CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

Chapter Three has described all the details regarding the methodology of the present study. This chapter presents analysis and interpretation of the data objective wise. The investigator has used quantitative and qualitative techniques for the analysis of data collected for the present study. The analysis and interpretation of data is presented objectivewise in different sections.

Section-I describes about the measurement of the level of competencies of 40 secondary school educational managers of Baroda city under different management types namely, government, government-aided and private un-aided in the eight functional areas. It also presents information regarding the effect of principals' personal variables like age, gender, experience and qualification on their level of competency. This section also includes barriers encountered by the 40 secondary school educational managers pertaining to the eight functional areas.

Section-II comprises of the profiles of the four effective educational managers of Baroda city and is presented in the form of case-studies.

4.2 SECTION - I

A. MEASUREMENT OF THE LEVEL OF COMPETENCIES OF SECONDARY SCHOOL EDUCATIONAL MANAGERS

The investigator has collected data regarding the competencies of secondary school educational managers in eight functional areas with the help of the `Managerial Effectiveness Scale'. The Mean score was calculated for the principals' own perception and the teachers' perception of their principals in the eight functional areas. This is persented in a tabular form area-wise under three different management types.

TABLE - IV

MEAN SCORES OF TEACHERS' PERCEPTION OF THEIR PRINCIPAL AND PRINCIPALS' OWN PERCEPTION IN THE AREA OF PUPIL DEVELOPMENT

Types of School Management	Mean of Teachers' Perception	Mean of Principals' Perception
All schools	40.27	46.82
Government	40.6	49.0
Private-unaided	43.16	47.6
Govt.-aided	37.05	43.86

From the Table IV it can be interpreted that the principals in all types of school, in this area are performing in a good way. This rating was obtained by converting the scores on a five point scale. The Mean score of teachers' perception i.e. 40.27 was divided by the total number of statements i.e. 11 in this area. The score was 3.66. Similarly, the mean score of principals' perceptions

was found to be 4.25. The mean of these two scores was 3.9 which indicated that their performance was good. Similarly score 1 would have indicated poor, 2 below average, 3 average, 4 good as above and 5 excellent. In the case of goverment school the Mean score of teachers' perception and principal's own perception are good. The same trend is evident in the case of private un-aided and government-aided schools. Thus on the whole in the area of pupil development principals were found to be performing in a good way. However among the three management types, principal of government school was found to be the best performer. Moreover in case of all the three management types Mean scores of teachers' perceptions was found to be less than the Mean scores of principals' own perception.

In the area of pupil development, teachers from govt.-aided schools perceived that principals made sure that school rules were followed and discipline was maintained. Principals further motivated their students for better learning. The principals' own perception was in consistency with the above. In private-aided schools the teachers perceived that principals ensured maintainance of school rules and discipline. The teachers felt that principals also help students to secure neat and clean environment. The principals' own perception on the above was also the same. In the government school teacher's perceived that rules and regulations were being followed. They expressed further that principals helped students to secure neat and clean

environment and motivated them for further learning. The principal also perceived the same.

The teachers of govt.-aided schools perceived that the principals' role in effective development of school guidelines for student conduct and its effective communication to students needs to be improved. Moreover, they need to look into the arrangement of remedial measures for needy students.

The principals' perception in govt.-aided schools were in agreement with the teachers' perception. The teachers of government school perceived that the principal should play a more active role in counseling and motivating students for better learning. They further felt that he should ensure that all classes are engaged properly.

TABLE - V

MEAN SCORES OF TEACHERS' PERCEPTION OF THEIR PRINCIPALS AND PRINCIPALS' OWN PERCEPTION IN THE AREA OF PERSONNEL MANAGEMENT

Types of Management	Mean of Teachers' Perception	Mean of Principals' Perception
All schools	95.1	117.6
Government	92.0	122.0
Private unaided	101.86	120.6
Govt. aided	91.44	110.25

The trend that emerges from Table V above indicates that the over-all competencies of principals i.e of the government, private-unaided and government-aided schools in

personnel management is good. To get this rating the Mean score of teachers' perception i.e. 95.1 was divided by the total number of 28 statements in this area. The score obtained was 3.39. Similarly, the Mean score of principals' perception was 4.2. The Mean of these two scores was 3.7 which indicated that their performance was good. However the teachers' perception and the principals' own perception of private-unaided schools indicate that the prinicpals are more competent in this area compared to the principals of other two management types. Moreover in all the three management types the mean scores of teachers' perception was found to be less than the mean scores of principals' own perception.

The teachers of government-aided schools perceive that principals follow fair recruitment norms and prepare balanced time-tables. Further principals ensure that courtsies are extended to the staff. The principals' own perception indicates the same.

In private-unaided school teachers are of the opinion that principals show courtsies to the staff and they communicate with clarity and specificity. The maintainance of service-record of staff are looked into carefully by the principal. However the self perceptions of principals differ and they feel that opportunities are provided to the teacher for participative decision-making and works in co-ordination with the staff for formulating plans for evaluating and reporting student progress. He deliberately shares all relevant information with the staff.

The teachers of the government school perceive that the principal follows fair recruitment procedures and maintains records of staff and students. He also conducts staff-meetings at regular intervals. The principal perceives that his preparation of time-table is balanced and allocation of work is done keeping the individual's interests in mind.

The principals of government-aided schools do not make an effort in encouraging teachers to become members of organizations and in organising in-service training programmes. Further they need to improve in conducting PTA meetings. The principals' perceive that they are unable to utilize the services of teacher organizations effectively. The principals' own perceptions regarding organization of PTA meetings and In-service Training for the staff is consistent with the teachers' perception.

The teachers of private-unaided schools felt that they are not being encouraged to participate in-service training programmes nor it is being organized by the principal. Further he is not promoting self-initiated professional development activities of the staff.

The goverment school teachers perceived that the principal did not ensure the staff's understanding of the administrative decisions made. The services of the teachers organisation was not utilised effectively by him. The principal was further found not to be promoting self-initiated professional development activities of the staff.

TABLE - VI

MEAN SCORES OF TEACHERS' PERCEPTION OF THEIR PRINCIPALS AND PRINCIPALS' OWN PERCEPTION IN THE AREA OF SCHOOL-COMMUNITY INTERFACE

Types of School Management	Mean of Teachers' Percetion	Mean of Principals' Perception
All schools	42.7	51.06
Government	42.07	55.0
Private- unaided	44.6	50.6
Govt.-aided	41.08	47.58

The Mean scores in Table VI reveal an over-all trend that the princials of all schools i.e. government, private-unaided and government-aided schools possess an average level of competencies. This rating was obtained by dividing the Mean score of teachers' perception i.e. 42.7 by the total number of 13 statements in this area. The score obtained was 3.2. Similarly the Mean score of principals' perception was 3.9. The Mean of these two scores was 3.55 indicating that their performance was average. It can also be interpreted that the principals of government and private-unaided schools are performing better in this area than the principals of government-aided institutions. However in all the three management types of school the mean scores of teachers' perception is lower than the principals' own perception.

Teachers of government-aided schools perceived that principals are aware of community needs. The principals make a great effort in making parents feel valued and welcome and

with standpressure from the community. The principals' own perception reveal that they make parents feel welcome and valued and exhibit patience and perseverance with them. They harness available resources for the effective management of school plant.

The principals are aware of community needs and initiate activities to meet them, was revealed by the teachers of private-unaided schools. They are further capable of withstanding pressures from the community for student admission. The principals make parents feel welcome and valued and harness available resources for effective management of school plant, withstand pressure was revealed by principals' own perception of their competencies. The government school teachers were of the opinion that the principal asks parents for feed-back and suggestions for school improvement and is capable of withstanding pressure from the community. The principals' own perception was consistent with the above.

The teachers of government-aided schools perceived that principals' efforts in taking feed-back and suggestions from parents and involvement of industry and community leaders in school activities is not upto the mark. Whereas the principals' own perception revealed that they are unable to handle socio-political problems effectively and nurture two-way relationships between school and community. They also felt that they were unable to withstand pressure from the

community. The teachers of the government school felt that the principal is not initiating activities to meet community needs and does not involve industry and community leaders.

TABLE - VII

MEAN SCORES OF TEACHERS' PERCEPTIONS OF THEIR PRINCIPALS AND PRINCIPALS' OWN PERCEPTION IN THE AREA OF FINANCIAL MANAGEMENT

Types of School Management	Mean of Teachers' Percetion	Mean of Principals' Perception
All schools	32.6	34.5
Government	33.5	34.0
Private-unaided	34.0	35.6
Govt.-aided	30.31	33.94

The clear trend that emerges from Table VII is that overall the principals of all schools i.e. the three management types were found to be performing in a good manner. To get this rating, the Mean score of teachers' perception i.e. 32.6 was divided by the total number of 9 statements in this area. The score was 3.6. Similarly the Mean score of principals' perception was 3.8. The Mean of these two scores was 3.7 indicating that the principals possessed a good level of competencies in this area. However the principals of private-unaided institutions were more competent than the other two management types. Moreover in this functional area of financial management the Mean scores of teachers' perception of their principals was lower than the principals' own perception although the difference was only minimal.

The teachers of the government-aided schools were of the opinion that principals make judicious use of financial resources and have knowledge of different kinds of budgetary procedures. They also maintain records of students. The principals' own perception of their competencies is consistent with the above, but in addition they feel that budgets are prepared for each school activity.

The principals make judicious use of financial resources, and maintain students records was perceived by teachers of private-unaided schools. The principals' own perception revealed that they have knowledge of different types of budgetary procedures and budgets are prepared for school activity and they do planning for purchase and payment.

The teachers' perception of principals of government schools revealed that the principal ensures that budget are prepared for school activity, does planning for purchase and payment of staff in advance and maintains student records.

The teachers of government-aided schools perceived that the principals need improvement in planning for purchase and payment of staff, mobilization of resources from the community and organizing traditional fund raising activities. The principals also perceived themselves to be in agreement with the above.

The teachers of the government school were of the

opinion that principals are not mobilizing sufficient resources from the community and nor they are organizing traditional fund-raising activities. The principal also perceived the same about himself.

TABLE - VIII

MEAN SCORES OF TEACHERS' PERCEPTION OF THEIR PRINCIPALS AND PRINCIPALS' OWN PERCEPTIONS IN THE AREA OF CURRICULUM IMPLEMENTATION AND MANAGEMENT OF INSTRUCTION

Types of School Management	Mean of Teachers' Percetion	Mean of Principals' Perception
All Schools	38.2	44.9
Government	36.4	45.0
Private-unaided	41.6	46.6
Govt.-aided	36.74	43.27

It can be interpreted from Table VIII that over-all principals from all schools i.e. the three mangement types of schools possess good level of competencies. This rating was obtained by dividing the Mean score of teachers' perception i.e. 38.2 by the total number of 11 competency statements in this area. The score obtained was 3.4. Similarly the Mean score of principals' perception was 4.08. The Mean of these two scores was 3.7 indicating that principals performed in a good way in this area. However the principals of private-unaided institutions are found to be better than the principals of the other two management types. Moreover in all the three management types of school the mean scores of teachers' perception of their principals is lower than the principals' own perception.

The teachers' perception of government-aided schools revealed that the principals provide instructional resources and material, organize differnt co-curricular activities and ensure effective assessment of student's work. The principals' own perception revealed that they conduct periodical get-togethers with staff in order to solve teaching problems, emphasize on student-centred learning approaches where ever possible and organize different co-curricular activities. Modification of curricular instructional procedures along with providing instructional resources and material to teachers, was effectively undertaken by principals according to the perception of private-unaided school teachers. The principals took an active interest in organizing co-curricular activities. The principals' own perception of their competencies was in total consistency with the above.

The teachers of government schools felt that the principal conducted periodical get-togethers with the staff in order to sort-out problems in teaching and ensured assessment and correction of pupil's written work. He further organized co-curricular activities for students. The principal himself perceived that he took efforts in organising co-curricular activities.

The teachers of the government-aided schools were of the opinion that principals lacked knowledge of methods and techniques of teaching different subject and lacked

initiative in the discussion of new syllabus. The principals' own perception also revealed a lack of knowledge of teaching methods of different subjects and lack of organization of educational excursions.

The teachers of the government school perceived that the principal needs to take extra efforts in providing feed-back to the teacher for improvement, and for organizing educational excursions.

