



## CHAPTER-I

## CHAPTER – I

### INTRODUCTION



#### **1.1 Leadership and Management of Effective School:**

An effective school is one that promotes high levels of student achievement for all students in the school. Since 1970, there has been a rapidly expanding interest in effective schools and the leaders who manage them. There has been a lot of studies on the school effectiveness and especially the effective leadership, largely from North America (Angus 1988, Reynolds 1988, Weindling and Earley 1987). There is also a noticeably growing international interest in these areas of research.

Leaders in effective schools use their time and energy differently than do their peers in other schools. To begin with, while the evidence reveals that most school leaders are only marginally involved with curricular and instructional issues, managers of effective schools tend to be actively involved in the technical core matters. These effective administrators are better able to infuse routine school activities with educational significance. That is, while many principals approach ongoing school activities with a management mindset (e.g., ordering textbooks as a process of ensuring that there are sufficient materials), administrators in effective schools confront such tasks from an educational perspective as well e.g. ensuring that the content of the new textbooks reflects the professional knowledge base of the appropriate discipline areas. (Lasely T.J., and Wayson W.W., 1982.)

Principals of effective schools devote considerable time and energy to managing curriculum and instruction. They operate from a stronger knowledge base about technical core operations than their less effective colleagues. In the area of curriculum, principals in effective schools are often deeply involved in the specification, alignment and coordination of programs. They are often the key actors in developing curricular programs in which objectives, materials, and assessment instrument are tightly linked. They are also active in promoting continuity of the curriculum across different grade levels.

In the area of instruction, effective school leaders operate at two levels. At the macro level they are actively engaged in conceptualizing and assessing comprehensive

instructional program for the schools. At the micro level effective principals are routinely involved in monitoring the teaching-learning process as it unfolds in classrooms, providing learning feedback to teachers, and offering assistance to improvement.

Time is one aspect of instruction to which managers of effective schools are most attentive. Administrators in these schools work to improve the teaching-learning process by ensuring that the time given over to non-instructional matters is kept to minimum, by setting specific time allocations to instruction in classes, and by allocating sufficient time to guarantee that basic skills are mastered. Principals of effective schools are very time-conscious. They are intolerant of interruptions to classroom instructions.

A positive school-learning environment has consistently been found to be a correlate of effective schools. Research also reveals that the principal is the key factor in establishing school climate (Coleman, 1983). Administrators in effective schools help establish an academically oriented learning environment in a variety of ways. They are highly prominent figures in the school; they spend a lot of time touring the building and visiting classrooms. Effective leaders are actively and directly involved in defining academic and behavioural expectations and standards. In this latter area, research shows that these managers, as compared to less effective administrators, develop more rigorous standards and guarantee that they apply to all students. In turn, they infuse a sense of responsibility for student progress among the staff.

Principals also facilitate the development of a positive learning climate by providing incentives for learning and by promoting the professional development of staff. Heads of the effective schools are often instrumental in developing school wide recognition programmes that are tightly linked with classroom incentive programmes. Incentive systems in effective schools are designed in such a way that rewards are frequently given, distributed to a high percentage of students, often public in nature, and provided for a variety of reasons but especially for academic success.

Managers of successful schools have a commitment to helping teachers improve their skills. They demonstrate this interest by taking a personal role in planning and assessing staff development programs as well as by participating in scheduled

activities for teachers. They ensure that there is a link between professional development activities and school goals and curricular programmes. Principals of effective schools actively provide both direct assistance (e.g., extra funds and materials) and indirect support (e.g., concern and encouragement) to teachers as they attempt to implement ideas learned in professional development programmes.

Managers in effective schools are actively engaged in developing those conditions of work that, while not directly connected to the teaching-learning process unfolding in classrooms, support the curricular and instructional program of the school. Effective schools have almost universally been found to have learning environments that are safe and orderly without being oppressive, and physical environments that are clean and well maintained. Principals appear to be the key actors in the development of these types of school environments. The men and women who administer successful schools work with their staff to develop student management practices that are consistent throughout the school. They also ensure that school rules and consequences are thoroughly understood and consistently and fairly enforced by all the adults in the school.

Managers in effective schools also facilitate the development of a supportive work environment by enhancing staff collaboration and by securing outside resources in support of school goals. Research reveals that while teachers in most schools function as individuals, principals in more successful schools create conditions where teachers perform as members of a comprehensive professional team. Successful Principals forge the development of this collaborative perspective by establishing a variety of formal mechanisms for staff interaction, such as interactive meetings and professional development activities, and by providing faculty with opportunities to be involved in communication activities and decision-making processes. In the areas of support through resources, managers of effective schools appear to be more skilled than their colleagues in obtaining additional funds and materials for their teachers and students, both from the district office and from the larger community.

