL PROFILES NO.6.

Initiating Structure.	(1) Communication = 4.4	(2) Organization = 5.6
	Mean = 7.5	Mean = 5.6
Consideration.	(3) Representation = 5.4	(4) Integration = 5.2
	Mean = 7.5	Mean = 5.7

C) Principal's score on self-rating scale reveals that he is quite clear about his own self-image. He has scored 11 (Mean = 17.4) on the dimension called principal as an administrator and scored 12 (Mean = 17.7) on the dimension called self as a Personnel Administrator. The scores reveal that he is quite clear about his role and can look at one's self as 'the witness', therefore, there is too much difference between the mean scores and the self-rating-scores. He has rated himself very low.

School Profile No: 6
— LL pattern
- - - Overall Group



School Profile No. 6
— LL pattern
- - - Overall Group
Graph no: 9

VALUES

Moreover, teacher's perception about their principal as revealed in the Leadership Behaviour Description Questionnaire test and his own self-image through self-rating-scale are quite congruent.

D) A Value profile of the principal :

This is the self-assessment done by the principal on the tool of value. The value profile of the principal shows that except for the values, love and respect, principal's other values are not at all dominant ones. To some extent he is high on the values like integrity and goodness. Looking to the leadership and administrative patterns, it seems that principal has rated himself quite high on this value scale and as such his subjective element cannot be ruled out. On the value like competency, loyalty and justice (punctuality), he is even below the mean score. The terminal values of truth, beauty and goodness are supported by just one value of their cluster. (viz. Integrity, love and respect-respectively) indicating that within the framework of this study, these values have not emerged strongly. Yet it can be said that the principal is quite dominant in the terminal value called 'Beauty and its cluster'.

Hence, it can be concluded that there does not yet exist a well-defined value core system. The overall impression obtained is that the values that emerge more dominantly than others are values that are cherished by the principal but they

may still be at the level of value-indicators and not in a position to guide the principal in the critical acts of decision-making by reordering the priorities.

E) The investigator undertook the study of the other three functions-viz. Decision-making, Conflict-resolution and Communication. It can be seen from the table C-4 Appendix that the school stands out very low in all the three functions. The scores are significantly different at 0.01 level.

Scores of the three functions are given below -

Decision-making	= 10	} (Refer Table No. <u>20</u> , Page No. <u>339</u>).
Conflict-resolution	= 08	
Communication	= 20	

1) Function of Decision-making :

The principal takes some time before taking any decision so that they would not be made haphazardly. Before taking any decision, he often discusses the issue with the staff and once it is taken, he circulates it amongst the staff, but he has not formed any committee specially for decision-making purpose. In case of any conflicting situation, he always takes school's original objectives on the priority bases.

In case of any unpalatable decisions, he often tries to persuade the staff about its validity and the need. Moreover, if any mistakes are formed and found out in the accepted

decisions, then he corrects such decisions and makes them flawless. He often consults other school principals in his decision-making functions.

2) Conflict-Resolution Function :

Like the principal of New Era Girl's High School (Profile-4) the principal of the Jeevan Sadhana is also an outsider. Formerly he belonged to some other reputed school in Baroda, now he is opted as a principal for this school. Naturally, the staff which wanted a promotion of any one of their members as a principal, could not become possible. Thus the leadership here is an 'ascribed' leadership, it is not achieved hence, the staff is quite antagonist to the principal.

The principal naturally has to face many problems, yet he is not accepted as one of the members of their group by the staff till today. Knowingly the staff opposes principal's each and every proposal and thus tries to nullify his each plan. The atmosphere and the organizational climate is quite unhealthy and full of enmity and malice. The staff has adopted the policy of non-co-operation. Many of the school projects, programmes, schemes and plans are just thrown away and came to the stand-still because of the teachers' non-co-operation, and thus want to main the position of a leader.

The same feelings are reflected in the behaviour of the pupils, as they are int^gigated by the teachers against the principal. They exhibit non-co-operation, in-discipline, strikes, arrogancy and haughtiness in their behaviour. Fed up

by their such behaviour, the principal has decided to close down the higher secondary classes for the commerce-stream from the next year. No doubt, principal is unable to make any progress in such a suffocative situation. He feels that he can run the school in a better way if there were no conflicts in the school, although he is trying hard to put down the long-run conflicts.