TABLE - IX

MEAN SCORES OF TEACHERS' PERCEPTION OF THEIR PRINCIPALS AND PRINCIPALS' OWN PERCEPTION IN THE AREA OF SCHOOL PLANT AND INFRASTRUCTURE

Types of School Management	Mean of Teachers' Percetion	Mean of Principals' Perception
All schools	37.9	44.97
Government	37.9	48.0
Private-unaided	40.3	46.0
Govt.-aided	35.67	40.91

The trend which emerges from Table IX above indicates that the principals of all three management types i.e. government, private-unaided and government-aided schools are performing with good levels of required competencies in this functional area. To get this rating the Mean score of teachers' perception i.e. 37.9 was divided by the total number of 10 competency statements in this area. The score was 3.7. Similarly the Mean score of principals' perception was 4.49. The Mean of these two scores was 4.05, indicating that principals possessed good competencies. The performance

of government and private-unaided school principals is found to be better than principals of government-aided institutions. The Mean scores of teachers' perception is found to be lower than the principals' own perception.

The perception of teachers of government-aided schools revealed that principals supervised maintenance of school complex, provided sports facilities and emphasized on effective and efficient use of the different resouces by staff-members. The principals' own perception of their competencies indicated that they supervised maintainance of school complex, took stock of school property from time to time and ensured regular supply of resources to staff-members.

In private-unaided schools the teachers were of the opinion that principals formulated and submitted purchase proposals to the management before the commencement of academic year and also ensured that resources were supplied to all staff-members and they developed library resources in schools. The principals perceived that they monitored utilization of capital equipments effectively and efficiently.

The government school teachers felt that the principal supervised maintenance of school complex, took stock of school property from time to time and developed library resources in the school. The principals' own perception was in agreement with the above.

The teachers from government-aided schools perceived that principals were unable to ensure supply of equipments and materials to teachers, did not emphasize on effective use of different resources and did not develop library resources. The principals' own perception about their competencies showed that they were unable to provide sports facilities and could not ensure effective and efficient use of resources by staff-members. The principals did not appraise existing facilities in the school continuously and did not ensure supply of equipments and materials to all staff-members was felt by the teachers of government schools.

TABLE - X

MEAN SCORES OF TEACHERS' PERCEPTION OF THEIR PRINCIPALS AND PRINCIPALS' OWN PERCEPTION IN THE AREA OF SCHOOL CLIMATE AND SCHOOL IMPROVEMENT

Types of School Management	Mean of Teachers' Percetion	Mean of Principals' Perception
All schools	29.67	36.32
Government	28.16	40.0
Private-unaided	31.8	35.6
Govt-aided	29.06	33.38

Table X reveals that over all the principals of all the three management types of schools are performing with good level of competencies. This rating was got by dividing the Mean of teachers' perception i.e. 29.67 by the total number of 8 statements in this area. The score was 3.7. Similarly, the Mean of principals' perception was 4.5. The Mean of these

two scores was 4.1, thus indicating that they were performing in a good way. However, the performance of the government school principal is found to be better than the other two management types. A similar trend that is visible in this area is that in all the three managment types schools, teachers' perception about their principals' competency is lower than the principals' own perception of the same.

The teachers of the government-aided schools were of the perception that the principals supported programmes which facilitates good climate, take expert opinion for school-improvement and follow their duties strongly. The principals perceived the same about themselves, however they also felt that they actively involve staff and students for the achievement of goals.

The private-unaided school teachers perceived that the principals actively involve staff and students in achieving goals and had clear vision for the future. The principals' own perecption revealed that they supported those programmes which facilitated a good climate and strictly followed thier duties.

The principal initiated different programmes for facilitating a positive and caring climate for learning, had clear vision for the future and took decisions for school's interest were perceptions of government school teachers. The principal also perceived that he took a keen interest in following his duties.

The perception of teachers of government-aided schools indicated that principals did not resolve conflicts adequately and did not have clear vision for the future and did not follow their duties strictly. The principals themselves were of the opinion that at times they were not able to take decisions for the interest of the school. The government school teachers felt that the principal was not able to resolve confilicts satisfactorily.

TABLE - XI

MEAN SCORES OF TEACHERS' PERCEPTIONS OF THEIR PRINCIPALS AND PRINCIPALS' OWN PERCEPTION IN THE AREA OF ADMINISTRATIVE METHODS AND PROCEDURES

Types of School Management	Mean of Teachers' Perception	Mean of Principals' Perception
All schools	23.9	27.76
Government	23.9	30.0
Private-unaided	24.26	26.6
Govt.-aided	23.71	26.69

Table XI reveals that in this functional area, the overall performance of the principals of all three management types of schools is found to be good. To get this rating the Mean of teachers' perception i.e. 23.9 was divided by the total number of 6 competency statements in this area. The score obtained was 3.9. Similarly the Mean of principals' perception was 4.6. The Mean of these two scores was 4.2 indicating that the principals possessed good competencies. The principal of the government institution is performing

better than the other two management types of schools. Though in all the three management types of schools the teachers' mean perception of their principals is lower than the principals' own perception, however this difference is minimal.

The teachers' perception of government-aided schools indicated that principals followed the norms strictly for holding public examinations, possessed abilities to deal with government queries and they were aware of rules and regulations of admission criteria. However the principals perceived that they strictly followed procedures for the recruitment of SC/ST persons and were also aware of procedures for opening of new classes according to government rules.

The perceptions of teachers of private-unaided schools was in total agreement with that of government-aided school teachers. However the principals' own perception of private-unaided schools revealed that they were aware of procedures for opening new classes and were also aware of admission criteria for different classes. The teachers of government schools perceived that the principals followed procedures for recruitment of SC/ST persons and were aware of admission criteria for different classes.

B. **THE EFFECT OF PERSONAL VARIABLES I.E. AGE, GENDER, EXPERIENCE AND QUALIFICATIONS ON THE LEVEL OF COMPETENCIES OF FORTY EDUCATIONAL MANAGERS OF BARODA CITY HAS BEEN ANALYSED.**

Association between Age and Competency

The association between age and competency has been analysed with the help of chi-square.

TABLE - XII

FREQUENCY AND PERCENTAGE-WISE DISTRIBUTION OF PRINCIPALS ACCORDING TO AGE AND COMPETENCY ALONG WITH CHI-SQUARE

AGE (BELOW MEAN) AND COMP (BELOW MEAN) = 6, 15.0
AGE (BELOW MEAN) AND COMP (MEAN AND ABOVE) = 15, 37.5
AGE (MEAN AND ABOVE) AND COMP (BELOW MEAN) = 8, 20.0
AGE (MEAN AND ABOVE) AND COMP (MEAN AND ABOVE)= 11, 27.5

AGE / COMP	BELOW MEAN	MEAN & ABOVE	TOTAL
BELOW MEAN	6	8	14
(%)	15.00	20.00	35.00
MEAN & ABOVE	15	11	26
(%)	37.50	27.50	65.00
TOTAL	21	19	40
(%)	52.50	47.50	100.00

CHI-SQUARE = 0.803, DF = 1
NOT SIGNIFICANT AT 0.05 LEVEL

According to the Table, XII the total No. of principals are divided according to their age and compentency level. Here the Mean of age is 48.6 and Mean of competency is 352.66. It is observed that 15% of principals are below the Mean of age 48.6% and below the Mean of competency i.e. 352.66. It was seen that 8 persons were below the Mean age and Mean and above competency level. 15 cases were observed with Mean and above of age and below Mean competency level.

11 cases were observed with Mean and above age and competency level.

In the table it was also found that chi-square value of 0.803 is not significant at 0.05 level with DF 1. Hence the observed result are close to those to be expected on the hypothesis of independence and so there is no evidence of any real association between age and competency of principals.

Further analyzing the table it was found that nearly equal number of principals were with below the Mean and above Mean i.e. 52.5% below the Mean and 47.5% above Mean of competency. But more principals were with the age of Mean and above i.e. 65% and rest i.e. 35% were below the Mean (48.6 yrs).

From the same table, it was also found that 15% and 20% of the principals were found in the categories of below the Mean of age, and below the Mean of competency, and below the Mean of a age and above the Mean of competency respectively. Similarly 37.5% of the principals were found in the category, Mean and above of age and below the Mean of competency, and 27.5% of the principals were found in the category of Mean and above of both competency and age.

Association between Gender and Competency

The association between gender and competency has been analysed with the help of chi-square.

TABLE XIII

FREQUENCY AND PERCENTAGE-WISE DISTRIBUTION OF PRINCIPALS ACCORDING TO GENDER AND COMPETENCY ALONG WITH CHI-SQUARE

MALE AND COMP (BELOW MEAN) = 10, 25.00
MALE AND COMP (MEAN AND ABOVE) = 17, 42.50
FEMALE AND COMP (BELOW MEAN) = 4, 10.00
FEMALE AND COMP (MEAN AND ABOVE) = 9, 22.50

GENDER/COMP	MALE	FEMALE	TOTAL
BELOW MEAN	10	4	14
%	25.00	10.00	35.00
MEAN & ABOVE	17	9	26
%	42.50	22.50	65.00
TOTAL	27	13	40
%	67.50	32.50	100.00

CHI-SQUARE = 0.327, DF = 1
NOT SIGNIFICANT AT 0.05 LEVEL

In Table XIII the total number of principals are divided according to their gender and competency level. Here the mean of competency level is 352.66

In the table it was found that the chi-square value of 0.327 is not significant at 0.05 level with DF 1. Hence observed result are close to those to be expected on the hypothesis of independence and so there is no evidence of any real association between gender and competency level of principals.

The number of male principals were more than female principals i.e. 67.5% and 32.5% respectively. Similarly more number of principals were found with Mean and above of competency i.e. 65% and 35% of the principals were found below the Mean of competency.

It was found that 25% of the principals were male with below the mean of competency and 42.5% of the principals were found male with mean and above of competency. It was seen that 10% of principals were female and below the Mean of competency and 22.5% of principals were female and above the Mean of competency.

Association between Experience and Competency

The association between experience and competency has been analysed with the help of chi-square.

TABLE XIV

FREQUENCY AND PERCENTAGE-WISE DISTRIBUTION OF PRINCIPALS ACCORDING TO EXPERIENCE AND COMPETENCY ALONG WITH CHI-SQUARE

EXP. (BELOW MEAN) AND COMP (BELOW MEAN) = 7, 17.50
EXP. (BELOW MEAN) AND COMP (MEAN and ABOVE) = 17, 42.50
EXP. (MEAN and ABOVE) AND COMP (BELOW MEAN) = 7, 17.50
EXP. (MEAN and ABOVE) AND COMP (MEAN and ABOVE) = 9, 22.500

EXP / COMP	BELOW MEAN	MEAN & ABOVE	TOTAL
BELOW MEAN	7	7	14
(%)	17.50	17.50	35.00
MEAN and ABOVE	17	9	26
(%)	42.50	22.50	65.00
TOTAL	24	16	40
(%)	60.00	40.00	100.00

CHI-SQUARE = 0.897, DF = 1
NOT SIGNIFICANT AT 0.05 LEVEL

In Table XIV the total number of principals are divided according to their experience and competency level. Here the Mean of experience is 8.9 years and the mean of competency is 352.66.

In the table it was found, chi-square value 0.897 is not significant at 0.05 level with DF 1. Hence the observed result are close to those to be expected on the hypothesis of independence and so there is no evidence of any real association between experience and competency of principals.

More number of principals were found with Mean and above of competency i.e. 65% and 35% of the principals were fond below the Mean of competency.

More number of principals i.e. 60% were found less experienced i.e. below the Mean of experience in years and 40% of principals were found more experienced i.e. above the Mean of experience in years. 17.5% of the principals were found in each category i.e. (1) below the Mean of competency and below the Mean of experience in years. 42.5%. of principals were found with category i.e. mean and above of competency and below the mean of experience. 22.5% of the principals were found below the Mean of both competency and experience.

Association between Qualification and Competency

The association between qualification and competency has been analysed with the help of chi-square.

TABLE - XV

FREQUENCY AND PERCENTAGE-WISE DISTRIBUTION OF PRINCIPALS ACCORDING TO QUALIFICATION AND COMPETENCY ALONG WITH CHI-SQUARE

QUALI / COMP	1	2	3	4	5	6	TOTAL
BELOW MEAN	6	3	2	2	1	0	14
(%)	15.0	7.5	5.00	5.00	2.50	0.00	35.00
MEAN and ABOVE	8	8	5	4	0	1	26
(%)	20.00	20.00	12.50	10.00	0.00	2.50	65.00
TOTAL	14	11	7	6	1	1	40
(%)	35.00	27.50	17.50	15.00	2.50	2.50	100.00

1 = BA/B.Sc / B.Com., B.Ed.
2 = MA/M.Sc/M.Com., B.Ed.
3 = BA/ B.Sc/ B.Com., M.Ed.
4 = MA/ M.sc / M.Com., M.Ed.
5 = MA/ M.sc / M.Com. only
6 = Double MA, B.Ed.