Administrators of effective schools create work environments that support the teaching learning process by forging links between the home and the school. While positive home-school relations have always been an important correlate in effective schools research, recent investigations have underscored the significance of parent

involvement and support in explaining school success. Specific activities used by principals of effective schools to build connections to the community include

- (a) Communicating with parents on a regular basis, including establishing formal programmes that encourage contact between parents and teachers.
- (b) Obtaining human resources for both regular and extracurricular activities
- (c) Providing educational services and programmes for parents to learn about the instructional approaches used to teach their children
- (d) Establishing mechanisms that parents can use to work with their children at home on the skills being emphasized in the school programme

The concern of the system is on the ways in which leadership is exerted so that the needs of subordinates can be satisfied while they contribute to a purpose that is meaningful to the school system as a whole.

Leadership, a much-abused word, is the prerequisite for related administrative processes such as planning, organizing, and controlling. To lead, as the term is used here, is to guide the efforts of subordinates towards attainment of organizational objectives. The leader is one who is able to communicate to others the nature of system plans that are to be put into effect, and the methods designed to achieve them. When plans are implemented, the leader must enlist the voluntary cooperation of subordinates, interpret their work roles for them; make modifications in plans where conflicts arise between goals and plans for achieving them; assess the results of plans, adjust plans to fit changing conditions; and throughout this process seek to satisfy the needs of both the organization and its members.

The view of administration as a process of guiding the activities of people toward achievement of objectives requires that the administrator perform multiple tasks. He helps subordinates find satisfaction in their work, handles conflict, communicates, praise and censure, supervises, instructs, promotes self-development of personnel, gives emotional support, sets performance standards and criteria, and stimulates goal-seeking behaviour. One of the elements in administrative behaviour is the administrator's attitude concerning the nature of people, their abilities, and their

relationship to the organization. Success of the organization and leadership style are closely intertwined. One of the prerequisites of any effective style of leadership is an understanding of the relationship between the satisfaction of human needs and performance. It has been said many times that one of the key problems in school administration is not that teachers lack motivation, but that administrators lack the ability to nurture it. The nurturing of staff resources includes attention to one of the factors, which impacts constantly on unit as well as system leadership-the dissatisfaction of staff members.

Whatever the underlying causes of discontent in the school system, leadership should be the first to detect its early symptoms. Timely identification of individual and group dissatisfaction often points to the need for, and the direction of, organizational change, and also provides clues for coping with it. (William B. Castetter, 1976).

The day-to-day behaviour of administrators vitally affects the performance of colleagues. Personnel are quick to detect how the leader feels about organizational intent and formal procedures. The actions of an administrator always convey meaning to those under his direction. The extent to which the leader is committed to achieving the goals of the organization, the activities he pursues to further his own self-development, his inclination to retain responsibilities which he alone can and should perform, his effectiveness in dealing with organizational problems, his willingness to support subordinates, and his efforts to determine precisely the nature and sources of individual and group dissatisfaction and to initiate constructive efforts for dealing with it, all will be observed by personnel and will condition positively or negatively, their behaviour patterns.

The role of school principals in the leadership of their educational enterprises is the focus of considerable attention. Policymakers have raised concerns about the preparation, selection and professional development of principals. International organizations such as the Organization for Economic Cooperation and Development (OECD) and several national associations for school leaders are increasing the attention paid to the role of principals in school effectiveness. Substantive research in Australia, Europe, North America, and elsewhere is expanding the understanding of the role of school principals in shaping the teaching and learning process.

Principals, who lead, can move organizations from current, to future state, create visions of potential opportunities for organizations, instil within employees commitment to change and infuse new cultures and strategies in organizations that mobilize and focus energy and resources. In short, principals are important to fostering change and improvement in their schools. They do this initially by seeing that goals and purposes are identified and shared. They must also ensure that 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

Leadership by principals involves articulating a vision or set of purposes that motivate and guide teachers, students and parents. It involves coordinating the managerial demands of schools relating to resource distribution, building maintenance, course scheduling, and the hourly flow of teachers and students. This leadership requires attention to systematic and non-systematic school improvement efforts and the development of a school culture that fosters quality teaching and motivated learning for all types of students. It involves complex and difficult decision about instructional approaches, personnel placement, relations with parent, and the allocation of resources.