The constant conflicts has weakened his position. Today he can not boldly face the school committee, he cannot stand boldly and stick to his principles peacefully. Today he wants the shelter of the school-management for each and every action he takes for the school's betterment. He has still continued as a principal because of the strong support of the management above. No wonder that such a principal can be one of the specimens of the Low initiation and Low consideration pattern of leadership behaviour. Today the school has lost its previous status as well as long-standing credit and it is just a crest-fallen organization.

3) Communication Function :

The principal is unambiguous in his communication. He evaluates the statements of other persons while listening to their communication. He speaks only a few words and is interested in giving suggestions to the staff members if sought for. Though he often dislikes negative communication like back-biting, discouraging etc, he is, ironically enough, often made a target of that. He, often consults his superiors over

the problematic issues, which he often faces. He has often frequent differences of opinions with his staff members, though he often welcomes fair criticism about his behaviour and administration.

The principal often uses persuasive language while dealing with the staff and believes in frank and open communication. He also provides ample opportunity to the communicatee to open his heart to him and thus, tries to avoid misunderstanding through clear communication.

The principal believes that lack of communication can be dangerous to the institution.

The principal does not allow teachers to interfere in his policy-matters, but he explains why a particular action was important to his subordinates.

Because of the strong opposition, he hardly does any face-to-face conversation with his staff, as a result he communicates by written notices more efficiently than through the oral-work. But whenever the school work is appreciated, he attributes it to the team-spirit and thus passes the honour of school-work to his staff.

* SECTION - I *

5.7 Findings and Discussion :

1) The scores of the High initiation and High consideration schools on Administrator Behaviour Description Scale is 30.33 which is significantly different at 0.01 level from Low initiation and Low consideration patterned schools' scores which is 21.39. This means that the High initiation and High consideration patterned school principals show high scores on administrative behaviour than the Low initiation and Low consideration patterned schools' principals.

2) On a deeper study it is observed that the High initiation and High consideration schools show high initiating structure and high consideration than Low initiation and Low consideration schools' principals at a statistically significant level. This means that the principals of High initiation and High consideration schools show high leadership behaviour.

3) The administrative behaviour represents four components as follows :-

- | | |
|-----------------------|------------------|
| 1) Communication, | 2) Organization, |
| 3) Representation and | 4) Integration. |

The detailed study showed that the High initiation and High consideration schools show high mean scores than the Low initiation and Low consideration schools on all the four components. In other words, the principals' administrative

behaviour as reflected in all the four components, show higher scores than the Low initiation and Low consideration schools' principals.

It is observed, therefore, that the leadership behaviour has a closer relationship with the administrative behaviour. Atleast in the present sample of schools, the principals with high pattern of leadership show high scores on administrative behaviour and vice-versa.

4) The question arises as to which is the value pattern of the principals with High initiation and High consideration and Low initiation and Low consideration patterns ? The study did not find any significant difference between the values of High initiation and High consideration and Low initiation and Low consideration principals. On an indepth value-wise analysis it was found that all the values do not show any significant difference at 0.01 level except the value on 'Competance'. The High initiation and High consideration principals reflect high competence-value than the Low initiation and Low consideration principals.

5) In the present study the concentration was made on the three functions of leadership behaviour viz. Decision-making, Conflict-resolution and Communication.

As indicated in the chapter on foundations the investigator has observed that those three components are the

key components on which rests the success or the failure of the principals' effectiveness. What will be the difference in these three components in the principals of High initiation and High consideration and Low initiation and Low consideration patterns ? The High initiation and High consideration principals show higher scores in Decision-making, Conflict-resolution and Communication, which is statistically significant at 0.01 level. This means that the High initiation and High consideration principals show a greater amount of sharpness in Decision-making, a greater readiness for Conflict-resolution and a greater success in Communication than the principals of Low initiation and Low consideration patterned schools.

Discussion :

- 1) The percentage of schools showing various patterns of leadership behaviour in research studies. (Refer Table No. 4 ^{p.195}).

