

* CHAPTER - VI *

REVIEW, FINDINGS, SUGGESTIONS AND CONCLUSION

"The attitude of present day principals has considerably changed. Instead of bossing, there is the attitude of sympathy, instead of considering himself as a perfect personality like his predecessors, he has now begun to think that he has to learn from the teachers and not merely to give".

- Desai (1973).

- 6.1 Review.
- 6.2 Findings.
- 6.3 Suggested Areas for further Research.
- 6.4 Conclusion.

* CHAPTER - VI *

REVIEW, FINDINGS, SUGGESTIONS AND CONCLUSION

6.1 REVIEW :

The present study intends to decipher the characteristics of effective leadership behaviour with reference to principal's decision-making, conflict-resolution and communication functions.

The success of any institution lies in its effective leadership and the leader becomes successful by possessing independent-thinking capacity and the capabilities to fulfil certain tasks with a vision of his own.

There are a few leaders who are effective enough to produce new leaders like them. Such leadership can be called a "productive leadership".

The Principal's role as a leader is a very crucial one. Principal moulds the school climate, administers it properly and instills values in the staff and pupils.

But today he is heavily taxed with various roles and responsibilities. His responsibilities are varied, extensive and intensive as well. It is the principal upon whom hinges the success or failure of the school. Surely, it was thought that half-hearted efforts on the part of a principal will ruin the school and the nation ultimately.

Secondary schools have to play a vital role in developing necessary potential in respect of intermediery man-power for developing a nation. This depends upon the effective leadership in the high schools which will have to be reoriented or strengthened on the lines that they are likely to prove more productive. In order to do this, it was necessary to survey and take a stock of the qualities of leadership in the principals. This could have been done either directly by studying the leadership behaviours of these principals or indirectly through the perceptions of the teachers who work under them and who carry with them the effects of the leadership acts possessed by the principals. Both these approaches are used here and the results are substantiated by the succeeding case-studies.

It is true, earlier, Patel (1974) and Shelat (1974) had studied leadership behaviour of secondary school principals but, whereas Patel's primary concern was not the study of leadership behavioural patterns but instructional leadership of secondary school principals and Shelat's focus on the study of leadership behaviour of secondary school principals was as one of the variables which included organizational climate, teacher morale, leadership behaviour and pupil motivation towards school. In the study of Darji (1975) leadership behaviour got the main focus and other variables like teacher morale, organizational climate, student motivation etc. were examined only as its correlates. Mehere (1975) had studied leadership behaviour of the principals of teachers' training

colleges in Maharashtra. But the present study is conducted from the point of view of locating the characteristics of effective leadership behaviour with reference to the functions such as decision-making, conflict-resolution, communication and the values they possess.

Following the lead given by Hemphill, Halpin (1957) rendered a meritorious service, particularly to the educational administrators in leadership position by exploring the 'behavioural approach' to the study of leadership. Winer (1957) collaborated with him in modifying the instrument for evaluating 'leadership behaviour' of a person designated as a leader of any type of organization. This 'behavioural approach' lent an innovative vision to view the leadership position of a person in any organization such as airforce, army, educational, industrial, public service, etc. Leader in any organization holds the key-position and his behaviour has a great influence on the effectiveness of the group. He has an exemplary impact on group 'syntality' (Cattell, 1951). Syntality means for the group what personality means for individual. His behaviour influences the behaviour of the members of the group and vice-versa (Halpin, 1966). Epithets like 'Good' or 'bad' given to leaders now appear to be anachronistic. These epithets should be referred to in the context of the production of increase in a particular dimension of group syntality. In this way, Halpin (1966) opened up a new horizon for the study of leadership behaviour. This also gave a new angle of vision to

view educational administration in general and the leadership behaviour of educational administrators in particular. His researches and general writings on "leadership behaviour" of the school superintendents and organizational climate of the schools contributed very significantly to the widening of the horizon of knowledge about the organizational behaviour in educational and other types of organizations.

This innovative approach to study the behaviour of the principal and the 'personality' of the school gathered momentum during the sixties in the U.S.A., Canada, Korea and Australia.

On the line of Halpin, many researchers in the U.S.A. and other countries have tried to evaluate leadership behaviour of school principals in the context of some biographical data of the principal and his staff, and some static characteristics of the school, viz. strength of the school, nature of the population in the school, location, size, nature of the management, socio-economic status of the school and its academic excellence etc. Therefore the researchers have also tried to study leadership behaviour of the school principal in the context of organizational climate, teacher-morale, innovative-ness, academic motivation of the school pupils and their achievements. Recently, the concept of values and their possession is discussed in the light of school effectiveness.