CHI-SQUARE = 0.954, DF = 5
NOT SIGNIFICANT AT 0.05 LEVEL

In Table XV the total number of principals are divided according to their qualifications and competency level. Here the Mean of competency is 352.66

In the table it was found chi-square value of 0.954 is not significant at 0.05 level with DF 1. Hence the observed result are close to those to be expected on the hypothesis of independence and so there is no evidence of any real association between qualification and competency level.

More number of principals were found with Mean and above of competency i.e. 65% and 35% of the principals were found below the Mean of competency.

35% and 27.5% of the principals were found with qualifications graduate B.Ed. and post-graduate B.Ed.

respectively. 17.5% and 15% of the principals were found graduate M.Ed. and post-graduate M.Ed. respectively. The rest 5% of principals were found in other categories like only M.A., double M.A., B.Ed. etc.

Further analyzing the table it was found that 15% of the principals were found in the category of below the Mean of competency and graduate B.Ed. Similarly, 7.5%, 5% and 5% of the principals were found in the categories of below Mean, and post-graduate B.Ed., graduate M.Ed. and post-graduate M.Ed., respectively. In the categories of principals Mean and above of competency it was found that 20% from both trained graduate and trained postgraduate 12.5% and 10% of the principals in the category of mean and above were also found with graduate M.Ed. and post-graduate M.Ed. respectively.

C. BARRIERS FACED BY SECONDARY SCHOOL EDUCATIONAL MANAGERS OF BARODA CITY

The investigator has collected the data regarding the barriers faced by secondary school principals of Baroda city. This was done with the help of an unstructured interview schedule. The aspects covered in this schedule were (1) Pupil Development (2) Personnel Management (3) School-Community Interface (4) Financial Management (5) Curriculum-Implementation and Management of Instruction (6) School-Plant and Infrastructure (7) School Climate and School Improvement (8) Administrative Methods and Procedures. The data collected was analyzed qualitatively by content analysis and findings are reported area-wise here under.

PUPIL DEVELOPMENT

The barriers revealed by principals were categorized under different heads for the purpose of systematization

Co-curricular Activities : In relation to the organization of co-curricular activities in schools the following barriers were revealed by the principals

a) lack of facilities

b) lack of funds

c) lack of student interest

d) lack of co-operation of parents due to their economic condition.

Thus, this reveals that barriers faced by principals are mainly due to shortage of funds and facilities, lack of interest of parents and students. Thus both these factors working together makes their task difficult.

Lack of Infrastructural Facilities

With regard to infrastructural facilities in schools, the following facilities were found to be lacking by principals in their institutions.

a) Library facility

b) Facilities like light, fan, water-cooler etc.

Thus, it can seen that principals believe that some basic infrastructural facilities did act as barriers for pupil's development.

Tution Problem

Principals have come out with two major barriers related to the tution problem.

a) Lack of concentration in studies in class-rooms

b) absentism in schools

Thus it is quite clear that because of tution classes the concentration and regularity in class-rooms is severely affected.

Parental Attitude

With regard to parental attitude the following three barriers were revealed by the principals.

a) Casual attitude towards the education of their children.

b) Parents belonging to lower socio-economic status.

c) Illiteracy of parents.

The above findings reveal that lower socio-economic background and illiteracy has led to the casual attitude of parents

Attitude of Students

With reference to the attitude of students the following barriers were revealed :

a) Students are exam-oriented

b) Casual attitude of students

c) Student absentism

d) Students admitted through donation have a disturbing effect on other students.

This it can be seen that casual and indifferent attitude of students towards studies is a major barrier for school principals in the area of pupil development.

Attitude of Teachers

Principals have revealed two major barriers in this regard

a) Lack of interest, initiative and motivation shown by teachers due to private tutions taken by them.

Thus it is clear that private tutions have had an adverse impact an teachers towards student development.

Lack of Guidance and Counseling Programme

Under this head the following two barriers were revealed by the principals.

a) Personal problems of students affect their growth and development.

b) Media exerts a negative enfluence on student values.

c) Immediate school environment has a negative impact on students.

Thus it can be seen that barriers like negative influence of media and immediate school environment have acted as vital barriers.

Admission of Students

As far as admission of students is concerned two barriers were revealed.

a) Community pressure

b) Admission through donations.

Thus the above mentioned two barriers seem to have made the task difficult for school principals.

Over and above the mentioned barriers, high teacher-pupil ratio and lack of special grants for pupil development were also important barriers.

On the whole it can be concluded that with regard to pupil's development a wide range of barriers were revealed by the principals. They include all the concerned personnel required for pupil development and lack of adequate finances and infrastructural facilities.

PERSONNEL MANAGEMENT

With regard to management of personnel of different type and different levels, principals are facing the following types of barriers. They have been reported under four major heads.

Faulty recruitment procedures and work allocation

Faulty recruitment procedure was found to be a major barrier in this area. The barriers enlisted were

a) No weightage for demonstration lessons and very less weightage for interview performance.

b) Candidates belonging to reserved categories have to be recruited irrespective of academic performance.

c) Frequent recruitment bans.

d) Time-consuming recruitment procedures. From the above mentioned barriers one can conclude that due to rigid government policies and time-consuming procedures, principals hardly enjoy any autonomy for recruitment of different personnel which later on make the task of managing them more difficult.

e) No separate post for vocational, music and library teachers.

f) Inter-changeability of teachers from one section to another not permitted.

Teacher - Motivation

Although motivation of teachers is very important for their effective functioning, principals of secondary schools have found numerable barriers in this regard.

a) Indifferent and demotivated teachers.

b) Over-protection and excessive job-security.

c) Cumbersome and time-consuming legal procedures for termination of teachers.

d) No provision for updation of knowledge.

e) Frequent changes in allocation of classes.

f) No extra incentive for good performers.

g) Lack of adequate power to stop promotion and increment of teachers.

It can be seen that because of over-protection and time-consuming legal procedures to take disciplinary actions

against teachers, teachers have been found a demotivated lot. Further the system too has failed to provide any special incentive for those who are highly motivated. All these factors together has led to lack of motivation an the part of teachers.

In-service training

In order to enhance productivity of personnel in any system, in-service training at regular intervals is necessary. However while interviewing principals it was found that they face a wide range of barriers in this regard.

a) Lack of expertise exhibited by resource persons.

b) Lack of interest exhibited by teachers.

c) Less frequency of in-service programmes.

d) Organization of training programmes not according to teacher's convenience.

e) Lack of funds for hosting such programmes and sending the staff to attend training programmes.

f) Lack of compulsion for teachers to attend training programmes.

g) Inconvenient for women teachers to attend training programmes due to family responsibilities.

h) Lack of follow-up of training programmes.

From the above mentioned barriers it is evident that the area, in-service training of teachers needs maximum attention.

Private tutions given by teachers

Over the last few years it is being observed that private tutions are becoming one of the major problems of our school system. Principals in this regard have mentioned the following barriers.

a) Indifferent class-room teaching and malpractices by teachers during examinations. It can be concluded that due to the involvement of a large number of teachers in private tutions the quality of class-room teaching as well as authenticity of examination results have been severely affected.

It can be concluded that for a school principal, the management of personnel assumes special significance.

SCHOOL-COMMUNITY INTERFACE

The modern day education system cannot afford to remain aloof from other sub-systems of society, hence it is necessary on the part of school principals to have continuous interactions with the community. However principals face innumerable barriers which have been mentioned under three major heads.

Mobilization of funds

Due to government policies, a large majority of schools face resource-cruch and need to mobilize funds from the sub-pockets of the community. In this regard principals have mentioned the following barriers.

a) Lack of contribution from parents.

b) Lack of initiative from industry and society to contribute funds.

c) Industries, if contribute funds, do it conditionally.

Thus it is obvious that schools face lot of problems regarding the mobilization of additional funds.

Attitude of parents

For effective functioning of a school active involvement of parents in various school activities is necessary. However school-principals have mentioned several barriers in this regard.

a) Lack of parental interest in their children's development.

b) Indifferent attitude towards specially organized awareness programmes arranged for them.

c) Lack of parental interest, involvement and co-operation in school activities.

d) Excessive parental expectations from schools.

e) Lack of parental interest due to illiteracy.

f) Poor turnout in PTA meetings.

g) PTA meetings become grievance meetings

To conclude it can be mentioned that school-community interface is very vital for the growth and progress of an institution and hence the need to overcome the above mentioned barriers.

FINANCIAL MANAGEMENT

As we are aware that a large number of schools need to discharge their functions with the help of limited financial resources. Therefore principals face barriers in this area. These barriers are reported under three heads.

Bureaucratic hindrances from District Education Office (DEO)

Since in the state of Gujarat DEO office is a grant disbursing agency and principals face the following barriers.

a) Malpractices from DEO's office.

b) Delay in receipt of grant.

c) Rigid bureaucratic procedures for receipt and utilization of grants.

d) Lack of timely guidance from DEO's office.

It can be seen that grants is a major source of income for schools but principals have to face numerous problems in this regard which makes their task of meeting different expenditure difficult.

Autonomy in financial management

For any principal in order to manage his financial resources optimally adequate autonomy is needed but principals face the following barriers.

a) Lack of freedom to spend school-funds for school activities.

b) Lack of autonomy for planning, budgeting and expenditure of funds.

It can be concluded that although principals are heads of institutions, in reality they hardly enjoy financial autonomy.

Problems related to grant-in-aid policy

In Gujarat those schools which are government aided are governed by provisions of grant-in-aid policy. Principals have enlisted some barriers in this regard.

a) Ten percent grant is deducted on the account of results below 25% and it leads to paucity of funds.

b) Lack of flexibility for principals to spend government grants.

c) Grants are not given in one instalment.

d) Undue delay in the disbursement of salaries of newly recruited teachers.

On the whole it can be inferred that because of statuary provisions of grant-in-aid policy and lack of regular revisions, has led to numerous problems in the area of financial management.

CURRICULUM IMPLEMENTATION AND MANAGEMENT OF INSTRUCTION

School principals have responsibilities with regard to curriculum and management of instruction. The principals have indicated the following barriers which have been reported under different heads.

Syllabus

The syllabus prescribed by the text-book board is transacted in the class-room, and barriers are faced.

a) Text-books are often designed by college, university experts instead of school-level experts.

b) The syllabus is not related to reality.

c) Rigidity is practiced in following the prescribed syllabus.

d) Lack of reference and supplementary books for state prescribed text-books.

e) Frequent changes in syllabus.

f) Quality of text-books not up to the mark.

g) No continuity found between tenth and twelveth class syllabus.

h) No separate syllabus for gifted children.

Thus, these are some of the barriers which have resulted from government agencies like the text-book board.

Attitude of teachers

Teacher's attitude is very important for effective transaction of curriculum in class-rooms. The following barriers were observed by the principals.

a) Lack of teacher involvement in teaching.

b) Demotivated teaches.

c) No reward and incentives for teachers.

d) Lack of interest due to private tutions.

Thus indifferent attitude of teachers and lack of incentives for effective teachers has adversely effected the quality of instruction.

Class-room instructions

Class-room instruction process has to be managed effectively by school principals in order to realize educational goods some of the barriers mentioned in this regard are as follows :

a) No student-centred and activity-based teaching.

b) Lack of content mastery on the part of teachers.

d) Poor time-management.

e) Lack of interest to use teaching-aids.

f) Lack of finance and time for using teaching-aids.

g) Lack of lesson-planning.

h) Lack of class-room space to use teaching aids.

e) No teacher hand-book to use audio-visual aids.

Thus a teacher who is an important component of the instructional process is unable to discharge his functions effectively due to the above mentioned barriers.

On the whole it seems that due to a number of barriers faced by school principals they are not able to manage the instructional process effectively which in turn also adversely affects the function of curriculum implementation.

SCHOOL-PLANT AND INFRASTRUCTURE

In order to achieve educational goals principals have to make optimum utilization of school-plant and related

infrastructural facilities. Due to various factors principals face barriers in this regard. They are as follows :

Attitude of school management

Although a principal is the head of the institution, in reality unless the attitude of the management is not supportive it becomes difficult for him to work.

a) Frequent changes in management directives.

b) No encouragement from management.

c) Lack of autonomy for purchases.

