

CHAPTER-V

- 2 The module has to be in simpler form in presentation Language of the module was accepted.
- 3 Activities and graphics were added to enhance the presentation.
4. Some of the principals felt that there was no need of any such learning material for them as they are experienced and they know what they should be doing

Phase III: In this phase the effectiveness of the module is evaluated. For these teachers perceptions on the abilities of the principals on the various facets of staff development is analysed. Principals own perceptions on the impact of the module on their staff development abilities is also qualitatively analysed. The significant findings of this phase are given below.

- 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.
3. The modules helped the principals have become better and effective communications with the teachers. There was clarity in communication, wherever required technology was used , they were active listeners, effective negotiators and were able to conduct meetings effectively after learning the various techniques of communication from the modules.
4. The modules helped the principals to be more organized and focused regarding group process. They were able to involve their staff in goal setting, in decision-making and delegation of duties made the tasks much easier.
5. Principals did better in giving instructions. Teachers 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. Performance of the principals was better in the 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. The principals undertook the process of evaluation of teachers effectively
8. The language, content presentation and the activities were well received by the principals.

5.2 Implications of the study: From the findings following implications can be drawn.

5.2.1 Implications for the Principals:

- Training programmes undertaken should focus on the needs of the teachers and not on the availability of the resource people.
- Training need assessment activity should be held often to find out the requirements of the teachers. The target group should be involved for this.
- Management training revealed diverse opinions, some identified the training on staff development as the strategies for coping with staff and enhancing their motivation, others identified it as administration and just another routine programme which is not taken seriously
- Some principals felt that some of them are natural leaders and therefore did not need training. Some of the principals who went through the intervention programme were totally committed to the idea that training should be compulsory for all school leaders.
- Views of the senior staff confirmed the necessity of such training modules. Such views should be valued and not taken as a remark.
- Schools today are complex organisations to manage. To meet the increasingly complex and varied needs of its students, a modern school system has to be well organised. This is particularly true of the programmes

related to human resource development, which is an important integral part of the total process of curriculum development and instruction. Teachers and heads who have a clear conception of their function in the whole educational programme are better able to work toward the goal of providing the best learning experiences for each individual.

- Schools and education authorities have become increasingly aware of the need to be effective. This is partly due to the pressures for accountability brought about by the community. At the same time a realisation of the importance of the issue has grown as school heads and staffs seek to increase effectiveness in the school setting as a part of the development of professionalism. An effective school is one that promotes high levels of student achievement for all students in the school.
- The principal needs to take up the following tasks to be more effective:
Participation by people from outside the teaching profession. Parents can be involved in the process of education in various ways, as can people who have working experience in vocational subjects.
- Conditions of work: Closer attention has to be paid to maintaining teacher motivation in different situations. To keep good teachers in the profession, salary and other conditions must be sufficiently attractive compared to other types of employment requiring comparable levels of training.
- Greater care needs to be taken while formulating training programmes. The quality of both teachers' training and teaching is dependent to a large extent on teaching materials, particularly textbooks. Curriculum renewal is a constant process that should involve teachers at the planning and development stages alike.
- Favourable conditions for effective teaching: Greater professional mobility, both within the teaching profession and between it and other professions, is also desirable, in order to widen teachers' experience. And for teachers to do a good job, they must not only be trained but must receive adequate support. This implies, in addition to appropriate conditions and resources, a system of

evaluation and supervision that helps diagnose difficulties needs to be established. It also implies that each community or local authority should look to see how talents present in the community could be used to improve education. Inputs by outside experts to classroom teaching or to out-of-school learning experiences must be provided to the teachers

- The head of the school needs to be clear about what factors will most likely result in the success of administration. One of the key factors will be the clarity of one's understanding of various needs and requirements of the teachers and others who make up the school. Head of the school should be able to identify the needs of the various components, which together make up the sum total of the school's needs. How it has to be undertaken is explained in the modules. Head must understand staff's needs both as individuals and as a group. For practical reasons head must remember that their needs will be looked at from the heads or schools point of view and not from their own point of view. It is necessary for the head to ask them what they see as their needs. Some of their needs may include, a clear job description in writing, provision for professional development and growth for all staff, adequate supervision of their teaching, a clear statement of the school's mission and objectives and agreed targets, adequate support materials and infrastructure, and a positive, supportive school climate.
- Staffs play a very crucial role in the delivery of the curriculum and all the activities related to it. The heads must realise this and provide all the professional guidance required for them to function effectively. One can only give meaningful support in this regard if one establishes strategies to identify the needs of each and everyone of the teachers. Besides the activities detailed in the module, heads must also follow some of the strategies like; appraise each teacher, through a formal cycle of contact once a year at least, to establish their strengths & weaknesses and likes & dislikes.
- It is advisable for the heads to study management, organisational, behavioural and educational theories. If possible visit an industrial or commercial organisation to learn about how they set about identifying

