

**A STUDY OF THE PROBLEMS FACED BY SECONDARY SCHOOL  
PRINCIPALS OF VADODARACITY**

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**GUIDE**

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## Certificate

This is to certify that the work contained in this dissertation titled “*A Study of the Problems Faced by Secondary School Principals of Baroda City*” Submitted by Mrs. Rekha Agrahari to the Maharaja Sayajirao University of Baroda, Vadodara, India for the degree of master of Education is record of Bonafide research work carried out by her under my supervision and guidance. This dissertation is submitted in partial fulfillment of the requirement for the degree of Master of Education. I certify that her work is original work.

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# **CHAPTER- 1**

## **CONCEPTUAL FRAMEWORK**

## CHAPTER 1

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## CHAPTER-1

### INTRODUCTION

Education is the key of development for any nation. The whole world has proved that education is the most basic requirement for development. Education helps an individual to become more productive and responsible in the society. It is a necessary ingredient for achieving full human potential. Providing universal access to an education of high quality is the key to India's continued ascent, progress, and leadership on the global stage-in terms of economic development, social justice and equality, environmental stewardship, scientific advancement, and cultural preservation (**NEP 2019**). There are three stages of learning for the students in the school Primary, Secondary, and Higher secondary. Each and every stage of learning is important for the students. Primary stages are basic education, Secondary stage is formation education, and higher secondary education is career making education. According to (**NCF, 2005**) "Secondary school is a period that of intense physical change and formation of identity. Students feel change in their life." If we do not provide right kind of teaching, they may choose wrong path in their life .it means there should be right kind of teaching, appropriate guidance and counselling programmes and various activities, which help them to shape their career. School principals serve as the leaders and supervisors of schools. They manage and assist teachers and all other staff. They also oversee the staff's professional development, the school budget, student disciplinary matters, and interact with the public as a representative of their school. They oversee teachers and other staff and class schedules. A principal counsels and disciplines students or may assist teachers in managing students behaviour. They are generally responsible for supervising all academic and extra-curricular activities, overseeing the disciplinary practices of the school, and running the school.

The principal plays an important role in an educational institution. He holds the key position and plans, co-ordinate and organises various programmes. He ensures proper maintenance of discipline in the school. He promotes the harmonious development of the institution. He carries the traditions as well as project the image of the school according to his own ideas and ideals. He develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.

The principal should be a man of great head and heart. He must have good qualification in general education as well as in professional training. He should be a learned person and should have faith in himself, in his profession, in his staff and in his pupils. He should inspire all staff, students, and public. The principal is the team leader and the spirit of co-operation should permeate the entire dealings with staff, pupils, and community.

## **POLICY PROSPECTIVES**

**Secondary school commission (1952-53)** has stated the role of the principal of the school as: “In him proper working of the school depends”. It means he is a person who is responsible for growth of the organization. Principal has played many roles in the institution like an administrator, a supervisor, a planner, a teacher, a communicator etc.

**The Indian Education Commission (1964-66)** viewing the administration as an element in the improvement of standards, laid stress on the co-ordinating functions of the Central and State Governments. The Commission pointed out perceptible trends in the field of Education Administration. It also recommended that administration is being academicised day-by-day; there is no end to the improvement of the administrator nor to his specialization, it needs periodical orientation, in-service education and assistance, resulting in more and more of decentralisation: democratic attitudes are developing, may be slowly, in the participants in the administrative process. The Commission highlighted the existing weaknesses in the on-going practices of Educational Administration.

**National Policy of Education (1986)** state “A very important role must be assigned to the head of an Educational Institute. Heads will be specially selected and trained” (NPE 1986). The head of the educational institution shall have significant role of the institutional head is a crucial factor in the management of the schools. The role of institutional managers and institutional efficiency that training of principals has been emphasize”. A principal needs to be a strong leader to staff, a fair hiring agent for new teachers and aides, an advocate to students, and a disciplinarian when necessary.

It has emphasised the fact that an overhaul of the existing system of planning and the management of education will receive high priority. “The guiding consideration will be : (a) evolving a long-term planning and management perspective of education and its integration with the country’s development and man-power needs, (b) decentralisation and the creation of a spirit of autonomy for educational institutions, (c) giving pre-eminence to

people's involvement, including association of non-governmental agencies and voluntary effort, (d) inducting major women in the planning and management of education, (e) establishing the principle of accountability in relation to given objectives and norms".

School complexes will be promoted on a flexible pattern so as to serve as networks of institutions and synergic alliances to encourage professionalism among teachers, to ensure observance of norms of conduct and to enable the sharing of experiences and facilities. It is expected that a development system of school complexes will take over much of the inspection function in due course; (b) Local communities, through appropriate bodies, will be assigned a major role in the programmes of school improvement and (c) Non-Government and voluntary effort including social activist groups will be encouraged, subject to proper management, and financial assistance provided. At the same time, steps will be taken to prevent the establishment of institutions set up to commercialise education.

**National Educational Policy (2019)** "Principals of a higher education institution must demonstrate the institution, along with attributes such as a strong social commitment, belief in teamwork, pluralism, ability to work with diverse people, and a positive and enthusiastic outlook.

All effort of principal will be made to build strong and diverse team, comprising both academic and non academic members. Clearly shared plans at all levels with meaningful input from all stakeholders-board members, institutional leaders, individuals, will be the basis for progress towards institutional goal.

## **IMPORTANCE OF SECONDARY SCHOOL PRINCIPAL**

Why do schools need principals? It is generally felt that first and foremost is the legal responsibility of the department of education to establish objectives for their schools, to create policies for their implementations, and to employ principals to carry out their policies. In addition to the legal need to have principals to carry out the mandates of the department of education, the schools, like any other large complex organisation, need someone to administer them.

The senior secondary schools, like any other corporate endeavour, require conscious and constant administration. No school can realise its purpose without someone assuming the responsibility of helping the many persons involved, clarify objectives and identify progress. Moreover, if utter chaos is to be avoided, someone must integrate into a

meaningful whole the discrete, disparate efforts to those who, taken together, constitute the school. It is, of course, the principal who is charged with this vital administrative role. The effectiveness of a school is largely dependent upon its principal. The range of duties and tasks confronting the senior secondary school principals cover a number of administrative and educational activities. It is an uphill task, and only a person with clear perspective and rare abilities can succeed as principal of a senior secondary school. (Kakati Karbi 2018)

**According to Kimbrough and Burkett (1990)** the term „Principal“ was derived from the word „prince“ which means first in rank, degree, importance and authority. The principal, therefore, was one with authority to make decisions on the operation of the school. The position of school principal is primarily a 20th century development and was concomitant with the great growth of pupil enrolment after 1900. School principal of today finds his responsibility increased manifold by the addition of duties arising from the new assignments to the schools which include community service of many kind - adult education, non-formal education, population education, health education, sports, extra-curricular and other academic and non- academic functions (Kimbrough and Burkett, 1990). The school principal was one of the first positions that emerged in the profession of educational administration. In fact, the position appeared so many years ago that an accurate history of its development is somewhat lost in antiquity. Despite current expressions about the limitations of practising principals, the principalship has a proud, distinguished tradition.

The principal is the hub of educational efforts, what the main spring is to the watch, the fly wheel to machine or the engine to the steamship, the principal is to the school. Thus principal only concerned with, not only advocating what is best for children in the school but also concerns for professional development of the teachers (Kocher, 2005).

The importance of School Principalship is School principals serve as the leaders and supervisors of schools. They manage and assist teachers and all other staff. They also oversee the staff's professional development, the school budget, student disciplinary matters, and interact with the public as a representative of their school. The role of the principal-teacher expanded with the establishment of the first multi teacher schools. Added duties included keeping the school records, preparing reports, and managing and supervising teachers who, at the time, were considered neither professionals nor bureaucratic employees (Kelly, 2018).

The principal occupies very important place in any school. Apart from, functioning for administrative work, principal also act for academic functions. Principal has to remain involved for all administrative functions such as planning for different school activities during whole academic year, organizing all resources for achievement of organization goals, coordinating different resources, directing all resources towards completion of work and finally, evaluation of duties of all resources to take further remedial actions. Principal is that person who has to perform all duties which are compulsory in nature and therefore, principal has to carry out those duties or if one faces to do those duties, principal has to be ready for strict actions from government. Principal is such a person who needs to have vision and mission for the institution. He or she has to look for future progress or development of his/ her institution. Principal has to be leader of the institution which means that principal has to be lead whole institution. Every leader has to bring out and develop all the potentials of an individual. For this, principal has to motivate all the teaching and nonteaching staff members of the organization. For motivating employees, principal has to adopt various techniques so that principal is successful in achieving different organizational goals. Principal has to evaluate all teachers, non-teaching staff members and students continuously.

A principal also serves as an intermediate between the county board of education and the school system in which they are employed. There are some qualities of the effective principal as below (Dash. 2015)

### **EFFECTIVE SCHOOL PRINCIPAL: QUALITIES ( Dash, 2015 )**

#### **Sound Educational Philosophy**

A good principal needs to have a sound philosophy of education based on careful study of latest thought and research. “Any defensible philosophy must be constantly open to scrutiny, re-examination and revision as new problems arise and new insights are gained.”