The leadership of effective principals is complex, involving difficult decisions about what to do, when, and in what ways. This complexity produces four central work dilemmas that pose daily problems for principals.

The dilemmas are:

- a) Should the principal attend to leadership tasks or work on managerial responsibilities?
- b) Should the principals solve internal problems or attend to external challenges and demands?
- c) Should the principal take action or think and reflect on some problem or opportunity?

- d) Should the principal work on solving school-level problems or try to improve classroom-level procedures?

These four questions illustrate the dilemmas and concerns faced by effective principals. Principals must decide what actions to take based on the contextual demands of the school.

Principals across the world 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 across national boundaries or even across some schools in the same city. Nonetheless, research on effective principals highlights a number of key processes that can shape more effective schools if they are configured to the contextual properties of the school.

Effective principals must be able to keep the basic organizational processes of their schools moving in a coordinated fashion so that teachers can focus their energies on educating students without the interruptions and perturbations that cause valuable teaching time to be lost or the attention of students to be diverted. Effective principals need to ensure that resources are selected, procured, and allocated appropriately and in a timely fashion; that the physical environment is kept in a safe condition; and that the roles and responsibilities of teachers and administrators are clear and organized to minimize interruptions to the flow of teaching at the core of schools—the classroom. These managerial tasks are not the same for all principals, with principals in larger, more complex schools facing greater problems of coordinating the interdependencies of programs, departments, and teachers.

In spite of the diverse sets of conditions that school principals face throughout the world, there is little disagreement about the role of these administrators in school effectiveness. Continuing research in universities around the globe has greatly enhanced our understanding of the ways principals in different countries shape the administrative and social environments of their schools. This greatly enriches the conceptual and practical knowledge of this role and makes it possible to extend and expand training opportunities for administrators.



The work of principals is demanding, complex, and diverse. It is neither simple to enact nor easy to control. It takes careful thought and capable action. Effective school principals are leaders and managers. They smooth the managerial and coordinative functions of schools and lead the instructional program through direct intervention and indirect facilitation of the leadership of others. These leaders often have the cognitive skills to gather strategic information and 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.

Most of the things that effective principals do and the skills they possess can be learned or improved through training and development activities. However, these are not simple skills to impart to administrators, as many require extensive practice and self-reflection. The depth of our understanding of these leaders could be greatly enhanced by increasing the number of cross-national studies of school leadership and school leadership training as well as expanding the dialogue on the complexities of this role.

The core work of the school occurs in the classroom where the teachers, curriculum and students interact to produce learning. Effective principals engage in instructional leadership in an effort to mould teaching and curricula, shape and communicate the values and purposes of the school, and establish the conditions that foster effective teaching and learning.

The school principals must apply sets of cognitive skills and analytical approaches that help them make sense of their schools, identify problems that need to be addressed and perceive potentialities that can be attained through effort. The ways principals think, reflect, and make sense of their work is important, as it is through the combination of values, beliefs, and thought that leaders decide how to act to achieve desired ends.

The principal assists in the administration of the learning resources programme in several significant ways:

- 1 Within the framework of cooperatively developed curriculum guides, he encourages his staff members to experiment with new media that show promise in realizing the stated goals of instruction.
2. The principal serves as a member of the district curriculum council and is able to present his own views on learning resources, as well as reflecting the ideas of his staff. From his classroom visits and other supervisory activities the principal brings a wealth of helpful data to any problem on the council agenda.
3. He confers on a regular basis with the coordinator of learning resources and the subject area curriculum coordinators to deepen his own understanding of instructional media and their relationship to the evolving curriculum. The principal tries to keep himself generally abreast of new developments in learning resources through his professional reading.
- 4 At the request of the coordinators in charge of instruction and the subject area curriculum coordinators, the principal recommends master teachers to serve on various curriculum committees and to participate in extra-contractual summer work. The principal is best qualified to know the strengths of his own staff members.
5. The principal plans staff meetings around curricular themes that seem to grow out of the deep concerns of his staff. He handles many of the routine items by bulletin so that time may be devoted to the discussion of such topics as: "The computer and instruction", "What happened to programmed learning?" "Can instructional television help us do a better job?" such topics will provide livelier discussion than "Improving playground supervision."
6. Principals should visit each other's schools often and have lunch with one another occasionally, just to explore common goals, aspirations, and problems, without emphasizing the latter. They should also visit exemplary schools to get ideas for improving their own curriculum and learning resources.