It can be concluded that due to the lack of supportive attitude of the management, principals face a number of problems related to school plant and infrastructure.

Lack of funds

For maintainance of school-plant and purchase of school equipments and materials adequate funds are necessary, however principals face the following barriers in this regard.

a) Lack of flexibility to utilize government grants for maintenance, repair and extension purposes.

b) No grants available for furniture, fans etc which earlier existed.

c) Lack of adequate funds.

From the above mentioned barriers it can be concluded that the lack of sufficient grants as well as flexibility in the utilization of grants are the major barriers.

Problems related to school-space

For carrying out day-to-day activities of the school, principals should have the required space for different purposes.

a) Lack of space.

b) Problem of the school being run in a rented building.

c) Lack of play-grounds.

d) Lack of common rooms.

Thus it can be mentioned that the lack of adequate space and problems related to that are major hindrances for the effective functioning of the institution.

On the whole it can be concluded that the majority of school principals face different barriers related to the maintenance of school plant and different infrastructural facilities.

SCHOOL-CLIMATE AND SCHOOL IMPROVEMENT

School climate always has an impact on the achievement of educational goals. Therefore principals need to overcome all those barriers which are mentioned here under.

Barriers related to instructional process

As we know it is through the class-room instructional process that school principals would try to achieve instructional objectives.

The barriers related to it are mentioned down below :

a) Poor quality of syllabus.

b) Time constraint for completion of syllabus.

c) Lack of continuous evaluation.

d) Faulty examination system.

e) Liberal promotion rules for students.

From the above mentioned barriers it can be concluded that we need improvement in the various components of the instructional process to improve the school-climate.

Teacher and student related problems

With regard to the two major components of the school system i.e. teachers and students, schools are facing the following barriers..

a) Lack of in-service training for teachers.

b) Indifferent attitude and resistance to change on the part of senior teachers affects school-climate.

d) Lack of team-work among teachers.

d) Existence of tution classes.

e) Teacher absentism without prior intimation.

f) Misunderstandings and conflicts among teachers.

g) Spread of gossips and rumours among staff.

ADMINISTRATIVE METHODS AND PROCEDURES

Every school is governed by rules and regulations prescribed by competent government authorities. Though they exist for the smooth functioning of an institution it is

apparent that frequently they act as barriers. These barriers have been listed down below.

Correspondence / communication with District Education Office (DEO)

School principals who are governed by Gujarat Secondary Education Act need to have regular communication channels with District Education Office (DEO).

The following barriers have been faced by them.

a) Lack of clarity in the interpretation of circulars from the DEO.

b) Delay in decision-making by the District Education Office (DEO) due to lack of autonomy.

Thus lack of autonomy enjoyed by the DEO as well as the ambiguity found in the communicative messages act as barriers.

Government policies and procedures

Majority of the principals find it difficult to carry out their regular activities in an effective manner due to complex and cumbersome governmental policies and procedures.

The following barriers have been enlisted below :

a) Gujarat Secondary Education Act is not easily available in English.

b) Lack of clarity in the language of the Gujarat Secondary Education Act.

c) The Gujarat Secondary Education Act is employee oriented.

d) The latest amendments in the Gujarat Secondary Education Act is not being made available to the schools.

e) Delay faced by the school in the receipt of government grants for opening new sections.

f) Delay in getting permission for opening new classes.

g) Lengthy and cumbersome government procedures involving excessive paper-work.

h) Frequent changes in government policies and procedures with the change of government.

i) Problems in getting `No Objection Certificate' (NOC) from the District Education Office.

j) Heavy dependence on office staff for interpretation of rules and correspondence with DEO's office.

k) Lack of training in interpretation and implementation of government rules, regulations and Education Acts.

Thus it can be observed that the majority of principals face numerous barriers with regard to the interpretation and implementation of government policies and procedures.

On the whole it can be concluded that in this area principals have to cope up with complex and frequently changing rules, regulations and policies of the government which makes their task of managing their institutions in an effective way difficult.

4.3 SECTION II

4.4 FRAMEWORK OF ANALYTICAL PROFILE

The profile of each principal has been presented in the following manner. It consists of the descriptive presentation of the competencies in eight dimensions in the organizational context. It further consists of the personal and other competencies exhibited by the principals in their day-to-day functioning in actual job situations.

The first part of the presentation begins with the type of school (urban / rural, boys / girls / co-educational), management of the school (aided / unaided / govt) the principal functioning in as the head and years of service in the present school. The review analyses the exhibited and possessed managerial competencies keeping in view the personal background variables of the principal and school variables he/she is serving in. The personal variables include the age, experience, education of principal, mode of selection and other factors. The school variables include the year of establishment, adequate/inadequate facilities both physical (classrooms, staffrooms, library, laboratories, playground etc.) and teaching (adequate number of qualified teachers), and participation in co-curricular activities (debates, discipline, cleanliness, plantation, science exhibition, games and sports, science quiz, elocution, painting etc.)

The student background include the type of family majority of students belong to (lower / middle / high socio-economic status) and the educational background of families (first generation learners / families not having much learning traditions / families having long learning traditions). The analysis of managerial competencies is done by keeping in view the personal and institutional variables and the dominating competencies they possess.

The description of possessed and exhibited competencies is made on the basis of the competencies exhibited in actual job situations. The competencies are also viewed from the perspective of situations which govern their competencies.

The descriptive profiles of 4 principals of secondary schools of English and Gujarati medium are explained within the frame-work and presented below.

PRINCIPAL - I

Principal-I is the educational manager of an urban, private-unaided co-educational institution. She has been working in the school for the past two years, although her experience as a Head mistress in other schools has been of seven years. She is forty-two years old and has a pleasant personality. She has attained the position of a principal through an open interview. The principal is a post-graduate with an M.Sc. B.Ed. degree. She has been to National Council of Educational Research and Training (NCERT) for professional training from time to time.

At present she is the head of the school which was established in the year 7 by the 1967 by the Navrachna Education Society and has a strength of 1510 students. It mainly caters to the students belonging to the upper-middle to the high socio-economic status, and they come from families having long learning traditions. The school provides good facilities to the students. With respect to physical facilities, the school is adequately equipped for meeting the needs of the students, so far its library, laboratory playground, class-rooms, computer room, staff-rooms, activity room and auditorium are concerned. With respect to teaching, adequately qualified trained graduate and post-graduate teachers exist at all levels.

The principal exhibits various competencies in different functional areas which render her effective. Pupil

development is a critical functional area for school principals. The students are the consumers and the products of our education system and their needs have to be catered to for all-round integrated development to take place.

The principal is highly concerned and committed for the welfare and well-being of her students. A close informal interaction with the students with a keen sense of humour is exhibited. She takes the school-round usually twice-a-day, monitoring student activity. She walks in unannounced in different classes questioning students on their work, listening to their feed-back on teachers, appreciating their efforts and ticking them if need be. She seems to display an easy familarity with the students by being aware of their names and shows concern for students continuously absent. The students loitering about in the library and corridors are questioned as to where they are supposed to be and takes a deep interest in the activities of the children in the play-ground.

There exists a student council consisting of 28 students which is involved in the decision-making process. The student council feels involved in the different school programmes and school-activities. Their ideas are valued and respected and the student council is supported within the school. The principal takes certain concrete steps to motivate students. The principal delivers encouraging talks at the assembly to pep-up the students and fill them with enthusiasm. Awards and certificates are awarded for

meritorious work in curricular and co-curricular activities. The students are patted and appreciated informally during the principal's school rounds. Merit scholarship are given to needy and meritorious students. The involvement of students in the decision-making process motivates the students. The problems of the pupils are dealt with understanding and the parents are aware of what pupils are doing in the school. The principal provides guidance and counseling services to the students. This is of personal and professional nature. The parents can also utilize these services. The principal ensures that irregularities such as critical disciplinary problems, truancy, psychological mal-adjustments are adequately dealt with. She has introduced aptitude tests for students from the current year to enable them to make the right professional choice.

The principal empathasizes and assists the students rather than disciplining them. She has evolved a general code of conduct with the active participation of the students which is in the process of being implemented. She is approachable to her students and their grievances are seriously looked into. She encourages an open-door policy where the pupils can walk-in any time. She solves the academic difficulties of her pupils out-side class-hours and treats it as priority. She is personally interested in offering remedial measures to students with learning difficulties.

She sportingly listens to the not-so-positive feed-back given to her by her students. The students do so without any hesitation.

The principal co-ordinates the planning, staffing, financing and evaluation of viable co-curricular programmes in the school. The co-curricular activities include, debates, quiz, drama, dance, music, skating, elocution, science exhibitions, cleanliness drive etc. in which a number of prizes and shield have been won. She ensures hundred percent participation of students in different co-curricular activities. She ensures that short-term hobby courses are conducted during vacations.

The principal shows an informal, friendly and a healthy relationship with her students and ensures that each student is satisfied and therefore is a positive ambassador for his school.

In the area of personnel management the principal exhibits different competencies. In the recruitment process, she identifies the need for teaching staff, the post is advertized and the applications are short-listed. She conducts demonstration lessons for the candidates before they are called for the interview. She ensures that the subject-teacher observe these lessons and their opinion along with the opinion of the pupils is taken into consideration. The panel for the interview usually consists of the school principal, one internal subject specialist, one external

subject specialist and one member of the management committee. The principal takes into consideration the interests, abilities and potential of the staff for the assignment and re-assignment of work to enhance role-personality compatability of jobs. She orients new teachers on the first day to the staff and students at the assembley and staff-rooms. She motivates her staff in various ways. She motivates the teachers through establishment of a problem-solving climate, consensus building and goal-setting. She believes that each is a contributory part of the beam. She incorporates participatory decision-making mechanisms. Recognition and awards are provided in public and she gives verbal appreciation. She respects dignity, integrity and inherent worth of others and harbours trust in teachers and nurtures them. She cares about her staff and their families. She motivates them by understanding the dynamics of inter-personal relationship. There is rotation of work to enable equal opportunities for all staff. She provides counseling and guidance to staff on personal and professional problems. She delegates authority to staff with responsibilities and open communication channels exist. In the Annual Confidential Reports of teachers their performance is appreciated. In small-group meetings and staff-meetings a democratic and informal climate exists. The principal listens attentively to the views and suggestions of staff. She ensures participation of all members and values each suggestion. She plan for the meetings and makes the goals clear. She does not dominate the meeting and adheres to time-management. The principal has

good communication skills and expresses herself with warmth and clarity. Many times the decision-making is based on group consensus.

The principal emphasizes and organizes staff-development and improvement programmes. She sends concerned staff to work-shops, conferences, seminars, school visitation programmes, lectures etc. frequently organised by various agencies like the CBSE, other schools etc. The staff is sent on rotation. The principal takes initiative so that the school can host these programmes at least twice a year.

The principal is concerned about staff-discipline. A code of conduct exists for the staff. The code of conduct consists of the do's and dont's and has been basically designed by the school management trust. The principal reprimands the staff for not following school rules.

The principal evaluates the staff by following different techniques. She conducts class-room observations and takes student feed-back. The school has a performance appraisal system. She appraises the performances of regular teachers annually and for new recruits (1 yr) bi-annually. She hands over the appraisal of her staff to the management trust. She counsels her staff on their respective strengths and weaknesses. She confronts teachers who do not live up to her expectations.

The present times demand that the principals play an active role in the community and maintain a healthy school-community interface. This principal actively involves the community in school programmes and activities. The chief decision-making body is the PTA Executive Committee where parents are adequately represented. The principal conducts PTA Executive Body meetings usually once a month where planning for various school activities like Fun-fair, sports-day etc. are discussed and many critical issues are resolved. In these meetings there is normally an informal, friendly and a democratic atmosphere. The principal allows the members to speak out their minds and the members in turn do not exhibit any kind of fear while expressing themselves. However the principal is at the same time emphatic and assertive in getting her point across. The principal shows clarity of thoughts and ideas.

Besides the PTA Excutive Body meeting there is a general body meeting where all parents from class Ist to XIIth participate and can resolve any issue.

The principal makes all efforts through PTA meetings, notices, circulars etc. so that the people outside the school understand the school mission and school programmes and endeavours. She participates widely in activities of community group. At the same time she knows where to draw the line and is capable of withstanding pressure from different reference groups specially for student admission. The principal involves the members of the community specially

parents to act as resource-persons in the school and they give talks, lectures, career guidance etc. from time to time.

