CHAPTER-IV

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

The study was conducted in three phases as presented in the chapter – III The analysis and interpretation of the data is presented phase wise in this chapter The first phase is on preparation of the modules, second phase is on try out of the material and the third phase is on evaluation of the material. The details are presented in this chapter as follows

Phase: 1

4.1 Development of the instructional module

The focus of the first phase was the development of the material, for which interviews of the practicing heads and some senior teachers were conducted to find out the needs and the problems of staff development activities. This was accomplished by having one to one interaction with the principals, academicians and some of the trustees of the schools who are in the field of education. In this phase twenty-seven principals and 155 teachers participated This was conducted mainly by using semi-structured interviews.

In the interviews with the principals and teachers the questions asked were related to the issues of staff development. They were asked to comment on the following.

Staff development process

1.   How do you plan for the staff development programmes? When do you plan?

2.   How many programmes do you conduct in a year?

3.   Who are the resource faculties you normally invite? How do you select the faculties?

4.   Are the resource faculties easily available?

5.   Are you aware of the process of staff development process? What are the steps involved?

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6   What are the topics or the areas you cover in such programmes? How do you select the topics for these programmes?

7   Normally when do you conduct these programmes?

8   Who are the people involved with in the school in organizing such programmes?

9   How do you select the teachers for the programmes?

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10   Are you satisfied with the way the staff development programmes are conducted?

11   Are the teachers happy with the present system of evaluation?

12   What are the problems faced by the principals to hold these programmes?

13   What is the opinion of the teachers regarding these programmes?

14.   Who keeps the record of such programmes?

15   Do you take the teachers feed back after the programme?

It is observed by the investigator that in many of the schools staff development or training programmes were not taken up with much seriousness In private schools staff development programmes were undertaken from time to time Principals in the granted schools faced problems of resistance by the teachers to change, as these programmes were not made compulsory by the boards. It is self-deluding to suggest that all staff automatically greet change and professional development with open arms. In this phase twenty-seven principals and 155 teachers participated. The details are presented in the table 4 I.

Table 4.I Survey of the Present Scenario of Staff Development

S.No.	STAFF DEVELOPMENT PROCESS.	PRINCIPAL'S RESPONSES	No.
1	How do you plan for staff development programmes?	As the need arises	22
		Teacher's demand	5
2	When do they plan?	Beginning of the year	8
		During the year	19
3	How many programmes do you conduct in a year?	Three	9
		Two-Three	10
		One-Two	8
4	Who are the resource faculties you normally invite?	Senior teacher	14
		Outside faculty	13
5	How do you select the faculties?	As the need arises	23
		Teacher's demand	7

(Cont.)

6	Are the resource faculties easily available?	Not always	21
		Sometimes	2
		Always	4
7	Are you aware of the process of staff development?	Yes	3
		To a certain extent yes	9
		No	15
8	What are the steps involved?	Plan and execute	7
		Execute and feedback	4
		Execute	16
9	What are the topics or the areas you cover in such programmes?	Subject related	9
		Personal development	5
		Child guidance	9
		Psychology	4

(Cont.)

10	How do you select the topics for these programmes?	Teacher's demand	5
		Management decision	14
		Availability of faculty	8
11	Normally when do you conduct these programmes?	Beginning of the year	11
		Vacation time	9
12	What is the duration of the programmes conducted?	One-two days	11
		Three days	9
		Depending on the demand	7
13	Who are the people involved with in the school in organizing such programmes?	Principal	11
		Principal and supervisor	4
		Management & principal	12
14	How do you select the teachers for the programmes?	According to the topics	12
		All the teachers	15

15	Are you satisfied with the way the staff development programmes are conducted?	Yes	18
		No	9
16	Are the teachers happy with the present system of evaluation?	Yes	8
		No	9
		Not taken feed back	10
17	What are the problems faced by the principals to hold these programmes?	Availability of faculty	6
		Management demands	9
		Resistance for change	12
18	What is the opinion of the teachers regarding these programmes?	Highly motivated	7
		Not sure	16
		Satisfactory	5
19	Who keeps the record of such programmes?	Principal	9
		Supervisor	11
		Teachers	7

(Cont.)

20	Do you take the teachers feed back after the programme?	Yes	7
		Sometimes	11
		No	9

The interaction with the principals revealed the following views about the staff development process The interview reveals that many of the principals are not aware of the process of staff development process Out of the twenty-seven principals interviewed, three principals knew about the process of staff development, nine of them were not sure and knew to certain extent and fifteen of them responded that they do not know about the process of staff development (Question no 7) For the question on the steps involved in the staff development process (Question no 8), seven principals said it is plan and execute, four said it is execute and feedback given and sixteen said it is execution only. The topics covered are mostly related to the subject area and on child guidance (Question no.9) Fourteen principals said that the topics were decided by the management, eight of them said that these programmes were conducted on the availability of the faculty, were as five said that these were held on the demands made by the teachers (Question no.10) The principals also had difficulty in getting the faculties. Twenty-one of them said it was not always easy to get the faculty. Only four could find the resource faculties without difficulty (Question no 6) Such programmes were conducted for maximum of two days and it was found that they were conducted before the new academic year began (Question no. 11 &12). There were no such programmes conducted during the teaching sessions This is mainly because the management and the principals decide the programmes. Teachers' involvement in the selection of the topics and the resource faculty is very less. Since many of the principals were not aware of the process of staff development, they were satisfied by the way they were conducting these programmes (Question no.15). Teachers' feed back was not taken in many of the schools (Question no.16). Resistance to the programmes or change was the main difficulty faced by the principals (Question no. 17). This was mainly because of the fact that the teachers'

involvement was very less in the whole process The interview also revealed that mostly supervisors maintained the records This was in the form of reports of the whole event and not the feedback of the programme. In some cases principals were not able to adhere to the schedules for training because of the interference of the administrative work. There used to be last minute changes in the programmes owing to the interference of the District Education Office, which comes out with last minute demands. Many times the developmental programmes are taken up because the resource faculty is easily available or the topics are currently in focus. The financial support allotted to such programmes is very poor in many schools Though the administrators feel that there is a need for such systematic programmes, it is given last priority by many of the managements

The principals felt the need to equip themselves with sound knowledge about time management, enhancing personnel relation and various other issues so that they are up-to-date with the knowledge explosion. They felt that they should get the knowledge about different methods of planning, prioritizing, communicating and evaluating to be more effective and for better management of the school.

The following were the questions asked to the teachers

Staff development process

1.   How often are the programmes conducted?

2.   Is it planned or made known to you at the last minute?

3.   When do they plan? Who are involved in the planning?

4.   How many programmes have you participated in?

5.   Who is the resource faculties normally invited? How are they selected?

6.   Are you aware of the process of staff development process?

7.   What are the steps involved?

8.   What are the topics or the areas covered in such programmes?

9   Who decides the topics for such programmes?

10   Normally when are these programmes conducted?

11   Who are the people involved with in the school in organizing such programmes?

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12   Are you satisfied with the way the staff development programmes are conducted?

13   Are you satisfied with the present system of evaluation?

14.   Do the principals face any problems in organising these programmes?

15   What is your opinion regarding these programmes?

16   Who keeps the record of such programmes?

17.   Do you give feedback after the programmes is over?

(Table 4.2 showing the data of the Present Scenario of Staff Development Programmes in the school: Teacher's response – follows)

Table 4.2 Present Scenario of Staff Development Programmes in the school

Teacher's response

S. No.	Staff development process.	Teachers Responses	No.
1	How often are the programmes conducted?	Once a year	65
		Twice a year	56
		As the need arises	34
2	Is it planned or made known to you at the last minute?	Yes	59
		No	34
		Made known last	62
3	When do they plan?	Before school starts	45
		During the school	56
		Not planned	54

(Cont.)