It can be seen that the schools in India and even colleges manifest all the types of leadership behaviour. There is no clear indication as to which leadership is more prevalent. In the present study the investigator has found 36% of High initiation and High consideration leadership, and on the other extreme 30% of Low initiation and Low consideration leadership, 18% in High initiation and Low consideration and 16% in Low initiation and High consideration leadership.

- 2) Could a good leader be a good administrator ? and can a good administrator can be a good leader ? The study says that

the principals manifesting High initiation and High consideration pattern of leadership behaviour also manifest higher scores on administrative behaviour, whereas principals who show Low initiation and Low consideration pattern of leadership behaviour get low score on administrative behaviour.

3) The investigator took values as a variable to find out if the principals of High initiation and High consideration pattern of leadership behaviour manifest different value patterns than the principals with Low initiation and Low consideration pattern of leadership. But the results do not show significance of difference in all the values except competence. May be another study on a large sample will be able to indicate the clearcut results.

In the study of Bhushan and Ahuja (1967) who studied the values among high and low achieving M.Ed. correspondence students belonging to the different socio-economic levels, came to the conclusion that the values are not dependent on socio-economic conditions.

Recently, Sister Stella (1983) has studied about the values manifested in principals with reference to institutional efficiency. And the problem investigated was, to what extent the value-oriented approach to education contributed to the institutional effectiveness. Do the value-system of the principal influences the way he administers his institution ? etc. etc. Some of her findings are as under. (For details, refer Page No. 40-44).

- 1) A principal needs more than a philosophy of education in order to be effective.
- 2) Principals whose value-system manifests a coreness achieve a relatively higher degree of institutional effectiveness.
- 3) Values need a nurturing atmosphere.
- 4) To educate his pupils and lead his staff, the principal must come across more as a 'person' than as an 'administrator'.

4) In all the studies done uptill now nobody has found out the difference in Communication, Decision-making and Conflict resolution. The investigator has observed that as manifested in Chapter-IInd and IIIrd that a principal showing High initiation and High consideration pattern of leadership would be effective in his communication, sharp in his Decision-making and sensitive towards Conflict-resolution. This was just a hypothetical hunch with the investigator. The investigator prepared a tool on each of these functions as shown in the Chapter-IV, and it is observed that the High initiation and High consideration patterned principals show significantly higher scores on all the three functions.

While getting these base-line data and its results, the investigator went further in-depth into these functions through the case-studies of three schools with High initiation and High consideration pattern and three schools with Low initiation and Low consideration pattern. In fact this was the main purpose of the present study.

* S E C T I O N - II *

Significant Observation and Discussion on the profiles :

PROFILE - I :

This principal belongs to the High initiation and High consideration pattern of leadership behaviour. His scores on various components of Administrative Behaviour are also quite high (Refer Table No. 14, Page 231). The profile and the results of the various tools reveal that the school is performing better than other schools with the same background. The leadership acts of the principal have been recognized as being good and trust-worthy to lead the school forward.

The school is known for its co-curricular activities viz. tours, trips, etc. and the school is further known for its punctuality, cleanliness, discipline etc. 'Day-school' is its special feature (Refer Page No. 220) and the main aim of the school is to take individual attention and individual care of all pupils. The institution is achieving its stated objectives to an appreciable degree and is acclaimed as an excellent school both by the parents' body as well as by the community.

The principal has univocally established a functional relationship with the staff. The amenities provided for them are the best among those provided by other institutions. What stands out clearly is the first pioneering efforts of the principal to raise the academic performance and the discipline of the school to its present standard.

A TABLE SHOWING COMPONENT-WISE SCORES OF THE FUNCTIONS ON
DECISION-MAKING, CONFLICT-RESOLUTION AND COMMUNICATION :