In our country, these types of researches have been seen since two decades only. During early seventies and eighties, Rajasthan, Gujarat, and Delhi have taken the lead in this direction. The contribution of the CASE and the department of educational administration of the M.S. University of Baroda is noteworthy in this direction.

The chapter third - 'the foundations of leadership behaviour' of this present work represents some ideas about leadership put forth from our ancient scripture named, Bhagvatgita. They, as well as, some of the references from Mahabharat, Hitopadesh, Arthashastra etc; such as 'यथा राजा तथा प्रजा', 'राजा कालस्य कारणम्' etc; and the ideas from Ramayana about the notion of an ideal king - i.e. leader in otherwords, and ideal administration called 'रामराज्य' make it quite clear that the concept of leadership behaviour was thought over in details by our ancient seers and sages. This information can very well serve as a historical perspective from the indogenous point of view.

Efforts have been made to study the concepts of leadership from the view point of various approaches, theories, types, styles, models and the 'behavioural approach'. The behavioural approach is the most recent one and the most authentic of all approaches. Hemphill, Halpin and Winer are the pioneers and explorers of this behavioural approach to the study of leadership in any organization. They have devised tools to evaluate leadership behaviour of a person who is at the

helm of affairs in any organization. Halpin has very emphatically pointed out that the two dimensions - viz. Initiating Structure and Consideration are the basic dimensions to which any behavioural acts of a leader can be boiled down. If perceived by the colleagues, the leader should receive sufficiently high scores on both the dimensions to be effective. The effectiveness of a principal as a designated leader of the school is observed in the form of high level of teacher morale, high adaptability of new ideas, high level of pupil motivation and high school effectiveness in terms of pupils' academic achievements.

The present investigation constitutes a step forward in the direction of studying the school leadership with a 'behavioural approach' or 'evaluative approach'. It gives support to the findings of the several researches done earlier on leadership behaviour and administrative behaviour. Moreover, the leadership is studied from the point of view of its characteristics which make leaders effective in their functions such as decision-making, conflict-resolution and communication which are so essential in administration. Also, values of the principals who have been found out to be effective and ineffective are also studied here. Principals' administrative as well as leadership behaviour dimensions, 'Initiation' and 'Consideration' are also studied. The profiles of High initiation and High consideration patterned and Low initiation and Low consideration patterned principals have been prepared alongwith their case-studies in the end.

After discussing briefly these foundational concepts on leadership, the investigator has tried to delineate the emerging characteristics of leadership with its historical development, a few definitions and generalizations on the concept of leadership behaviour.

The major aim of the study was to identify and to determine the various patterns of leadership behaviour and then to study in depth the High Initiation and High Consideration (HH Patterns) and Low Initiation and Low Consideration patterns (LL Patterns) of leadership behaviour in relation to various variables such as administrative behaviour, values, and functions such as Decision-making, Conflict-resolution and Communication. Accordingly, an effort was made to prepare profiles of High Initiation and High Consideration and Low Initiation and Low Consideration patterned principals based on their case-studies in depth. And then, at last the investigator has arrived at some general principles and qualities of effective and ineffective leadership behaviour.

The present investigation has followed the behavioural or evaluative approach in studying the leadership behaviour.

The objectives of the study were :

- 1) to study the relation, the mean level of the leaders on the following variables - leadership behaviour, administrative behaviour, values, decision-making function, conflict-resolution function and communication.

- 2) to study the two dimensions and four patterns of leadership behaviour of principals.
- 3) to prepare the profiles of effective (HH) and ineffective (LL) patterns of leadership behaviour and
- 4) to study their functions such as decision-making, conflict-resolution and communication in details -
- 5) to prepare case-studies of HH and LL patterned school principals.

The necessary data were gathered from 60 selected schools of South Gujarat (which consisted of 60 principals and 300 teachers only) with the help of the tools viz. Leadership behaviour description questionnaire (Halpin and Winer), Administrative behaviour description scale (Ohio State University), Self-rating scale (Shuster and Wetzeler), value-tool (Sister Stella) and the three tools which are of indigenous nature and which are standardized and prepared by the investigator himself on the functions such as - decision-making, conflict-resolution and communication.

The data collection was done on the basis of 'Selective Sampling' generally on the basis of cooperation and support extended by the schools for providing the data. Moreover, grant-in-aid and the school pattern in Gujarat is generally the same, hence the 'Selective-Sampling' is chosen by the investigator.