4	Who are involved in the planning?	Management	64
		Principal	34
		Principal & supervisor	35
		Teachers	22
5	How many programmes have you participated in?	Five to ten	45
		Ten to fifteen	28
		More than fifteen	21
		Less than five	61
6	Who is the resource faculties normally invited?	Supervisor	46
		Senior teachers	74
		Outside faculty	35
7.	How are the faculties selected?	Management decides	66
		Principal & supervisor	41
		Teachers suggests	48

8	Are you aware of the process of staff development process?	No	76
		Yes	24
		Not sure	55
9	What are the steps involved?	Plan and execute	29
		Execute with feedback	38
		Not sure	88
10.	Are the steps followed in such programmes?	Yes	29
		No	36
		Sometimes	90
11.	What are the topics or the areas covered in such programmes?	Content related	54
		Child psychology	49
		Personality development	52

(Cont.)

12	Who decides the topics for such programmes?	By the Management	69
		By the Principal	64
		By the Teachers	22
13	Normally when are these programmes conducted?	Before school starts	34
		During the school	76
		In the vacations	45
14	Who are the people involved with in the school in organizing such programmes?	Management only	45
		Principal	49
		Principal & Supervisor	32
		All are involved	29

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15.	Are you satisfied with the way the staff development programmes are conducted?	Yes	42
		No	61
		Satisfactory	52

(Cont.)

16.	Are you satisfied with the present system of evaluation?	Yes	35
		No	69
		Satisfactory	51
17	Do the principals face any problems in organising these programmes?	Yes	63
		No	57
		Sometimes	35
18.	If yes, What type of problems do they face?	Teachers resentment	47
		Financial problems	55
		Last minute instructions	53
19.	What is your opinion regarding these programmes?	Satisfactory	47
		Can be more focused	55
		Well planned	21
		Good	32

(Cont.)

16.	Are you satisfied with the present system of evaluation?	Yes	35
		No	69
		Satisfactory	51
17	Do the principals face any problems in organising these programmes?	Yes	63
		No	57
		Sometimes	35
18.	If yes, What type of problems do they face?	Teachers resentment	47
		Financial problems	55
		Last minute instructions	53
19.	What is your opinion regarding these programmes?	Satisfactory	47
		Can be more focused	55
		Well planned	21
		Good	32

(Cont.)

20.	Who keeps the record of such programmes?	Principal	34
		Supervisor	69
		Teacher	52
21.	Do you give feedback after the programmes is over?	Always	44
		Sometimes	53
		Never	58

The responses of the teachers presented in the table 4.2 reveals that the teachers and the supervisors feel that the way in which the staff development programmes are being conducted in the schools, are not structured. Teachers do feel that there should be a need-based training, which would be beneficial to them. There was a feeling of wastage in terms of time and energy, as many of the programmes conducted, was not by consensus of the teachers involved. The survey was conducted with the help of semi-structured interviews. Out of the 155 teachers interviewed, 65 teachers said that the training programmes were conducted once in a year and as many as 62 teachers said that they are not planned in advance and the information reaches the teachers in the last minute (Question no. 1 & 2) Teachers' interview revealed that the role and involvement of the teachers in the whole process was very small. The management and the principals did all the planning and organization (Question no. 2, 3, 4). The senior teachers conducted many of the programmes and the management decided on all the issues (Question no.6, 7). They are not aware of the different steps involved in the process of staff development. When it came to the question of difficulties faced by the principals in conducting such programmes, there was equal response on the areas like financial crunch, resentment by the teachers and not well planned (Question no.18). Some of the teachers said that their feedbacks were never taken and some said that only some times it was taken (Question no 21). Teachers feel that their

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involvement should be more in the selection of the topics and the faculties Only the management and the principal should take up the organisational and administrative roles They also feel that such programmes should not be made compulsory Instead teachers should be allowed to select from a series of programmes, which will be of interest and related to their subject

Following list shows the programmes that are normally conducted for the teachers

- Preparation of teaching aid

- Time management

- Evaluation

- Value education

- Counselling

- Interpersonal relationship and communication

- Self - appraisal and peer appraisal.

- Interpersonal communication

- Child psychology

- Value Education

- Math's teaching

- Quality circle.

- Effective teaching

- Preparation of teaching aid

- English teachings

- Teaching effectively

- Setting question papers

- Teaching of social studies

- Child Psychology

This list proves that the topics selected are mainly from child guidance and subject oriented content. There are a few topics on personality development communication The most frequently taken up topics were on teaching of English, child psychology and counselling Value education, self-development, time management was not given much importance

Following list shows the resource faculties that are invited for such training programmes

- Dept of Education, MS University, Baroda

- Dept of Educational Administration, MS University, Baroda

- Dept of Home science, MS University, Baroda

- Dept of Psychology, MS University, Baroda

- Senior teachers of the school.

- Supervisors of the school

- Macmillan

- Expert Teachers from the neighbouring schools

The resource faculties taken are mostly locally available. Only one publishing company took up training programmes for the teachers (Macmillan) This is because at the planning level teachers are not involved. Therefore we see repetition of the topics and the faculties The survey revealed that the highlight of the modules should be on the personnel management as a whole as this was the demand made by the principals and the teachers So the topics included were as follows, personnel development, personnel motivation and inspiration, delegation, supervision,

discipline, appraisal programme, maintenance of records, managing meetings and managing conflicts It was decided to concentrate only on staff development, as each of the above-mentioned topics is equally important. The principals felt that to bring in quality in education, each of the topics need to be addressed as separate issues Therefore it was decided to prepare the module on staff development All the principals agreed that in the given period they could conduct such programmes only if they are aware of the various steps involved in staff development Many times lot of time was wasted on planning an activity and final results were not as expected due to improper planning or implementation. Principals were unable to prioritise their activities They were not able to conduct programmes according to needs of the teachers All the principals felt that to keep abreast with the fast growing world, they require training in different areas Some of the areas they pointed out were time management, human resource development, managing the curriculum and making the teachers technology friendly

The panel of experts was of the strong belief that since education is a dynamic process those who are in this field have also to be upgraded from time to time in the areas of subject, technological advancements, developmental issues, and psychological and social issues. They felt that it is the prime duty of the principals, who are the representative of the higher authority, to take up this issue of training their staff so that the required quality is maintained

Following conclusions were arrived at after the interviews with the teachers, principals and the experts·

1   In many of the schools staff development or training programmes were not taken up with much seriousness Teachers and the supervisors feel that the way in which the staff development programmes are being conducted in the schools are not structured.

2. In some private schools staff development programmes were undertaken from time to time.

3. Principals in the granted schools faced problems of resistance by the teachers to change, as the Education Board did not make these programmes compulsory

4 The experts feel that it is the prime duty of the principals, who are the representatives of the higher authority and the management, to take up this issue of training their staff so that the required quality is maintained

5 Teachers do feel that there should be a need-based training, which would be beneficial to them.

6 Principals and the teachers felt that there is a need for formal training programme for the principals The principals suggested that they require training on the process of staff development, since human resource is very important for the school pointed it out.

There was a feeling among the teachers that there is wastage in terms of time and energy, as many of the programmes conducted were not by consensus of the teachers involved.

Phase: 2

4.2 Development and Try out of the module

The material was developed for the first try out after the detailed talks with the principals, experts and academicians as discussed in the first phase This material contained topic like motivation, the principals demanded communication, managing conflicts, managing oneself and the process of staff development, as it

It was decided to develop self-learning material. This was decided on the basis of the limited time available to the principals Such extra reading invariably enriches learning and helps in consolidating it. It provides freedom from regular attendance in the classroom, rigidity of time, age and curriculum. It gives freedom from rigid sequential system of formal education and free movement between work and education. Self-instructional material is based on the principles of learning in general and self-learning in particular. Self-instructional material is generally designed in the modular form. Textual material in the modular form is self contained, sequentially arranged and consists of activity packages. The text is presented in a simple language with cues to facilitate self-learning It also includes in text exercises to promote motivation to learn, which also makes the learning interactive A module provides

opportunities for self-assessment and continuous feedback It has its own structure It is theme based and self-contained

4.2.1 The Development Process of the module: The development process of the instructional material followed a sequence of activities The sequence of activities was structured so as to help in working within a specified time limit This has also provided a clear focus on what the researcher was trying to achieve. In developing the instructional material, the researcher has kept the following framework of activities.

