

## **CHAPTER-II**

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### **REVIEW OF THE RELATED LITERATURE**

#### **Introduction**

In this chapter, an attempt has been made to present findings from the review of the related literature pertaining to staff development, training of the principals and preparation of material for the training of the principals

#### **2.1 Views of the Educational Commissions and Committees:**

Education Commissions in India in the past have all addressed to several critical issues related to the school system with very genuine intention of finding a way out. The Indian Education Commission (1882-83) paid particular attention to the development of “Elementary Education” The Indian Universities Commission (1902) and the Calcutta Universities Commission (1917), attended to the “University Education” problems.

In the post independence period, the University Education Commission (1948-49) and the Secondary Education Commission (1952-53) initiated many changes in Educational Structures, curricula, vocationalisation, guidance and counselling, evaluation, teaching-learning process etc. But very little attention was paid to the training and development of principal. Teacher training has been refining and has gradually moved at with lots of improvement, but in comparison to this, the training of principal is far behind.

The Education and National Development Commission (1964-66) has mentioned in article-10.38, about head masters of schools and their training It says, “We recommend that special training courses should 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 Of 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.

In recent times, 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 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.

## **2.2 Studies on Identification of Training-Needs and development of training material for the Principals:**

Though very few attempts have been made to identify training needs of Principals in India and other developing countries, some studies identifying needs of school-administrators (particularly school heads) have been presented in this chapter. For convenience sake, the studies reviewed are distributed under three divisions:

Studies conducted in India

Studies conducted in other developing countries

Studies conducted in developed countries

### **2.2.1 Studies Conducted in India:**

Mahajan, J.M. (1970) while studying the supervisory Role of Principals of Delhi found that, most of the principals fail to play effective leadership role in the academic field in the schools because of limitation of time and energy. They lack proper knowledge of the concept of supervision and cooperation from the teachers is also another contributory factor for inefficiency. The principals ignore helping and guiding teachers in the area of subject content and methodology. The principals in most of the

cases have failed to win the confidence of the teachers. He also found that situations like staff meetings, individual differences, orientation and induction as instruments of teacher's growth and specific in-service education techniques such as action research, seminars, workshops, inter class – inter school visit find little place in school life.

Mahant, G.V (1979), made a study of the Administrative behaviour of high school principals in Central Gujarat. The research tools consisted of Administrative Behaviour Description Questionnaire, the OCDQ by Halpin which was adopted by Gandhi, the Pupils Control Ideology Measurement Tool, Questionnaire of Cattell's Work Analysis Form. He found that the schools having open climate had more effective administrative behaviour than the schools having closed climate. The principals showing effective administrative behaviour were less dogmatic. The personality of the teachers was significantly related to their perception of the effectiveness of the administrative behaviour of their principals.

Upasani (1980) tried to develop a management development programme (MDP) for school administrators. The scope of his work included task analysis for identification of competencies required and formulating the content of MDP, its pattern and instructional methodologies. The methodology adopted consisted of five major phases:

- Assessment of training needs of school administrators
- Development of training programme involving formulation of the course contents, preparation of training materials and curriculum guide.
- Tryout of the training programme
- Evaluation of the training programme and instructional methodologies.

Finalisation of the course contents on the basis of the feedback from the participants involved in the tryout. The tools used together feedback included interviews, questionnaire and opinionnaire.

The major outcome of the developmental research study was a curriculum guide and training materials for school administrators in the management of educational institutions.

Shukla, A, (1980) made a study of Teachers' Alienation in relation to principal's Administrative styles of intermediate college. The main objective of the study was to study the extent of alienation of the teachers - Its relationship with administrative styles of the principals and functional effectiveness. Data were collected through teachers' alienation scale.

Shukla (1981) tried to identify the leadership styles with regard to the dimensions of initiating structure and consideration. He also tried to probe into the relationship that may exist between the styles of educational leadership and teachers' morale, teacher's attitude towards their job. Data were collected through Educational Leadership Behaviour Description Questionnaire, Teacher's Morale scale and Teacher's Attitude Scale.