#### **Building Effective Relationship**

The principal should build effective relationships with his pupils, the members of the instructional and non –instructional staffs, managing committees, inspectors of schools and with the board of secondary education of the schools. The influence of the principal will remain substantial, but increasingly it will be exercised in a group setting rather than by unilateral decision. A good administrator must be dedicated to the school and the belief that

all decisions must be made in terms of the best interests of the students. A principal needs to embody school spirit. Just like being highly visible, it needs to be obvious to students that the principal loves the school and has their best interests at heart. Principals should normally be the first to arrive and the last to leave the school. This type of dedication can be difficult to maintain but pays enormous dividends with staff, students, and society at large and also they must be a builds effective relationship.

### **Ideals in Life**

The most important personal quality of the principal is his idealism. A man without an ideal in life is like a boat without a rudder. The lamp of idealism must burn in the mind of the principal continually because this lamp will show him path when shadows darken it. Principal must be true with his profession.

### **A Scholar**

The principal, if he is to win and hold the genuine respect of his staff as well as the community, must be head and shoulders above the faculty in the matter of scholarships. And he is to be effective leader as well as to set a model in teaching and other activities for the teachers to receive inspiration from. The teacher must feel that it is the superior individual who has been placed at top of them, and that he deserves to be there.

### **An Integrity**

A person of integrity has founded his life “to thine ownself be true”. Principal should be the inner voice of his soul and the multifarious duties of his professional life, in the innumerable contact with teachers, pupils” guardians, administrative, officers and others, this inner voice will be guide as well as personal qualities like strength of mind, fearlessness, dutifulness” love, sympathy and all social qualities which are necessary his professional.

### **Physical and Mental Health**

Physical and mental health of the principal possesses intellectual health also he must be a man of superior mental ability characterised by logical reasoning, sound judgement, clear thinking, and deep understanding. He must be intelligent in order to be able to understand new and unforeseen situations arising before him every day. And also he must be guard

himself against any frustration. His physical and mental health can't be treated by him as his private affairs.

### **Sense of Humour**

Another important quality of personality that will stand him in good place is the sense of humour. It will enable to get over no progress with the help of the smile, a light hearted chuckle, on a jocular remark, which will ease the tense atmosphere. The sense of humour will help to break resistance, overcome opposition, by injecting a spirit of trust and friendship into a situation.

### **Sense of Vocation**

No one can attain top –notch position in any sphere of activity unless one is fired by the loves one's vocation. If principal attends to his various duties and responsibilities on sufferance, and his heart of hearts if he wishes he were in civil service or some other more profitable job, he does not have sense of vocation. As a result, he will fail to make his mark as a good leader, which will affect his own future career as well as he would be doing irreversible harm to the institution and the community whose importance to judge.

### **Scientific Attitude**

It is very important quality that is needed in an executive is the scientific attitude. It consist in observing correctly, without letting personal feelings, prejudices and wishes to influence it, drawing valid conclusions from given facts and making sound generalization as the fact of authorization.

### **Leadership Qualities**

Good teachers need to feel supported. They need to believe that when they have an issue in their classroom, they will get the help that they need. Highly Visible, A good principal must be seen. He or she must be out in the hallways, interacting with students, participating in pep rallies, and attending sports matches. Their presence must be such that students know who they are and also feel comfortable approaching and interacting with them.

### **An Excellent Listener**

Much of what principal will have to do with their time is listening to others: assistant principals, teachers, students, parents, and staff. Therefore, they need to learn and practice active listening skills every single day. They need to be present in each conversation despite the other hundred or so things that are calling for their attention. They also need to actually hear what is being said to them before coming up with their own response.

### **A Problem Solver**

Problem-solving is the core of the principal's job. In many cases, new principals come into a school particularly because of the issues it is facing. It might be that the school's test scores are really low, that it has a high number of discipline issues, or that it is facing financial issues due to poor leadership by the previous administrator. New or established, any principal will be asked to help with quite of a number of difficult and challenging situations each day. Therefore, they need to hone their problem-solving skills by learning to prioritize and provide concrete steps to solve the issues at hand.

### **A Visionary**

Principal has consistently supported the notion that having high expectations for all, including clear and public standards, is one key to closing the achievement gap between advantaged and less advantaged students and for raising the overall achievement of all students, they have the responsibility for everything that goes on in the school. Their attitude and vision need to be loud and clear. They might find it useful to create their own vision statement which they post for all to see and must consistently enforce.

### **Fair and Consistent**

Just like an effective teacher, principals must be fair and consistent. They need to have the same rules and procedures for all staff and students. They cannot show favouritism. They cannot allow their personal feelings or loyalties to cloud their judgment.

## **FUNCTION OF PRINCIPAL IN SCHOOLS (Sharma, 2018)**

Function of principal is very important function for the principal which principal can coordinate various kinds of resources and management of the school. Function of principal can be classified as managerial function and operational functions:

## **Managerial function of Principal**

The managerial functions include planning, organizing, staffing, directing, controlling and coordination as:

### **Planning**

Planning determines the goals and directions of the principal and also the ways of achieving these goals effectively. It is a continuous process as well as an intellectual and mental exercise, requires creative thinking and sound judgement of principal. Thus it involves- determining the objectives to be achieved, establishing planning premises, determining alternative course of action to achieve desired results, evaluating the available course of action, selecting the most appropriate course of action.

### **Organizing**

Organizing involves three essential elements (Argyris, 2011) developing the structure of the organization, acquiring and developing human resources, and establishing common patterns and networks“ The principal establishes policies and procedures for authority relationships, reporting patterns, the chain of command, departmentalization, and various administrative and subordinate responsibilities. Organizing is the process of dividing work into convenient tasks or duties, grouping of such activities into various committees departments/section. It also involves following as identifying and analysis the activities to be performed, grouping the activities, assigning the activities to various groups/ departments/committees, defining and delegating the authority and assigning responsibility for proper performance of work, defining and establishing the nature of relationship among individual jobs.

### **Staffing**

Staffing is the function of determining and meeting the manpower requirements of an enterprise and of providing opportunity for the continuous development of the talents of principal manpower. Staffing includes the man power planning, recruitment, selection and placement of competent persons, training and development of manpower to improve their capabilities, appraisal of performance, promotion/ transfer, maintenance of discipline of employees, a wise system of compensation or remuneration.

## **Directing**

Directing is the process of guiding the sub-ordinates towards achieving the organization's goal. Directing includes communicating, motivating and leading. The teachers/ staffs are to be properly communicated regarding what is expected of principal. He can properly motivate to do their best and right leadership as well as to lead the employees in proper direction.

## **Controlling**

Controlling is the function of management which ensure the objectives are being achieved according to the plan. Controlling involves the establishing standards, measuring the actual performance, comparing the performance with actual performance with established standards, initiating to correct the deviation.

## **Co - ordination**

**Resser** (1972) has suggested the following coordination functions of principal in the school as to set objectives for using available resources, to formulate plans for achieving these objectives, to identify activity to be performed, to organize the activities in the groups(school), to define the tasks to be done, to group the tasks into jobs, to staff the job with people, to initiate work activities, to supply incentives to stimulate productivity, to take remedial action if the objectives are not being met.

## **OPERATIVE FUNCTIONS OF PRINCIPAL IN SCHOOL**

### **Resource and programme, planning and policy- making**

This function implies to principal to contribute in different capacities at different levels (in the school/ education system) in the formulation of plans and policies for specific aspects of the school in education system. Principal also help in the interpretation and implementation of educational plans and policies at the state, local and institutional levels.

### **Provision and maintenance of funds and facilities**

This function is one of the most crucial functions of the principal. The principal have limited control over the funds for the institutions, many of them do influence the provision of funds and facilities by careful and studied budgetary systems, accounting, reporting and effective negotiations. It is a very significant function of the principal to ensure that the

funds and facilities are efficiently used and well maintained to achieve the desired objectives.

### **Obtaining and development of personnel**

This function identifies and indicates the staff needs of the educational system for principal, as well as the specific type of personnel needed to meet the needs. He also collaborates with the State and local ministry of education in making decisions related to educational personnel. In this function, the head of the institution ensures proper employment, placement, use, motivation, development, welfare and professional growth of staff under principal.

### **Improvement of instructional programmes**

Instructional management constitute one of the most important function of principal through this function principal can make improvement of learning and learning opportunities. The principal can collaborates with the classroom and students in the selection of appropriate curricula, choice of subjects, textbooks, work-scheduling (e.g. time-table), use of teaching facilities and aids, teaching method and method of evaluating the student and institution progress.

### **Student support**

The ideal principal ensures that every student is given adequate opportunity and motivation to learn. He should encourage extra- curricular activities (clubs, games, student's councils etc.) as well as ensuring that adequate health services, transportation, boarding facilities, moral and civic orientations, discipline and adequate inter-personal relationships are maintained.