Within the school organization good interpersonal relationships among members of staff are essential if continuous re-negotiation is to be maintained and destructive conflict is to be avoided. The opportunities for such conflict are infinite when

attempts are made to shape the attitudes, behaviour and work patterns of individuals and weld them into a school community that can adapt change. Thus, in addition to the 'task' requirement in school management, there is an equally important interpersonal dimension, and also a need to apply management styles appropriate to different circumstances. All teachers need to respond to, as well as seek to create or modify, the organizational climate in ways, which are suited to the parts they have to play in the functioning of the organization as a whole. In order to achieve managerial success at the levels in which they operate, all teachers must therefore develop a proper balance of task orientation, personal relationships and effectiveness.

Woodcock and Francis (1982) have suggested the following eleven skills and abilities, which are required by managers in general:

- Ability to manage oneself
- Sound personal values
- Clear personal objectives
- Emphasis on continued personal growth
- Effective problem-solving skills
- Capacity to be creative and innovative
- High capacity to influence others
- Insight into management style
- Supervisory competence
- Ability to train and develop others
- Capacity to form and develop effective teams.

School system is one of the most important social institutions. Although there are contrasting viewpoints as to the school's role as a social institution, the goals of education represents a consensus of purposes of education in a democracy.

- Education for individual excellence
- Education for a society of equals
- Education for a government of free men
- Education for an economy of security and plenty
- Education for a civilization of beauty and grandeur
- Education for an enduring civilization
- Education for a world community

(William B. Castetter, 1976)

This kind of personnel strategy calls for a leadership focus that is intent upon achieving the goals of the organization; that provides opportunities for its members to bring initiative and creativity to their tasks, which will result in both individual satisfaction and effective position performance; that will mesh administrative processes so that greater congruence between organizational ends and individual efforts becomes a reality.

Thus the focus is on the major human problems of school organizations that affect the learning outcomes of children and youth – including the communications gap; ineffective rewards, inadequate supervision, inequitable compensation, position insecurity; lack of authority; career inflexibility; personnel obsolescence; unproductive recruitment and selection efforts; position discontent; excessive turnover, tardiness, and absenteeism; inequality of employment and promotion opportunities; and strikes. Included in modern school systems are staff members who vary in quantity and quality of educational preparation, work experiences, work expectations, assignments, temperament, attitudes, skills, and values.

## **1.2 Staff Development:**

A highly significant facet of every leadership role is staff development. In other words, a positive approach toward influencing the behaviour of subordinates is through action aimed at their self-realization. It is reasonable to assume that every

individual in the organization wants to succeed in fulfilling system expectations. The leader's role is to make this possible. Knowing each subordinate's characteristics and abilities, the leader will have an inventory of staff needs that can be used as a basis for a staff development program. Opportunities will be planned in the program for some members to become more effective in performing the work in existing positions, for others, plans will be made to prepare them for greater responsibilities. A staff development program is one important means of helping each individual to satisfy his needs for status, recognition, and professional and personal growth.

Analysis of the relationship of the principal to each of the personnel processes indicates that his personnel role in dealing with his colleagues is one of considerable importance in creating loyalty, achievement, and satisfaction. The leadership influence of the principal on human resources and the style by which it is exerted is presented below.

The success of an organization is dependent on the collective performance of its individual administrators, the people who direct the work of the school staff. The individual administrator, such as the principal of an attendance unit, must obtain the voluntary cooperation of his colleagues. Leadership is a very personal process between two people, in which the one attempts to guide and motivate the other to make plans for achieving the aims of the school system. Exactly what happens in this relationship is very interesting.

One of the principal's major functions in implementing educational plans is to match personnel and positions as closely as possible. The principal knows the task requirements of each position intimately, and tries to place in them personnel who can perform competently. And the principal takes action when the person and position are not compatible—he helps the person to achieve competence in that position, or replaces or transfers him to another position. Contrary to popular opinion, not all teaching positions are alike. With the increasing demand for specialization, greater variation in personnel qualifications will develop among positions. Of considerable use to the organization in matching men and positions is the position guide, which contains explicit specifications for each position and the relationships involved in the position. One facet of the leadership function of the principal is, knowing what kind of work will be performed under his jurisdiction, and what the requirements and relationships

are for successful performance in each position. Constant supervision by the leader is required to ensure compatibility between person and position.