TABLE No. 20

Sr. Components. No.	HH PATTERN			LL PATTERN		
	Bright English Medium School.	Sarada Vinay Mandir School.	Central School.	New Era Girls High School.	Navara- chana School.	Jeevan Sadhana School.
<u>1) DECISION-MAKING FUNCTION :</u>						
1. Before decision (4).	2	4	3	3	4	3
2. Decision- making process (12).	9	10	10	9	7	4
3. Communication of decision (3).	3	3	3	3	2	0
4. Conflicts in decision (3).	2	3	1	3	3	3
5. Application of decision (4).	3	3	3	3	3	0
TOTAL SCORES=26	19	23	20	21	19	10
<u>2) CONFLICT-RESOLUTION FUNCTION :</u>						
1. The extent of conflict (3).	1	3	3	3	0	0
2. Role in the conflict (7).	4	5	3	3	5	3
3. The result after resolution of conflict (2).	1	2	0	2	2	2
4. Causes of the conflict (5).	5	5	4	3	5	1
5. Way to resolve conflict (4).	3	3	3	3	3	2
TOTAL SCORES=21	14	18	13	14	15	8

Table No.20 -
Continued...

...Contd.

Table No.20

Sr. Components. No.	HH PATTERN			LL PATTERN		
	Bright English Medium School.	Sarada Vinay Mandir School.	Central School.	New Era Girls High School.	Navara- chana School.	Jeevan Sadhana School.
3) COMMUNICATION FUNCTION :						
1. Style of communi- cation (6).	4	5	6	5	6	2
2. Mode of communi- cation (18).	14	16	15	16	16	6
3. Distortion in communi- cation (8).	6	8	7	8	7	5
4. Effect on the leader (5).	3	4	4	4	4	3
5. Effect on others (3).	3	3	2	3	3	1
6. Ideology (7).	6	6	7	6	7	3
TOTAL SCORES=47	36	42	41	42	43	20

The principal of this school is a process-oriented principal rather than the product-oriented. She pays attention on the process of decision-making, and the application of decisions. The score, therefore on these functions is very high (Refer Table No. 20, Page No. 339). The principal is known for her promptness in decisions. The investigator asked her a pertinent-question, "Do you take quick decisions on all situations on all problems ? She promptly replied, 'No'. The investigator asked the further question, 'but Madam, you have tick-marked on the criteria of quickness, how do you justify your action ? 'She said', look, there are two types of decisions to be made, One, the crucial problems and second, the temporal problems. On temporary problems I take quick decisions and on crucial processes, I take time to decide.

Principal, as a person who believes in fundamentalism, goes to the causes of the conflicts more than the extent of the solutions. She believes that "prevention is better than the cure." The investigator asked her, how do you explain that ? 'She said that we should pay attention to the latent-conflicts and on the manifest-conflicts. All manifest conflicts have their root in the latent conflicts. She further said, 'small, lovable, meaningful conflicts add spices to the ethos of the school, and therefore, 'I believe', she said, such conflicts are inevitable and the principal must make use of such conflicts as a catalytic agent for changing the atmosphere of the school with enthusiasm and activity.

The principal believes in the mode of communication. She likes indirect communication through notices, where communication is formal and direct, but small talk, gossipings, communication is preferred where communication is a personal one. She herself is a person with few words and therefore, she leans more on written communication.

A question may arise as to what are the contributing factors to the effectiveness of the school ? The investigator could observe that the principal is a believer in the strict discipline and order in the school and this attitude of hers keeps teachers' morale high and the teachers themselves observe discipline. One incident the investigator noted was that when teachers wanted to protest over a saterday morning timings, they wrote a letter to the principal, sought an appointment with her and gave her their views, 'for favour of respectful consideration'. In otherwords, even the protest is also registered in a respectful and dignified way.

The most contributing factor is the leadership behaviour of the principal which reflected the following five qualities :-

- 1) using initiation structure most of the time,
- 2) using consideration structure at crucial times,
- 3) communicating directly, precisely to the staff and giving necessary feedback,
- 4) treating the latent conflicts with care before it manifests on surface level,
- 5) taking clearcut decisions by self and involving teachers only in matters pertaining to common interest.

PROFILE NO.2

This school is highly value-oriented & based on the sound and practical philosophy. The philosophy set by the school is - 'to be ever optimistic and to nurture positive attitudes as this helps in minimising crises and conflicts and keeps the administration smooth'. The school adopts the principle of 'love begets love' and believes that all problems can be solved by love and sympathy. This has maintained its congenial atmosphere till today. The school has got a paternal climate. The school is known as 'poor-man's school', as most of the pupils come from the nearly slum-areas.