- A design specification

- Detailed design

- Development of the modules

- Review of the material by the experts, modifications & revision of the material

The Design Specification: At this stage the general input and the sequence of the activities that make up the learning material was done. Following points were kept in consideration

The scope of the training event is to bring a change in organizational effectiveness and performance and to enhance the performance of the principal and the performance of the teaching faculty The above two have direct relationship to the performance of the students. This will enhance the quality of education; thereby the effectiveness of the school will increase the desired outcomes. The modules will also enable the principals to handle staff development programmes in a professional manner, to help the staff to increase their effectiveness not only as an individual but as members of team also, to help the principals to handle the human resource efficiently.

The standards and competencies required: Once the scope and the outcome of the material were clear, content outline was made. The highlight of the research is human resource development in the organization like the school, where it is the most valuable one; because the opportunities for the principal and the teachers to interact have become less frequent The interpersonal relationships among teachers and with the principal are becoming more formal and professional owing to the expansion of

the schools While writing the material it was seen that along with the new information, opportunities to try out what has been learnt is also provided

A general profile of the learner: In the present study the target group is the "principals". Looking into the varied responsibilities and duties to be performed and the limited available time with the learner, researcher decided to go in for self-instructional material. This was decided mainly to give time for the principals to go at their pace and implement the activities. Another aspect which was also kept in mind was that the learners in this study are mature, experienced administrators.

Details like time-scale, learning environment, and appropriateness of the content: The time for each phase was fixed as follows

- Initial meeting with the principals to discuss about the whole schedule: Two months

- Preparation of the tools, selection of the experts One month

Survey of the present scenario of staff development process and the programmes conducted, discussion with the experts from the field of education, management, senior teachers, principals and psychologists to finalise the content for the modules, preparation of the module, validation by the experts and finalisation of the module. Six months

- Try out of the module by the selected sample principals: One academic year.

- Data analysis, interpretations of data and chapterisation. Two months.

Outline content: Identifying the learning needs was crucial to the development of effective materials. Research studies shows that there is a need for formal training to be given to the principals. It is also important to gain commitment from all those whose support is needed, especially the support of the principals who need to implement this material.

The initial manuscript of the instructional material was developed and it was ready for the pilot study. It was also circulated among academicians and principals for

validating the content and other aspects This material was in one book form with one hundred and seventy pages, the details of the content are explained in chapter III The material was circulated for expert and critical comments, to the selected team of experts which included, four-academicians, two-management consultants and five-Principals

4.2.2 Selection of the topics for the module:

The first manuscript of the material was ready for the first trial This was the out come of the detailed discussions the investigator had with the principals, teachers, experts and academicians. This material contained the following topics

- Motivation

- Communication.

- Managing conflicts.

- Managing one-self.

- The staff development process.

This was prepared by keeping the demands of the principals in mind. To be successful, the material used in the training programme need to be structured, succinctly written and develop in format designed for the purpose. It is essential to know the importance of this instructional material from the organizational effectiveness point of view. The review of the literature reveals that the training for the principals in various management and leadership issues is essential. The main objective of the material development was to bring a change in organizational effectiveness and performance. That is, to enhance the performance of the principal and the performance of the teaching faculty. The above two have direct relationship to the performance of the students. This will enhance the quality of education, thereby the effectiveness of the school will increase

This initial manuscript of the module was given to a panel of experts for validation. The experts were given a checklist of quality criteria as guidelines for evaluation of the material (Appendix III).

Summary of the comments made by the experts is presented below

- Give importance to the process of staff development and focus on this issue directly and not to include the other aspects which is making the material too bulky and general

- Too theoretical Add graphics to highlight some issues

- Needs to include more activities on staff development.

- Retain the concept of staff development process, as it is, with a few modifications –like – language, cut the theoretical base and make it simple

- Divide the bulk of the material into smaller booklets

- While implementing give enough time for implementing

- Questionnaires prepared for the teachers and the principals are good covering the main duties of the principals

- Clear instructions need to be given before the activities, as the material is self-instructional.

- Since the target group is the principals, who are busy it is advisable to simplify the material

- The material needs to be presented in such a way that it should enhance easy readability and comprehension

- To pay more attention to the local conditions.

The module was revised on the basis of the recommendations made by the experts Certain units were deleted as it was found that the material was becoming too theoretical and bulky to handle The module was focused on the process of staff development. To enhance the appearance, graphics were used either in the beginning of the section or in the text or at the end of the unit

The final draft of the instructional material was given to the sample principals for implementation in the try out The instructional material was divided into 3 booklets (Volume II of the thesis consists of these three modules) The final draft of the module was prepared in three volumes with the revised content

The material was once again circulated among the experts and most of them felt it was suitable for experimenting now. Summary of the comments given by the experts is presented below:

- The material could be well utilized to create awareness among school managements, supervisors, heads or administrators

- The principles discussed are acceptable

- The module is written in simple language and has clarity in terms of presentation.

- A good blend of the theory with the practical view makes this reading process more enjoyable and effective

Break up of the matter into three volumes makes the task of reading very easy as it directs the analysis to predetermined thoughts and expected results.

Overall it was felt that the module was quite sufficient, covering only the important aspects of staff development. The following conclusions were drawn at the end of this phase and accordingly the module was revised and prepared;

1. The self-instructional module was developed and was given to the experts for validation of the content.

2. Principals and the experts felt the need to revise the module as it contained only theory.

3. Final module was prepared after the revisions with theory, graphics and activities.

4. The module focused on staff development process

Phase: 3

4.3 To measure the effectiveness of the self-instructional module

In the beginning of the second phase a pre-test was given to the teachers of the twenty selected schools whose principals were ready to participate in the implementation of the module Details of the schools, which participated in the study, are given in the table 4 4 There were 357 teachers who took part in the pre test The data collected and analysed about the perceptions of these teachers is given bellow along with the comments made by the principals Effectiveness of the modules was found out by the way the principals under took the activities related to the staff development process The activities were evaluated under the seven headings, the details of which are given in the previous chapter III. Principals' opinions were also taken on the topics discussed and on the presentation of the material, which is given at the end of this phase

The schools, which have participated, include all the different categories of schools, which are under the Gujarat State Education Board That is, it includes granted and non-granted, missionary run and privately managed schools. There is a mixed sample of the principals, some with many years of experiences, some very recently promoted to the post (just two to three years in this post), and all are with post graduate degrees in their respective subjects with Masters in Education also

(Table 4.3 follows giving the general information of 20 Sample Schools, which took part in the try out)

Table 4.3 General information of 20 Sample Schools

S. No.	Male/Female	Qualification of the Principal	Type of school	No. of teachers participated
1	Female	M Sc (Home science)	N G	23
2	Female	M A , B Ed	G	13
3	Male	M A , B Ed.	N G	4
4	Female	M Sc B Ed	N G	28
5	Male	M A , B Ed , M Ed	N G	23
6	Female	M A., B.Ed	N G.	15
7	Female	M Sc B Ed	N G.	44
8	Female	M Sc , B Ed	G	20
9.	Female	M A., B Ed , M Ed.	N G.	15
10	Male	M A. B Ed.	N G.	12
11.	Female	M.A. B.Ed.	N.G.	10
12.	Female	M A B.Ed.	N G	8

(Cont.)

13	Male	M A B.Ed	N G	12
14.	Male	M A , B Ed , M Ed	N G	18
15	Male	M A. B Ed.	G	23
16.	Female	M A B Ed	N G	20
17.	Male	M A B.Ed	G	14
18	Male	M.A. B.Ed.,M.Ed.	G.	20
19.	Female	M Sc , PDEM	N.G	33
20.	Female	M Sc.,B.Ed.	N.G	20
Total				357

Note: N.G. = Non-granted school, G = Granted school.