### **Maintenance of effective interrelationships with the community and external agencies**

The principal must ensures good community relationship through involvement of the parents teacher association (P.T.A), National Service Scheme (NSS) etc. as well as he must also ensure continuous contact with related external agencies like SCERT, NBA, ISTE, DIET, NCERT, AICTE, NAAC, NCTE etc. and other social institutions such as Rotary Club, Lions Club, Social organizations, NGOs etc.

## **PROBLEMS OF PRINCIPALS ( Kochchar, 2005)**

Principals are assaulted by dozen of problems large and small every day. In order to manage their personal stress, they must separate themselves from their problems. And in order to lead their sites effectively, they must set aside their gut responses to problems and approach them instead from a systems perspective. As there are following:

### **Staff co-operation**

Without active cooperation and team work no school can be efficiently or successfully run the principal must have dispassionate approach and must not allow his personal prejudices, likes and dislikes to cloud of his judgment. Principal can enlist the active cooperation of both teachers and students, if he succeeds in democratising administration and involving them in taking decisions.

### **Decision-making**

Problems of Principals“ in decisions making because strategies are critically important to institutional performance. They are accountable for high levels of student achievement. In order to accomplish the high expectations, administrators have to analyze data through dashboards and reports to identify factors related to student enrolment, retention and success. There is clear evidence through insightful reports that the attributes of the institution such as admission, enrolment, attendance, discipline, grades, fee collections, etc. determined those outcomes.

### **Scheduling**

Classroom teachers, staff, and students report scheduling problems with principals because cognitive reframing of scheduling with automated timetable system enables instructors to manage class schedules across multiple courses, faculty and rooms for different time periods. Innovative scheduling can help alleviate conflicts in manual scheduling and place substitutes for teachers in order to maintain continuity of instruction. Sometimes also principals faced problem of scheduling.

### **Recruitment (Staff)**

Recruiting competent teachers who are capable of teaching all student population is at the core of problem. In successful institutions creating an advanced student admission system

with real-time application tracking, online assessments and automated ranking system always identified the talented and sensitive teachers who demonstrated competency, will and commitment to implement innovative and high quality education programs and deliver excellence for all learners.

### **Financial Management**

Principals are face problem in financial management also. Financial management is that a connection is made between the management tasks and the financial aspects of a school. The implication is that the management of school finances involves the task of planning (budgeting), organizing (coordinating), leading (communicating and motivating), as well as controlling (auditing) (Clarke 2007).

### **Attendance & Discipline**

Principals perceive student absenteeism and misconduct are a major concern. Educational institutions can improve class attendance and improve student's poor academic record using RFID and Biometric based attendance tracking system to monitor student movements in real-time. Maintaining order and discipline and controlling violence, vandalism, bullying, racism, etc. in the campus using sophisticated discipline trackers that will capture incidents from mobile devices and notify authorities in real-time and ensure student safety.

### **Maintenance of infrastructure**

Principals are facing problems in maintenance of infrastructural development because it is a vital force towards increasing the value and usefulness of building and public facilities. Provision of portable water, electricity, drainages, sanitary facilities, sewage disposal and access roads essentially complement the buildings in such public schools while contributing to the proper functioning of the physical developments. (Jijac et al. 2009)

### **Curriculums**

Principals are facing problems in curriculum design, because it is a critical task to design of teaching a curriculum that is comprehensive and more encompassing. Curriculum mapping software provides the technology tools for executing changes in the curriculum design and syllabus. Principals and teachers can create customized outcome-based education that will map competencies, graduate attributes and standards to improve learning outcomes. Students can develop skills and competencies that are aligned with course outcomes.

## **RATIONALE OF THE STUDY**

The smooth function of principal is most important role in school education. The principal performed different functions during whole academic year. The Principal has to carry out functions of government, school and students as well as parents. The government duties are compulsory for every principal. But, functions for students, teachers, and parents are necessary for future development of the school. The principal not only carries some managerial and administrative functions but a principal is also supposed to be leader in the school. Which means that a principal has to provide proper direction and guidance to teachers as that would be helpful in achieving all institutional goals. If the principal has to develop standardised curricula, assess teaching methods, monitor students achievement encourage parents involvement, revise policies and procedures, administer the budget, higher and evaluate the staff and oversee facilities than their school will have better quality of education as well as the students will have good holistic develop of the society.

Today principal has to face different problems in the school in admission, discipline, financial management, maintenance of infrastructure, community interface, examination and evaluation etc. from students, parents, administration and authority of the schools. So the principal has to focus on the administrative and academic work of the School which is very important. In this study, the researcher is making an attempt to study various problems which are faced by secondary school principals in grant in aid English Medium Secondary School affiliated from Gujarat. In this study there are two major dimension of the problem of the principal which are the administrative and academic. The researcher has reviewed the literature did not come across out of the literature review many studies which are identifying the problems of secondary school principals in Baroda City.

## **SPECIFICATION OF THE PROBLEM**

### **STATEMENT OF PROBLEM**

“A Study of the Problems faced by Secondary school principals of Vadodara city”

### **RESEARCH QUESTION**

What are the problems faces by secondary school principals of Vadodara city?

## **OBJECTIVES OF THE STUDY**

**1** To study the Administrative problems faced by secondary school principals in terms of

- Admission
- School discipline
- Staff recruitment
- Financial management
- Maintenance of infrastructure
- School community interference

**2** To study the Academic problems of the principals in terms of

- Curriculum
- Examination
- Evaluation

**3** To draw out the suggestion of the problems faced by principals.

## **EXPLANATION OF TERMS**

Problems of Principals –For the proposed study problems face by the principals include problems of admission, staff recruitment, financial management and school discipline, maintenance of infrastructure, examination, evaluation, curriculum, School community of Secondary School.

## **DELIMITATION OF THE STUDY**

The present study is delimited to English medium secondary school affiliated to Gujarat secondary higher secondary education board (GSHSEB) Grant in aid Secondary School.

**CHAPTER-2**  
**REVIEW OF RELATED LITERATURE**

## **CHAPTER- 2**

<b>REVIEW OF RELATED LITERATURE</b>		<b>16 -30</b>
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## CHAPTER-2

### REVIEW OF RELATED LITERATURE

#### INTRODUCTION

The literature review is the most important to identify the problem of the study, which can be solved by collection of data. It is very important to know that the work done by a researcher in a research should not be repeated again. The literature review observes the work that it is being done, is not repeated unintentionally. It also helps to avoid the mistakes, which are already done by another one. So researcher can improve the research design and instrumentation, which was not successful at the last time (Cottrell and McKenzie 2011).

The review of related literature is one of the significant aspects of research. It enables the researcher to know the amount of the work done in the concerned area. It also helps to explore the need of research in unknown and unexplored area. It is necessary that the researcher is aware of the knowledge generated and the ongoing process of knowledge generation in an area of research for better clarity of the problems in that area of research. The review of related literature can help a lot to the researcher in this aspect. It also helps to throw insight into the methodological aspects of research in a specific area and issues related to methodological aspects of it. For any researcher, review of related literature forms the basis for problem identification, helps to find ways and means of studying the problem, methods used in studying the problems tools used to collect data and the ways of analyzing data to arrive to at a solution. In a nutshell it helps the researcher to arrive at the proper perspective of study. The researcher has gone through the review of literature related to the area of study and has mentioned the same in the present chapter.

#### STUDIES REVIEWED

#### STUDIES CONDUCTED IN INDIA

**Mahajan, (1970)** studied on supervisory role of the principals. The study revealed that most of the principals fail to play an effective leadership role in the academic field in the schools because of limitation of time and energy. Lack of proper knowledge of the concept of supervision and cooperation from teachers are also other contributory factors. Principals ignore helping and guiding teachers in the area of subject content and teaching methodology even though they are distinctly related to classroom teaching.

**Vats (1972)** worked on the problems, “Leadership Roles in Educational Administration in Punjab”. The main objectives of undertaking this research study were: (i) To portray the leadership behaviour pattern of educational administrators and to assess their relevance and efficiency for implementation of educational policy and programme, (ii) To identify differences in self-role perceptions of educational administrators vis-a-vis the role expectations of teachers or observers, and (iii) To pin point the inadequacies in the existing leadership role of educational administrators and to suggest the directions for improvement. The major observations were as follows: (i) the most important aspect of career development was an officers’ own motivation and his effort for self-development, (ii) New stresses and strains had developed within the administrative system; hence there was a need for improvement of personnel efficiency, discipline, and methods and practices. In education department of Punjab there was hardly any provision for pre-professional or in-service training of officers, (iii) It was noted that administrators at all levels had a reasonably clear perception of their role if they were given more time for self-development and were suitably trained, they might be able to play a meaningful leadership role, and (iv) The interference of the politicians in day-to-day administration was found to be non-conducive to a flourishing leadership role.

**Patel, (1974)** conducted a study on leadership for improving instruction in high schools of selected districts in Gujarat. Leadership, organizational climate, teacher moral supervisory practices and innovation and change were significantly related to the progressive characteristics of high schools. Instructional Leadership in high schools was highly correlated with organizational climate. Leadership and organizational climate of the schools influence the morale of their teachers. Where the leadership, organizational climate and teachers’ moral were of high quality, the supervisory practices for the improvement of instruction were found to be effective and the teachers were more innovative.