The data-collection was done personally by the investigator by administering various tools such as Leadership Behaviour Description Questionnaire, Administrator Behaviour Description Scale, Self-rating scale, Value-tool and questionnaire on the various functions such as decision-making etc.

The data-collection was further followed by the consecutive interviews of selected schools' principals which were taken for the indepth-case-studies viz. of High Initiation and High Consideration and Low Initiation and Low Consideration patterns only.

The data was analysed quantitatively as well as qualitatively.

Principals were formed into four patterns of leadership behaviour. The administrative behaviour and the values possessed by them were studied by applying statistical procedures such as t-tests and co-relations etc.

Next, the functions such as decision-making, conflict-resolution and communication were studied in details by applying statistical procedure such as t-test between the two groups only viz. (1) HH and LL patterns in order to detect the sharp distinction between these two groups' modus-operendi.

Principals' values were studied and their profiles are prepared after their case-studies. Case-studies are restricted upto the three schools of HH patterns and three schools of LL patterns only in order to fathom deeper and deeper into their school problems during case-studies and to make a qualitative analysis.

6.2 FINDINGS :

- 1) Administrative behaviour is related to the leadership behaviour. Those principals who have scored high on leadership behaviour have scored high on administrative behaviour and vice-versa. There existed a significant difference at 0.01 level.

- 2) The values possessed by High Initiation and High Consideration and Low Initiation and Low Consideration patterned principals were more or less the same. They did not show any significant difference at 0.01 level, except on the value called 'competance'. Thus not all values lend itself to making the principal effective one. Values are powerful motivators, but not all values. Only 'Competance' was found effective one.

- 3) In the Baroda District, the percentage of principals manifesting the High Initiation and High Consideration leadership behaviour pattern is the highest (36%) and the principals manifesting the Low Initiation and Low Consideration pattern occupies the second position (30%), followed by the

High Initiation and Low Consideration (18%) and Low Initiation and High Consideration (16%) patterns. Principals were clustered at two extremes leaving the middle positions sufficiently vacant.

4) The case-studies have confirmed that in schools having principals with the HH leadership behaviour pattern, the climate was Open, Paternal and Autonomous. Such schools were pruned towards innovations; while the schools which had principals with LL leadership behaviour pattern, the climate was Closed and Controlled, teachers' morale was low and they have shown the signs of decay and deterioration.

5) HH and LL patterns of principals did differ significantly (at 0.01 level) in their 'Initiation' and 'Consideration' aspects of administrative behaviour.

6) HH and LL patterns of principals differed significantly in all the four components of administrative behaviour viz. communication, organization, Representation and Integration at 0.01 level.

7) Both the groups (HH and LL groups) differed significantly at 0.01 level in the way of resolving their conflicts, in the manner of communication and in the art of decision-making.

8) Values do need a nurturing atmosphere and this was seen in the number of case-studies where the values of the principals were seen as being strong, but still the principals were not able to use their full potentials (Refer profiles-IV and V). On the contrary such leaders of HH patterned were converted into the LL patterned principals (Refer profile-VI).

9) The case-studies have shown that the administrative behaviour and leadership behaviour have been found to be significantly related to the organizational climate. In otherwords, suffocative, dull and inhumane organizational climate and low morale within the staff could not generate an effective leadership as well as administrative behaviour. (Refer case-studies of LL patterns).

10) Effective leadership could generate high teacher and pupil morale, improve instructional programmes, and create a healthy working condition, whereas, the ineffective leadership behaviour of principals could lower teacher as well as student morale, could nurture poor discipline, degenerate standards of teaching and create a suffocative atmosphere which is characterised by the lack of enthusiasm, in teachers and students, teachers feeding up with their principals and were exuberant with overt as well as covert, internal as well as external stifes, lack of proper communication channel and immature decisions.

11) Case-studies have revealed that the situational and reality-centred leadership is the best type of leadership.

12) There was no relationship between the teachers' rating of the principals and self-ratings of the principals on the dimension called consideration.

13) There was a very high negative relationship between the ratings of the teachers' and the self-ratings of the principals on the dimension called 'Initiating Structure'. That the principals have rated themselves very high on this dimension while teachers perceive them inversely.

Such are the major findings of the present study. It can be said that all the specific objectives which have been formulated in the present study have been fulfilled during the course of this study. The study answers a pertinent question as to what is the desirable pattern of leadership in secondary schools and it provides a definite pointer to the fact that it is the High Initiation and High Consideration pattern which makes the leader effective. HH pattern is not only highly task-oriented, but is also highly humane, considerate and manifests a high degree of human relationships. Effective principals exhibit high skills in their decision-making, conflict-resolution and communication functions too .