Teachers' perceptions about principals' abilities were measured using the four-point scale Pre test and post test data collected was tabulated category wise and item wise. The total score for all the teachers were added principal wise and percentages were calculated. The difference in the percentages shows the change in staff development abilities of the principals from pre test to post test. The tables shows the change in the behaviour of the principals in the seven areas of performance, that is Organisational management, performance, communication skills, group process, instructions, leadership behaviour and evaluation. Further the principals were given a questionnaire, which emphasized on the content matter and presentation of the module The feed back from the principals were collected. The data is tabulated and interpreted qualitatively

Table 4.4

Perceptions of the teachers on the performance of the Principal in terms of percentage on Organisational Management

S. No.	Pre- Test				Post-Test			
	RA	ST	OF	NA	RA	ST	OF	NA
1.Planning	44	117	112	84	37	102	118	100
	12 32	*32 77*	*31 37*	*23 53*	*10 36*	*28 57*	*33 05*	*28 01*
2. Recruiting	76	115	120	46	67	120	115	55
	21 29	*32 21*	*33 61*	*12 88*	*18 77*	*33 61*	*32 21*	*15 41*
3. Identify staff strength	40	112	112	93	36	98	129	94
	11 20	*31 37*	*31 37*	*26 05*	*10 08*	*27 45*	*36 13*	*26 33*
4. Collect evidence	82	92	105	78	68	92	105	92
	22 97	*25 77*	*29 41*	*21 85*	*19 05*	*25 77*	*29 41*	*27 77*
5. Analyse data	54	132	107	64	42	104	135	76
	15 12	*36 97*	*29 97*	*17 93*	*11 76*	*29 13*	*37 82*	*21 29*
6. Identify opportunities	49	105	109	94	*56*	94	105	102
	13 72	*29 41*	*30 53*	*26 33*	*15 69*	*26 33*	*29 41*	*28 57*
7. Staff involvement	78	115	75	89	65	78	115	99
	21 85	*32 21*	*21 01*	*24.93*	*18 20*	*21 85*	*32 21*	*27 73*
Total	**423**	**788**	**740**	**548**	**371**	**688**	**822**	**618**
%	*16 93*	*__31.53__*	*29 61*	*21 93*	*14 84*	*27 53*	*__32.89__*	*24.73*

RA = Rarely Done   ST = Sometimes   OF = Often   NA=Nearly Always

Note: Numbers in *italics* shows the percentage of teachers in each category.

Table 4.5

Perceptions of the teachers on the performance of the Principal in terms of their scores on Organisational Management

Sr. No.	Pre-Test					Post-Test				
	RA	ST	OF	NA	Average	RA	ST	OF	NA	Average
1..Planning	44	234	336	336	2.66	37	204	354	400	2.79
2.Recruiting	76	230	360	184	2.38	67	240	345	220	2.44
3.Identifying staff strength	40	224	336	372	2.72	36	196	387	376	2.79
4.Collect evidence	82	184	315	312	2.50	68	184	315	368	2.62
5.Analyse data	54	264	321	256	2.51	42	208	405	304	2.69
6.Identify opportunities	49	230	327	376	2.75	56	188	315	408	2.71
7.Staff involvement	78	115	225	356	2.17	65	156	345	396	2.69
Total	423	1481	2220	2192	2.53	371	1376	2466	2472	2.68

Questions in the organisational management are related to the principal's administrative competencies on staff development. It included items on planning, recruiting, identifying staff strength, collecting evidences, analysis of data, identifying opportunities and staff involvement. In the pre-test, responses of 423 teachers (16 93%) opted for "rarely" which is reduced to 371 responses (14.84%) in the post-test. 788 responses of teachers (31.53%) opted for the "Sometimes", where as

in the post-test this is reduced to 688 responses (27 53%) There is an increase in the number of responses of teachers opting for "rarely" from 740 (29 61%) in the pre-test, to 822 responses (32 89%) in post-test 548 (21.93%) responses of teachers had opted for "nearly always" in the pre-test, were as in the post-test 618 (24 73%)responses of the teachers opted for this category There is increased for "often" and "nearly always", shows that there is a marked improvement in the organizational management of the principals

Table 4.5 gives the difference in the average score for each item. The pre test and post-test scores shows difference and the average has shifted towards the higher side, that is towards nearly always The difference in the scores for the questions two and seven are comparatively high (2 38 to2 44 & 2 17 to 2 69). The questions are related to recruitment and assigning duties to the teachers Teachers felt the change in the way duties were allotted. They felt that it was done keeping the teachers potentials in mind.

The difference between the pre test and post test scores reveals that there has been change in the way principals now dealt with issues related to the Organisational management. In the areas of decision making and planning teachers found difference. The difference in the total number of responses of teachers for "rarely"(423 to 371) and "nearly always"(548 to 618) in the pre-test and post-test shows that there is decrease in the lower category and an increase in the higher category. This shows that the perceptions of the teachers have improved after the modules were implemented. Teachers could see the change in administration of activities related to staff – recruitment, planning and delegating duties.

Principals on the other hand appreciated the modules, which helped them to develop many dimensions of management Module no. 1 gave them details on the organisational management. Out of the twenty principals, thirteen of them felt that the activities in the section: authentic relationships (module no. 3), gave a clear picture of showing positive regard, demonstrating consistency and fairness and developing good listening skill. Nine principals felt that the section on prioritizing and planning (Module No 2) gave a clear idea on areas like personal development, group requirements and identifying school needs. This section detailed on collecting information, formal and informal programmes on prioritizing and planning. From the

teachers perceptions as given in tables 4 4 and 4 5 it is clear that the principals have shown improvement in the area of organisational management after using the modules

(Table 4.6 showing perceptions of the teachers on the performance of the Principal in terms of percentage on performance follows)
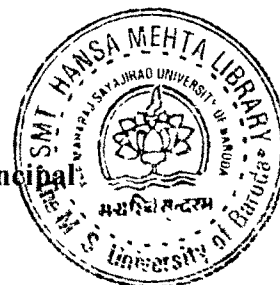
Table 4.6

Perceptions of the teachers on the performance of the Principal in terms of percentage on Performance

Sr. No.	Pre-Test				Post-Test			
	RA	ST	OF	NA	RA	ST	OF	NA
1. Encourage staff	44 *12 32*	114 *31 93*	102 *·28 57*	97 *27 17*	57 *15 97*	85 *23.80*	113 *31 65*	102 *28 57*
2. Staff participation	98 *27 45*	61 *17.08*	112 *31 37*	86 *24 09*	61 *17 08*	86 *24 09*	98 *27.45*	112 *31.37*
3. Effective time management	75 *21 01*	107 *29.97*	118 *33 05*	57 *15.97*	51 *14.29*	81 *22.69*	118 *33.05*	107 *29.97*
4. Works under pressure	68 *19.05*	99 *27 73*	136 *38.09*	54 *15.13*	50 *14.01*	89 *24.93*	102 *28.57*	116 *32.49*
5. Self motivated	78 *21.85*	78 *21.85*	115 *32.21*	86 *24.09*	68 *19.05*	62 *17.37*	112 *31.37*	115 *32 21*
Total Responses	363	459	583	380	287	403	543	552
%	*20.34*	*25.71*	*32.66*	*21.29*	*16.08*	*22.58*	*30.42*	*30.92*

RA = Rarely Done   ST = Sometimes   OF = Often   NA=Nearly Always

Note: Numbers in *italics* shows the percentage of teachers in each category.