There was linear, positive correlation between educational leadership and teachers' attitude towards their job and the "initiating structure" dimension of leadership appeared to be significantly related. High desirable leadership of the administrators generated higher morale in the teachers.

Rajeevalochana, A, (1981) made a study of the Administrator Behaviour in secondary schools of Tamil Nadu. The major objectives were to measure the administrative behaviour of the principals and to measure the relationship among administrative behaviour, organizational climate and teacher's morale. The tools used were standardized ones like administrator Behaviour Description Scale, Organisational Description Questionnaire, Teacher Morale Inventory, Dogmatism Scale and the Traditional progressive school scale.

He found no relationship between the administrative behaviour of the principal and the organizational climate. There was significant relationship between the climate of the schools and the morale of the teachers. Here in the study it is not clear what are defined as administrative behaviours of the principals. But it definitely gives an indication that organizational climate, teacher's morale and progressive open climate, depends on the leadership.

G.R.S. Rao (1981) made a study of Educational Administration of school system in the state of Karnataka. He made a study to identify the critical areas in the

administration of the overall school system. The study attempted to find alternate solutions to improve the management especially with regard to organization, decision-making processes, planning of resources and control, to achieve effectiveness in respect of utilization of manpower, financial and physical resources.

Shaw (1981) proposed a model programme for the preparation of high school Principals and administrators for India. Questionnaires were given to Principals and Educational administrators to assess their felt needs and the competencies required for the Indian situation. The following prioritised list of felt needs and desired competencies emerged; Personnel management, Techniques of administrative leadership, Self awareness, Human relations abilities, Instructional leadership, Legal Processes related to Schools, School community relationships and Political and Cultural awareness.

N.M. Bhagia, N. Juneja, D.H. Shrikant and P. Yadav, (1986), had undertaken a study on "the Role performance of Heads of colleges". The main objectives of the Study were: to identify the roles of Heads of Colleges, to explore the frequency of performance of different types of roles by the heads; and to find the relationship of some factors with the role-performance of the college heads. The tools for this study comprised of Role-Performance Questionnaire (RPQ), Personality Data Questionnaire (PDQ), and Cattle's 16 personalities Factor Questionnaire (PFQ), and Organisational Health Questionnaire (OHQ).

The following recommendations were made on the basis of the findings of the study: (1) since the College Head appears to be more of the administrator than an instructional leader and spends most of his time in administrative activities, for him to play a role which is more befitting to his background and profession, the following suggestions were made: (a) Delegation of administrative duties and authority among members of the faculty would enable the college head to devote more of his time for instructional leadership. This well-known suggestion in fact, has been advocated from time to time. (b) Creation of a post of Administrative Manager in colleges to allow more time to a college head to perform the role of an institutional leader. The incumbent of this post should have specialized training in Educational Administration to take responsibility for many of the administrative duties of the College Head. (ii) There is a need for imparting knowledge and skills of effective communication to the

Heads of Colleges in order to eliminate a communication gap, which results because of differences in perceptions of the Head and his/her staff with regard to performance of certain roles related to instructional leadership of the College Head (iii) There seems to be a need for re-assessment of the criteria for the selection of Heads of Colleges. Doctoral qualifications, experience as principal and vice-principal and chronological age need not be given undue emphasis, because they do not seem to be related to role performance of college heads. On the other hand, the study suggests that some personality factors may be given importance while selecting the College Heads. A College Head, who is cool and precise in perusal of standards, and the one who is polished, who does not hurt his staff members and who has intellectual and unsentimental approach to situation, performs the role of “Staff Evaluator and Motivator” more often. An enthusiastic College Head performs the roles concerned with human relationships more often. (iv) One of the findings is that there is no difference between the role-performance of principals with or without professional training. This need not be viewed as disheartening damper on training of College Heads. In fact, it points out the need for modifying the nature of training. A full-fledged skill based programme in College Administration is recommended for College Heads for equipping them with knowledge and skills needed for their roles. (v) It is imperative to make the College Heads aware of the various dimensions of Organisational Health in a college. The understanding and insight into improving the Organisational health would help them perform their roles better.