**Darji, (1975)** investigated leadership behaviour and its correlates in the secondary schools of Panchmahals District. In this study the researcher found that the leadership behaviour dimensions and patterns were critical indicators of organisational climate, staff moral, academic motivations, school innovativeness and academic status. The percentage of the principals manifesting the HH pattern went on decreasing from high morale schools to low moral schools. The study also revealed that there was no direct relationship between pupil motivation and leadership behaviour of principals. The study also reveals that no relationship exist between leadership behaviour of urban and rural school principals.

**Panda, (1975)** examined administrative behaviour of headmasters. Headmasters in their administrative behaviour were more self oriented, authoritarian, and traditional academically apathetic on the one hand and less effective in communication, less cooperative, less outcome oriented and less permissive on the other. Headmasters of effective schools were more others oriented, less authoritarian and less rejecting. The Headmasters of urban schools were more adaptable, outcome oriented and effective in communication and less rejecting. The Headmasters of boys' school were less authoritarian, less communicating, less outcome-oriented and less permissive as compared to the Headmasters of girls' School.

**Panday (1975)** worked on the problem "Administrative behaviour of Headmasters". The major objectives of the study were: (i) To find out the real and ideal trends and patterns of the administrative behaviour, (ii) To study the relationship between real and ideal administrative behaviour and between the behavioural trends and the reputation of the institution and the effectiveness of the school, and (iii) To identify the/background factors of administrative behavioural patterns. The study revealed that (1) The headmasters in their administrative behaviour were more self-oriented, authoritarian, ^ traditional, academically apathetic and rejecting on the one hand and less effective in communication, less co-operative, less outcome- oriented and less permissive on the other, and (2) The ideal administrative behaviours were others-oriented, outcome-oriented, permissive, cooperative, constructive and adaptable and the least desired traits were authoritarian, academically apathetic, traditional and rejecting.

**Singh, (1978)** examined the leadership behaviour of secondary schools in Haryana. Total leadership was significantly related to the four personality factors i.e. outgoingness, intelligence, emotional stability and assertiveness. The leadership behaviour of the heads was not related to sex, except on integration in which women heads exceeded men heads. The leadership behaviour of heads was not related to their age. Total leadership behaviour was not related to academic qualifications in terms of graduate and post graduate degrees, except that post graduate heads was significantly better than graduate heads on Demand Reconciliation. The Leadership behaviour of the heads was not related to their teaching experience between six and thirty-five years and the leadership behaviour of heads were not significantly related to their administrative experience.

**Mahanta, (1979)** conducted a study on administrative behaviour of high school principals in central Gujarat. The study emphasized on to evaluate administrative behaviour of secondary school principals and to fine out relationship between principals' perception of their own administrative behaviour and the perception of the 41 teachers of their schools. It was found that (i) about 35 percent of the sampled schools belonged to most effective type of administrative behaviour, whereas about 37 percent belonged to least effective category (ii) the teachers' and principal perception did not show relationship with the administrative behaviour (iii) the school having opened climate had more effective administrative behaviour than school having closed climate (iv) the personality of the teachers was significantly related to their perception of the effectiveness of the administrative behaviour of their principals (v) this study reveals that administrative behaviour of principals is not influenced by age.

**Singh, N. (1981)** studied on administrative problems of affiliated colleges. The study revealed that all the colleges including his study from U.P. are getting government aids. The study also focuses on that college management boards in U.P. are framed on caste or religion basis and colleges are run by different type of management. The findings of the study reflect that university nominees are not involved in decision making process of the colleges. The non-cooperation of the staff is the basic factor for creating the administrative problems among the colleges.

**Gupta S.G. (1982)** compared administrative leadership behaviour and climate of colleges affiliated to

Rohilkhand University. The study revealed that administrative leadership behaviour of the principal is related with the organizational climate of the colleges. The principals' behaviour should motivate the teachers in their work.

**Patel (1983)** conducted a study on the leadership behaviour of the principals of higher secondary schools of Gujarat state. One of the objectives of the study was to identify the leadership behaviour patterns of the principals perceived by themselves and by their teachers. Another objective was to find out the inter relationship between the leadership behaviour of the principals and the organizational climates of the schools and the relationship between the leadership style of the principal and professional development of teachers were also observed. 100 Higher secondary schools were selected through stratified random sampling. The study was based on the

responses of 1000 teachers and 100 principals. The study comprised of 1000 teachers and 100 principals of these higher secondary schools. For collecting data LBDQ of Halpin and Winer, OCDQ developed by Halpin and Croft, a Professional Development Inventory (controlled and opened response type) and a personal data sheet for principals were used. The investigator reported a positive relationship between initiating structure and consideration in which high consideration (HH) was mostly manifested. Significant mean differences were found between the leaders' self perception and faculty perception of his actual leadership behaviour. The teachers scored highest on professional development 27 under those Principals manifesting the HL pattern of leadership behaviour but less with principals manifesting the LL pattern. Morale of teachers increased when the actual leadership behaviour of the leader approximated the desired behaviour as perceived by teachers. No significant differences were found between male and female administrators as perceived by teachers and by the principals themselves on initiating structure and consideration. Professional qualifications of principals did not play any significant role in developing the teachers and the climate of the schools. The principals' effectiveness was a significant predictor of organisational climate.

**Das (1983)** studied the secondary school principals "administrative behaviour in relation to teachers" attitude towards work and work setting of the institution. The sample comprised of 286 principals, 260 teachers and 1020 class IX students of 26 English medium Secondary Schools from Gujarat state and Daman in the Goa, Daman, Diu Union Territory. The instrument used for the study were the Principal Performance Descriptive Survey developed by the University of Georgia (1973-77) and modified by the investigator, the Teacher Attitude Inventory (Ellet and Masters, 1977) and My School Inventory for measurement of school climate (University of Georgia, 1974). The investigator reported that the secondary school principals were moderately effective in their performance of administrative tasks. The researcher found a significant positive relationship between principal's administrative behaviour and teachers' attitude towards work and work setting of the institution. Das found no significant relationship between principals' administrative behaviour and the climate of the students' achievement.

**Pandey (1985)** conducted a study on leadership behaviour of the Principal, Organizational Climate and Teacher Morale. The sample comprised of 34 secondary

schools of Allahabad district. Thirty four schools were selected through stratified random sampling technique. 404 teachers of these schools constitute the sample of the study. One of the main objectives of the study was to find out the relationship between the principals' leadership behaviour, teacher morale and the organizational climate of schools. A Hindi adaptation of Halpin and Winer's Leadership Behaviour Description Questionnaire and the School Organisational Climate Description Questionnaire by Motilal Sharma was used for collecting the data. The researcher found no significant difference between the leadership behaviour of rural and urban principals. Teachers' morale was positively and significantly related to the initiating structure and consideration dimensions of leadership and controls, production emphasis and humanized thrust dimensions of organizational climate.

**Nasreen (1986)** studied the principals' leadership behaviour in relation to teachers' self-concept, job satisfaction and some other institutional characteristics. The study was conducted on 780 teachers from intermediate colleges of the Gorakhpur region. The result showed that high desirable leadership behaviour of the principals generated a higher degree of conformity and normalcy in the teachers. While low desirable leadership behaviour of principals caused a low degree of conformity and normalcy in them. It further showed the initiating structure style of principals leadership behaviour was significantly related to conformity and normalcy factor of teachers self concept. The principals' leadership behaviour was positively related to teachers' job satisfaction. Both the male and female teachers perceived alike the leadership behaviour of the principals. The rural urban location of the schools had no relation with the teachers' perception and principals, perception on leadership behaviour.

**Sharma (1986)** worked on the problem "A Study of the Administrative Problems of the Double Shift Secondary Schools of Rajasthan". The objectives of this study were: (i) To find out the problems of double-shift secondary schools of Rajasthan, (ii) To make comparative study of double shift private, aided and government institutions, (iii) To find out the problems faced by the headmasters of these schools and (iv) To make suggestions to the Education Department on how to solve them. The major findings revealed that (1) It was difficult to adjust 40 minutes for each period in both the shifts, (2) There were problems in changing the time according to the weather and the convenience of students, (3) Mismanagement in changing the seating arrangement and damage to furniture was an acute problem, and (4) The arrangement of double shift system adversely affected teaching

particularly when co-curricular activities were given due time. Shortage of time for remedial classes and games, inconvenience in joint staff meeting, indiscipline among students, and inadequate use of library, reading-room facilities and difficulty in adjustment of periods of teachers on leave were found to be the other areas of administrative problems.

**Nanda (1992)** studied the leadership behaviour of primary school Head master Cuttack city. The objectives were: to study the leadership behaviour of the head of the primary schools of Cuttack city as perceived by their respective teachers in terms of two dimensions of leadership that is initiating structure and consideration., to find out difference in the leadership behaviour of the heads of primary schools in respect of their age, sex, teaching experience and controlling authority. The sample comprised of thirty primary schools in Cuttack city. Thirty head of primary schools and 189 teachers were there. The collected data was analysed using mean, T-test and chi- Square test. The tools used were LBDQ by Halpin and Winer, The findings revealed that out of 30 heads of primary school only 10 were most effective leaders, there was no significant difference between the leadership of male and female heads of primary schools. Age and length of experience were not contributing factor in leadership behaviour amongst the head of primary school.