Thus, it can be rightly summarised that the leadership behaviour is not independent of school climate and the staff-morale. Though leadership behaviour affects school climate, the school climate also affects leadership behaviour significantly as has been proved by the case-studies of LL patterned principals.

Similarly, communication-functions, conflict-resolutions functions and decision-making functions - all affect the leadership behaviour. In otherwords, the principals of HH and LL patterns show a demarkedly sharp difference in executing these functions in their day-to-day school organizational behaviour.

A characteristic difference between the Low Initiation and Low Consideration and High Initiation and High Consideration patterned principals that was noticed was that the principals of HH pattern were creative ones and the difference between the non-creative and the creative principals was precisely this : "the one deals with problems discovered by others, the second deals with problems he himself discovers" - says J.W.Getzels (1957). The non-creative administrator waits for problems to happen, he deals with expedient change. (Expedient change means - reaction to maintain the stability of the system). The creative administrator deals not only with presented problems but with discovered problems as well, and he achieves essential changes, change which is not merely enforced (accomodations to external pressures) or expedient but which is founded in need, creative imagination and in principle. Thus, the effective principals often try to maintain an organizational equilibrium, in the words of Getzels (1957) - "Though the salient feature of a successful organization, from one point of view, is its STABILITY, from another point of view - it is its MUTABILITY - to undergo change in both its external and internal relation".

Less creative principals have more technical skill and information, but the creative principals do possess alongwith technical skills and information - a special view (high consideration aspect and values like beauty etc) towards problem situations - that too - discovered problems wherein no precedence has occured and no historical evidence exists. It is here that the HH and LL patterned principals differ in their conflict-resolution functions. In the case of presented problem situation - the problem has a known formulation, a known method of solution and a known solution, while for the discovered problems - there is nothing certain.

If a simile is to be given, it can be said that the non-creatives are like the detective who begins with a presented crime and only then investigates it. He waits for problems to happen - and accordingly restricts his and organization's activity only to enforced/expedient change.

But ironically enough, we never judge the administrator from this point of view. Indeed, one of the shibboleths of administration is that the good administrator is one who, as the saying goes, can keep his nose clean and does not look for the trouble i.e. he does not seek to discover problems. In this case, the good administrator is one who deals with what is called enforced change and expedient change, but not with what is called essential change.

In the early sixties, Paul Torrance reviewed over 50 studies based on Traits congenial to Creativity and eventually came up with a list of 19 traits rated as closest to the 'ideal' creative personality.

The list is given below -

Courage and Independence :

- 1) Courageous in convictions.
- 2) Independent in thinking.
- 3) Independent in judgement.
- 4) Unwilling to accept say-so.

Risk-taking :

- 5) Willing to take risk.
- 6) Adventurous.
- 7) A self-starter.

Persistence :

- 8) Persistent.
- 9) Determined.

Self-Sufficiency :

- 10) Becomes preoccupied with tasks.
- 11) Self-confident.
- 12) Self-assertive.

Inquisitiveness :

- 13) Curious.
- 14) Always asking questions.

Complexity :

- 15) Intuitive.
- 16) Visionary.
- 17) Emotionally sensitive.
- 18) Strives for distant goals.
- 19) Attempts difficult tasks.

The present list tallies with the characteristics and qualities the investigator has noticed in the High Initiation and High Consideration patterned principals. The creative person pioneers, seeks to do new or novel things in novel ways. These are intrinsically risky activities that often invite a good-deal of criticism or opposition from those wedded to the status-quo. Thus, the creative person needs a good deal of courage, independence and ability to take risks. Failures in such novel activities may be frequent. Thus persistence and self-sufficiency are needed. In doing something creative, one needs to be very open to ideas and one must seek a good deal of information. Thus, the creative person must be inquisitive. Finally, creation requires a high degree of psychological complexity - ability to visualise a new order of things, ability to intuit or grasp the basics, a capacity to be moved by higher emotions, the endless search for the elusively aesthetic or true or good.

A Sanskrit treatise called हितोपदेश has also recorded some of the qualities of a leader. They are as follows:

- 1) Leader should assign the work as per the inclination of the followers. This involves a psychological judgement and requires an art of perceiving the likings and dislikings of the followers.

यस्य यस्य हि यो कावस्तेन तेन हि तं नरम् ।
अनुप्रविश्य भेदात् क्षिप्रमात्मवशं ज्ञेयम् ॥ ५८ ॥

Thus assigning right work to a right person at a right time and place and to the right proportion involves intelligence of a leader.