The parents find the principal approchable and easy to talk to. Their problems are listened and dealt with concern. The principal is not directly involved with tapping funds from the community. She refers it to the school management trust.

The principal tries to encourage a greater parental interest for participation in school and she tries to build a positive school image.

Curriculum implementation and management of instruction is a key competency area where the principal acts as an instructional leader. The philosophy of the school is all round integrated development of the child and the curricular and co-curricular experiences are provided in order to achieve this. The principal insists on activity based learning where ever possible. She encourages risk-taking and experimentation by the staff. She supports innovative measures taken by the teachers. She evaluates curriculum objectives and learning experiences to achieve the desired objectives and purposes. The prescribed syllabus by the CBSE is followed from class IXth to XIIth. However from classes I to VIIIth the school has the autonomy to follow its own text-book. The principal encourages the teachers to design and author their own text-books. She also insists on the uses of audo-visual aids for class-room teaching. She encourages

teachers to focus attention on the conditions which favour and hamper individual learners. She examines and interprets alternative programmes for improving the instructional programmes of the school. She also tries to involve her staff in the development of the instructional alternatives.

The principal studies and interprets the trends in the society that demand curricular changes. She explains these institutional changes to parents and community. She orients parents in the beginning of the academic session on the instructional objectives, the system of evaluation etc. From classes I to IV there exists a system of continuous evaluation for students. No formal tests and exams are conducted and feed-back is given to the parents on the detailed observation of students. The principal ensures that detentions are few and seldom. She insists on remedial measures to be taken for all pupils with learning difficulties. The remedial programme is conducted during the morning assembly.

The principal involves herself in the area of financial management by exhibiting different competencies. As she is the principal of an un-aided institution, without any government grants, generation of funds assumes importance. Tution fees and voluntary donations are the main sources of school finance. However donations are not encouraged at the time of admissions. Fund-raising activities like the annual school fun-fair is organized. No ceiling for fees exists and

it can be raised at any juncture after being discussed in the PTA Executive Committee meeting. The school account is dealt by the management trust only and a separate pupil's fund doesn't exist. Budgets are planned at the beginning of academic sessions and budgeting skills have been learnt by trial and error. The principal enjoys purchasing freedom to a large extent although major purchases require the sanction of the management trust.

The management of school plant and infrastructure is another important area which the principal has to take care of. However this principal is not actively involved in many of its activities as the school employs an administrator for the maintenance of the school-complex. The day-to-day maintenance of the building, replenishment of supplies in laboratories, use and replacement of capital equipments is monitored by him. However the principal appraises continuously the existing facilities and ensures that equipments and materials are supplied to staff-members which they can use effectively and economically. She lays emphasis on developing library resources and ensures access to it by pupils and teachers for their growth and development.

The role of the principal in creating a healthy, open climate cannot be minimized. In this school an open, informal and caring culture exists. The student and teachers feel a sense of belonging to the school. The principal resolves conflicts by open talks and discussions. She supports programmes and activities that facilitate a good climate. She

takes decision and expert advise for school improvement. Teachers are empowered for shared decision-making and shared goals which results in a caring and supportive school culture. She firmly believes that there has to be an attempt to reculture before any re-structuring can take place for a positive school climate to be established.

The principal strongly feels that competencies in the area of administrative methods and procedures have been learnt on the job with experience and trial and error methods. The office staff provides great help and discussions with other principals lends further clarity in problem areas. Reading of literature pertaining to Education Acts helps to equip her with the needed competencies.

The principal has brought in a number of change and innovations after taking over the principalship of the school. She has faced barriers to change and resistance from the management, staff and students. The long established programmes have been reviewed to find out whether the existing programmes are meeting student needs adequately or not. These changes have brought in improvement in the school environment. The mid-day meal scheme for pupils has gone up from fourth standard to seventh standard. Foreign languages like Japanese and Russian were introduced last year and the French course is likely to be introduced from the current academic session. Courses on Personality Development, Home Management etc. have been found useful by the students. An

open-door policy is now being practiced in its true sense by the staff and students and student discipline has also improved. The participation of students in co-curricular activities has increased and the school representation in inter-school competitions has gone up dramatically and the involvement of teachers has increased. The students from classes III to VIIth see and learn in Junior Science laboratories and at the plus two stage lectures are followed by tutorial classes where-in problems are solved and material is provided on payment. The teachers are involved in the writing and designing of text-books for classes one to eight. Weekly tests have been introduced and the on the last working day, the school hosts training programmes for the benefit of the staff. The student evaluation of teachers in classes VIIth and XIIth and Std. Vth to VIIth have been tried as an innovative measure.

Formal communication which includes downward, upward and lateral channels exist. The most common media include staff-meetings, small group meetings, informal discussions, PTA Executive Board meeting, PTA general body meeting, direct verbal instructions, circulars, notices, newsletters, news magazines, memoes etc. There is a suggestion box which exists for parents and outsiders. The principal expresses herself with warmth and concern, has clarity in speech and shows assertiveness where-ever required. She has consideration for others and receives feed-back well. Informal and friendly atmosphere exists during the meetings and the members are

free to express their opinion. There is no domination of ideas by the principal. There is timely dissemination of information.

Decision-making is mostly participative and brain-storming technique is frequently used. The decision are based on consensus depending on the context and situation. The individual decisions are also taken by the principal as and when required. She is a quick decision-maker. She manages time by delegation of work and her planning is target-oriented. The activities are prioritized and the time-wasters and time-savers identified.

She does not rely only on traditional wisdom and personal experience for self-development. She is fond of reading literature meeting people and sharing experiences formally and informally. She participates in seminars, conferences, work-shops etc. Several workshops are also hosted in her school. She is at the moment working on a programme `Sahyog' which literally means helping each other and has been concieved by the CBSE. According to her own perception, her strengths include being a trend-setter, has courage of conviction, is innovative and change-oriented, enthusiastic, democratic, supportive, practical, visionary with persuasive powers. The parents of the school feel that her strengths lie in her being positive, friendly, informal, approachable, open minded, flexible,and having a feeling of belonging with the school. The parents felt that she is bold, forthright, frank, competent and exhibited exemplary

behaviour. She is committed and dedicated to her profession. The members of the student council felt she is confident, dignified, poised with excellent communication skills, a problem-solver, has good knowledge-base, is perceptive and has good convincing powers. She often displayed a sense of humour.

The principal felt that the most critical competency required for educational managers in the next millennium was to be visionaries. They have to be change-agents and change with evolving times. She firmly believes that the maximum `Innovate or perish' holds true for educational managers in the coming century.

PRINCIPAL II

Principal-II is the educational manager of an urban private-unaided, co-educational institution. She has been designated as an administrator and she has worked in the school for ten years. She is fifty-six years old, has a pleasing personality and has attained the position of an administrator through promotion. She is a graduate with a master degree in Education.

At present she is the head of the institution which was started in the year 1984 by Uday Education Society and presently has a total strength of 1622 students belonging to the upper middle-class to high socio-economic status and they come from families having long learning traditions. The

school has good infrastructural facilities and students are greatly benefitted by the services and facilities provided to them. It has a library, laboratories, play-ground, class-rooms, computer-lab, language laboratory, subject laboratories, activity room, music room and the open-air-theatre is under construction. With respect to teaching adequately qualified, trained graduate teachers and post-graduate teachers exist at all levels.

The principal exhibits various competencies in different functional areas which characterize her as effective. Pupil development is a critical functional area for school principals. The philosophy of the school emphasizes on holding values and traditions a blend of curricular and co-curricular activities leading to an integrated, all round development of students and creating a feeling of belonging to the school.

The principal makes time available for students. She is free, frank, honest and straight forward with them. A family like atmosphere prevails in the school where in the students feel even close to the teachers to discuss their problems. They don't feel any distance in the teacher-student relationship. The principal is approachable but at times assumes a formal role with students, however school tasks and responsibilities can be discussed any time.

The student council consists of a Head-boy, Head-girl, four captains of houses, and four vice-captains who are

responsible for discipline, parking duties, conduction of assembly, inter-group competitions, its organization etc. The student council is involved in the decision-making process and their views and suggestions pertaining to co-curricular activities is actively considered. The principal discusses major issues and problems with them takes them into confidence and they are allowed to take their decisions depending on situations. There is a democratic set-up and a feeling created among students that the school is different. The students are able to identity with her ideas which is modern and not traditional.

The principal takes various steps to motivate her students and it is integrated in her way of functioning. She emphasizes on the fact that the school is **DIFFERENT** and the students have to be a cut above the rest be it curricular activities, co-curricular activities or discipline. Encouraging talks in assembly, appreciation of student efforts, giving encouragement for participation in activities tends to motivate students. The students feel further motivated by the open-door policy where-in they are free to walk in at any time and give feed-back.

The students also have a say in the recruitment of new teachers as their feed-back is taken into consideration, making them feel valued and a contributory member of the school team. A lot of stress is laid on students for value inculcation and an ice-breaking or orientation session is conducted in class eleventh with the entry of new students to

familiarize themselves with their peer-group and teachers. A discipline committee exists at each level and at the commencement of the academic session `general rules of discipline for students' is given to each student and kept in all classes. She counsels students herself in case of discipline lapses and no corporal punishment is given.

Guidance and counseling services is provided by a professional counsellor two periods a week till class tenth. Personal and career related problems are dealt with and remedial measures are taken for weak students. A strong emphasis on co-curricular activities can be easily observed in this institution. The co-curricular activities include dancing, debates, dumb-charades, music, quiz, dramatics, fashion-designing, carpentry, clay-modelling and other hobbies. The hobby classes are closely monitored and evaluated by the principal to ensure optimum utilization of these classes. She herself has a lot of creative ideas and suggestions to offer. There is active participation of students in these activities and the school has won a number of shields and prizes.

The principal lends a personal touch to the school climate and a familial atmosphere exists.

In the area of personnel management the principal exhibits various critical competencies. The recruitment process of teachers begins with the identification of needs the advertisement and short-listing of applications.

Demonstration lessons are conducted for candidates and the subject-teachers and pupil feed-back is taken into consideration. Though it is an un-aided institution, the recruitment policies and norms laid-down by the District Education office is strictly adhered to, teachers in the SC/ST category have to be recruited as per stipulated norms. The assignment of duties reflect a role-personality congruence. The interview panel consists of the principal, an internal subject specialist, an external subject specialist and a member of the management.

A week before the commencement of the new academic session, the newly recruited teachers are oriented to the rules and regulations, dos and don'ts and code of conduct to be followed.

The principal firmly believes that motivation of staff is a pre-requisite for the smooth functioning of the institution. The efforts made by the teacher are appreciated, acknowledged and recognized privately and publicly, letters of appreciation are given to teachers who have taken less leave. Birthday cards, Anniversary cards are given on occassions. An open-door policy exists and staff can seek clarifications, discuss personal and professional problems any time. She is also available on leave to talk over their problems. The staff appears to be comfortable and at ease while talking to her, there doesn't seem to be a sense of fear in them. A two way communication channel is visible and

teachers are empowered to express their views and participate in the decision-making process. The principal visits the teachers' place on occsssions and invites them over. The simple courtsies are extended to the staff and she places trust in them. The staff meetings and small group meetings are conducted effectively. A problem solving climate further motivates them. She has clarity of thoughts and expressions. Informal and democratic climate exists and views and suggestions of all participants is listened to attentively. There is no domination by the principal and imposition of ideas. She has good communication skills and a warm expression.

The professional development of teachers is encouraged. The teachers are encouraged to participate in in-service training programmes like symposiums, conferences, work-shops, talks, seminars, school visitations and information pertaining to it are put on the notice board etc. Efforts are made to send teachers to these programmes hosted by other institutions and the school also takes initiative to hold such programmes. Library visits for teachers once a week is compulsory. The teachers lacking in initiative and drive are given challenging responsibilities. There is delegation of authority and responsibility. The code of conduct for staff has been developed jointly with their views and agreement on various issues. So there is a feeling of ownership to it.

There is no formal procedure being followed for teacher appraisal. However performance of teachers is closely

monitored at all levels. It is a continuous on-going process and teachers are immediately told and counselled if their performance is found unsatisfactory. The student feed-back, peer-group feed-back, class-room observations, surprise checks, all form a part of the teacher-evaluation process.