Here is a principal who is very much high on consideration score (Refer appendix-C-1). This principal's own personality is such that he manifests a greater concern for the pupils, staff and everyone and it is not a routine matter with him, but really a genuine concern for teachers which has resulted into an effective team-spirit. His concern for pupils has led him to, 'Students'-Adoption Programme' and 'Night-classes' for the poor students. Also he has started a plan of 'Personal Contact' after school hours with each and every pupil by visiting and studying their homely atmosphere. He mixes with the boys as a boy and becomes one with them either in the classroom or outside on the playground.

The principal's administrative behaviour shows greater score on 'communication' and 'Representation' dimensions. (Refer Table No. 15, Page No. 249).

The principal's communication style represents two characteristics. viz : (1) he listens to the people with attention and (2) he talks of sacred literature and great people in staff meetings which instills new idea among the teachers and inspires them.

The principal is a cardiac patient and he is so much loved and respected by the teachers that they do not allow any major conflicts to arise and the teachers themselves found a committee for resolving the conflicts.

In the decision-making process, the principal does take the decision by consulting the 'key-staff' members only. Moreover, because of his amicable personality, whatever decisions he takes, they are mostly accepted by the staff without any resistance.

The question may arise - as to what are the major significant contributing factors in the effectiveness of the school ? The investigator feels that the principal's philosophy, such as 'love begets love', 'forget and forgive' etc; his values, treatment towards people and his tremendous concern for the pupils are so overwhelmingly felt by the teachers and pupils that they call him the 'The Father of the school'. These factors have made him effective one in reality.

SCHOOL PROFILE NO.III

Here is a school which has excellent physical facilities, a nice play-ground and which is fully equipped. The surroundings are quite attractive and decorative and bespeaks about the principal's aesthetic sense and his love for beauty.

This school is a unique one and is fully under the control of Central Govt. It has a common syllabus examination pattern and medium of instructions (Hindi and English) throughout the India.

The principal of the school is known for his High initiation and High consideration pattern of leadership behaviour and has high scores on administrator behaviour also. (Refer the Table 16, Page No. 275).

The school is known for its following distinct features -

- 1) the pursuit of excellence,
- 2) promotion of experimentation,
- 3) Innovations and changes suitable to the times.
- 4) Promotion of national integration and creation of a sense of 'Indianness' among children, and
- 5) preparing students for All India Examinations.

The best teachers are awarded the 'incentive-awards' and essay competitions are held for them.

In-service orientation programmes are arranged for the teachers and even principals have to undergo various in-service 'Courses, Conferences' etc; in order to renovate their functional styles.

The school is also known for its various projects, co-curricular activities and national outdoor camps. Its other unique features are S.M.P.W. or W.C.E. course and the promotion of Hindi language.

The principal's leadership behaviour at present reflects -

- 1) High initiation and High consideration dimensions.
- 2) High Administrative abilities and scores (Refer Table No. 16 Page No. 275 for various scores in details).
- 3) A well integrated core-value system. He is almost high on all values.
- 4) Principal's position is made quite strong by the Sagathan itself and therefore, the principal many a times works as an autocrat. This has resulted into 'One-man's show' - as such the school exhibits the least conflicts, speedier decision-making procedures and quick communication processes. He often resorts to 'formal' way of communication. The staff morale is high, cohesiveness among the group stops groupism. The strict disciplinarian behaviour of the principal has stopped the problems of indiscipline among the staff, pupils, etc, strikes and any other unethical practices within the school campus. The

qualities of teachers is maintained high, because principal believes in the tight supervision and evaluation. This has naturally boosted S.S.C. Examination results. Even principals are also given 'memos' for their inefficiency and poor performance by the 'Inspecting body', hence they have to maintain their efficiency.

The school does not allow any private tuition-practice, but the principal has managed to start 'Evening-classes' for remedial purposes after consulting teachers and parents, for the benefit of the pupils.

5) The principal shows a high position almost on all the values except on 'love' (Score = 3), while he has topped on the values such as 'Courage, competency, loyalty (Score=10)'.