The inevitable organizational process that requires a principal to put a value on the ability of a staff member represents an excellent opportunity to improve their working relationship. There are many reasons for appraising individual performance, one of the most important is to improve the individual effectiveness of each staff member so that he contributes maximally to the attainment of purpose. Both the organization and the individual are helped by appraisal. The organization, through the appraisal process, works out the specific objectives of the individual's position. Planned to support the individual as he performs his role, sets the standards of performance, the organization prepares the criteria it will employ in assessing performance, the information it will gather to make the evaluation, and the steps it will take to improve individual effectiveness.

Through the process staff may learn. The real learning lies not so much in the fact that the team has learned to do things in a different way, but more in that its members have learned to assess their own patterns of behaviour, diagnose difficulties in those patterns, and establish new and more effective ways of functioning".

Educational organizations, like all organizations, are built upon members' needs and aspirations. In terms of exchange theory, membership of a school or support service may be seen as involving a continual negotiation, and commitment exists only insofar as members receive an acceptable reward that meets these needs and wishes. Membership may be "active" (seeking specific, valued returns) or "passive" (content with receiving to negative returns).

Within this context, the art of good management is to facilitate the "renegotiating" of this "psychological contract" with individual members so that each continues to be committed and changes are assimilated in terms of relevance to each member's conditions. Thus, a second basic reason for considering staff development policy is that it provides a necessary means by which this negotiation can take place.

### **1.3 Principles of Staff Development:**

The fundamental way in which management theory relates to teaching lies in the vocabulary and structuring of the process of training, which typically –

- i) Seeks to identify needs,
  - Takes into account individual learning styles,
  - Works towards the structuring of objectives;
- ii) Focuses on the implementation of the programmes on a contractual basis;
- iii) Builds in an evaluation of outcomes

**Identification of Needs.** Whatever precise format the staff development policy takes, the identification of needs is almost certain to end as a compromise between the “tactical” (i.e. the needs of the organisation) and the “organic” (i.e. the needs and hopes of the individual)

Although this stage can be completed during an interview, it is often useful for staff to complete a questionnaire beforehand so that the interview can make the best use of time. It is equally useful in encouraging staff to articulate their feelings and ideas. The teacher’s own appraisal can be supplemented by a similar appraisal by head and/or a colleague chosen by the teacher.

**Implementation:** The value of organized procedure is very great, as all parties have reference to initial objectives and the methods of attainment are clear. The role of the outside agency is strongest for those staff who wish to discuss and consider aspects of the job that involve colleagues or areas of perceived weakness.

**Evaluation:** McGregor (1960) sums up the participative form of training as “basically... creating opportunities under suitable conditions for people to influence decisions affecting them”.

In making use of participation, the manager “recognizes that he is beginning what may be a lengthy process of growth and learning for his subordinates and for himself as well” (McGregor 1960, p. 128).

If staff development is seen as part of the process of renegotiation within the organisation, and if the person facilitating this process embarks on a truly participative form, there must be the acceptance of an evaluation of the facilitator’s role.

#### **1.4 Need for Staff Development:**

Well-organized and coordinated staff development programs for all employees are essential to good personnel administration. This need, especially for the professional staff, has been recognized throughout the history of education. How to correct deficiencies of the poorly trained teacher, to help the inexperienced, to keep staff members abreast of educational and social developments, and to stimulate professional growth have been perennial problems in educational administration. The quest for more effective development plans and programs continues today, perhaps at a greater pace and in more diverse directions, to provide opportunities for personnel to become and to remain professionally competent.

The concepts of in-service education as a means of facilitating personnel development has never been seriously challenged. It is generally accepted, for example, that school personnel do not enter the profession as finished practitioners. There are differences in the extent and nature of their pre-service education. Some teachers are graduates with a degree in education; others do not possess a bachelor’s degree. There are differences, too, in the quality of pre-service programs; often little relationship exists between the pre-service program and the actual demands of the teaching position. Thus, unevenness of teacher preparation as well as the general immaturity of beginning teachers is the factor that helps to create the need for personnel development programs.

Social and educational change is closely related. Expansion of knowledge in the twentieth century has been so rapid, and the rate of obsolescence is too swift, that much of the knowledge acquired by personnel during the pre-service period may be



quickly outmoded. New developments in chemistry, physics, and mathematics, for example, pose problems of educational change for the classroom teacher, as well as for the total educational program.

The kinds of experiences staff members enjoy in a school system are usually those desired or permitted by those in authority. This contention has force when applied to a staff development program. The nature, extent, quality, and types of developmental experiences, which school personnel have an opportunity to participate, rest heavily upon the beliefs, attitudes, and values of school planners.