यो यत्र कुशलः कार्ये तं तत्र विनियोजयेत् ।
कर्मस्वहृत्कर्म यः शास्त्रज्ञो ऽपि विमुह्यति ॥

- 2) A leader should try to assess a person personally. He should not form any opinion about anyone on behalf of a 'hearsay' and without himself verifying the facts. He should rely upon the first-hand information and must experience the facts personally.

न परस्यापराधेन परेषां दण्डमानयेत् ।
आत्मना ऽवगतं कृत्वा बद्धीयात् पूजयेत् वा ॥ १२३ ॥
गुणदोषानिन्द्रित्य विधिर्न गृह्णिगृहे ।
स्मनाशाम यथा न्यसो दर्पित्सर्पिमुने करः ॥ १२४ ॥

- 3) Moreover a leadership should depict following qualities - that a leader should possess qualities such as e.g. knowledge about the traditions as well of the world-affairs, pure nature, powerful, followers of rules and regulations, disciplinarian, if he possesses these qualities then only he will be a successful leader.

Moreover, if the leader does not possess the qualities like - truth, piety, compassion and sacrifice, he is blamed in the world loudly.

At the same time if the leader possesses these characteristics such as - equanimity over the pleasure

& displeasure, firm faith in the scriptures and various theories, and always worrying about the welfare of the minions (followers) then he becomes victorious-definitely.

कुलचारजगत्कारैरतिशुद्धो प्रतापवान् ।
 धार्मिको नीतिकुशलः स स्वामी युज्यते भुवि ॥ १३० ॥
 सत्यं व्रतं च दया त्यागो भूपत्यैते महागुणाः ।
 एतैस्त्वक्तो महीपालः प्राप्नोति खलु वाक्यताम् ॥ १३१ ॥
 हर्षशोका यतो ह्यस्य शास्त्रार्थे प्रत्ययस्ताथा ।
 नित्यं भृत्यानुपेक्षा च तस्य स्वाद्धनदा धरा ॥ १३२ ॥

- 4) An effective leader should always encourage his staff through various motivations, rewards etc.

कृतकृत्यस्य भृत्यस्य कृतं नैव प्रणाशयेत् ।
 फलेन मनसा वाचा दृष्ट्या चैव प्रहर्षयेत् ॥ १३३ ॥

Leader should always be grateful to his followers for the grand success that he is getting, He must be able to generate a 'we feeling' among the staff, otherwise, his staff will be discouraged and its morale will go down. Similarly in one verse, it has been beautifully described - what 'bad' qualities an ineffective leader possesses.

अप्रसादो ऽन्धिष्वानं देयं शहरणं च यत् ।
 कालमापो ऽप्रतीकारः तदुन्मत्स्य कारणम् ॥

They are - non rewarding his staff, lack of leadership acts, taking back whatever is given first and bestowed upon the staff, killing time unnecessarily in rewarding his staff, being inactive in removing pains of his followers.

Such a behaviour causes a feeling of indifference for the leader on the part of the followers. Hence, one must shun from such 'bad' qualities.

6.3 SUGGESTED AREAS FOR FURTHER RESEARCH :

The present study draws its sustenance - its data - from the perceptions of teachers and principals only. Teachers and principals are no doubt-crucial components, but pupils, guardians, school management, community pressures and the role of the state and central Govt. have equally vital importance in shaping leadership behaviour patterns, school climate, teacher morale, school innovations and school's pursuit of academic excellances. Moreover, several factors such as economic, political, social, ethical and moral values - too become crucial determinants in deciding effectiveness of school principals. Therefore, the problem of the characteristics of effective leadership behaviour should be studied on a larger plane and in the context of the diverse and complex operative factors. The present problem can be further investigated using the perceptions and interactions of the above mentioned factions. Thus the same study should be made with inter-disciplinary approach.

Below is given a list of suggestions which is, of course, not all inclusive, but can be said to be a directional for the further studies.

- 1) Principals require orientation courses on leadership behaviour. (if they are given, Low Initiation and Low Consideration patterned schools in this study could have been saved).
- 2) Every school should be evaluated every year so that the school's improvement may be affected on the basis of appraisal (if Low Initiation and Low Consideration schools have been evaluated in the present case, they would have stopped further deterioration).
- 3) Every school needs a staff-development programme as it generates good morale (such programmes would have saved Jeevan Sadhana and New Era Girls).
- 4) There should be district-wise norms for 'Excellence' on the basis of school's various aspects such as school building, curricular activities, co-curricular activities etc; so that schools low in one aspect can visit that school which is high in that aspect.
- 5) There should be a 'research-bureau' attached with each city and district like in management sciences so that the 'sick-schools' can be studied like sick-mills which are studied by the management institutions.
- 6) A detailed case-study programmes can be chalked out for the LL patterned schools with special reference to its decision-making, conflict-resolution and communication functions and values they cherish.