This means that though the principal belongs to High initiation and High consideration pattern of leadership behaviour, basically he is higher on initiating structure and lower (compared to other High initiation and High consideration patterned principals) on the dimension called 'Consideration'. This is so because the principal is an employee of the Central Government and he himself also has to follow various rules and regulations issued to him from the higher authorities. This has made him more of an initiative structure-oriented, more file and office-oriented rather than the person-oriented and consideration oriented.

Principal trusts his own judgement in the case of critical decisions, he tries to obtain the necessary information from all the staff members through written communication. In practice, the principal permits a lot of freedom in usual routine, to his personnel which he labells as 'teachers' autonomy' and 'Experimental-feacilities'. But on the whole the principal believes in the strong and honest discipline and behaviour in his school. Any way, principal as well as the institution are known for their effectiveness throughout the district.

PROFILE - IV :

The principal of this school was so well-known in the entire district for her effectiveness that the investigator went to the school at Chhota-Udepur village. There the picture of the leadership was entirely very high and she was held in a high esteem by the teachers, students, parents and management committee. When she joined the present school, the teachers declared a strike and when they were defeated in the court they were operating on the policy of non-co-operation. And this has spoiled the entire morale of the principal. The principal was High initiation and High consideration type of a leader at Chhota-Udepur, but the following factors affected her leadership tremendously.

- a) Non-co-operation of the staff.
- b) Groupism amongst the staff.
- c) Indiscipline in the staff and in pupils, and
- d) Loss of professional ethics like tuitions, anonymous letters, strikes etc.

These factors disheartened the principal to such an extent that she has almost lost her cool, —tempor, morale and zeal. In such a situation, she cannot change the school as there are not many lady principals in the district. The investigator has noticed that the work of education cannot be extracted through notices or legal actions only. Teaching in particular and education in general is such a work which can be done more by humanitarian values rather than legal ethics. Therefore, the principal's leadership behaviour at present reflects -

- 1) Low initiation and low consideration.
- 2) Teachers' chosen disengagement in decision-making.
- 3) No conflict resolution, but birth of several new conflicts each day.
- 4) Lack of any worthwhile communicative dialogue.

The principal is not the cause for low school profile, but the preceding conditions led to the low profile. Any leader with High initiation and High consideration profile is bound to fail under such an ethos and conditions.

Here is a case where the leadership becomes the effect and the climate becomes the cause. Generally in educational theories, it is believed that leadership creates climate, but—here, surprisingly, reverse is the case.

PROFILE - V :

Here is a school which has excellent physical facilities, lots of chances for development, but because of

the previous principal's sophisticated autocracy and authoritarianism, the morale of the teachers is at the lowest level.

The school which was reputed once is on a low ebb since last five years. The new principal - a lady - tries to pick-up the thread and tries to weave a new texture. She tries in a hard way, but significant results are still to be achieved. The school has gone down in an academic results.

The school was known for its five innovations -

- 1) Assignment system,
- 2) Prayer Assembly,
- 3) Co-curricular activities,
- 4) Parents' education programme,
- 5) Beautification of the campus.

The school carved its name in the first five years in the city of Baroda, but slowly the teachers began to leave the school because of autocratic behaviour of the principal, and also due to the under-payment system by hiring teachers for part-time and giving them full-time work with a meagre some of Rs.250 p.m. Slowly the parents began to shift their children from this school.

Secondly, the children were began to keep tuitions and therefore, the results did not get affected adversely. The 'climate' was so disoriented that the new principal who is

enthusiastic, has to try hard to catch up the climate and to enhance the climate.

The factors that affected the climate were as follows-

- a) Lack of effective communication and therefore, lack of cohesion.
- b) Lack of involvement of teachers in decision-making.
- c) Lack of identification of the teachers with the school and
- d) Lack of conflict-resolution and
- e) The scheme of private tuition, has grown disproportionately.

The incidence of teachers' leaving the school has increased and the school has maintained its FORM without the CONTENT. This has affected the principal and therefore, her score is low of Low initiation and Low consideration variety. In her own words - 'I am just beginning to take up and therefore I must begin from a lower level of initiation and slowly go to the higher level'.

Therefore the characteristics of decision-making reflects principal's efforts to involve the teachers and also to generate faith in the decisions.