The effectiveness of the system rests on the competency of each member of its staff. Individual effectiveness is increased through opportunities provided by the system to develop inherent capabilities. Staff development is a “womb to tomb” activity, providing development opportunities through a wide range of experiences, in various programmes, for all of its members. Programs are designed to provide opportunities for individuals to develop themselves. The primary purpose of a development program is to enhance the school system’s ability to attain its goals. A collateral aim is to guide the learning of personnel to improve their effectiveness for current or potential assignments.

Development of staff involves changing the behaviour of individuals in such a way that they are able and willing to make effective contributions to the goals of the school system. This entails motivating them to perceive development as a means of need satisfaction. The development program is aimed at meeting needs for system wide as well as unit, group, and individual improvement. Development planning involves a review of the role of the organization, the role of each unit within the organization, the role of each individual in each unit, and strategies for moving each individual unit from the actual toward the ideal role. Consequently, development programs of the future will be highly decentralized, aimed at making each individual more effective in his assignment and enhancing his contribution to the goals of the work unit to which he is assigned. School systems have a recurring need to attract, retain, and develop outstanding talent to fill each position. They will need comprehensive manpower plans to develop the people they have and those they recruit.

The absence of funds in the school budget for staff development does not mean that the school is saving money. Quite the contrary, personnel learn by formal and informal means, the workings of their positions, and un-organized and undirected learning generally results in unproductive individual performance.

Assuming the importance of staff development in a school system, it must intend to establish and maintain a formal development program. Among the more important questions, which the school needs to address, are these:

- For whom should the programs be designed? Should participation be compulsory?
- How should responsibility be allocated for initiating, directing, and appraising the program?
- How can time, staff, facilities, and resources be provided to stimulate and strengthen the program?
- What steps should be taken to guarantee that development needs will be met through the budgetary process?
- What studies should be undertaken as a basis for program planning?
- What kinds of activities should be included in the program?
- How can “learning” theory are applied effectively to the development programs to facilitate acquisition of various types of terminal behaviours needed?
- What steps should be taken to ensure program balance?
- What provisions should be made for continuous review of the program?
- How can staff members be motivated to increase their capabilities to contribute to system goals?
- What is the relative utility of various development methods?

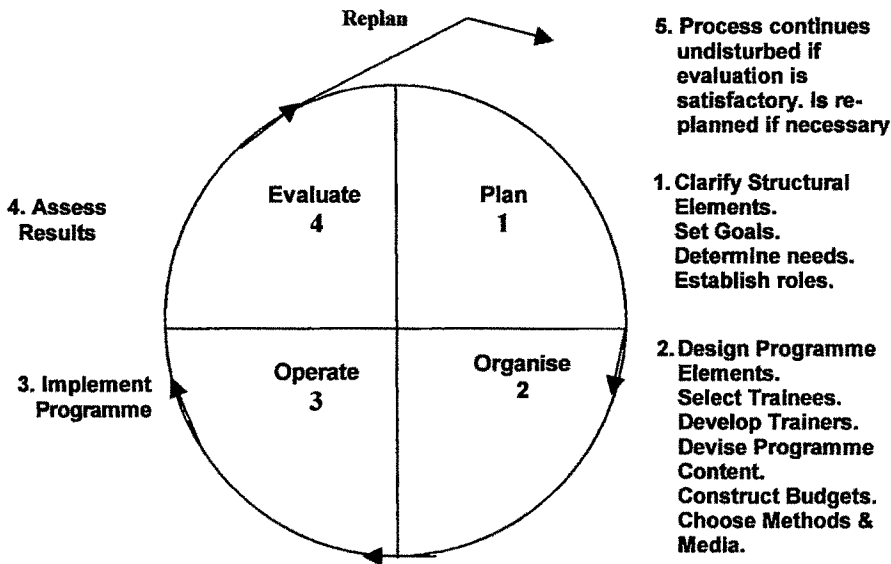
Examination of the foregoing questions related to development points up the need in school systems for a philosophy and related plans of action that will challenge all

personnel to develop their potential. Such an eventuality can come about only if the board of education and administrative team are willing to exercise their knowledge and influence in this direction.

**1.5 The Process of Staff Development:**

The basic process by which the school system administers its staff development plans is outlined in William B. Castetter’s book, “The Personnel Function in Educational Administration” (page 281). This is presented in Figure 1.1.