Subudhi, B. (1990) found that management training of the principles enhances their capacity and changes their attitude to bring about desirable changes in their respective institutions. It increases the productivity of the institution.

Bhagia (1990) concluded from his study, that, immediate training efforts are needed for developing countries regarding:

- Educational administrators to improve their understanding in key areas of educational administration
- To upgrade their knowledge with regard to national educational policies and modern trends and innovations in education

- To develop relevant skills to cope with situational problems in educational administration
- To perform the appropriate roles and responsibilities required of them at various levels

Indiresan (1991) has identified nine priority areas for giving training to the Principals of Women's Colleges. They are Key issues in Higher Education, Institutional planning, Administration, Finance Management, Personnel Management; Academic Management, Student affairs; Linkages; Self-development. An examination of the data indicates that the application of computer in various areas of planning and administration has been given top priority. Certain emerging issues of relevance in the changing context of educational scenario like education, unemployment and entrepreneurship for women role and identify women administrators, pressure dynamic and litigation; aspirations and self concept of students; have been identified as requiring orientations. Emphasis has also been placed on including special issues in the area of academic and other aspects.

Choudhary R. and Vyas, J.C. (1991) found that the quality of school supervision done by the range officers is not according to the expectation of the education officers of the department.

Seghal, A. (1992) conducted a task analysis of headmasters of primary schools to develop a model programme for preparing effective educational administration at the grass-roots level.

The competence development of those involved in education deserves much more serious attention than has been given so far. This is a potential area for future research.

Joshi, S.M., Sequire, D. and Sahasrabudhe, M., undertook a research project on "Identification of training needs of the school principals of Baroda". (NIEPA's Scheme of Assistance-1993). The purpose of this study was to identify the training needs of secondary school principals of Baroda city.



Data was collected through questionnaire and structured interview schedule. The purpose of the questionnaire was to identify the training needs of the secondary school Principals of Baroda city. The questionnaire contained in all 35 statements pertaining to the tasks performed by secondary school principals with reference to some managerial dimensions.

It seems that the secondary school principals of Baroda city are able to perform the function of fixing the priorities in terms of the goals of the organisation without many difficulties. But one thing has to be noted that the position of all the principals would not be uniform in this regard.

It appears that principals are performing routine functions to a greater extent. They are more executors than planners. One can say that they are more an administrator than manager. They execute policies of the management and work according to the government rules and regulations. As far as the day-to-day function is concerned, sometimes principals would face some pressures and this is more so in case of admission of students, appointment of teachers, examinations etc. It is very difficult to know how they cope with the pressures.

The procurement process begins with identification of the needs and ends with the placement of a person in a particular position. Schools have to ensure that persons must match with the job and job must match with them. They have to procure persons in right quantity, of the right quality, for long spells in the organisation. On the whole, it seems that secondary school principals do not find it much difficult to perform this function.

Once the teachers are recruited and appointed, the next important function is the professional development of the teachers. But on the whole it seems that lot needs to be done in this regard. Zeal and enthusiasm on the part of principals as well as teachers in this regard is lacking.

As far as allotment of work in terms of classroom teaching, organisation of co-curricular activities and maintenance of discipline is concerned, majority of the principals do not seem to have many problems in this regard. Regarding maintenance of discipline of secondary school, principals do not seem to face many problems. In

near future, the problem of maintenance discipline especially at the time of examination may pose some problems to the principals

Finance is very vital for any educational institutions in the modern world. Acquisition and maintenance of human and physical resources i.e. staff salary, building, furniture, audio visual aids, stationary etc. need money. On the whole it seems that majority of the principals are able to perform these tasks without much difficulty. Not much is done by a number of principals to mobilize funds from the community.