needs. Analyse the responses given by individual teachers during their annual appraisal or evaluation interviews. They must also study educational, professional journals and magazines to gather more ideas about needs. Staff development programmes should be need based, keeping in mind the philosophies of the school.

- School heads must realise the importance of school effectiveness and should take up staff development programmes.

5.2.2 Implications for the school management:

- Effective training is a complex and somewhat elusive process that must reflect the mysterious nature of school and the changing demands of those having a stake in that system. Leadership is not an end in itself. It is important that principals should see themselves as initiators, opening doors to enhance learning. Effective management at the top will have impact on others at different positions within the school. School management should take up the duty of training the principals to be effective managers.
- They should also see that the teachers are involved in making decisions, which will have direct impact on them.
- There should be the involvement of the publishing companies from out of state so that the principals are aware of the new trends in education and curriculum transaction.
- The governmental and non-government bodies should conduct frequent training programmes for the principals. The course content should contain practical and theoretical aspects to meet the specific needs of the principals. Such courses should be conducted at regular intervals for short period of time. There needs to be consistent monitoring and evaluation for impact of such training programmes within the school.

5.2.3 Implications for the Government Education Department:

- Education department at the university or the DEO should take up refresher courses that deal with current management activities.

- The modules prepared should be circulated in the wider circle of the schools and encourage its practice with guidance and follow-up
- There should be structured management training prior to taking up leadership position
- There should be senior staff trained in management techniques to support the school head
- Monographs could be prepared taking one or two issues only from the module
- Module could be made still easier by using graphics and lot more illustrations
- There is a need for post-graduate diploma in principal's training.
- Sufficient financial and administrative support must be given to the schools, which undertake staff development programmes
- Some type of incentive or recognition should be given to those principals who take up maximum number of staff development programmes

5.3 Recommendations:

Principals need to take the following steps to be effective

- Supervise all the staff everyday, as well as meet them on both formal and informal occasions.
- Prepare a need-identifying questionnaire every year, which covers the staff, pupil and school needs and ask the teachers to complete it carefully. This will also give an idea of how the teachers relate themselves to the philosophy of the school
- Heads must check schemes of work, lesson plan books and other school records at regular intervals. The pupil's exercise books should be regularly monitored in every subject and at every level

- It is the duty of the head to find ways of closing the performance gaps This may include
- Purposeful school-based staff development programmes
- Staff meetings, which are centred on professional topics.
- A very close supervision of those staff members whose performance gaps require it
- Heads must also utilise those staff whose good performance is such that they may give assistance to their colleagues, since peer support amongst teachers is always to be encouraged
- The heads of the school are expected to manage the school through their own work, the work of other teachers, staff and even pupils. Certainly as a manager of a school, the head, cannot achieve the goals and objectives if one does all the tasks alone. The head will need to use the talents of the teachers who work under you, not fearing that they will take over, but rather trusting them and having confidence in them. Delegation is an act of trust and an expression of confidence of the leader in their subordinates.
- The head needs to understand what headship entails. A clear perception of one's duties should provide the head, with a framework for self-appraisal. It should make it easier for the head to delegate duties. Effective leadership is essential for achievement of results. The head is involved in five management activities: decision-making, Communicating, Motivating, Selecting people and developing people
- Time Management: This is another area which the school heads have to manage very efficiently if they wish to achieve their objectives. It was found during the interview that many of the principals are not able to deliver the responsibilities in the right time. The four broad duties a school head is expected to perform are –