**Figure 1.1: Model of Staff Development Process**



The several steps involved have a cyclic relationship clarifying the objectives of personnel development, establishing plans to achieve the objectives, allocating responsibilities and appraising results. There are several key observations to be made about the process outlined in Figure 1.1. First, it should be emphasized that clarification of the objectives of the program and of the roles of each of the work centres or units (individuals, teams, divisions, departments, committees, total system) is essential to the success of the entire endeavour; secondly, plans can be initiated only after the development needs of each work unit have been identified. Third, the development process is interdependent with other personnel processes. The linkage between manpower planning and staff development, is self-evident. Manpower plans

indicate how many and what types of positions do and will exist, the qualifications needed to fill the positions, the availability of present personnel for new positions, and the development requirements involved. In many ways, the principal has one of the most difficult and demanding jobs in the school. Among other things, he must be talented in plant management, public relations, cafeteria operation, psychology, curriculum theory, and personnel administration. As a phase of his leadership in improving instruction, he has an important role in the development of effective learning resources.

### **1.6 Rationale for the Present Study:**

The role of school principals in the leadership of their educational enterprises is the focus of considerable attention in research in the recent years. The work of principals is demanding, complex and diverse. It is neither simple to enact nor easy to control. They are able to smooth the managerial and co-ordinate functions of schools and lead the instructional programmes through direct intervention and indirect facilitation of the leadership of others. This introduces many interrelated issues concerning the identification of training needs. Considering the complexity of the responsibilities of the school principals, it was felt that there is a need to develop training material for the school principals. Review of the related literature shows that there is a dearth of such material in India, though western countries have developed special programmes for the training of principals.

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 is being used in training educational managers abroad. The diversity of methods reflects divergent philosophies about how best people learn. Looking into the busy schedule of the school principals and the need to equip them with as many managerial competencies as possible, this study was undertaken. The principals do undertake staff development programmes, but they are not need based. Many a times principals are forced to take up certain programmes either by the management or by the department of Education. In many of the well-established schools, where the teachers are very seniors, feel that such programmes are not worth attending. In such cases the principals do not get the co-operation from the teachers.

There are two major considerations involved in planning staff development programs. The first is the total development needs of the organization; the second is needed improvements in the specific knowledge and skills of individual incumbents, and third, the potential of the incumbents for growth and development. Information gained in the recruitment, selection, and appraisal processes are important inputs to the staff development process. The development program also helps to provide continuity and administrative leadership. The school system will exist for more years than those who serve it. Improvement programs should be designed to make administrators more effective in their current assignments and to create a pool of capable leaders for recurring administrative vacancies.

Staff development is closely related to institutional change. The educational program, for example, is in constant need of modification to meet instructional problems created by social change. It is noted that a carefully planned program emphasizing continuing professional growth through cooperative staff action is an important means for effecting system improvement. Circumstances point to increased acceptance of the development of school personnel as an important and appropriate function of school administration. If the system accepts the assumption that staff development is a pervasive and continuing need essential to effective and efficient service, then serious consideration must be given to the conceptual base on which plans are built. An attempt is made by the researcher to develop a package for the training of the principals on staff development programme especially suited For the Indian schools.

The kinds of experiences staff members enjoy in a school system are usually those desired or permitted by those in authority. The nature, extent, quality, and types of developmental experiences, which school personnel have an opportunity to participate, rest heavily upon the beliefs, attitudes, and values of school planners. The effectiveness of the system rests on the competency of each member of its staff. Individual effectiveness is increased through opportunities provided by the system to develop inherent capabilities.

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The primary purpose of a development program is to enhance the school system's ability to attain its goals

The role of the teacher is changing rapidly from that of dispenser of information, to that of a learning guide. Some of the newer technology is bringing closer the day when the one-to-one relationship between teacher and learner can be realized for at least part of the school day. In many places the classroom itself is disappearing in favour of a number of smaller learning spaces, housing from one to fifteen students at a time for various purposes. There is no doubt that the media revolution is having its most profound effect on the crucible of the curriculum-the classroom, or learning centre. And the teacher, of course, stands at the forge. The ways in which teachers perceive the learning process and the relationship of the new media to it will have profound effects on tomorrow's pupils-what they learn and how well they learn it. By and large the teaching profession seems to have survived the first shock waves of instructional television, programmed learning, and other electronic threats. It is clear by now that technology will not replace the teacher but enable him to do a much better job of teaching than he has ever been able to do in the past. And so the teacher of today and tomorrow is very much involved in the whole spectrum of learning resources.

Among all the resources available in the school, human resource is the most important one. This is because the teachers are the major portions of this human resource, who deals with technology on one hand and the students on the other hand. To keep abreast with the fast changing nature of technology and the student population, it is essentially important for training of the staff. Managing the human resources available at a school is probably the most important task of a principal. The school principal being often viewed as a 'manager of people' it is evident that the skills associated with staff management can assist him or her in managing the school more efficiently.