Table 4.7

Perceptions of the teachers on the performance of the Principal

in terms of their scores on Performance

S. No.	Pre-Test					Post-Test				
	RA	ST	OF	NA	Average	RA	ST	OF	NA	Average
1.Encourage staff	44	228	306	388	2.71	57	170	339	408	2.73
2.Staff participation	98	122	336	344	2.52	61	172	294	448	2.73
3.Effective time management	75	214	354	228	2.44	51	162	354	428	2.79
4.Works under pressure	68	198	408	216	2.49	50	178	306	464	2.80
5.Self motivated	78	156	345	344	2.59	68	124	336	460	2.77
Total	363	918	1749	1520	2.55	287	806	1629	2208	2.76

This section was on the qualities of the principals that have impact on how they (principal) react to situations. It included time management, working under pressure, self-motivation, encouraging staff to participate in professional enhancement programmes as shown in column 1 of table 4.6 and 4.7. The teachers felt that the principals had become more organised and specific in their dealings. It can be seen from table 4.6 that the percentage of the responses for all the five items have shifted towards often (OF) and nearly always (NA) in post test, from rarely (RA) and sometimes (ST) as in pre-test. It can therefore be said that the principals have been able to develop themselves in the areas like; encouraging the staff, enhancing staff participation in school activities, able to manage their time, can work under pressure and enhance their own motivation level with the help of the modules.

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This is also further confirmed from the analysis of the data presented in table 4 7 It can be seen from table 4 7 that irrespective of the categories, the averages have increased It means that the principals have increased their performance level with the help of the module Teachers found the principals to be more professional than before Teachers felt that there was proper planning and prioritising while undertaking staff development programmes and other activities This is a good sign to show that the knowledge is utilised by the principals for other related activities in the school The teachers did mention that they were encouraged and sent for various programmes or workshops The difference in the average for each question is very high. The difference in the total average (2 55 to 2 77) proves that there has been a significant change in the performance of the principals The questions were related to the self-enhancement of the principals seen through their performances.

Principals felt that the section on 'Prioritising and Planning' (Module No. 2) gave very detailed information on the issues related to staff motivation, self-motivation, to work under pressure and to manage time. Activities like SWOT analysis, brainstorming and discussions were useful for coordinating the staff development programmes effectively. The activities in the section 'Pedagogic Partnership' in module no 3 helped the principals in prioritising and managing time effectively Principals also felt that the module enhanced their working pattern by giving tips on issues like how to work under external pressure and demands (Module No 2), to use discipline positively and to be consistent in responding to pupils and events (Module No. 3). They felt that Module No. 1 gave a clear idea of how to manage and appreciate the complexity of change, which is inevitable

Table 4.8

Perceptions of the teachers on the performance of the Principal in terms of percentage on Communication Skills

S. No.	Pre- Test				Post-Test			
	RA	ST	OF	NA	RA	ST	OF	NA
1. Clarity in communication	68	136	96	54	50	89	102	116
	19 05	*27 73*	*38.09*	*15.13*	*14 01*	*24 93*	*28.57*	*32.49*
2. Use of technology	98	112	61	86	61	86	98	112
	27.45	*31 37*	*17 08*	*24.09*	*17 08*	*24 09*	*27 45*	*31 37*
3. Active listener	44	114	102	97	57	85	113	102
	12 32	*31.93*	*28.57*	*27.17*	*15.97*	*23.80*	*31.65*	*28.57*
4. Effective negotiator	75	118	107	57	51	81	118	107
	21.01	*33.05*	*29.97*	*15 97*	*14.29*	*22.69*	*33 05*	*29.97*
5. Conducts meetings effectively	78	115	78	86	68	62	112	115
	21.85	*32.21*	*21.85*	*24 09*	*19.05*	*17.37*	*31.37*	*32.21*
Total Responses	363	595	444	380	287	403	543	552
%	*20.34*	*__33.33__*	*24.87*	*21.29*	*16.08*	*22.58*	*30.42*	*__30.92__*

Table 4.9

Perceptions of the teachers on the performance of the Principal

in terms of their scores on Communication Skills

S. No.	Pre-Test					Post-Test				
	RA	ST	OF	NA	Average	RA	ST	OF	NA	Average
1. Clarity in communications	68	272	288	216	**2.36**	50	178	306	464	**2.80**
2. Use of technology	98	224	183	344	**2.38**	61	172	294	448	**2.73**
3. Active listener	44	228	306	388	**2.71**	57	170	339	408	**2.73**
4.Effective negotiator	75	236	321	228	**2.41**	51	162	354	428	**2.79**
5.Conducts meetings effectively	78	230	234	344	**2.48**	68	124	336	460	**2.77**
Total	**153**	**466**	**619**	**1520**	**1.55**	**287**	**806**	**1629**	**1744**	**2.50**

The questions in this section were related to the communication skills It emphasized on both the written and verbal communications. The items included were, on clarity in communication, use of technology, active listening skills, effective negotiating, consulting and on conducting meetings effectively

The table 4.8 shows the difference in the perceptions of the teachers regarding the communication skills of the principals in terms of percentage of responses. This is a very important area and the percentage of responses recorded shows remarkable difference. The pre-test percentage is high for the category "sometimes" (33.33%), whereas a percentage of (30.92%) for the category "nearly always" seen in the post

test, shows that there is a significant change in the communication skills of the principals after they have used the modules. This is further confirmed from the analysis of the data in the table 4 10. There is marked decrease in the average for the category "rarely"(20.34% to 16 08%), from pre-test to post-test. The average for the category "nearly always" shows an increase from 21.29 in pre test, to 30.92 in post test. This proves that the principals have shown improvement in the areas of communication. There is a consistent decrease in the responses for "rarely" and "some times". The difference in the responses for the category "often" and "nearly always" is quite high.

From the table 4.9, it is clear that the average for each question in this section has increased remarkably, which points to a change towards a very positive side. The total average from 1 55 in pre-test to 2.50 in post test shows that the principals have changed positively in their communication ability as recorded in the table 4.9. Teachers felt that the channels of communication were much better and the messages were clear. It means that the principals have increased their communication skills in the areas of clarity in communication, use of technology, active listening skills, effective negotiating, consulting and on conducting meetings effectively with the help of the modules.

Principals on the other hand found the modules very handy to deal with the day today duties. They found the section on 'Authentic Relationships' (Module No. 1) very useful which gave a clear picture of dealing with teachers. The section on 'Developing and Implementing policy' (Module No 2) threw light on issues like teacher's professional needs and motivation of teachers. They found the activities very useful. Principals felt that communication is a very important issue, which requires to be addressed separately which was highlighted in the Module No 1, in the section on 'Introducing School Management". The section on 'Teachers needs', 'consulting with groups and individuals' (Module No. 2) also highlights the importance of effective communication through the activities. Principals felt that many of the activities like interview, taking the views of the teachers by using questionnaire, helping the teachers to prioritise their needs according to curriculum, personal or school needs helped them to improve their communication with teachers.

They also felt that the section on formal programme for prioritizing and planning has indirect implication on communication

Table 4.10

Perceptions of the teachers on the performance of the Principal

in terms of Percentage on Group Process

S. No.	Pre-Test				Post-Test			
	RA	ST	OF	NA	RA	ST	OF	NA
1. Staff involvement in goal setting	112 *31 37*	98 *27 45*	61 *17.09*	86 *24 09*	61 *17 09*	86 *24 08*	98 *27 45*	112 *31 37*
2. In decision making	97 *27 17*	114 *31.93*	102 *28.57*	44 *12 32*	57 *15.97*	85 *23 80*	113 *31 65*	102 *28 57*
3.Delegation of tasks	98 *27 45*	136 *38.09*	68 *19 04*	55 *15.41*	50 *14 01*	89 · *24.93*	102 *28.57*	116 *32.49*
Total Responses	307	348	231	185	168	260	313	330
%	*28.66*	*__32.49__*	*21.57*	*17.27*	*15.69*	*24 28*	*29.23*	*__30.81__*