7) Experimental studies on the effectiveness of different techniques and approaches as well as different programmes of the professional training could also be planned and implemented. Such studies will have practical utility.

8) Studies on teachers', students', guardians' and education department's expectations about school principals with reference to their 'effectiveness' would also be interesting and helpful. Teachers' expectations about their principal have a vital bearing on school climate, staff morale and school quality. Even leader's success too depends on the type of followers he gets. This has been borne in by this present study.

9) There is a need to develop different theoretical models for leadership (one is presented here on Page No. 390 by the researcher himself), climate, morale etc. based purely on our Indian scriptures such as Munu-Smruti, Mahabharat, Ramayana and Arthashastra of Kautilya. This will give 'Indian-ness' to the theory of educational administration which will be worthwhile from the indigenous point of view. The variety of models are needed because, in a vast country like India, where school situations are diverse and complex from district to district and from State to State, one model may not work for all States, for all situations. Different models will have to be tried out. Such models could be first theoretically prepared and experimentally tried out.

Thus, there is a good deal of scope for further research in the area of present investigation.

6.4 CONCLUSION :

It is borne in mind that although situational and temporal elements will have implications for the type and style of effective leadership, there are some constant factors in effective leadership which is the central goal of this investigation. The challenge to every school administrator is to provide for educational experiences through administration which takes account of both-task and human dimensions of the organisation.

This study reflects upon some common characteristics of behaviour that seem to be common for all successful principals.

Thus :

1) The successful principals are strong leaders. They are imbued with a vision, are committed to a mission and they want to forge ahead by securing achievements for themselves and for others. They are highly ambitious and achievement-oriented. Effective principals require to have a certain degree of 'clairvoyance' and forecasting ability. They must sense the situation before hand.

Moreover, their behaviour should be based upon the sound and practical philosophy or theory which will help them in analysing the situations. - Knowing positive as well as negative points/aspects exactly. This is very much helpful in the decision-making process.

2) On the practical level they seem to possess the ability to lead the staff in planning, implementing and evaluating processes, help them ⁱⁿ the improvements in the school's curricular, co-curricular and extra curricular activities.

3) They maintain a positive attitude towards their staff and pupils. They are able to meet people frequently try to get at their problems quickly and try to render solutions effectively.

4) Above all, effective principals seem to have achieved an integration of their roles. This integration is successfully carried out where the overall unity in the Thought-Speech and Action is present and where the behaviour of a person can be predictable. Says one in Sanskrit -

कर्मव्यन्यत वचस्यन्यत मनस्यन्यत दुर्वात्मनाम् ।
कर्मव्येकं वचस्येकं मनस्येकं महात्मनाम् ॥ - हितोपदेशम्.

Meaning : "A person with ill-character differs in his action, speech and thought, while a person with superb character exhibits high integrity with his mind, speech and action".

An effective principal involves teachers into the formulation of rules and regulations so that his decisions will not be autocratic and arbitrary. He should be vigilant to see that he sounds 'genuine' in his utterances and appears to be so in his acts. It would be a sad thing if he leaves an

impression on his colleagues that he is not concerned with their social and psychological problems and needs. When the staff finds him 'phony' in his leadership behaviour, they lose faith in him and the organization begins to wear a climate for which, according to Halpin, the best prescription is 'radical surgery'.

5) It has also been found out that the values that the principal possesses, make him positive.

6) Most of the effective principals adopt the principle of 'Flexibility'. The principal's particular set of abilities, the particular circumstances in which he works and behaves, has a strong bearing upon his success. This indicates that the principal should behave according to the situation that arises. At times he will have to raise himself on one dimension and at times he will have to raise himself on the other dimension of his leadership behaviour, the total impression being balanced on both the dimensions at high altitude. Lord Krishna's is the classical example of the 'styli-flex' leadership behaviour in comparison with Lord Rama's static and integrated leadership.

Effective leader is always a highly flexible person. Depending upon the situation, he can either criticize the actions of teachers or go out of his way to help a teacher. He possesses the flexibility to be genuine in showing control or compassion in satisfying the social needs of teachers. He is 'all of a piece' and therefore, can function well on either direction. He does not do all the works himself because he has

the ability to let appropriate leadership acts emerge from the group of teachers. He is having a full-fledged control over the school situation.