**D'Souza, (2006)** studied the leadership behaviour of Principals working in high and low performing secondary schools in Goa in relation to certain relevant variables. 110 schools were selected for the study representing all the 11 talukas of Goa. The sample was represented by 57 principals from high performing schools and 53 from low performing schools. In addition, 768 teaching and 179 non-teaching staff was comprised in the sample. Academic performance refers to pass percentage of students at the public examination (S.S.C.) conducted by Goa Board Secondary and Higher Secondary Education (GBSHSE). Data pertaining to academic performance of five academic sessions (the academic year 1999-2000 to 2003-2004) was taken into consideration. The researcher reported that majority of the principals from high performing schools were more effective than the principals of low performing schools. Schools' organizational climate, job satisfaction of teachers and non-teaching staff was determined by the quality of leadership behaviour of the Principals. No significant difference was found in leadership behaviour of male and female principals in the high as well as in low performing.

**Sharma (2008)** a study of time management practices of secondary school principals of Vadodara city. The objectives of the study were (1) to the study of time management planning of secondary school principals. (2) To study the time management organization of secondary schools principals. The tool consisted of three schedules namely (1) for principals (2) for teachers (3) interview scheduled for principals .The sample has been taken from 16 secondary school principals and 16 secondary teachers who are supervisor of Vadodara city affiliated to Gujarat secondary and higher secondary education board. It was found the principals unanimously agreed that there was a need for time management practice.

**Bakshi (2010)** A study of leadership behaviour of secondary school principals of Vadodara city .the objective of the study were (1)To study the leadership behaviors“ of secondary school principals.(2)To study the opinion of teachers about their principal, leadership behaviour . The tool – the investigator has used a self made close ended opinionnaire based on three dimensions of leadership behaviour which are initiation structure consideration participation to collect the opinions of the principals about their own leadership behavior. The tool contains 30 statements, with 10 statements on each dimension. The opinionnaire contains 4negative and 6 positive statements on each dimension hence there are total 18 positive and 12 negative statements. The respondent were provided with two options which were ”agree” and ”disagree” they have tick any one column. It is found that principals possess high participation than initiation and consideration dimension.

**Rajput (2012)** A Study of the opinion of principals and teacher of secondary and higher secondary section on the implementation of semester system in schools of Vadodara city. The tools used for data collection were questionnaire for continuous and comprehensive evaluation scheme being implemented in CBSE School. The tool constructed was different aspect of semester system in school e.g. Training/ in service programme organised, transaction of curriculum, modes of transaction etc. For the sampling of teachers cluster sampling method was used At both 9th and 11th(science stream)levels.25 principal of respective sampled schools were taken as sample .The finding of the study can be employed to justify current condition and practices and to make intelligent plan for improving them.

**Karabi (2017)** conducted a study on the Administrative behaviour of college principals and its relation to college climate of the provincialized general degree

colleges affiliated to Gauhati University. The result of the study found differences in administrative behaviour of college principals of different colleges. The administrative behaviour of college principals is also different in different dimensions. 65% high, 20% average and 15% principals have low administrative behaviour respectively. Further study also reveals that administrative behaviour of college principals is not different from urban and rural area. There is no statistical significant difference among the principals working in both rural and urban colleges. From the analysis it was also found that college climate of different colleges affiliated to G.U. are different. Difference also exists in college climate between urban and rural colleges. A significant relationship is found between the administrative behaviour of college principals and the climate of the college. Hence, administrative behaviour of principal has an effect on the climate of the colleges, if the administrative behaviour of principal is high than it has a positive effect on the climate of the college. It was also found that college climate has a relation with the administrative behaviour of the principals.

## **STUDIES CONDUCTED ABROAD**

**Pederson (1968)** worked on the problem “The Role of the Director of Instruction as Perceived by Superintendents, Principals and Directors of Instruction”. The problem investigated in this study was the amount of agreement existing between directors of instruction, superintendents, secondary principals, and elementary principals on the role of the director of instruction in the local school systems. Factor analysis of data gathered by the Q-sort instrument produced three significant factors. In this study, these factors were identified as Type I, Type II, and Type III. Type I consisted primarily of respondents from large and medium sized school districts. They feel, as do the other two types, that the instructional programme should be of primary concern but hold the broader view that position of director of instruction is part of a team of administrators carrying out the organization’s goals. Items of low acceptance by this group substantiates this point as they assume research and development type personnel, as well as other specialists, are available in the system. Respondents on the type I factor can be called “participatory” because of their broad view on involvement in the instructional programme. Type II consisted primarily of respondents from small school districts. This type gave high acceptance to the instructional programme, as did the other types. The items of acceptance by this group which were higher than all others included research and development, distribution of instructional materials, federal programmes, public relations and special education

responsibilities. Items of low acceptance by Type II, which were lower than all others, dealt with recruitment, supervision and rating of personnel, planning of facilities and other administrative type tasks. Respondents on the Type II factors held a narrow view on involvement and more need for control.” The Type III respondents who identified with this group were primarily those from large and medium sized schools who did not identify with Type I. Characteristics of this type located them between the other two types but more oriented towards Type I. Because of these characteristics, Type III can be called “Limited participatory.”

**Simms (1970)** worked on the problem “A Study of the Role of Director of Secondary Education in Missouri Public School”. The purpose of this study was to provide fundamental information about directors of secondary education and to determine the degree to which role conflict existed within the position of the director and secondary education itself as well as between the director and other administrators with whom the director works. The following were the major findings: (a) The director of secondary education had mean age of 44.7 years. All directors had master’s degree and, 31.8 per cent had degrees beyond the master’s level. They had an average of 21.2 years of experience in education with 11.4 years in their present school districts. A total of 81 percent of directors had served as secondary school principals and most came to their new position directly from the principalship. The Director has held their present position an average of 3.3 years and the post had existed in the district an average of 3.5 years. The major responsibilities of the directors of secondary education as seen by the directors were chiefly in the area of the instructional programme, (b) School districts had a director of secondary education with an average of 4.3 secondary school and 271.1 secondary school teachers. The mean number of secondary school students was 5,271. Only 50 per cent of the school districts provided a written job description for the director of secondary education, and (c) There was a significant difference between the average factual-ideal correlation of superintendents and high school principals. Considerable difference was found between the average actual-ideal correlation of directors of secondary education and high school principal although this difference was not significant with respect to the confidence level adopted for this study.

**Dodds (1971)** worked on the problem, “Perceptions of Selected Educational Administrators towards the Relationships between Secondary School Principals and Directors of Instruction”. The purpose of the investigation was to study the perceptions of selected educational administrators of the relationships between secondary school

principals and directors of instruction in school districts of the second class in Pennsylvania.

The main findings of the study were: (1) The Director of instruction should be responsible for articulation between grades and school units and for preparing curriculum guides, (2) The Director of instruction and principals should be equally responsible for selection of textbooks, providing materials for teachers, in-service training for teachers, and solving problems relating to curriculum, (3) There was general agreement among the respondents that the amount of authority the director of instruction had in the secondary school was appropriate, (4) Problems of authority and communication between the principals and directors were serious enough to limit progress in some schools, (5) The following areas of professional responsibility were considered to be most important for directors of instruction as perceived by the directors: (a) curriculum coordination (b) supervision of personnel (c) in-service training (d) recruitment of personnel (e) procurement of supplies (f) research, and (6) It is necessary for the principal to prepare a climate for educational change in the school, and to work harmoniously with all of the school personnel, including the director of instruction, to bring about the needed changes which will improve the quality of education in the school.

**Lindquist (1973)** worked on the problem, "Critical Tasks for the Secondary School Principalship of the Future". The purpose of the study was to forecast the critical tasks for the secondary school principalship of the future, as viewed by two selected groups of "expert" namely (a) Currently practising secondary school principals in the states of Oregon and Washington who have been identified as "thoughtful practitioners", (b) Professors of Education, nominated by deans or department chairman and currently employed in one of the four-year colleges or universities in the states of Oregon and Washington. The general conclusions of this study revealed that (1) Professors and Principals do not generally agree upon the makeup of critical tasks within the administrative operational areas of secondary school administration used in this study, (2) The primary focus of the secondary school principalship and principalship of the future will be on instructional leadership and principal will be regarded as an agent of change. Other important administrative operational areas will be those of schools organization and community involvement, and (3) Secondary school principals will retain authority and responsibility for school management, but will delegate the bulk of their operational duties to subordinates.

**Gambell (1978)** conducted a study on inter relationship of leader behaviour environmental pressure to the job satisfaction of high school principals. The findings of the study indicate the following (i) the leader behaviour high school principals perceived for them has no bearing on their levels of job satisfaction (ii) the level of environmental pressure high school principals perceived for them is inversely indicated to the job satisfaction they experienced (iii) the principals' simultaneous pre occupations of their own leader behaviour and levels of environmental pressure don't influence the level of job satisfaction they experienced. (iv) Pressure from the educational environment is inversely related to the job satisfaction of high school principals.