1) Routine tasks

- 2) Personnel duties – management of personnel issues
 - 3) Thinking allocating time to creative tasks designed to improve the operations in school
 - 4) Problem solving allocating time to solve unexpected and routine problems.
- Many a times, the heads themselves are the causes for time wasters. The potential time wasters in a school set, may be as follows, lack of planning, lack of priorities, over-commitment, management by crisis, paperwork and reading, meetings, indecision, unclear objectives, postponed decisions, lack of delegation, lack of self-discipline, can necessary meetings, lack of managerial skills, in consistent actions, socialising and interrupting time wasters is not an easy task It involves tight budgeting of time and developing efficient work habits The heads should follow certain strategies for saving time. They should learn to recognise the importance of planning.
 - Formulate clear mission with few selected objectives and targets, which have been discussed and agreed upon by the teachers
 - Learn to say assert themselves
 - Putting first things first
 - Encourage communication
 - Differentiate between urgent and important task
 - Delegating more
 - Reading selectively
 - Taking time to plan
 - Setting goals and sticking by them
 - Screening visitors/telephone calls

- Training subordinates
- Allow mistakes
- Give credit to teachers
- Persistence and determination can produce dramatic results that are well worth the effort. The head should be able to determine the areas where they are most effective in the use of time, identify the areas where they are least effective, determine the areas that need to be improved. Time management is very important and it has to be practiced by all the school heads.

5.4 Recommendations for future research

It emerged from the study that the module may be recommended for all educational administrators since the issues they may be facing may be similar as the secondary school principals on staff development.

The module could be translated in Gujarati and used in the Gujarati medium schools to find out its effectiveness

The results could be compared with that of the English medium schools.

More self-instructional materials must be developed taking into consideration the following aspects like:

- Delegation
- Motivation
- Stress management
- People skills
- Appraising staff
- Time management
- Prioritising activities

- Effective communication
- Interpersonal relationships
- Evaluation techniques
- Supervision
- Negotiation skills

5.5 Conclusion:

Effective leadership is essential for the achievement of excellence in education. The effective head - Adds value to the resources of the school, is a prime mover, energises staff, promotes the satisfaction of the needs of the staff, students, parents and community in large, builds a committed and cohesive work group, sets an example to staff, is a resource expert, is a change agent, is an essential link between staff and pupils. An effective principal must try to achieve the following factors, which are associated with a good school ethos.

- Develop positive attitude of teachers to pupils
- The quality of teaching.
- The way the management supports the staff.
- Staff consensus on the mission and values of the school.
- A sense of belonging
- Recognition of the motivating effects of praise.

Principals must shape their decisions, actions and goals to cope with the particular contextual problems of the schools they lead. There is no one best system or set of procedures that will work for each and every school. Effective school principals are leaders and managers. They are able to smooth the managerial and coordinative functions of schools and lead the instructional programme through direct intervention and indirect facilitation of the leadership of others. These leaders often have the cognitive skills to gather strategic information, develop casual maps, see

patterns in their work, analyse and solve problems and develop a vision for their schools. Principals who are successful seem able to engage in systematic as well as informal school improvement efforts that continuously change the quality of teaching and learning. Effective principals often build strong school cultures whose norms, values and beliefs shape and reinforce successful teaching and learning.

Education must transmit efficiently and on a massive scale an increasing amount of constantly evolving knowledge and know-how adapted to a knowledge driven civilisation, because this forms the basis of the skills of the future. Each individual must be equipped to seize learning opportunities throughout life, both to broaden her or his knowledge, skills and attitudes and to adapt to a changing complex and interdependent world.

The concept of learning throughout life is the way that gives access to the twenty-first century. This is based on four pillars: learning to know, learning to do, learning to live together, and learning to be. Learning to know by combining a sufficiently broad general knowledge with the opportunity to work in depth on a small number of subjects. This also means learning to learn, so as to benefit from the opportunity education provides throughout life.

The role of school principals in the leadership of their educational enterprises is the focus of considerable attention both in research and in policy circles. Principals, who lead can move organisations from current to future states, create visions of potential opportunities for organisations, instil within employees commitment to change and instil new cultures and strategies in organisations that mobilise and focus energy and resources.

Principals are important to fostering change and improvement in the schools. They do this initially by seeing those goals and purposes are identified and shared. They must also ensure that the classroom technologies, school structures and teacher cultures are aligned in ways that overcome the inherent constraints and contingencies of educating students so that desired outcomes are achieved.

Principals shape effective cultures by recruiting, selecting and retaining teachers who are skilled instructors and who value helping students learn and grow. The work of principals is demanding, complex and diverse. It is neither simple to enact nor easy to control.

Training is a complex and multidimensional process and needs to be considered within the wider context of professional and personal development. A range of methods needs to be used in training educational managers and administrators. The diversity of methods often reflects divergent philosophies about how best people, particularly adults, learn. Self instructional modules prepared on the staff development process have enhanced the performance of the principals to a very great extent.