7) The effective principal often remembers that the school leadership is not the monopoly of the principal alone. At certain occasions teachers' and supervisors' leadership will also have to be encouraged and recognised. Under no circumstances the principal should try to curb down the leadership of his colleagues whenever their leadership is desirable in the interest of the school. 'बालादि सुमापितं ग्राह्यम्' says मनुस्मृति - 'one must learn even from a child'. The principal should learn to recognise and respect the abilities, fair-competitions and motivations of his colleagues, teachers and should learn to nurture the leadership skills in them.

8) An effective principal is a sincere and selfless personality. He will always guard himself, lest he will give an impression that he is selfish. It is not difficult for teachers to fathom leader's insincerity, selfish and wicked designs. He should not try to snatch all credit for good work to himself rather should pass it on to the staff. He should do nothing to terrorise or to put to inconvenience the young teachers. He should be smiling and cheery, be informal with their teachers. Teachers should feel no tension or awkwardness in meeting him. He must be a dependable.

9) An effective principal has to improve upon his two dimensions of leadership behaviour. As an administrator, he has to fulfil certain expectations of the society, of the school management, of the pupils of the teachers etc; etc; But he can't be autocratic or authoritarian. He must get the things done through other people viz : teachers, parents, students, management etc; For that he has to establish a good channel of communication, must know how to take appropriate decisions and how to resolve conflicts efficiently, in a most balanced way.

As a school administrator or manager, he has to handle the myriad routine details connected with the day-to-day operations of his school. Even the most conscientious principal sometimes feels himself bogged down in these 'nuts & bolts' chores, and the frustration which he experiences as a result of that can seriously impair the effectiveness of his overall leadership in his school, but the effective leader manages office duties in a better ways.

Thus an effective leader knows both the art and science of accomplishing his purposes through other people, that too, without jeopardizing the intactness of or integrity of the group. Thus he is able to achieve both goal - achievement and group-maintenance.

10) An effective principal with High ⁺Initiation and High Consideration pattern will always resorts to the remedial

measures, such as inservice programmes for the teachers, induction of educational philosophy and sociology among the staff members through arranging extra-morale lecturer etc.

Such a leader will never fall a prey to this erroneous ideology and action-patterns by which he feels that as he sits on the 'principal's chair', he has all powers and authority to decide things in the school of his own sweet will. On the contrary effective leader will always see to it that the school programmes do not degenerate into all instruction and no other experiences for personality-development, motivation-increment etc. It does not suffice for a school principal to spur his teachers only to hard work and achieve best results, without letting frictions and conflicts develop among the members and himself.

11) Effective principals are highly trained in the human skills and relationships. The consideration dimension means-behaviour indicative of friendship, mutual trust, respect and warmth in the relationship between the school principal and his colleagues. Values help to develop attitudes of this kind through behaviour. There are some principals who put on external behaviour to show that they are considerate to their staff but, their consideration is what Halpin (1966) aptly describes as 'spray-gun-consideration'. This behaviour is typified by the PTA smile and by the oily affability dispensed by administrators at faculty picnics and office party. Promiscuous 'consideration' defeats its purpose by its very

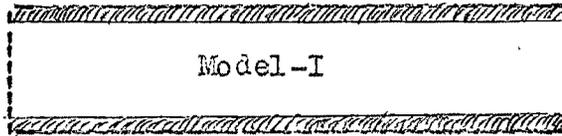
promiscuity. It must be impressed upon school principals through panel discussions, role-playing, case-studies, situational analysis that genuine consideration must be focused upon the individual recipient and must be used to his requirements at a particular time and place.

12) Effective principals are highly sensitive. They are quite sensitive to judge how their own behaviour affects the behaviour of their teachers in goal-achievement and group-maintenance, group morale, teachers' job-satisfaction and on their psychological and social needs. Such a leader will give them due recognition, opportunity for academic adventures in experimentations and school innovations, create an atmosphere of love, affection, sympathy, mutual trust, respect, faith in their intrinsic worth etc; make them feel assured, secured and happy, will solve their personal problems and create in them the sense of 'we-feeling'. He should not hesitate to do personal favours to teachers in their hour of dire needs, even teachers will readily confide in him their personal needs and problems.

13) Principal's behaviour represents an appropriate integration between his own personality and the role he is required to play as a principal. This identification of goals helps him in conflict resolutions. This is depicted by showing three models which were specially devised for that by the investigator.

I) An average principal :

Area of Principal's accomplished duty or behaviour.