**Nakomsn (1978)** studied the role behaviour of the principals as perceived by the teachers differing in age, sex and teaching experience. Considering the teachers educational level, teachers don't differ in their perceptions of their principals' role behaviour and his administrative performance. Teachers of varying years of teaching experience do not differ in their administrative performance. Considering school districts setting, principals don't differ in their role behaviour, but they do differ in their administrative performance. The principals of suburban schools are better in the areas of administrative decision making, communication, administrative behaviour and educational leadership than are their counterparts in rural and urban schools. Principals by sex don't differ in their educational leadership ability. Female principal's exhibit high level of educational leadership than to male principals. It was concluded that 35 principals were least effective in the area of educational leadership when comparing the four areas of administrative decision making, communication, general administrative behaviour and educational leadership. Principals in general trend to exhibit transactional behaviour. The majority of teachers do not indicate that there principals role behaviour has any relationship to their administrative performance of school principals.

**Broke (1983)** conducted a study on "The Problems of New Principals". Some of the general findings revealed that the curriculum" and 'professional personnel" were the two most difficult responsibility areas for new principals. However, the new Principals spent considerably more time with „professional" and „pupil personnel" than in their preferred area of „curriculum". Interestingly, newcomers hired from within the district and those with administrative experience generally experienced more difficulty than the newcomers hired from outside or those with no administrative experience.

**Sookmaung (1986)** conducted “A Comparative Study of the Perception of Problems by the Administrator of Formal and Non-Formal Institutions at the Secondary Stage in Bangkok Area of Thailand”. The main objective of the study was to investigate the seriousness of the administrative problems of administrators of formal and non-formal institutions at the secondary stage with respect to administrative personnel, teachers, students, instructional programme, curriculum, security, morale, supervision, school and community relations and school finance. The findings of the study revealed that (1) The formal school administrators perceived various problems more seriously than the non-formal school administrators, (2) The administrators of formal institutions exhibited greater consciousness than their counterparts in non-formal education concerning problems pertaining to administrative personnel, teachers, students, curriculum and morale, (3) There was no difference in the formal and non-formal school.

**Gawereki (2003)** conducted a case study on the impact of principal leadership on student academic achievement. The study was conducted on an intermediate school situated at the south side of Columbia. The sample was a principal of middle school. To collect the requisite data, interview, non-participant observations and official documents were the tools used in the study. The investigator reported that the principals with transformational leadership style served as and shared the responsibility for instructional and curricular leaders. The study 31 found that shared leadership built a collaborative culture and allowed teachers to feel empowered while making decisions regarding student learning.

**Felecia (2016)** conducted a case study on School Culture, School Climate, and the Role of the Principal in two different school districts of the Georgia Vision Project. The purpose of this case study was to determine to what degree the Vision Project implementation has impacted school climate and student achievement in high implementation districts. Specifically, this study examined what principals do that impact or determines the climate of a school, in an effort to establish action steps for school principals to follow to create a positive school climate. A general inductive approach was chosen to focus on the 41 realities of the participants within the school districts in order to understand their perceptions of what the principal does to impact the climate in a school. An instrumental study design allowed for an in-depth look at the Vision Project’s overall impact on a school implementing the recommendations with fidelity with a specific focus on school culture, school climate, and the role of

the principal. The study shows the idea of the power of a principal's influence can be quite intimidating especially since the direct influence on teachers immediately allows for the indirect influence on students. Teacher perception of their principal in regards to their level of influence is huge, but can be maximized when the principal attends to very basic needs such as providing planning time, having meaningful professional learning, having adequate space, and allowing for shared leadership. When these basic needs are attended to and the teacher can focus on student learning, students participate, learn, and obey classroom rules and procedures. Research supports that the direct influence teachers have on student work is a result of the principal's direct influence on teachers and how they perceive themselves as educators; thus principals' indirect influence has a substantial effect on student engagement and achievement.

**Sophie (2017)** in their research paper on *The Impact of School Climate and School Identification on Academic Achievement: Multilevel Modelling with Student and Teacher Data* mentioned that School climate is a leading factor in explaining student learning and achievement. In this research paper, multiple sources were integrated into a multilevel model, including staff self-reports, student self-reports, objective school records of academic achievement, and socio-economic demographics. Achievement was assessed using a national literacy and numeracy tests. In addition, guided by the "social identity approach," school identification is investigated as a possible psychological mechanism to explain the relationship between school climate and achievement. The results also found that 42 students' perceptions of school climate significantly explain writing and numeracy achievement and this effect is mediated by students' psychological identification with the school. Furthermore, staff perceptions of school climate explain students' achievement on numeracy, writing and reading tests. However, staff's school identification did not play a significant role.

## **IMPLICATION OF THE STUDY**

For the present study researcher has reviewed total thirty (30) studies. There were some studies of administrative, academic problems of school principals and then perception of the problems. Various studies focused on the problem of principal such as "The Role of the Director of Instruction as Perceived by Superintendents, Principals and Directors of Instruction" ( Pederson 1968, Simms 1970, Mahajan, 1970, Vats 1972, Nakomsn 1978 Felecia 2016) ,"Administrative behavior of Headmasters" (Panda, 1975, Panday 1975,

Singh, 1981, Sharma 1986, Gupta 1982, Mahanta, 1979 , Karabi (2017), “Leadership behavior and its correlates in the secondary schools”( Darji 1975,Singh1978, Nanda1992, Bakshi 2010, Gambell 1978, Nanda 1992),” A study of time management practice of secondary school principal” (Sharma2008), “The problem of new principals” (Broke 1986), “Critical Tasks for the Secondary School Principalship of the Future”( Lindquist 1973, Lang 1970 ), “The opinion of principals and teacher of secondary and higher secondary section on the implementation of semester system in school of Vadodara city” (Rajput 2012), “A comparative study of the perception of problems by the Administrator of formal and non formal” (Sookmaung, 1986), “ The Impact of School Climate and School Identification on Academic Achievement” (Sophie 2017).

The researcher found that the research studies were survey types and case most of the research studies were related to the problem of principal in administration, instruction, critical task, behavior of management, time management. Researcher found that the tools of the present studies were used as LBDQ (Nanda 1992), interview (Sharma 1986), close ended, opinionnaire (Bakshi 2010), for few questionnaires. The data analysis used where T-test and chi-Square percentage test.

The above review reveals that many studies have been conducted but their focus was more on administration and management , administrative behavior, role of director, leadership behavior, opinion of principals , critical tasks (principalship), perception of selected administration, structure, rules and regulations, inspection, control and finance etc. Almost all of these studies were status studies. Researcher did not find any studies conducted to find the problems faced by secondary school principals which were related to admission, school discipline, staff recruitment financial management, maintenance of infrastructure, curriculum, examination, and evaluation school, community interference. Therefore the researcher decided to undertake this study.

**CHAPTER-3**  
**RESEARCH METHODOLOGY**

## **CHAPTER- 3**

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## **CHAPTER-3**

### **RESEARCH METHODOLOGY**

#### **INTERODUCTION**

The present chapter deals with the methodology and procedures followed during the research study. In this chapter a description of research design, population, sample size, procedures of sampling, description of tools, methods of data collection and techniques of data analysis are given.

In the present study entitle “A study the problems faced by Secondary School Principals of Vadodara City”, the researcher has employed descriptive survey research method. It comprises mainly collection of data but since mere collection is not research unless there is adequate interpretation in the form of elaboration and of causal connection, the descriptive method to some extend also interprets the data. Methodology constitutes an important part of research. No research work can be undertaken successfully without proper thinking and planning. Thus planning and preparation of design is a fundamental step in the process of research.

#### **METHODOLOGY**

The present study is survey type of research.

#### **POPULATION OF THE STUDIES**

The population for the present study comprised of all Grant in Aid English Medium Secondary School affiliated to the (GSHSEB) Gujarat Secondary Higher Secondary Education Board.

#### **SAMPLE OF THE STUDY**

The sample for the present study 30 schools was selected by using through simple random sampling method. 30 school principals formed the study out of 54 Grant in Aid English Medium School of Vadodara City. The lottery method 30 schools was selected.30 school principal formed the sample of the study.

## **DESCRIPTION OF THE TOOLS**

### **A- QUESTIONNAIRE FOR PRINCIPALS**

The researcher has prepared the questionnaire for objectives number 1- To study the administrative problems of principals in terms of – admission, school discipline, staff recruitments, financial managements, maintenance of infrastructure, community interface, objectives number 2- To study the academic problems of secondary school principals in terms of – curriculum, examination, evaluation and objectives no 3- To draw out the suggestion of the problems faced by principals. There were total numbers of 114 items states this questionnaire for the school principals. The question was devided in two section. The first section had two dimensioned an administrative and an academic. The administrative dimension had items related to – 11 items, school discipline – 15 items, staff recruitment -10 items, financial management -14 items, maintenance of infrastructure -12 items, community interface – 8 items. And second dimension academic as curriculum management – 13 items, examination – 9 items, evaluation - 4 items. In this questionnaire have two sections. In first section there were total numbers of 96 items are states. They were close ended and open ended questions. Close ended question were of YES/NO answers types. In the second section suggestion from principals they are to deal with different problem. In this section there were 8 dimensions. Second section suggestion they are for principals regarding different problems. They were asked suggestion to give suggestion to 8 different dimensions and all questions were open ended.