The conflicts do not manifest on the surface, but there are many latent conflicts mostly generating out of

(a) distrust in each others, (b) jealousy, (c) lack of cohesion, and (d) because of closed climate. And as a result of all these, communication in a formal way and there is hardly informal communication.

PROFILE - VI :

Profile reveals that here is a school which is ineffective and therefore, the principal of the school is also labelled as ineffective and inefficient. The interview with the principal has revealed that while the school's ideologies in the past were praiseworthy, clarification of them in terms of the changing school situation had not been done.

The overall profile shows that none of the values is emerging as core-value, neither is the principal's leadership behaviour nor his administrative behaviour with various components, have been scored as effective and high above the mean.

The scores on leadership behaviour are shown as being very low (Refer Table No. 19, Page No. 326). This shows that the majority of the staff did not share his vision for the institution. Neither is he recognized for his 'Consideration-dimension'. From teachers' talk and observation it was noted that communication gap existed even on important matters like co-ordination etc. and there was an open current of hostility prevailed among the staff for the principal.

The cause for this sorry state of affair is - there has been a change in leadership in the school. The former principal has a facility for establishing rapport and used democratic methods for handling the staff and its problem. The present principal is a new-comer in the school, being opted from the outside. Moreover, after the former principal's retirement, the staff felt that any one among the staff should be promoted as the principal, but the management has selected an outsider. The present principal, no doubt, will need some time for the adjustment in this new situation and the staff will also make some time for adjustment with this new leader. The principal, though often tries to be courteous and lovable, is more of reserved nature and slightly bureaucratic in his approach. Observations have revealed that in a number of instances where the principal has stated a particular action to be performed, and the reason behind it indicated a set of relevant values; but the staff had interpreted, or rather misinterpreted the action in an unfavourable light. This has made the principal pessimistic, sceptic on his attitude and that he has lost all the zeal he had for exhibiting his leadership qualities. Thus, it can be concluded that the staff and the school-climate has spoiled a genuine and sincere principal. Thus, though the principal has possessed a sound value system he does not succeed in his leadership-role.

This case study reveals two things -

- (1) Till today, the principal could not impress upon any of the staff-member or even the students by his possession

of any extra-ordinary virtues or values such as punctuality, competency, love etc.

(2) Though the school has succeeded in maintaining its achieved standard in the public examinations, (which may be so because of other various reasons like private tuitions, brightness of the pupils etc) the individual student has yet not been reached satisfactorily, nor the students are proud of their leader and his leadership acts. As a result of that the school is becoming notoriously famous for its indiscipline and mischief.

Thus the whole case-study can be looked as a case where the High initiation and High consideration or High initiation and Low consideration principal turning into Low initiation and Low consideration pattern of leadership behaviour.

Formerly, this school was known for its socialistic approach, and rotation of principalship and the innovations included assignment system, new examination approach, new pattern of evaluation and co-operative work etc.

In the year, 1960, the school was considered as the 'best school' in Baroda. The cause for its downfall does not lie only in the change-of principal, but there are deep rooted causes -

1) The school was at its pick for the first 10 years and then the two of its ~~founder~~ members left the school. But after 1965 the school decided to expand itself and made a plan for a

very large building and also admission of 1000 students more. Therefore, 'the ship became so heavy that it began to sink with its own weight'.

Thirdly, the school which was a cohesive unit of a 70 staff-members became a unit of 60 staff-members with four sub-units. (a) Balwadi, (b) Primary, (c) Secondary, (d) Higher Secondary and therefore, small sub-groups began to operate and with the clash interests the school developed groupism, force competition and other negative forces leading to the deterioration of school climate.

The factors therefore, affecting the Low initiation and low consideration climate of school are -

- a) weak Decision-making, pending of decisions,
- b) non-resolution of conflicts and accumulation of conflicts.
- c) lack of communication, gap in communication, distortion in communication.

5.8 CONCLUSION :

The previous sections have discussed in depth various aspects of leadership behaviour and their implications and applications in the various case-studies. Here, in this concluding section, an attempt is made to detect some of the factors affecting the leadership behaviour.