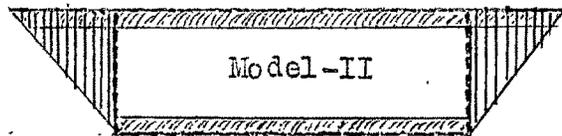


Both match perfectly
(Regular duty-
fulfilling) principal.

Principal's expected duty : Organizational set-goals.

II) An efficient principal-produces over and above the set goals of an organizational : (HH patterned principal).

Area of Principal's completed behaviour.

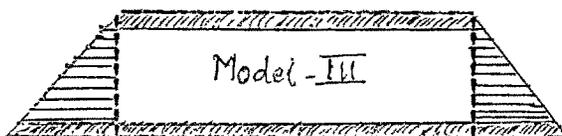


area of effective organization.

Organization's set goals - principal's expected behaviour.

III) The least effective behaviour of the principal who is unable to fulfil even the set goals of an organization. He falls short of their requirements :

An area of Principal's accomplished duty. (LL patterned principal).



Area left untouched during administration.

Organizational assignments.

The organization does not exist for itself, unlike a family, it is not an end in itself. Hence, the principal on his leadership role is committed to fulfilling the tasks the institution has set for itself. Educational institution is visualised as a social system. Hence, participation and consultation in the decision-making and conflict-resolution

process by the staff will lead to ego-involvement, ego-satisfaction and integrate the behaviour of the individuals with the activities required by the formal organization for goal-attainment. The rationale is that if the individual identifies with an end-product and is committed to attaining it, he will be more motivated to exert additional energy and initiative towards that end.

14) Effective principal possesses (a) the ability to delegate, (b) capable assistance and assistants, (c) faith in the competence of others and (d) concentration upon priority goals. He used to devote his time at top priority areas which he used to reorganise or reorder as per the institution's needs. Herein, his capacity as a decision-maker is tested.

15) Personal values of the principal are important and decisive in his functioning as head of educational institution. The existence of both personal and environmental blocks is recognised, but considering the personality of the principal, the kind of values he ascribes to and how he has clarified them is closely related to his effectiveness.

Effective principal does possess some values which act as the motivating factors. A value-system always consists of a cluster of values arranged in rank-order. Not all values are equally important to an individual. Some are central and lie at the core of the personality. These are the core-values, these pre-designated choice criteria influence all other choices.

Thus principal's value-system assists him in decision-making processes.

Principal whose value-system manifests a coreness achieves relatively higher degree of institutional effectiveness. The effective principal possesses the knowledge of the basic philosophy of education. He creates a nurturing atmosphere for value-inculcation deliberately. Thus effective principal establishes priorities, clarifies values and communicates them successfully to all concerned.

16) An effective principal helps his new teacher adjust to the school and to the requirements of his classes, while the ineffective head adopts the casual 'Sink or swim' attitude towards the new-commer in the school.

An inefficient principal adopts the general policy of indifference to the young teacher's needs, and also prompts in pointing out his errors and inadequacies, the effective leader always works as a colleague, an adviser, as a director of the teachers in his subject area and always encourages their creativity and enthusiasm.

17) The effective principal himself actively engages in teaching, only a portion of his time is devoted to his administrative duties. His participation in an act of teaching makes him 'one of the group'-a senior colleague - rather than a

distant authority and fearful figure. Teachers are thus less apprehensive about bringing their problems to him, whether these involve planning lessons, selecting materials etc. and try to seek his opinion and advice actively.

The school improvement programme really seems to be difficult and challenging. The principal and the schoolmen should prepare for the thrust, work to acquire knowledge not only for leadership but of the ways in which it can best be put to use in consonance with school improvement in multifarious dimensions. Even the B.Ed. colleges need to re-shuffle their courses in the area of 'Educational Administration' in the context of the leadership that their product is expected to manifest in school, and should see that characteristics of effective leadership behaviour are generated in them during the in-service or pre-service training itself.

If an awareness to this end is created among the school administrators and teacher educators, it would be presumed that the studies like the present one have fulfilled their purposes.

In short, though there are many types of leaders, we need a different kind of administrator who is neither benevolent nor despotic, who is neither too sentimental about human relations, nor too ruthlessly efficient, but productive in the sense of successful achievement of educational goals and objectives. He should try to reorganise the old structures

of educational institutions which were found to be obsolete, slavery-oriented and bureaucratic in its nature. Today we want that sort of administrator who is not impersonal in character but more personal and human-relation oriented. Humane approaches are taken for solving human as well as personal problems with the expectations of the generality of people, because it is that leader who is the real creator of the climate.

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