### **DATA COLLECTION**

The data were collected during the month of October 2019 to February 2020 from the Principals of Grant in Aid Secondary English Medium School of Vadodara City. First of all the investigator had gone to all schools personally and took appointment by the authorities. Next the investigator had gone with the questionnaire to the schools. The investigator gave the questionnaire to the principals and got their responses. In this manner the required data was collect personally by the investigator.

## **DATA ANALYSIS**

The present study is a survey type where in the main aim is to find out the different problems faced by Grant in Aids Secondary School Principals of Vadodara city.

Here the responses given by principals were analyzed frequency and percentage, quantitatively, qualitative by using content analysis.

**CHAPTER – 4**

**DATA ANALYSIS AND DATA**

**INTERPRETATION**

**CHAPTER- 4**

**DATA ANALYSIS & ITS INTERPRETATION**

**34-53**

4.0

Introduction

34

4.1

Data Analysis and Interpretation

34-53

## **CHAPTER - 4**

### **DATA ANALYSIS AND DATA INTERPRETATION**

#### **INTERODUCTION**

The data after collection has to be processed and analyzed. Analysis is all about editing, coding, classification and tabulation of collected data. The term analysis refers to the computation of certain measures along with the searching patterns relationship that exist among the data group.

This chapter deals with the analysis, interpretation of results with regard to the administrative and academic problems as well as suggestion given by the Grant in Aid Secondary English Medium School Principals of Vadodara City. The researcher has analysed and interpreted the data by using of frequency, percentage and content analysis objective wise.

#### **DATA ANALYSIS AND INTERPRETATION**

The researcher has analysed and interpreted the data by using frequency, percentage and content analysis objective wise.

#### **OBJECTIVES - 1**

1 To study the administrative problems faced by secondary school principals in terms of

- Admission
- School discipline
- Staff recruitment
- Financial management
- Maintenance of infrastructure
- School community interface

## ADMISSION OF STUDENTS

**TABLE-1**

SR.NO	RESPONSES	YES/NO	FREQUENCY	PERCENTAGE %
1	Pressure of community in admission	Yes	12	40
	of students	No	18	60
2	Pressure of authorities in admission of students	Yes	08	26.67
		No	22	73.33
3	Interference of authority in admission	Yes	06	20
		No	24	80
4	High rank officers seek undue advantage in Admission of the principal/teacher for certain students.	Yes	03	10
		No	27	90
5	The increase in enrolment in admission of Students	Yes	10	33.33
		No	20	66.67
6	Admission based on recommendation by Former Principal	Yes	07	23.33
		No	23	76.67
7	No admission done due to lack of relevant Documents	Yes	10	33.33
		No	20	66.67
8	Untimely submission of document for Admission	Yes	20	66.67
		No	10	33.33
9	Students admitted on merit and entrance Test	Yes	20	66.67
		No	10	33.33
10	Less seat available for more applicants	Yes	16	53.33
		No	14	46.67
11	More reservation policy in admission	Yes	08	26.67
		No	22	73.33

**Table -1** reveals 60% of principals have responded that they have not faced pressures of community in admission of students. 73.33% of principals have responded that they have not

faced pressures of authority in admission of students and not faced problems of more reservation policy in admission. 80% of principals have responded that they have not faced problems of interference of authority in admission. 90% of principals have responded that they do not have takes undue advantage by high rank officers in admission of students. 66.67% of principals have responded that they have not faced increase enrolment of students in admission and admission procedures in selection of new students. 66.67% of principal have responded that they have untimely submission of documents for admission and students admitted on merit and entrance test. 76.67% of principals have responded that they have not faced problems in recommendations by former principal, teacher, and nonfamily member. 53.33% of principals have responded that they have less seat available for more applicants.

## SCHOOL DISCIPLINE

**TABLE-2**

SR.NO	RESPONSES	YES/NO	FREQUENCY	PERCENTAGE %
1	Interference of students unions	Yes	05	16.67
		No	25	83.33
2	Interference of politically motivated Organizations	Yes	05	16.67
		No	25	83.33
3	Over crowded classes	Yes	12	40
		No	18	60
4	Disciplinary problems due to co – Education	Yes	08	26.67
		No	22	73.33
5	Disciplinary problems due to attending private tuitions of students	Yes	16	53.33
		No	14	46.67
6	Absence of instructions in the morning Assembly	Yes	13	43.37
		No	17	56.67
7	Adverse impact of mass media	Yes	23	76.67
		No	07	23.33
8	Late coming of students	Yes	11	36.67

		No	19	63.33
9	Effectively teacher solve classroom discipline problems	Yes	27	90
		No	03	10
10	Insufficient interest in studies	Yes	18	60
		No	12	40
11	Strict rules and regulations for students	Yes	06	20
		No	24	80
12	Stiff competition for students	Yes	13	43.33
		No	17	56.67
13	Absenteeism of students	Yes	20	66.67
		No	10	33.33
14	Fighting among the students	Yes	09	30
		No	21	70
15	Over busy parents in their work outsides & seldom spending time with their children	Yes	19	63.33
		No	11	36.67

**Table -2** reveals that 83.33% of principal have responded that they have not faced problems of interference of students unions, interference of politically motivated person. 80% of principals have responded they have not faced problems by imposing strict rules and regulation for the students. 90% of principals have responded that they have effective management of classroom discipline problems by teachers. 73.33% of principals have responded that they have not faced disciplinary problems due to co-education.70% of principals have responded that they have not faced fighting problems among the students. 60% of principals responded that they do not have over crowded classes. 53.33% of principals responded that they have disciplinary problems due to attending private tuitions of students. 56.67% of principals responded that they have not absence of instructions in the morning assembly and no stiff competition for students.76.67% of principals responded that they have adverse impact of mass media. 63.33% of principal responded that they have not faced the problems by late coming students. 63.33% of principals responded that they have faced the problems of over busy parents in their work outside. 66.67% of principals responded that they have faced discipline problems in absenteeism of students.

## STAFF RECRUITMENT

**TABLE-3**

SR.NO	RESPONSES	YES/NO	FREQ- UENCY	PERCE- NTAGE %
1	Co-operation of teacher with the school	Yes	05	16.67
	Administration	No	25	83.33
2	Advertisement for position of teaching staff	Yes	27	90
		No	03	10
3	Well trained interview panel	Yes	30	100
		No	00	00
4	Professionally managed interview session	Yes	30	100
		No	00	00
5	Interference of PTA members, politician and	Yes	04	13.33
	head of institutions in the interview process	No	26	86.67
6	Complains on nepotism, favoritism, bribery	Yes	01	3.33
	in the interview process	No	29	96.67
7	Transparent , free, competitive and interview	Yes	03	10
	process and objective	No	27	90
8	Adequate number of teachers	Yes	22	73.33
		No	08	26.66
9	Appointment of the staff on the basis of	Yes	06	20
	caste, religion, region	No	24	80
10	Selection of candidate on the basis of	Yes	10	33.33
	general impression by committee	No	20	66.67

**Table -3** reveals that 83.33% of principals have responded that they do not have co-operation of teacher with administration. 90% of principals have responded that they give out the advertised for position of teaching staff. 100% of principals have responded that they have well trained interview panel and professionally managed interviews session. 86.67 % of principals have responded that they have not faced interference of PTA members, politician and head of institution. 96.67% of principals have responded that there is no nepotism,

favoritism, bribery in the interview process. 90% of principals have responded that interview process is not transparent, free, competitive and objective. 73.33% of principals have responded that they have required numbers of teachers. 80% of principals have responded that they do not have appointment the staff on the basis of caste, religion, and region. 66.67% of principals have responded that no selection of candidate is made on the basis of general impression by the committee.