It is clearly visible in this institution that the community has crossed its boundaries and entered the school premises. This principal has an unique distinction of conducting an orientation programme for parents at the beginning of the new academic session. The 'review sessions' consists of (1) review of the past / present situation (2) strengths and weakness of the institution (3) requirement of additional inputs (4) more involvement of parents (5) comparison of fee-structure with different schools (6) comparative study of the board examination results.

Active participation and involvement of parents exist in various school programmes and activities. They are actively involved in the organization of various school functions like the Sports-day, Annual day, Fun-fair etc. The principal identifies the people and taps the resources and potential of the community to its utmost level. The parents show genuine concern for the success of these programmes and mobilize resources and generate funds for the school to meet the goals. The experts from the community are invited to give talks and for career guidance. The school premises are made available to the community after school hours. This also leads to the generation of financial resources.

The suggestions, views and grievances of parents are valued by the principal. Their grievances specially are looked into immediately and treated as a matter of grave concern.

The chief decision-making bodies are the PTA Executive Committee and the PTA General Body. The PTA Executive Committee consists of approximately of 20-22 members. Besides other members it has a parent representative of each standard. These parent representatives discuss issues of their own class in the absence of the teachers and principal and enjoy the liberty of bringing important and relevant issues to the PTA Executive Committee. The PTA Executive Committee meeting is held once a month.

The PTA Executive Committee meetings and the PTA General Body meetings which constitutes parents of classes I to XIIth enjoy an informal, democratic climate. The PTA president takes lead and expresses himself freely without any fear and hesitation. The principal listens attentively to all members and there is no imposition of ideas. The members exhibit initiative, drive and genuine concern.

These PTA meetings also act as a platform for information-sharing. The school news-letters, circulars, notices are other media to disseminate information to the community about school activities and endeavours.

The principal can withstand pressure from the community specially for admission of students. She accepts social invitations for public functions, but does not accept personal invitations.

The community finds her dedicated to the cause of the school and it is generally felf that to make the school a quality institution is her only dream.

Curriculum implementation and management of instruction is a key competency area where the curricular and co-curricular activities are in tune with the philosophy of the school. The principal receives `letters of appreciation' for her dedicated efforts in this direction, leading to all-round integrated development of the individual.

She ensures that teachers plan and pen down what has been taught in their daily lesson-plan or log books. The monthly planning by teachers is also ensured. The number of working-days in each month is calculated and told to teachers for more systematic teaching.

The prescribed text-books by Gujarat Secondary Education Board is followed from classes eighth to twelveth, although supplementary texts can be used. The texts recommended by the N.C.E.R.T are used in classes I to VIIth. She gives freedom and power to the teachers to implement new supplementary text-books. Risk-taking and experimentation is encouraged by the principal. Innovative ideas are encouraged for try-outs. She even encourages researchers from the

university to try-out interventions and experimental studies in her institution so the students experience novel and creative methods of teaching. Personalized instruction is emphasized and the teacher-pupil ratio of 1:32 is maintained.

Activity-based teaching is stressed upon from classes nursery to second. The secondary classes follow lecture-method, field trips and the newly introduced method `Syllabus Tourism' where-in the students are taken to different parts of Gujarat to cover different prescribed topics. The principal insists on the use of audio-visual aids for class-room teaching. A novel concept of `Subject-Laboratories' has been implemented in this institution. The laboratories have been set-up with all kinds of educational technology which geatly aid the teaching-learning process.

The students with learning difficulties are identified and remedial programmes are offered. There exists a continuous and comprehensive evaluation.

Apart from the half-yearly tests and final exams, unit tests and monthly tests are taken for the constant and comprehensive assessment of the student's progress. The parents are oriented on the changes in instructional programmes. The principal is deeply involved in conceiving and implementing programmes for instructional improvement.

In the area of financial management the principal exhibits various competencies. she is the principal of an un-

aided institution, without any government grants, therefore the generation and the management of funds in an cost-effective manner assumes special significance.

The recurring expenditure has to be funded by the income generated from the institution it self. However the capital investments for building, class-rooms etc. are financed by the Management Trust. The main source of funds is the pupil fees and development fees under different heads. Funds are further generated by volutary donations by parents or institutions in cash or in kind. Fund-raising activities by the principal is not done. The institution does not enjoy a culture as this.

Budgets for various activities are planned at the beginning of each session in consultation with the Management Trust. The principal feels that the knowledge of routine basic know-how like trial balance, balanc-sheet, financial ledgers etc. is not essential. The office takes care of it. However it is very essential for the principal to be cost-effective. There is no seperate fund for pupils. She has the flexibility of using the finances under different heads. It can be done as per priorities and needs.

The management of school-plant and Infrastructure is very important for the smooth functioning of the institution. The principal exhibits competencies in the expansion of laboratories and new construction work. She supervises the day to day maintenance of the school-complex and ensures

replenishemnt of supplies in laboratories and the use and replacement of capital equipment is also effectively monitored. She appraises continuously the existing facilities of the school and ensures its availability to the teachers and students. The additional resources are developed by her as per the needs of the staff and students. She exhibits competencies in crisis management specially during the sudden non-availability of fourth class employees for the school maintenance purposes.

The principal's entire efforts are directed towards creating a caring climate in the school where the staff and the students have a sense of belonging to each other and to the institution. There exists an open, informal and a caring culture. She gives get-well cards to students who are unwell to instil in them a feeling that the institution cares for them. She gives birth-day, anniversary cards to staff to facililate a positive climate. The climate is conducive for problem-solving pertaining to school improvement. Advise is taken from experts in matters of school improvement. It is generally felt that a familial environment prevails in the school and the principal lends a personal touch to the whole institution.

The principal emphatically feels that the competencies related to the administrative methods and procedures have been basically learnt on the-job. The day to day experience of principalship plays a major role in equipping her with the required competencies in this area. Discussions with the more

experienced principals well-versed in this, the literature on State Education Acts further helps in the clarification of rules and requlations. The office staff also aids the principal and provides relevant information.

The principal has acted as a change agent and various innovations have been introduced in her tenure. An initial resistance by the staff and management has been faced. She has been successful in over-coming it by being persuasive and by using tact and diplomacy. The students now have the benefit of a professional counsellor who gives them personal and career guidance. Counseling talks are also arranged for parents and teachers periodically. Several extra hobbies have been added in the hobby classes which include sitar, dramatics, fashion-designing etc. Besides this every teacher gets a chance to give a talk on a `music gharana' a `famous musician' and an `Instrument' at the morining assembly. This is not only informative but it gives confidence to the teacher in public speaking. She has improved the existing infrastructural facilities in the school. A seperate library for secondary and higher secondary sections now exists. The science laboratories have been expanded. The construction of an open-air theatre has begun. The principal has engaged herself in a vigorous donation-drive by identifying cleavages and sub-deavages in the community for different services. Her efforts have been effective. The school now boasts of a seminar-room and arts stream in the eleventh class has been introduced. The parents are encouraged to participate and

The principal is directly responsible for `Syllabus Tourism Programme' whose objectives include that the child could be taught to treat all of life as a process of learning, the child could be taught to keep his senses alive and the child could be taught to teach himself. This programme is an out-door learing programme meant to cover a portion of the syllabus out-doors. This syllabus is then evaluated by the school, after a follow-up work in the class-room. This educational trip is once a year during school time.

The `exhibition cum mela' is another activity based innovative practice in the school. The school decides the theme every year and all activities including the annual day concentrate on this theme. The whole `exhibition cum mela' is organized by the students and the students have a scheme of internal marking based on their performance.

An innovative practice of `Subject Laboratories' has been recently implemented. The different laboratories are set with relevant educational technology and students visit them according to the periods scheduled in their time-table. The whole purpose behind it is to make the teaching-learning process a joyful experience.

Formal communication which includes downward, upward and lateral channels exists. The most commonly used media include staff-meetings, small-group meetings, direct verbal instructions, discusions, PTA Executive Board meeting, PTA

General Body meeting, circulars, notices, newsletters, news magazines, memoes etc. However memoes are only used as a last resort and avoided at all costs.

The principal has excellent communication skills. She expresses herself with clarity, warmth and concern and does not get act side-tracked. There is no imposition or indoctrination of ideas. The ideas of others are listened to attentively and considered. The principal lays a lot of emphasis on oral communication and face to face interaction. She receives feed-back well. An open-door policy for staff, students and parents is used as an effective feed-back mechanism. Feed-back is also generated in participative techniques like brain-storming. There is timely dissemination of information.

The principal practices individual and group decision-making techniques. The decisions are generally made at meetings and brain-storming technique is commonly used. She is assertive and takes individual decisions depending on the context and situation. She is alert and takes timely decisions.

The principal manages her time by delegating responsibilities, power and authority. She does a lot of planning for various activities and takes pro-active measures to manage her time effectively.

The principal takes various measures for herself development. she reads a lot of literature, attends seminars, conferences, work-shops and training programmes conducted at the local level and by apex insititutions like N.C.E.R.T and NIEPA. She has also participated in international seminars. she is invited by educational institutions as a resource-person. she however feels that she is so tied up by routine administrative work that she is unable to go in for published work. She believes in reflection and introspection and strategic planning.

The principal has numerous personal qualities and attributes. She is dedicated and committed to the cause of education. She has a charismatic personality and presence. She is open, democratic, approachable but assertive at times. She commands respect, is creative and innovative has faith in the system, a problem-solver and an encourager. She is free, frank, blunt and direct if the situation demands. She is a motivated and cares for the staff and students and wants to create a caring culture in the school with emphasis on values. She is a good communicator, informal and firm on her decisions. She possesses knowledge of educational theories and practices, has a lot of initiative, enthusiasm and interest.

The principal feels that one of the critical competencies required for educational managers in the twenty-first century is `vision'. The principals should have clarity in goals and objectives and have to be in touch with the

current situation in education. They will have to be willing to adjust, adapt and compromise. The set-up will have to be totally, democratic with no place for dictatorship.

PRINCIPAL III

Principal-III is the educational manager of an urban, government-aided, co-educational institution. She has been working in the school as a principal for the last five and a half years. However her total experience as a principal comes to sixteen years in other institutions. She is a fifty-five year old lady with a pleasant personality. She is a graduate in commerce with a master's degree in Education and has attended training programmes at the National Institute of Educational Planning and Administration (NIEPA) New Delhi.

At present she is the Head of the institution which was started in the year 1974 by Baroda Lions Club Education Trust (main). The secondary section was started in 1979 and presently has a strength of eight hundred students. The school caters to the students belonging to upper middle to high socio-economic status. Many students belong to families having long learning traditions and on the other hand many come from families not having much learning traditions.

The school has adequate infrastructural facilities which is optimally utilized by the students. It has a well equipped library, laboratories, play ground, class-rooms, computer laboratory, music-room etc. With respect to

teaching, trained graduate and post-graduate teachers exist at all levels.

The principal exhibits various competencies in different functional areas which characterize her as effective. Pupil development is an important functional area for school principals. The philosophy of the school is `academic excellence through affection not punishment' and hence all curricular and co-curricular activities is geared to meet this goal. The principal exhibits a lot of concern and seems to be committed for the welfare of the students. She is concerned about students bunking classes during school hours nad makes efforts to inform the parents immediately. She believes in student discipline but does not believe in corporal punishment of children. She explains to the students their mistakes in an affectionate and an understanding manner. The student council consists of 1 Head-boy, 1 Head girl, Assistant Head boy, 1 assistant Head girl and four prefects of four houses. If is an elected body involved in the maintenance of discipline, planning and organization of co-curricular activities, and the decision-making process concerning students. The students are encouraged to express their views freely and frankly and their suggestions are actively considered by the principal in making decisions specially for functions like the Annual-Day, Sports-Day, School Picnic, Fun-Fair etc.

The principal makes conscious efforts to motivate students for a better performance.

She adopts a friendly and an informal attitude with students and uses encouraging language to motivate them. She makes it a point to emphasize during her personal interactions with them that they have the potential to excel. She delivers motivating talk at the school-assembly and gives illustrations. The students are given appreciation, praise and acknowledgement personally and publicly for their efforts. The students further feel motivated because the principal gives them a fair chance to explain and tell the truth before taking any disciplinary action. The open-door policy which is practiced in the school goes a long way in motivating students. The students are free to dialogue with her at any time on any issue. She is on school-rounds often and monitors student-activity.

The principal has appointed a part-time counsellor who offers personal and career guidance to the students. The princiapl herself makes concentrated efforts to counsel students for disciplinary, truancy, adjustment and numerous other problems.