Clerks mostly perform maintenance of records. The role of principal is that of supervisor, some records like class register, daily diary, and cumulative record cards are prepared by teachers and submitted to the principals. Principals maintain logbook.

On the whole it seems that school principals are performing the role more of an administrator than manager. They seem to be dealing more with the daily administrative tasks. The training programme can think more about providing the inputs which can help them become better managers than just remaining as administrators.

Most of the studies have focused on the relationship- organisational climate with variables like teacher effectiveness, principal's personality, and school and pupil motivation and teacher attitude.

Unless the educational system is well equipped with appropriately trained modern managers, who in turn are well equipped with modern tools of analysis, research and evaluation, and at the same time with the latest information about the developments in the area of educational administration and research, it cannot function effectively and efficiently.

The areas, which need research, may include-Decision making, communication, leadership behaviour, organisational behaviour, conflict resolution, group dynamics, system analysis & network analysis, educational planning and training of personnel.

With regard to the research findings in these areas, it may safely be assumed that they may lead to maximum utilization of available human & material resources. At the

same time researches in these areas may provide empirical grounds for planning and executing training programmes for educating the managers of educational enterprise

### **2.2.2 Studies conducted in developing countries:**

The report of a Programme Development Workshop conducted by the UNESCO Regional Office for Education in Asia and Oceania in Bangkok, Thailand (1978) indicated that the knowledge needed for effective school administration in India is in Economics of Education, problems in educational development, trends and innovation, community participation, education and national development, principles of management, organisation, personnel management, supervision of school and office, motivation, leadership, decision making, information, communication theory, public relation, human relation, delegation, planning its other aspects, education codes and regulation. The skills needed were, preparation of instruments of evaluation, test preparation, timetable preparation, communication, school supervision, Reporting, decision-making and computational skills.

Ahnokhai (1980) studied the perceptions of Professors, Ministry of Education officials and Principal about the involvement and competence of principals in seven broad areas of administrative responsibility as well as their perceptions of the importance of selected goals for administrative preparation programmes. He also wished to determine the extent to which professional preparation was useful for school administration in Nigeria. The main recommendation emanating from this study is the need for school administrators in Nigeria to be given professional training in the seven broad categories of the principal's administrative responsibility, namely, Instructional Leadership and curriculum development, Staff personnel administration, Students personnel administration, organisation and structure, Fiscal management, School community relations, and school plant administration.

Ogunu (1983) developed a model-training programme in educational planning and management for the preparation of school administrators in Nigeria on the basis of study by means of a Questionnaire seeking Nigeria School administrator's and Ministry of education officials' perception of the curricular essentials of the programme. A consistently high percentage of respondents (above 70 percent) rated the following topics as being "extremely important" or "very important", suggesting

that competencies in the following topics are essentials for school Principals and should be highly emphasised in their training programmes. These are Human relations, Curriculum and instructional planning, School budgeting and financial management, educational planning methods, Administrative leadership, maintenance of order and discipline, School community relations, Curriculum evaluation, maintenance of school records, instructional supervision, time-table preparation, classroom management, introducing and implementing change effectively.

### **2.2.3 Studies conducted in developed countries:**

Though many studies are conducted in developed countries about the need identification, implementation feed back and the like of training programmes, few are presented concerning identification of training needs in academic management.