Table 4.11

Perceptions of the teachers on the performance of the Principal

in terms of scores on Group Process

S. No.	Pre- Test					Post-Test				
	RA	ST	OF	NA	Average	RA	ST	OF	NA	Average
1.Staff involvement in goal setting	112	196	183	344	2.34	61	172	294	448	2.73
2.In decision making	97	228	306	176	2.26	57	170	339	408	2.73
3.Delegation of tasks	98	272	136	220	2.03	50	178	306	464	2.80
Total	307	696	625	740	2.21	168	520	939	1320	2.75

This section focused on the group processes, that is, involvement of staff, students and the parents in setting goals, decision-making and delegation of the tasks

Table 4.10 shows the percentage in responses has increased from 32 49% for "sometimes" in pre-test to 30.81% for "nearly always" in post test There is a marked decrease in the responses for the category "rarely" and "sometimes", from pre test to post test. On the other hand, the responses for the category "often" and "nearly always" shows increase in post-test. There is a shift towards higher category of responses, which proves that the modules have helped the principals to carry out group processes more effectively

Table 4 11 shows the difference in the average between pre-test and post-test scores The total average has increased from 2 21 to 2.75 irrespective of the categories The difference in the average is the highest for question no 3, which focuses on planning and delegation, (2.03 to 2 80) The other areas have also shown improvement This further proves that the module has helped the principals to improve their skills in group process From the table 4.12 it can is clear that the heads have realised the importance of human resource This is where the principal works on the staff as a group. With experienced principals and well-established schools, a routine pattern is set and everyone follows that. Moreover, the scope for change is limited in schools, which come under the jurisdiction of the state board The teachers felt the change in decision-making process It was faster and the team consultation was also done. This change is due to the use of instructional material, which talks about prioritizing and implementing as detailed in Module No.2.

Regular observations and feedback for teaching was provided in a very positive way. Sufficient resources were provided The working environment was made very conducive to help the teachers. This is very important for staff development. Teachers feel that the staff involvement in decision-making procedure has become a routine. Systematic planning, evaluation and teamwork show that the material has been implemented effectively.

Principals felt that the section on pedagogic partnership and boundaries and expectations (Module No 3) gave a clear idea of group process to them They also felt that the activities related to identifying needs (Module No.2) helped them in becoming more organized. Once again they found the section on prioritizing very useful. The activities gave them an idea on various issues, which in the normal course they would neglect The theoretical background on the management process helped them to understand the importance of collaborative planning, teamwork and delegation. Normally the principals were doing all the duties themselves and found that they were wasting lot of time doing the administrative work. Now they realized that many of the activities could be handled very effectively by proper planning and delegation.

Table 4.12

Perceptions of the teachers on the performance of the Principal

in terms of Percentage on Instructions

S. No.	Pre-Test				Post-Test			
	RA	ST	OF	NA	RA	ST	OF	NA
1. Regular teaching supervision	71 19 89	136 38 10	96 26.89	54 15 13	50 14.01	89 24 93	102 28 57	116 32 49
2. Conducive environment	98 27.45	112 31 37	61 17.09	86 27.09	61 17.09	86 24 09	98 27.45	112 31.37
3. Community link	44 12 32	114 31 93	102 28 57	97 27 17	57 15 97	85 23 81	113 31 65	102 28 57
4. Parental support	86 24.09	111 31.09	106 29.69	54 15.13	50 14.01	89 24 93	102 28 57	116 32.49
Total Responses	299	473	365	291	218	349	415	446
%	20.94	*33.12*	25.56	20 38	15.27	24 44	29.06	*31.23*

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Table 4.13

Perceptions of the teachers on the performance of the Principal in terms of their scores on Instructions

S.No.	Pre-Test					Post-Test				
	RA	ST	OF	NA	Average	RA	ST	OF	NA	Average
1. Regular Teaching Supervision	68	272	288	216	**2.36**	50	178	306	464	**2.80**
2. Conducive environment	98	224	183	344	**2.38**	61	172	294	448	**2.73**
3. Community link	44	228	306	388	**2.71**	57	170	339	408	**2.73**
4. Parental support	86	222	318	216	**2.36**	50	178	306	464	**2.80**
Total	296	946	1095	1164	**2.45**	218	698	1245	1784	**2.76**

This section emphasizes on the various aspects of teaching. Under instructions, questions on assessment and supervision of teaching, environment for achieving high standards of performance, community support and parental support were asked.

Table 4.12 gives the overall picture of the perceptions of the teachers on the activities carried out by the principal on various items related to instructions. There is a shift in the responses from the category "sometimes" (33 12%) in pre test, to the category "nearly always" (31.23%) in post test. The responses for the category "rarely" and "sometimes" have decreased considerably from pre test to post test There is an

increase of 10 85% in the responses for the category "nearly always" in the post test Even the category "often" shows an increase of the responses in the post-test

Table 4.13 gives a clear indication of the impact of the module on the principals on the assessment of teaching The questions one and two were directly on this issue and there is a difference in the average for these items. The average for the question one shows the difference of 0 44 (2.36 to 2.80) from pre test to post test and the difference in the average for the question two is 0.35 (2.38 to 2.73) from pre test to post test The total average has increased from 2 45 in pre-test to 2.76 in the post-test This gives a clear picture of increased in the performance of principals in the area of observation, assessment and monitoring of teaching – learning process.

Teachers did find a difference in the observation of teaching and also involvement of parents. Instructions given were very clear, formal and came via the proper channel In some of the school, teachers felt that there is a lacuna in this area, which they were not specific in pinpointing. Teachers felt that the instructions need to be given at the right time so that they can plan their work properly. At times they feel that their principals gave them instructions in the last minute. Regular supervision of teaching was not being done in some cases, but after the introduction of the module many of the teachers felt that the principals gave proper feedback, which was helping the teachers to correct themselves Teachers felt the difference in the assessment of regular teaching and principals undertook proper feedback sessions. This can be seen in the difference of total average from the table 4 14 They also felt the environment for teaching was made very conducive and cordial with ample scope for the teachers to experiment. The test items deals with the teaching techniques and classroom behaviour of the teachers. Since the principals themselves were also taking up classes, teachers feel that their problems are understood better and immediate solutions were given. Though there were certain systems of assessment, teachers said that it had become much organised and positive feedback has helped many in achieving higher academic standards. Teamwork was encouraged which was not seen earlier. In some schools the supervisor did the observation of lessons so that there is quality in teaching. Parent's support and community involvement is there in activities related to academics and non-academics.

All the principals were of the opinion that all the three modules directly or indirectly dealt with the issue of helping the teachers to upgrade themselves The activities in the section on reflection on teaching (Module No 3) helped the principals to get a clear picture about the importance of collecting information on class room observation, processing of this data and use of school based data The module No 2 was very effective and gave systematic view of staff development process Each section gave a clear idea of communicating the instructions with clarity and specificity

Table 4.14

Perceptions of the teachers on the performance of the Principal

in terms of Percentages on Leadership Behaviour

S. No.	Pre-Test				Post-Test			
	RA	ST	OF	NA	RA	ST	OF	NA
1.Encourage others	64 *17.93*	107 *29 97*	102 *28.57*	84 *23.53*	37 *10.36*	102 *28.57*	118 *33.05*	100 *28.01*
2.Priorities, plans, organizes	86 *24 09*	104 *29.13*	121 *33 89*	46 *12.89*	67 *18 77*	120 *33.61*	115 *32 21*	55 *15 41*
3.Directs, coordinates others work	93 *26.05*	112 *31 37*	112 *31 37*	40 *11 20*	36 *10 08*	98 *27.45*	129 *36 13*	94 *26 33*
4.Team building	82 *22.97*	92 *25 77*	105 *29 41*	78 *21.85*	68 *19.05*	92 *25.77*	105 *29.41*	92 *25 77*
5.Delegate tasks	54 *15.13*	132 *36.97*	107 *29 97*	64 *17.93*	42 *11 76*	104 *29.13*	135 *37 82*	76 *21.29*
6.Motivate staff	94 *26.33*	105 *29.41*	109 *30.53*	49 *13.73*	56 *15.69*	94 *26.33*	105 *29.41*	102 *28.57*
7.Seek advice & support	98 *27 45*	115 *32.21*	87 *24.37*	57 *15.97*	65 *18.21*	78 *21.85*	115 *32.21*	99 *27.73*
Total	571	767	743	418	371	688	822	618
%	*22.85*	*30.69*	*29.73*	*16.73*	*14.85*	*27.53*	*32.89*	*24.73*