She encourages students for maximum participation in co-curricular activities. The students participate in debates, elocution, quiz, dramatics, music, science exhibitions etc. The themes are given in the beginning of the academic session and all curricular and co-curricular activities centre around the theme. This school enjoys the honour of having maximum participation of students in sports

activities in Baroda city. A number of prizes and shields have been won by the students.

The student's suggestion box is an important feed-back mechanism in the up-ward communication process. Actions are taken by the principal on the suggestions put forth.

In the area of personnel management, the principal exhibits different critical competencies. The recruitfment procedure begins with the identification of staff needs. The recruitment procedure is strictly according to the norms laid down by the Gujarat State government, for government-aided institutions. After the staff-needs are identified, a No Objection Certificate (NOC) is obtained from the DEO's office. This is followed by the advertisement in the newspaper and subsequently the interview-call. The interview-panel usually consists of the principal, a member of the Management Trust, a representative from the DEO's office, an internal subject specialist and an external subject specialist.

The principal takes conscious and deliberate measures to motivate teachers. Teacher efforts are appreciated, recognized and acknowledged publicly and personally. She feels that giving them positive feed-back helps to motivate them to a great extent. She gives illustrations of excellent performers and ilustrious individuals. She places her utmost trust in teachers which gets positive results.

The responsibilities are delegated to teachers which makes them work harder. An open-door policy exists and the staff can seek clarifications, discuss personal and professional problems any time. The staff appears to be comfortable and without any fear while interacting with her. They are encouraged to express their views with honesty and clarity.

The principal conducts staff-meetings, small-group meetings, principal's meetings effectively. She exhibits a clarity in goals and objectives and possesses good communication skills. She has a good expression and good explanatory powers and makes effective use of educational technology. An informal atmosphere exists and suggestions and views of participating members are encouraged and considered. The meeting is also used as a platform for sharing information related to work-related issues. The staff is involved in the decision-making process. and decisions by consenus is taken many times.

The principal lays emphasis on the professional development of teachers and considers it a pre-requisite for a quality teaching-learning process. The teachers are motivated to participate in work-shops, seminars, confences, lecture series hosted by the District Education Office, schools, university etc. She encourages the teachers to read for their own self-development.

There is delegation of work and responsibilities. She considers the individual's area of interest before delegating work. The mode of delegating work is not direct, it is through a channel and through respective co-ordinators. The principal finds it more effective.

A formal system of performance appraisal exists in the institution. The principal writes a confidential report for the staff annually. It is filed in the staff record. An adverse report can stop the efficiency-bar of the teacher for a period of time or even permanently. She also engages in close monitoring of the teacher's activities. The student and parent grievances against teachers are treated as matters of grave concern. She calls in for a satisfactory explanation, and directly reprimands the teacher if required. The class-room observations, surprise-visits all form a part of the on-going evaluation process.

The institution enjoys a strong school -community relationship. The principal is found approachable by the parents and the community as such. There is an active parental participation in various school activities. The parents are well informed of the going ons in the school. The parents are involved in the planning, organizing and execution of school functions. They undertake duties and responsibilities willingly with great interest and enthusiasm. The parent experts and others from the community are invited as resource-persons and their expertise is tapped to the fullest extent. Their services are utilized for career

guidance and delivering motivating talks to the students. The parents offer their services willingly in different fields. The PTA also takes initiative in organizing activities like debates, where in the parents can participate and express their views on relevant and burning issues.

The principal mobilizes resources from the community. The school premises are offered, to the community for their own activities but the principal is of the opinion that the school premises could be more optimally utilised by the community.

Parental grievances, suggestions and views are treated seriously. The chief decision-making bodies are the PTA Executive Committee and the PTA General Body. The PTA Executive Committee meets once a month. These meetings enjoy an informal and democratic climate and the principal does not impose her views. The members express themselves freely without any hesitation and the principal listens attentively to all members. The PTA meetings also act as a platform for disseminating informaton about various school activities. Circulars, notices are other written media which disseminate information to the community. The members of the community are regarded with utmost courtsey.

The principal is capable of withstanding pressure from the community specially for admission. She can be firm in her decisions. The principal accepts social invitations from the community and feels it helps her in developing a positive

relationship. The community finds her to be a problem-solver, genuine and dedicated to the cause fo education.

Curriculum implementation and management of Instruction is an important functional area where the principal exhibits important competencies. The principal observes the teaching skills of teachers in the class-room. Experimentation and risk-taking is encouraged and teachers are motivated to use educational technology. She motivates teachers to try out different and novel methods of teaching. The teachers teach by project-method, assignment method besides the usual lecture method. The prescribed text-books by Gujarat Secondary Education Board is followed from classes eighth to twelveth, although supplementary text-books can be used. She gives autonomy to the teachers to implement new supplementary text-books.

An activity report is made of all the achievements i.e. curricular and co-curricular activities and submitted monthly to all the members of the Management Trust.

In the area of financial management, the principal exhibits various competencies. She is the principal of an aided institution which receives government grants, annually. However the principal is of the opinion that the grants received by the government is inadequate and hence management of finances in an cost-effective manner and mobilization of resouces assumes special significance.

The major source of school fund is the government grant which amounts to ten percent of the total salary of teachers. The school fees is collected and deposited to the government and the amount is deducted from the grant allocated to the institution. The principal is not officially allowed to take "development fees" from the students.

The principal makes a budget at the beginning of the new academic year and submits it to the management for approval. As the principal comes from a commerce background she possesses knowledge of trial balance, balance sheet, ledgers etc. and can monitor and check these prepared by the accountant.

Generation of funds include voluntary donations given by the parents in cash or in kind. She also raises funds by school activities like the Fun-Fair which is an annual feature of the school.

She mobilizes resources from the school PTA which gives six thousand rupees annually for the purchase of prizes for various curricular activities and the same amount for updating library resources every year. The School Management Trust provides finances to the institution as required from the funds generated by the primary section. There is no separate pupil's fund.

The principal of this institution enjoys full autonomy in routine purchases and does not have so ask the Trust for every expenditure made.

The management of school-plant and infrastructure is very important for the smooth functioning of the institution. The principal supervises the day to day maintenance of the school complex. She stresses on the cleanliness of the school environment. She ensures replenishment of supplies in the laboratories and sees that the library is adequately stocked. She monitors the effective use of equipments by the staff and students and ensures its timely replacement. She continuously appraises the existing facilities of the school and makes complex efforts for its improvement.

The principal makes genuine efforts to create a caring culture in the institution. The staff and the students find the environment friendly, informal and family like. The climate is favourable for problem-solving and for programmes related to school improvement. She exhibits a feeling of warmth and concern for her students which is evident in her interactions with them thus facilitating a positive climate. Advise is taken from internal and external sources for matters of school improvement.

The principal strongly feels that the competencies pertaining to the strictly laid down administrative methods and procedures is directly related to her day to day expriences as a principal. The competencies have been basically learnt "on-the-job". She has frequent discussions with more experienced principals and those well versed in this area. She is abreast with her readings relating to

Education Acts, Amendments etc. The clarifications regarding rules and regulations is sought from the DEO'S office and her own office staff provides assistance to her as and when required.

The principal has acted as a change agent and has introduced many changes and innovations after taking over as a principal. She has undoubtly faced initial resistance from the staff and the management but has managed to overcome the barriers.

She has introduced a system of 'houses' where-in the entire student population has a sense of belonging to one of the houses. The houses are under the leadership of four respective prefects. She organizes a swearing-in-ceremony for the House-Prefects to lend gravity and solemnity to their duties and responsibilities.

The school assembly was a result of her initiative and drive and regular periods for co-cunicular activities have been scheduled in the time-table. The school functions like Sports Day, Annual Day, Fun-Fair etc. have been made as annual features.

She has started a practice of a Parent-Teachers Meet on the first of every month so problems and grievances can be looked into. The students are now able to review their term-papers and seek clarifications.

The principal under her leadership has started organizing and conducting common examinations for all terms for all the Baroda HIgh Schools. She has started a computer laboratory which has nineteen computers and two printers, by mobilizing resources from the community. The students `Suggestion Box' has been initiated by her which acts as a powerful feedback mechanism in upward communication. Their feed-back and suggestions are considered and acted upon. More unity and togethernes has been brought in by her among the secondary and higher secondary staff.

Formal communication which include downward, upward and lateral channels exist in the institution. The most commonly used media include staff-meetings, small-group meetings, direct verbal instructions, discussions, PTA Executive Board meeting, PTA Genearl Body meeting, circulars, notices, memoes etc. The principal has excellent communication skills and expresses herself with clarity, warmth and concern. She listerns to the views and ideas of others and avoids imposition of her own ideas. Two-way communication channels exist in the institution, and feed-back is received by open-door-policy and suggestion boxes. The teachers and the community members are well-informed of all school activities by the timely dissemination of information.

The principal practices individual and group-decision-making techniques. At times she is assertive and takes individual decisions. However decisions are frequently taken at meetings and brain-storming technique is frequently

practiced. The staff is involed and very often a consensus is reached.

The principal manages her time by delegation of work and responsibilities. She plans different activities to avoid wastage of time.

The principal takes concrete measures for her own self-development. She regularly attends seminars, conferences, workshops, lectures, organized at the local level by other schools, District Education Office, The University Dept. of Education, at the national level by NIEPA, NCERT and also at the international level. She reads contemporary literature on education and is aware of the latest trends in education. Her expertise is utilized by the community as she is a resource person and on different boards and panels.

The principal has several personal qualities and attributes which render her effective. She is an informal, friendly and an approachable individual. Her sense of fairness and justic is clearly visible in her interactions with her students. There is clarity of goals and objectives in her mind and she possesses excellent communication skills. She has encouraging, inspiring and motivating qualities. She exhibits politeness and courtesy to all specially members of the community. She believes in co-operating, displays initiative and drive and has trust and faith in students and staff. She has a democratic style of leadership and gives freedom and autonomy to staff in instruction. She is a good-

listener and keeps her temper in control and displays a sense-of-humour. She is caring and shows concern for all and does not bear a grudge in adverse situations. She is innovative and acts as a change-agent.

The principal believes that among the competencies required for educational managers in the twenty-first century, a democratic style of leader-ship has to be focused upon rather than the autocratic style. The educational managers have to be committed to the cause of the students and their culture and sentiments have to be taken into consideration. Value education has to be imparted to the students for the twenty-first century and they have to be prepared for life. The staff has to be empowered through collaborative decision-making.

PRINCIPAL IV

Principal IV is the educational manager of an urban, government-aided, co-educational institution. He joined the school on 17th November 1981 and was selected in an open interview. He has been the principal of the school for the last seventeen years. He is 51 years old has a pleasant personality and a cheerful disposition. He is a post-graduate with a masters degree in education.

At present he is the head of the institution which was started in the year 1959 by the Uday Education Society and presently has a total strength of 2600 students in its

primary, secondary and higher-secondary sections. The principal is over-all in-charge of all three sections. This institution caters to the students belonging to middle-class to low socio-economic status and some come from families following long learning traditions. However many come from families with no or very little learning traditions. The school has good infrastructural facilities and students are benefitted by the services and facilities provided to them. It has a library, laboratories, playground, class-rooms, computer laboratory, staff-rooms, activity room etc. With respect to the teaching staff adequately qualified and trained graduate teachers and post-graduate teachers exist at all levels.

The principal exhibits various competencies in different competency areas which render him as effective. Pupil development is an important functional area for school principals. The philosophy of the school is that keeping in line with the changing times good education should be provided to the pupils.

The principal is concerned and committed for the welfare of the students. There exists an informal, friendly atmosphere where-in the students do not feel any fear for the principal. The students perceive that they are respected by the principal and the teachers. A family like atmosphere prevails in the school which is refered as the `Alembic Parivar'.

The student council is elected by democratic procedures and it consists of one school-leader, followed by a co-leader and the four houses Sardar, Subhash, Tilak and Sarojini which are headed by four leaders and four co-leaders respectively. There is also a cleanliness committee and a discipline committee comprising of three members. The cleanliness committee supervises the cleanliness inside the class-rooms.

The elected school leaders take oath at a school function to realize the solemnity of their role and responsibilities. The principal organizes a `leadership camp' for school leaders wherein the leadership role and traits are emphasized upon.

The principal involves the student leaders and the students in the decision-making process. The principal actively considers their views and suggestions on various issues. The views of the students specifically for Annual Day, Projects, Exhibitions, Prize Distribution Day, Sports Day etc. are taken. The views of the student body is considered for any changes in the school discipline.