Sergiovanni et. al. (1980) had identified eight task areas for a school administrator; namely, school community relations, pupil, curriculum and instruction, staff, physical facilities, business management, staff development and evaluations. They have identified five sub-tasks for curriculum and instruction tasks, that cover development of a philosophy of education and objectives consistent with that philosophy, construction of programmes to fulfil these objectives, constant appraisal of curriculum and instruction, engender a climate that displays a readiness for change, and provisions of support and material to curriculum and instruction

Duke (1987) concluded that though no single set of behaviours that characterises all successful instructional leaders. The research suggests that instructional leaders must see to it that certain predictable functions or situations are handled appropriately, what constitutes “appropriateness” of course, may vary from one setting to the next. He has identified seven situations that instructional leaders must be prepared to deal with, namely, teacher supervision and development, teacher evaluation, instructional management and support, resource management, quality control, co-ordination and troubleshooting. Handling each of these situations will require far more than a particular skill or set of competencies that demand for clear vision and imagination associated with leadership.

Simpkins (1987) identified the conditions necessary for change to take place successfully. Four conditions were identified, namely, an appropriate school climate, the recognition of a need for change, the support of the teaching staff, and a suitable administrative structure to implement the change. The area of greatest concern to respondents was that of curriculum, teaching and technology. The categories identified were

- The need for more appropriate curriculum,
- The need to redefine the purpose of education,
- The need for higher standards,
- The great rapidity to curriculum changes,
- The need for more practical and challenging teaching methods,
- The problems of implementing the new curriculum,
- The dissemination of new ideas about curriculum,
- The problems of keeping up with the new technology,
- The need for more in service training on computers,
- The human problems associated with new technology

Leith wood and Stager (1989) in their study "Expertise in principal's problem solving" identified the central elements in school Principal's problem solving processes and the differences between experts and their more typical colleagues. Twenty-two elementary principals were interviewed, and their responses were analysed, to brief hypothetical case-problems and a model of problem solving components was proposed. Differences between experts and response to messy or ill-structured problems were evolved.

Acheson (1990) in his study on "Instructional leaders for the Nineties: Improving the Analysis of teaching", argued that instructional leadership change is inevitable during the nineties. This bulletin explores instructional leader's roles and functions, along

with some leadership styles and strategies and skills and proposed an administrator's training programme. He has examined various teaching styles and strategies along with styles of analysing teaching. He concluded that the ultimate choice is an energetic co-operative, trusted, confident, and positive regard for a teacher's potential. He has outlined the content, essential techniques and emphasis on curriculum in administrator training programme.

Elsaesser (1990) had used assessment centre results in identifying specific staff development needs of aspiring and practising school principals. The relationship between assessment centre performance and subsequent staff development activities was studied. Resourcefulness, decisiveness, creativity and judgement were the four areas of the need identified for exceptional performance and improvement. Recommendations are made to improve assessment centres and make them a useful method of sharpening the professional skills of principal and those aspiring to be principals.

Johnson and Snyder (1990) in their study "Managing Productive schools" analysed the organisational and human productivity knowledge – base – expansion, of the past five years. It indicates that educational leaders and support staff must assume responsibility for schooling together to change student achievement patterns. To measure the existing training needs for principals and district personnel, a need assessment instrument was developed that examined seven specific categories, including, the principal-ship, problem solving and long range planning. The instruments were administered to 263 elementary, middle and secondary school principals and central office personnel in three Texas school districts. The result indicates that principal wants training in the elements of annual school-wide team level and individual training, planning, coaching and evaluation. In addition they want skills for designing successful staff-development programmes providing on-the-job teacher coaching, monitoring performance and programme development, implementation and evaluation. The message is clear! If principals are expected to accomplish different kinds of performance results from those, for which they were trained, their development in knowledge and skills must become a distinct priority.

## **2.3 Summary of the review of the related literature in Educational Management:**

Review of the literature shows 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 identified that there is no system of regular and recurrent training of educational planners and administrators. It laid stress on the following activities.

- Identification of training needs
- Development of training models
- Conduct of pre service and in service training programmes

In the Report of the Workshop on head teacher training and resource materials development, 1997 conducted by The Department of Educational Administration, M. S. University, Baroda 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.

From the review of the research studies and literature, it can be inferred that there is a lack of any kind of pre service or in service training provided to the principals to manage the resources, human or material. Since principal is the centre of all the activities within a school, training of principals, to play their role effectively becomes very important. Since principal needs 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).