Table 4.15

Perceptions of the teachers on the performance of the Principal
in terms of their scores on Leadership Behaviour

S. No.	Pre-Test					Post-Test				
	RA	ST	OF	NA	Average	RA	ST	OF	NA	Average
1.Encourage others	64	214	306	336	2.58	37	204	354	400	2.79
2.Priorities, plans, organizes	*86*	208	360	184	2.35	67	240	345	220	2.44
3.Directs, coordinates others work	93	224	336	160	2.28	36	196	387	376	2.79
4.Team building	82	184	315	312	2.50	68	184	315	368	2.62
5.Delegate tasks	54	264	321	256	2.51	42	208	405	304	2.69
6.Motivate staff	94	210	327	196	2.32	56	188	315	408	2.71
7.Seek advice & support	98	230	261	228	2.29	65	156	345	396	2.69
Total	571	1534	2226	1672	2.40	371	1376	2466	2472	2.68

This is the section on leadership behaviour. This included questions on encouraging others, prioritizing, planning, organizing, directing, and coordinating, delegating and encouraging leadership qualities in teachers, motivating, inspiring and supporting the staff.

Table 4.14 gives the percentage difference in the perception of the teachers on the above-mentioned seven issues as shown in column one The responses show a shift from "sometimes" (30.69%) in pre-test to "often" (32 89%) in post test There is a decrease of 8% in the responses in category "rarely" from pre-test to post-test The category "nearly always" shows an increase of 8% (16 73% to 24.73%)

Table 4.15 gives the average of responses for the seven aspects of leadership behaviour. The total average shows a difference of 0 28 (2 40 in pre-test to 2.68 in post test). If question wise average is seen there is a marked difference In question one it has increased from 2 58 in pre-test to 2 79 in post test, in question three it has increased from 2 28 in pre-test to 2 79 in post test, in question five it has increased from 2.51 in pre test to 2 79 in post test and in question seven it is 2.29 in pre-test which has increased to 2.69 in post test

The average scores are high for "often" and "nearly always" on leadership behaviour in post test This proves that the principals have become more effective and democratic in their dealings The techniques they used for various activities related to staff were not scientific earlier, but after the post-test, the teachers felt the change in evaluation pattern of both students and teachers. Module No. 2 highlights some of the evaluation techniques for staff development. This shows that there has been a shift of the knowledge to other activities in the school. The principals felt that such modules would enhance their professional growth and help them to be better administrators.

Some teachers were of the opinion that the principals manage everyday duties quite efficiently, but felt that there should be opportunity for the teachers to take part in decision-making Teachers from all the schools were of the opinion that the principals are good leaders. This is seen in the scoring pattern also. Teachers feel that the planning, delegation and evaluation are done systematically. The importance of staff, their strengths and use are being explained. A sincere attempt has been made by the principals to accommodate the concepts explained in day today dealings. Teachers feel that the principal ship is an important post in the school system, because everything depends on how they conduct themselves. There is significant change in the scores, which shows that the ideas are being implemented effectively

Principals felt that the modules have helped them to upgrade their management skills in a short span of time They feel that the activities were very useful to get the concepts clear and practice the ideas then and there All the sections under the Module No 2 were very effective to undertake staff development programmes The section on 'Planning and Prioritising' contained very useful activities They felt that the section on teaching repertoire (Module No 3) was very good which gave different views of teaching styles, skills and reflection. The principals appreciated the activities in the same section. From table 4 14 and 4.15 it is clear that the module has enhanced the leadership abilities of the principals It has enabled the principals to increase their performance in the areas of encouraging others, planning, prioritizing and organizing, directing and coordinating others work, building teams, delegating tasks, motivating staff and seeking advice and support from others when required

Table 4.16

Perceptions of the teachers on the performance of the Principal in terms of the Percentages on Evaluation

S. No.	Pre-Test				Post-Test			
	RA	ST	OF	NA	RA	ST	OF	NA
1.Uses techniques	84 *23 53*	107 *29 97*	102 *28 57*	64 *17 93*	37 *10 36*	102 *28 57*	118 *33 05*	100 *28 01*
2.Seeks input from various sources	86 *24 09*	121 *33 89*	104 *29 13*	46 *12 89*	67 *18 77*	120 *33 61*	115 *32 21*	55 *15 41*
3.Effective observer	112 *31 37*	112 *31 37*	93 *26 05*	40 *11 20*	36 *10 08*	98 *27 45*	129 *36 13*	94 *26 33*
4.Formative, summative, evaluation	82 *22 97*	92 *25 77*	105 *29.41*	78 *21.85*	68 *19 05*	92 *25.77*	105 *29 41*	92 *25 77*
5.Humane	64 *17.93*	132 *36.97*	107 *29.97*	54 *15 13*	42 *11.76*	104 *29.13*	135 *37 82*	76 *21 29*
Total Responses	428	564	511	282	250	516	602	417
%	*23 98*	___*31.60*___	*28 63*	*15.80*	*14 01*	*28 91*	___*33.73*___	*23 36*

Table 4.17

Perceptions of the teachers on the performance of the Principal

in terms of scores on Evaluation

S. No.	Pre-Test					Post-Test				
	RA	ST	OF	NA	Avg.	RA	ST	OF	NA	Avg.
1.Uses techniques	84	214	306	*256*	2.41	37	204	354	400	2.79
2.Seeks input from various sources	*86*	242	312	184	2.31	67	240	345	220	2.44
3.Effective observer	112	224	279	160	2.17	36	196	387	376	2.79
4.Formative summative evaluation	82	184	315	312	2.50	68	184	315	368	2.62
5.Humane	64	264	321	216	2.42	42	208	405	304	2.67
Total	428	1128	1533	1128	2.36	250	1032	1806	1668	2.66

This section deals with questions on evaluation procedures deployed in the school system by the principals The questions were on the techniques used to assess the performance of teachers, evaluation of the progress made, observation and conference skills, utilization of formative and summative evaluation procedures.

Table 4.16 gives a clear picture of the shift in percentages of the responses to higher category in post test The pre-test responses show 31.60 % for "sometimes", and 33.73 % responses in the category "often" in post test This shows an increase in the perception of the teachers regarding the evaluation system followed by the principals.

The responses for the category "rarely" have decreased from 23 98 % in pre-test to 14 01% in post test The responses for the category 'nearly always' have increased to 23 36 % in post test from 15.80 % as seen in pre-test

Table 4 17 gives the average for each question in this section at pre-test and post test Question one shows an increase of 0.38 (from 2.41 in pre-test to 2.79 in post test) in the average. Similarly a difference of 0.62 is seen for question three. These are the questions, which are directly related to techniques of teaching, effective observation and conferencing skills. The total of average also shows an increase from 2 36 in pre-test to 2 66 in post test

The way in which evaluation was undertaken by the principals after the use of the modules was more formal There is a marked difference in the pre-test and post-test average scores, which shows that the material had positive impact on the principals. Teachers were of the opinion that the style of working had become more formal. It is difficult for the principals to change the in-built pattern at once. The principals were practicing certain systems, but they were not done in an organised pattern. Many of the areas related to staff development are taken care off. The principal needs to formalise a few areas to increase ones own efficiency and also the staff quality But overall the teachers feel that it was comfortable to work.

From the discussions it was found that certain system of evaluation has been introduced and is followed. Bringing change depends on the head of the institutions whether aided or non-aided. A visionary head always looks at the positive aspects and goes beyond the rules and regulations. There could be improvement in many areas. Investigator feels that it will happen over a period of time in our system of education. Test scores reveal that the evaluation system has improved, which once again proves the positive impact of the module on the principal.