The principal takes various steps to motivate the students and it is a constant, on-going process. He publicly and personally acknowledges the efforts of students specially in school-assembly. He honours them with awards and certificates. He provides facilities to needy students and their education is sponsored by parents if required. Motivating talks are given by the principal at assembly,

people of prominence and artists are also invited to deliver motivating lectures. The students can walk in without fear and approach the principal any time as there exists a system of an open-door policy. The principal has an open channel of communication and students are fully informed of school activities. The school leaders officially meet the principal once a month. The students are given freedom to have dialogue with the principal regarding their grievances and complaints. Their feed-back is valued by the principal and action is taken by him which makes the students feel valued.

There is no professional guidance and counseling services provided in the school. The principal encourages students to come to him for guidance and counseling. Remedial coaching classes are conducted from classes eight to tenth. These classes are conducted in the special zero period every day during the full academic year.

The principal ensures that teachers give coaching for the `Talent Search Exam' before and after school hours and for the `Prakartha Shodh' exam fifteen days prior to it. The students are not charged for these services rendered. The principal ensures that students play an active role in co-curricular activities like dramatics, dance, music, quiz, educational tours, trekking, sports etc. The students are encouraged to participate in inter-school and inter-state competition.

The principal has ensured the implementation of welfare

schemes for the students like clean, cold drinking water facilities, fair-price book-shops, cricket practice for 11th and 12th students in the Alembic cricket ground etc.

The principal exhibits innumerable competencies in the area of personnel management. As it is an aided institution the norms for recruitment are as laid down by the District Education Office. After the staff-needs are identified a No Objection Certificate (NOC) is obtained from the DEO's office, followed by an advertisement in the paper and subsequently the interview call. The principal in his school along with a Trust member insist on demonstration lessons given by the candidate before he can be short-listed for the final interview. The interview panel usually consists of the principal, a member of the Trust, 1 representative from the DEO's office, internal subject specialist and external subject specialist.

The principal considers motivation of staff a continuous, on-going process. He appreciates staff efforts publicly and privately. The principal uses the period after the annual exams for arranging motivating talks for teachers by eminent educationists. The problem-solving approach adopted by the principal for his staff further motivates them. A staff-meeting is arranged on the last day of each month, problems of teachers and requirements are focussed upon and there is an exchange of views and ideas. The principal ensures the participation of teachers in professional development programmes. The members of the staff

who have contributed for the `National Talent Search Exam' and helped the students get through are awarded by the principal and given public acknowledgement. The remarks of appreciation are entered in the `service-book' of the teachers. The principal has a basic trust in all his staff members and treats them with respect. He gives professional and personal guidance to teachers as and when required. He takes personal interest in them in solving their family problems. The staff-welfare schemes like giving personal loans to staff-members, travel allowance for functions etc. exist. There is open-door policy and two way communication channel exists. The teachers are involved in a participative decision-making process.

The staff-meetings, small group meetings are conducted effectively. An informal democratic climate exists and there is no domination of views by the principal. He expresses himself with warmth and clarity. He listens to all and gives each a chance to agree and disagree with him. He maintains discipline when the meeting tends to become rowdy.

The principal lays a lot of emphasis on staff-development. He ensures that the staff members participate in seminars, conferences, discussions, talks, workshops etc. The teachers attend according to their subject and expertise and are also given opportunities to go abroad at times. They are also provided with financial help, if necessary. The staff is also encouraged to go for further studies and the financial

help is provided by the School Trust. There is a programme for school visitation outside the state. The four different schools belonging to the same Trust have a common discussion forum to raise the quality and improve the school standards. Training programmes for professional growth and development have been organized and hosted by the institution itself. The teachers are encouraged to read journals and literature and there is a provision that the expense will be borne by the institution. The staff responsibilities are delegated according to the interest and expertise of the members. The committees are generally formed under convenors and co-convenors.

The principal evaluates teachers formally and informally. He observes the classes from time to time and verbal reprimands are given, but does not believe in giving memoes. There is a formal system of annual confidential reports. The teachers sign the reports as per the policy. There is no written code of conduct for the staff laid-down, but the principal ensures staff-discipline.

School community interface is an important competency area for this principal. He has good human relations with the members of the community and is in touch with the different pockets and sub-cleavages of the community. The principal is the president of `Vadodara Shahar Acharya Sangh', the convenor for Baroda City and Baroda district. He appears to be a sought after figure as he handles numerous phone-calls seeking clarifications on common issues.

Active participation and involvement of parents exist in various school programmes and activities like Annual Day, Sports Day, Exhibitions, Inter-House Competetions etc. The principal also actively participates in community functions. He makes it a point to visit sick students, staff, marriage functions and club-functions. The experts from the community are invited to give talks and for career guidance, moral education period is utilized and talks are given by parents at the school assembly. The premises of the school is offered to the community for various activities like music, dance, gymnastics etc. He is helpful to the community and there is an interface. The chief decision-making bodies are the PTA Executive Committee and the PTA General Body. These meetings are held periodically and various issues are discussed. The climate in the meetings is democratic and informal. The members are given a chance to express their views and the principal listens to them. The principal tries to arrive at decisions by consensus, however he is assertive when required. He exhibits good communication skills with clarity of thought and expression. The initiative, drive and genuine concern of the members is appreciated.

The PTA takes interest in the students and out-standing students are specially awarded by the PTA. He does not take any donation from the parents at the time of admission. He can withstand pressure from the community for admission in a very polite and firm manner.

Curriculum implementation and management of instruction is a competency area where the activities are directed keeping the philosophy of the institution i.e. all round integrated education for the pupils and professional growth of the teachers should be an on-going continuous process.

The principal encourages the staff to plan their lessons and audio-visual aids systematically, at the beginning of the academic session. The prescribed text-books by Gujarat Secondary Education Board is followed in all classes and no supplementary books are used except in English. The supplementary books are used in the primary section. Risk-taking and experimentation is encouraged by the principal. Innovative and creative ideas are encouraged for try-outs. The secondary classes follow lecture cum discussion methods and the teaching is mostly examination oriented. In science subjects, he puts emphasis on project work. The principal organizes an exhibition of science projects every alternate year. The science laboratories are well-equipped and have been awarded prizes. He takes school-rounds to monitor the on-going instructional activities and classes are observed from time to time. The principal ensures that during vacations pupils can utilize the laboratory, conduct experiments under the supervision of teachers, on extra charges.

The parents are informed of any changes in instructional programmes and the principal is deeply involved

in conceiving and implementing programmes for institutional improvement.

In the area of financial management the principal exhibits various competencies. He is the principal of an government-aided institution, so the optimum utilization of funds assumes special significance. The aid granted by the government, is ten percent of the total teacher's salary and has been the same for the last ten years. Hence the principal has to make efforts to generate funds from other sources in order to meet the needs of the institution. The excessive expenditure is borne by the School Management Trust. The principal organizes fund raising activities like collecting money through souvenirs on Annual Day, Voluntary donations can be give by idividuals and institutions. The financial contributions are also made by the PTA as per school needs.

The principal plans the budget at the beginning of each academic session. The budget is made by keeping 10% excess in the Budget Head. He has to get the budget approved by the Management Trust. The principal enjoys a great degree of trust with the management and therefore has no upper limit in the expenditure of school finances.

The principal ensures that the school S.S.C. results are good as there is a provision that the Govt. grant is cut down by 5% if the S.S.C. results go below 25% and is reduced by further 10% in the following year. The principal has a basic functional knowledge of account books, ledgers,

balance-sheets budgeting etc. and feels that the knowledge is necessary for monitoring purposes.

The management of schools plant and infrastructure is required for the achievement of organizational goals. He supervises the day to day maintenance of the school complex. He ensures that the laboratories and libraries are well-stocked. The effective use of capital equipments is carefully monitored. He appraises continuously the existing facilities of the schol and ensures its availability to the teachers and students.

The principal makes genuine efforts to cultivate a caring climate in the institution. He emphasizes on human relations which leads to a cordial principal staff and principal student relations. He attends social functions hosted by his staff and invites them over to his place. This friendly, informal climate is conducive for school-improvement programmes. He takes and considers suggestions from experts in matters of school-improvement. The term `Alembic Parivar' is used which indicates a familial atmosphere.

The principal possesses knowledge competencies related to administrative methods and procedures. He is often consulted by other school principals. These competencies have been learnt `on the job'. The experience of `principalship' and the day to day functioning has sharpened these competencies. The principal reads the `State Education Acts'

vociferously and considers it to be the Bible for all principals. He regularly up-dates his knowledge by discussions with the District Education Officer and his principal colleagues. The office staff aids the principal with the formal and legal procedures, as and when required.

The principal has acted as a change agent and many changes have been introduced in his tenure. The principal has changed the institutional climate. The authoritarian climate has been changed to a more democratic climate wherein the staff is free to express their views. The teachers feel more relaxed and tension free. He strengthened human relations and looked into staff welfare. He hosts farewell dinners for staff and their family at the time of retirement in his present capacity. He had introduced for the first time proper grades in th staff-salary structure which had been a major factor for staff-dissatisfaction. Th principal has overcome the resistance of the senior, frustrated staff-members who were his competitors for principalship. The principal brought in changes in the infrastructural facilities. The library facilities were strengthened, books were adequately stocked, three copies of journal and newspaper were got in the school. The interested staff can subscribe any two journals at home which would be funded by the management. He has laid a lot of stress on co-curricular activities with a special emphasis on sports. A special sports funds consisting of Rs. 15,000/- for all sections was introduced. He took initiative to establish the cricket academy in 1981. In the

under nineteen cricket match two students from the school have been a part of the Ranji Trophy team.

He has also introduced new ideas for professional development of teachers, wherein the teacher's visitation to premiere educational institutions have been included.

The principal has made certain rennovations in the school building. The formal communication includes downward, upward and lateral channels. The most commonly used media include, staff-meetings, small-group meetings, direct verbal instructions, discussions, PTA Executive Board meeting, PTA General Body meeting, circulars, notices, memoes etc. The principal does not believe in giving memoes. The principal has excellent communication skills, expresses himself with clarity and does not get side-tracked. He does not impose his ideas on the group, and believes in group consensus where-ever possible. The principal lays a lot of emphasis on oral communication, mostly face-to-face interaction. There is an open-door policy and the principal can receive feed-back any time. The principal disseminates information in a timely fashion.

The principal practices individual and group decision-making techniques. Decisions are generally made at meetings and brain-storming technique is commonly used. The principal takes the staff into confidence and involves them. The principal holds staff-meetings at regular intervals where in the issues are discussed and major and minor decisions are

taken. The PTA also takes decisions on relevant issues. The princial manages his time effectively by delegating work responsibilities. He gives work with a lot of trust.

The principal make conscious and deliberate efforts for his professional growth and self-development. He is an early riser, goes for a morning walk, devotes half an hour to prayers which he feels improves his concentration powers and gives him peace of mind. He arrives to the institution one hour early than the scheduled time. He is a vociferous reader and goes through all the newspapers thoroughly. He is in a habit of reading books or literature regularly for 1 hour after dinner to keep in touch with current practices and issues. He watches programme on the television, related to his field. He is a member of a professional organization called `Vadodara Shahar Acharya Sangh'. It is a platform for sharing experiences, innovations, issues, practices etc. in the field of education. This organization holds two seminars every term and he makes it a point to attend that. He attends seminars, work-shops, lectures, conferences etc. for his own growth at state, regional and national level.

The principal has numerous personal attributes and qualities. He has clarity of goals. His mind was clear right from his school days that he would be a principal one-day. He is a disciplinarian, but at the same time affectionate and concerned. The principal exhibits exemplary behaviour and then sets expectations for others. He is punctual and has a caring attitude for staff and students. He engages himself in

monitoring activities and monitors teacher performance. He is of cool and calm temperament and does not exhibit a temper at the work-place. He is honest and does not take donations. Fairness and justice to all students is given a lot of importance by him. He is alert and observant of all that is happening around him.

He feels that the important competencies required for a prinicipal in the twenty-first century include good human-relation and a democratic way of functioning.

4.5 CONCLUSION

The findings of the study have been reported objectivewise.

I. For objective one it was found that secondary school principals of Baroda city possessed a good level of competencies in their different functional areas.

II. For objective two it was seen that the personal variable i.e. age, gender, experience and qualification do not affect the principal's competencies significantly.

III. For object three it was found that principals face various barriers in their different functional areas which come in their way of effectiveness.

IV. For objective four the in-depth case studies conducted on four effective principals revealed various competencies resposible for their effectiveness.