The principals who participated in the workshop on “Head teacher training and resource material development”, conducted by The Department of Educational Administration, M. S. University, Baroda, 1997, though all were with rich experience, felt that if they are formally trained whatever innovations they are doing now could have been made possible much earlier. Whatever instructional materials are available, they are mostly formulated keeping in mind the middle level school administrators (i.e. for the principals and supervisors of primary level). This makes it inevitable to prepare the instructional material specific to secondary school level principals. As the principals at secondary school cater to the needs of the Adolescents and adults, the principals at times are facing problem while dealing with students.

To develop material suited for the local needs of the principals whether the material is transferred across the cultures or from management to education is given special importance by international as well as national educational bodies like UNESCO and NIEPA.

Research review of the techniques and tools shows that researchers have made use of standardised tools, some have developed questionnaires, rating scales and checklists. Results are arrived at through co relational techniques, differences in the means, bar graphs have been used as the statistical techniques. There are no such researches undertaken to suit the local needs. Though the need to train the principals was felt by the various commissions no material is available for the training of the principals. In the view of the increasing demand on the principals of secondary schools to strive for quality, excellence in outputs in the face of a heterogeneous universe of learners, large faculty of teachers, resource constraints, requiring cooperation in action, the concept of getting the training on staff development through self instructional modules has become necessary.

The tools used for data collection in all the researches quoted are interviews, visits, OCDQ (Halpin and Croft) LBOQ, Teachers moral inventory. The studies provide very little cue or information support for improvement of personnel management in Education. The review also throws light on the types of studies conducted so far. Most of the studies are survey or co-relational in nature. This emphasises the need for developmental type of research especially in the areas related to the training and development of principals.



The popular belief is that educational administration needs no special training and it is in the school of experience that educational administrators learn techniques and procedures of administration. The M S University of Baroda is the only University in India with a separate department for educational administration, which proves that the importance of educational administration is not realised

Administration of education, like any other field of administration, is oriented to human experiences and has concern about effective management, quality output and greater and speedier development in the area that is administered. The dominant trend in this research was description and evaluation of the role of educational structure and authorities and agencies, at different stages of education with focus on the emergent problems. The focal points were structure official's rules & regulations, inspection and control, finance, and the guiding philosophy stressed the practical or the operational aspect of the administration of education

Some of the neglected areas of research in educational administration are, administrative climate of educational institutions, administrative behaviours of principals, human relation, communication, evaluation as a feed back device, institutional and decentralized educational planning, the evaluation of the planning machinery in education, training of educational administrators in managerial skills and procedures of planning university governance and operational effectiveness of its authorities, boards and committees, decision making in universities and educational administration as a social discipline.

Some of the important aspects of educational management, which are to be explored are, role conflict in an educational institutions, a critical analysis of educational acts, crucial factors influencing the universalisation of education, development and trying out of leadership training programmes, institutional viability in terms of size and curriculum offering, evaluation of management practices adopted by different educational agencies, effective functioning and management of colleges. A large number of research studies are on behavioural aspects, followed by history & status and monitoring & evaluation of educational systems & structures respectively. There are no studies undertaken in the areas of goals of management, decentralization, professionalism & accountability

There is a good deal of empirical research that has been done in the last few years on organisation, administration and management of education. The researches have not touched themes that are critical for improving the quality of education, including its managerial efficiency. Review of the literature shows that there is dearth of suitable material for the training of principals. Time and again researchers have found the need for training of principals, academic management that deals with transaction of curriculum and instruction, utilization of resources, staff-development, and student evaluation. These are some of the areas identified for training. It can be seen that the trend of such studies are being undertaken and training is imparted only in the developed countries. There is a need to conduct such studies in India and develop training programmes to improve the quality and effectiveness of the principals.

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 an attempt has been made through this developmental research to prepare a comprehensive training module on staff development.