There have been attempts made by the principals to bring in change in spite of the resistance. Such self-instructional modules will be of help for the heads who are willing to bring in change Some of the missionary schools follow very orthodox ways for academic activities where the human resource is treated as mechanical as any other resource The schools which are well established and which has a system set for years are reluctant to bring in change. Though the principals showed keen

enthusiasm, overall implementation was not very satisfactory because in some cases the managements were reluctant to bring in changes. The teachers feel that their observations and feedback sessions are very constructive and fruitful. There has been very good response by the schools as a whole. The heads and the staff have shown very keen interest in this endeavour. Most of the concepts were tried and suggestions to improve the module were also given. The section on 'Reviewing and Evaluation' (Module No. 2) was on evaluation of the programmes on staff development. The idea of 'checking progress, taking stock and checking success' and the activity related to this (page no. 66 .. Module No. 2), they feel are very effective. They also felt the section on 'Challenges of Role Transition' in Module No 3 to be very useful

The principals have given their views on the modules. They were asked to give their opinion on the following areas, overall idea of the material, clear objectives, relevance of the material and the comprehensibility of the language (Appendix II). All the twenty principals appreciated the ideas very much. Since it was self-instructional they could go through the modules at their convenience and implement the activities. All the heads welcomed it, as this was the first handy material they were going through. They felt that the modules fulfilled the objective it was designed for. They felt the language was easy, clear and comprehendible. Many of the principals felt that there should be a back up of formal sessions of teaching for each of the sections so that the ideas are percolated evenly to all the principals. They liked the modules because each section had related activity, which helped them to understand the concepts clearly. Though the Module No. 1 was more of theory; all of them felt that this formed the base for the learning of the other two modules. The section on managing change (Module No 1) was an eye opener to many of them on the complexity of "change" and the ways to deal with this issue. Many of the principals felt that they used to avoid many of the issues earlier because they felt that it was laborious, now they realized that human resource is the very important resource among all the other resources. If this is handled effectively then many of the obstacles are overcome. They feel that at any point of time staff development programmes should be taken up in a systematic way so that it is beneficial to the school and the students. They felt that the activities on the steps involved in staff development were all simple and effective. Many of them felt that since they do not get much time to go through various books on management, this was a comprehensive module on all the important issues related to

staff development They appreciated the efforts put in by the researcher and want such inputs for other topics like decision making, self enhancing programmes, time management, appraisal of the staff, allocating time for value education and involvement of the students in social service They feel that the authority should take proper initiatives and produce such materials, instead of having residential programmes, which are time consuming It is very clear from the discussions that the module did help the principals to enhance their evaluation skills

Principals were asked to comment on the presentation of the material. They were asked to comment on the relevance, clarity and quantum of the content and readability of the material They were also asked to write about the level of the content.

Principals agreed that such materials are of great help to improve one. They felt that the concepts were clear and ample time was given to implement the activities. Many of the activities like discussion, brainstorming and SWOT analysis made the process of staff development very easy. They felt that the language used was clear and simple to comprehend. Some of the principals felt that the module should be translated to local language and implemented in all the schools

The responses of the principals regarding the module are very encouraging Out of the twenty principals, ten felt that the content was relevant. All the principals said that the instructions given were clear and self-explanatory. One of the principal felt that the content was too elaborate and such material is not needed. All the principals said that it should be made compulsory to all those who are holding such positions in the schools. The suggestion made by the principals is that each of the topics should be presented separately so that it is easier to go through

(Table 4.18 depicting the opinions of the principals on the presentation of the content in the module follows)

Table 4.18

Feed back of the 20 Principals on the Presentation of the Module

S.No.	Test item on the presentation of the module	Principals response	No. of Principals
Content			
1	Was it relevant?	Yes	16
		Some part very relevant	4
2	Whether the instructions were clear?	Clear and self explanatory instructions	20
3.	Was the content too elaborate?	Yes	1
		No	17
		Some topics	2
4.	Was it too difficult to comprehend?	Yes	1
		No	17
		Some parts	2

(Cont.)

5	Suggestions to improve	Make smaller pamphlets on each of the topic discussed	15
		Prepare on topics related to communication, time management and other management issues	20
		To make it compulsory to every principal	20
		Good attempt made, to make the principals learn about the management techniques	20

Language

6.	Was it easy to understand?	Yes	18
		Not always	2
7	Was it suitable for the prescribed level i e., the principals.	Yes	20
8.	Whether the explanations given were clear?	Very good	19
		Satisfactory	1

(Cont.)

9	Whether the content explanations were sufficient?	Very good	17
		Satisfactory	2
		Too much	1
10.	Which of the module do you think is the most useful?	Module 1	0
		Module 1 & 2	3
		Module 1,2 & 3	20
		Module 2 & 3	20
		Module 2	20

From the pre-test and post test data analyses, at the end of this phase, following conclusions were drawn.

1. The modules helped the principals to enhance their abilities of organisational management. From the analysis of the teachers perceptions and their own perceptions it shows that the principals were able to perform better planning, recruiting, identifying staff strength, collect evidence for feedback, analyse the data, identify opportunities and involve staff.

2. Principals were able to perform better in encouraging staff, increasing staff participation, effective time management, working effectively under pressure and self-motivated.

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3   The data analysis proves that the principals have become better and effective communicators There was clarity in communication, technology was used, they were active listeners, effective negotiators and were able to conduct meetings effectively after learning the techniques from the modules

4   Principals felt that the module helped them to be more organized and focused regarding group process. They were able to involve staff in goal setting, in decision-making and delegation of duties made the tasks much easier.

5   From the teachers perceptions it is clear that the principals did better in giving instructions They found there was regular supervisions of teaching, environment was more conducive, principals tried for more community support and parental support in academics which enabled the teachers to concentrate more on their duties

6. Principals were able to perform better in their leadership role after using the modules. They could encourage others effectively, prioritise, plan and organise activities, direct and coordinate others work, build strong teams, delegate work and motivate others in a very effective manner

7. Principals performed better in the process of evaluation of teachers as well as others work.

8. The language, content presentation and the activities were well received by the principals

9. Principals feel that such modules in other areas should be made available so that they are fully equipped with all the necessary management skills.

4.4 Conclusion:

From the analysis of the data it is clear that the principals showed improvement in the process of staff development and other related areas. This is observed through the analysis of teachers' perceptions and principals own perceptions regarding their behaviour towards staff, process of staff development and other related issues.

From the review of the literature it was clear that there is dearth of suitable material for the training of principals Time and again researchers have found the need for training of principals

Programme of Action (1986) focussed special attention on management of education It emphasises the need for training of educational planners, administrators and the heads of institutions in areas like personnel management, training and development of staff, programme planning, data management, financial rules and procedures. Programme of Action (1992) focused on training of Administrators It laid stress on identification of training needs, development of training models and conducting pre service and in service training programmes The findings of this research throw light on the areas emphasised by the programme of action.

In the Report of the Workshop on head teacher training and resource materials development, 1997 conducted by The Department of Educational Administration and Commonwealth Secretariat, the stress was laid on formal structured training for the head teachers. Through formal school visits and deliberations, it was found out that the principals; either in Municipal, Missionary or Government aided schools had never received any form of management training. The survey and the feedback given by the principals' shows that such instructional materials help them in different areas of administration and management.

All those who are concerned with the quality of education feel the need for the formal training of the principals. Since the staff plays an important role in education, training of the principals on staff development must form a crucial aspect for training. More over, looking at the responsibilities of the principals and the time available for them to attend formal training programme, it is necessary to develop self-instructional material. Therefore the impact of the attempt made through this developmental research to prepare a comprehensive training module on staff development was found to be effective. It helped the principals to improve their effectiveness in areas like organisational management, performance, communicative skills, group process, instructions, leadership and evaluation, there by improving their staff interaction and development.