The Education and National Development Commission (1964-66) has mentioned in article-10.38, about head masters of schools, training. It has recommended for special training courses to be organized for head-masters. They should include short induction courses for those who are newly promoted as head masters as well as periodical refresher courses for others. National Policy On Education (1986) has mentioned in article 107 about principals training. It says, "A very important role

must be assigned to the head of an Educational Institution Head will be specially selected and trained ” According to the perspective paper on Education prepared by Ram Murthy Committee (1990); to review National Policy on Education (1986), the head of the educational institutions have significant role to play in the effective management of the school The role of the institutional head is a crucial factor in its management. It is in this view of the critical link between institutional managers and institutional efficiency that, training of principal has been emphasized.

NIEPA (1990) has done much to improve the competencies of school principals and other educational managers Initially a research project undertaken by NIEPA (1991) threw up 54 competencies to be vital in an effective school for educational managers Later, refinement reduced this number to 42 competencies and these were arranged in eight broad categories, namely- academic areas of management, personnel management, financial management, school plant and infrastructure, linkage and interface, student services, methods and procedures and managerial excellence.

The best instructional programme is only as good as the school in which it is implemented. And, by many measures, a school is only as good as its principal As the educational leader of his staff, the principal sets the tone for the entire educational process. His enthusiasm for excellence in teaching and learning is infectious As he visits the classrooms and other learning centres of his school, he observes the curriculum and learning resources in action. He works with individual teachers, and he works with the entire staff, helping them to become a team If the principal is really sincere and concerned about good instruction, most of the faculty will join him in the effort to provide it.

Review of the literature shows that there is dearth of suitable material for the training of principals. More over the staff plays an important role in education. Therefore training of the principals on staff development must form crucial aspect for training Programme of action (1986) focussed special attention on the management of education. It emphasised the need for the training of educational planners, administrators and the heads of the institutions in areas like personnel management, training and development of staff, programme planning, data management, financial rules and procedures. Programme of action (1992) focussed on the training of administrators. It laid stress on identification of training needs, development of

training models and conducting pre service and in service training programmes Since principal is the centre of all activities within the school system, to play their role effectively training becomes important Principals need to interact with the human beings at all levels; training for personnel management becomes the priority area for the research (Fourth Survey of Research in Education) There is a good deal of empirical research that has been done in the past on organisation, administration and management of education. But researches have not touched themes that are critical for improving the quality of education, managerial efficiency Time and again researchers have found the need for training of principals in academic management that deals with transaction of curriculum and instruction, utilisation of resources, staff development and student evaluation. Therefore the focus of this study was to develop an instructional material on staff development There are no formal training programmes conducted for the principals It was observed that they learn by experience Many of the principals felt that they would be doing much better if they had some training During the survey the researcher also felt the need to develop self-instructional material because it is difficult for the principals to get out of the system for a long period of time. More over the staff is the main backbone of the school system, which has to be up dated every now and then because education is dynamic Hence the focus of this study is on development of an instructional material especially for the principals to deal with staff development programmes in a more systematic and scientific manner.

#### **1.6.1 Statement of the Problem:**

**“Development of Instructional Material on Staff Development for Secondary School Principals”.**

#### **1.6.2 Objectives of the Study:**

- To develop instructional material on staff development for secondary school principals.
- To try out the instructional material developed for secondary school principals on staff development.



- To evaluate the effectiveness of the instructional material on staff development for secondary school principals

### **1.6.3 Operational Definitions:**

**Staff Development:** Organised learning experience designed and conducted for the purpose of improving work performance, while emphasising the betterment of human condition through integration of organisational goals and individual needs. This would mean that the activities involved could be formal or informal.

**Instructional Material:** The device, method, or experience used for teaching/learning purposes including reading material and audio-visual aids.

### **1.6.4 Scope of the Study:**

The present research is an attempt at developing formal training programme for the principals. It also gives an idea about effective school management. The present research is an attempt made in the field of Educational Management to develop instructional material for the training of the School principals.

The thesis is in two volumes.

**Volume One** comprises all the Chapters: Introduction, review of the related literature, plan and procedure of the study, preparation of the modules, analysis and interpretation of the data, findings, conclusion and recommendations.

**Volume Two** is the Self Instructional Module On Staff Development, which consists of three modules.

Module 1: Introduction

Module 2: Staff Development Process

Module 3: Staff Development Exercises