Thus, it can be seen from the above that the leadership behaviour is not independent of school climate and staff morale. In fact, it is observed that they are inter-dependent. How a good school like Navrachana and Jeevansadhana - when the climate has deteriorated does not allow to function even an High initiation and High consideration patterned principal and converts him into Low initiation and Low consideration principal. Therefore, leadership behaviour affects school climate, but the school climate also affects leadership behaviour. The principle components which affect leadership behaviour are - decision-making, Conflict-resolution & Communication.

To put summarily, in High initiation and High consideration schools, the conflicts are resolved promptly and also principals see to it that the conflicts do not accumulate whereas in the Low initiation and Low consideration schools the accumulated conflicts crossed its limits. They are hardly paid any attention to and are always pushed into the background. In High initiation and High consideration schools, conflicts are uprooted by removing their latent-causes and hence the manifested conflicts - the fruits there of are also disappeared

ultimately. But in Low initiation and Low consideration schools, after great deal, the attention is focussed on removing the surface level effects of conflicts and the real cause is left untouched. The wounds are healed, but the diseases are not removed from their base. Hence, it does not work successfully in the long run and creates the same problem again and again in new way in new shape and form and in new variety.

In the High initiation and High consideration schools, most of the staff members are involved in the decision-making process. Decisions are taken expeditely because such schools believe in the maxim like - 'Decision delayed is decision denied,' but they ^{are} not taken in haste, decisions are ^{not} deferred unnecessarily. Moreover such school principals believe in 'shared-decision-making process' which is totally based on democratic set-up. The principals of High initiation and High consideration pattern take decisions which are helpful in staff-development and ^{are} growth-oriented. Many a times they ^{are} futuristic, in the sense, they have a long-term repercussions of it.

As against this, schools of Low initiation and Low consideration pattern do not believe in group decisions, they believe in the decisions taken by a few, choicest, nearest and dearest fellows. This helps in manipulation of school resources and making only favourable decisions. While decisions which will benefit the whole group are often deferred and delayed. Mostly decisions are taken in an autocratic manner though under the garb of democratic fashion, and they lack any

futuristic attitude and any developmental implications. Their decisions are based purely on the selfish motives and temporal gains. Mostly such decisions come out of apathetic attitude, indifference towards school's progress and they are routinized and having a stabilizing tendency. This is seen from the schools such as Jeevansadhana and New Era Girl's case-studies.

With regard to the communication function of leadership behaviour, it can be concluded that the schools of High initiation and High consideration pattern, there exists a good feedback channel, the climate is open, regular staff-meetings are conducted and the informations are circulated widely, regularly and openly at all layers. Both the formal as well as informal way of communications are resorted to and a sort of open, frank, congerial, lovable atmosphere is generated in such schools.

As against this, in schools of Low initiation and Low consideration pattern, principals are rigid, not easily approachable, maintain a formal structure of hierarchy tightly, hardly lovable and always irritative. There does not exist a well developed communication channel, not to talk about the feedback procedure as most of the informations are in the form of orders and directives. It is mostly a one-man's show and one-way trafficking of informations, no regular staff-meetings are held to pass on any information, but the communications are mostly kept secret. The whole atmosphere is a closed one, suffocative and dull. Generally only formal way of communication

is resorted to. As such, it reminds of an authoritarian type of leadership behaviour.

In the Low initiation and Low consideration patterned schools, tradition has been a usual stand by in the business of running the school and the teaching was carried on as usual, but innovative practices are very few, almost nil.

The management does not appear to seek an anthesitic feedback from the staff hence there is a lack of awareness of the really critical issues for the institution.

The schools appear to be fulfilling its purposes in a very limited way for their main purpose - the pupils have a poor motivation towards learning. The school seems to be functioning in terms of an inherited tradition or community ethos rather than something that is fully alive within it.

In the end, therefore, its can be concluded -

- 1) Communication affects leadership behaviour.
- 2) Conflict-resolution affects leadership behaviour.
- 3) Decision-making affects leadership behaviour.
- 4) Leadership behaviour affects climate.
- 5) Staff morale and ethos and behavioural norms affect leadership behaviour of the principal definitely
- 6) Administrative behaviour is related to the leadership behaviour.
- 7) The values possessed by High initiation and High consideration and Low initiation and Low consideration patterned principals are more or less the same.