## FINANCIAL MANAGEMENT

**TABLE-4**

SR.NO	RESPONSES	YES/ NO	FREQ- UENCY	PERN- TAGE %
1	financial grant given by the government	Yes	13	43.33
	Assistance	No	17	56.67
2	Sufficient funds allotted for maintenance for	Yes	15	50
	the school	No	15	50
3	Sanction of school funds various heads is time	Yes	08	26.67
	consuming and cumbersome	No	22	73.33
4	Rigid rules and regulation for utilization of	Yes	09	30
	various funds	No	21	70
5	Fault founds in the teachers maintenance of	Yes	03	10
	funds registers by the auditors	No	27	90
6	Mobilize local resources to increase funds	Yes	08	26.67
		No	22	73.33
7	Insufficient budget for teaching aids, lab,	Yes	12	40
	library, school beautification and upkeep of school campus	No	18	60
8	Sufficient government grant	Yes	05	16.67
		No	25	83.33
9	Acceptance of donation from students,	Yes	00	00
	parents and teacher	No	30	100

10	Additional loan given by the Trust	Yes	06	20
		No	24	80
11	The purpose of securing the loan	Yes	00	00
		No	30	100
12	Implementation of programmes to generate	Yes	05	16.67
	Income	No	25	83.33
13	Delay in disbursement of salaries due to	Yes	03	10
	delay in getting grants	No	27	90
14	Adequate fund to arrange training programme	Yes	23	76.67
	for in-service teacher	No	07	23.33

**Table – 4** reveals that 56.67% of principals have responded that they do not have financial grant given by the government assistance. 50% of principals have responded that they have sufficient funds allotted for maintenance for the school, 73.33% of principals have responded that they do not have Sanction of school funds various heads is time consuming and cumbersome, mobilize of local resources to increase funds.70% of principals have responded that they do not rigid rules and regulation for utilization of various funds. 90% of principal have responded that they do not have Fault founds in the teachers maintenance of funds registers by the auditors. 60% of principals have responded that they do not have insufficient budget for teaching aids, lab, library, school beautification and upkeep of school campus. 83.33% principals have responded that they do not have had sufficient government grant. 100% of principals have responded that they do not have acceptance of donation from students, parents and teachers. 80% of principals have responded that they do not have additional loan given by the Trust. 100 % of principals have responded that they do not have the purpose of securing the loan. 83.33% of principals have responded that they do not have implementation of programmes to generate income. 90% of principals have responded that they do not have delay in disbursement of salaries due to delay in getting grants. 76.67% of principals have responded that they have adequate fund to arrange training programme for in-service teacher.

## MAINTENANCE OF INFRASTRUCTURE

**TABLE-5**

SR.NO	RESPONSES	YES/NO	FREQ- UENCY	PERCE- NTAGE %
1	Adequate facility of playground, library, labs	Yes	30	100
	School building, drinking water & sanitation,	No	00	00
2	Adequate science laboratory facility as per	Yes	28	93.33
	Board Guidelines	No	02	06.67
3	Adequate computer lab facilities, number of	Yes	30	100
	computers, for staff and timely maintenance	No	00	00
4	Availability of teaching equipments, variety	Yes	29	96.67
	of teaching aids and maintenance of aids	No	01	03.33
5	Adequate number of class room, tables,	Yes	30	100
	benches, black board, space in the classroom	No	00	00
6	Hygienic of water, adequate number of	Yes	30	100
	water cooler and effective maintenance of water purifier	No	00	00
7	Availability of spacious classroom	Yes	28	93.33
		No	02	6.67
8	Separate laboratories for physic,	Yes	21	70
	Chemistry and biology	No	09	30
9	Provision of library	Yes	27	90
		No	03	10
10	Adequate number of books	Yes	27	90
		No	03	10
11	Separate toilet facilities for boys and girls	Yes	30	100
		No	00	00
12	Existence of compound with a compound	Yes	29	96.67
	Wall	No	01	03.33

**Table 5** reveals that 100% of principals have responded that they have adequate facilities of drinking water & sanitation. 93.33% of principals have responded that they have adequate science laboratory facility as per Board Guidelines. 100% of principals have responded that they have adequate computer lab facilities, number of computers, for staff and timely maintenance. 96.67% of principals have responded that they have availability of teaching equipments, variety of teaching aids and maintenance of aids. 100% of principals responded that they have adequate number of class room, tables, benches, black board, space in the classroom. 100 % of principals have responded that they have hygienic of water, adequate number of water cooler and effective maintenance of water purifier. 93.33% of principals have responded that they have availability of spacious classroom. 70% of principals have responded that they have separate laboratories for physic, Chemistry and biology. 90% of principals have responded that they have provision of library, adequate number of books. 100% of principals have responded that they have separate toilet facilities for boys and girls. 96.67% of principals have responded that they have existence of compound with a compound wall.

## COMMUNITY INTERFACE

**TABLE-6**

SR.NO	RESPONSES	YES/NO	FREQUENCY	PERCENTAGE %
1	Programmes for parents and teachers	Yes	28	93.33
		No	02	06.67
2	Parents have indifferent attitude towards school Teacher	Yes	08	26.67
		No	22	73.33
3	Effective communication between PTA and school Principal	Yes	09	30
		No	21	70
4	Use of campus by the community without prior permission	Yes	08	26.67
		No	22	73.33
5	Organization of regular PTA meeting	Yes	30	100
		No	00	00
6	Co- operation for local community for	Yes	25	83.33

	organization from school programme	No	05	16.67
7	Participation of the Parents in school Programmes	Yes	27	90
		No	03	10
8	co-operation of School management in implementing programmes	Yes	28	98.33
		No	02	6.67

**Table – 6** reveal that 93.33% of principals have responded that they have programmes for parents and teachers 73.33% of principals have responded that parents have indifferent attitude towards school. 70% of principals have responded that they have effective communication between PTA and school Principal. 73.33% of principals have responded that they do not have use of campus by the community without prior permission. 100% of principals have responded that they have organization of regular PTA meeting. 83.33% principals have responded that they have co- operation for local community for organization from school programme. 90% of principals have responded that they have participation of the parents in school programmes. 98.33% of principals have responded that they have co-operation of School management in implementing Programmes.

## **OBJECTIVE – 2**

To study the academic problems of the principals in terms of

- Curriculum
- Examination
- Evaluation

## **CURRICULUM**

**TABLE-7**

<b>SR.NO</b>	<b>RESPONSES</b>	<b>YES/NO</b>	<b>FREQ- UENCY</b>	<b>PERCEN T-AGE %</b>
1	Uninteresting curriculum for students and Teachers	Yes	12	40
		No	18	60
2	Appropriate co-operation from teachers in	Yes	30	100

	curricular activities	No	00	00
3	Sufficient time allotted for coverage of	Yes	14	46.67
	different components of the curriculum	No	16	53.33
4	Topics in syllabus beyond the	Yes	12	40
	comprehension of subject teachers	No	18	60
5	Frequent changes problem due to frequent	Yes	21	70
	changes In the syllabus for teachers and students	No	09	30
6	Adequate time for showing interest for	Yes	23	76.67
	curriculum delivery	No	07	23.33
7	Less time for completion of lesson plan due	Yes	13	43.33
	to lengthy Syllabus for teachers	No	17	56.67
8	Conduct remedial classes in different	Yes	27	90
	Subject with Difficulties of students	No	03	10
9	Teachers use appropriate instructional	Yes	29	96.67
	strategies to make their topic interesting	No	01	03.33
10	Teachers actively participate in extra-	Yes	30	100
	curricular activities	No	00	00
11	Student actively participate in extra-	Yes	29	96.67
	curricular activities in the class	No	01	3.33
12	Teacher organize extra-curricular activities	Yes	30	100
	for the students	No	00	00
13	Student actively organize co-curricular	Yes	30	100
	activity in the Class	No	00	00

**Table -7** reveals that 60% of principals have responded that they do not have uninteresting curriculum for students and Teachers. 100 % of principals have responded that they have appropriate co-operation from teachers in curricular activities. 53.33% of principals have responded that they do not have sufficient time allotted for coverage of different components of the curriculum. 60% of principals have responded that they do not have topics in syllabus beyond the comprehension of subject teachers. 70 % of principals have responded that they have frequent changes problem due to frequent changes in the syllabus for teachers and

students. 76.67% of principals have responded that they have adequate time for showing interest for curriculum delivery. 56.67% of principals have responded that they do not have less time for completion of lesson plan due to lengthy syllabus for teachers. 90% conduct remedial classes in different subject with difficulties of students. 96.67% of principals have responded that teachers use appropriate instructional strategies to make their topic interesting. 100% of principals have responded that they have Teachers actively participate in extra-curricular Activities. 96.67% of principals have responded that they have students actively participate in extra- curricular activities in the class. 100% of principals have responded that they have teachers organize extra-curricular activities for the students.100% of principals responded that they have students actively organize co-curricular activity in the Class.

## EXAMINATION

**TABLE-8**

SR.NO	RESPONSES	YES/NO	FREQ- UENCY	PERCE NTAGE %
1	Terminal examinations waste precious time of	Yes	03	10
	students and teachers	No	27	90
2	Dislike of supervisory duties in the	Yes	10	33.33
	examinations by Teachers	No	20	66.67
3	Setting of paper according to prescribes	Yes	29	96.67
	syllabus by teachers	No	01	03.33
4	Wastage of lot of time in setting question	Yes	00	00
	paper by teachers	No	30	100
5	Wastage of lot of time in conducting exams	Yes	00	00
	By teachers	No	30	100
6	Interference of government authorities	Yes	03	10
	related to examination matters	No	27	90
7	Undue help to some students by teachers	Yes	06	20
	during the examination	No	24	80
8	Setting of all theoretical questions in the	Yes	07	23.33
	question papers by the teacher	No	23	76.67

9	Students are stressed out by examination	Yes	14	46.67
	Anxiety	No	16	53.33

**Table - 8** reveals that 90% principal have responded that they do not have terminal examinations waste precious time of students and teachers. 66.67 % of principals have responded that they do not have dislike of supervisory duties in the examinations by Teachers. 96.67% of principals have responded that they have setting of paper according to prescribes syllabus by teachers. 100% of principals have responded that they do not have wastage of lot of time in setting question paper by Teachers. 100% of principals have responded that they do not have wastage of lot of time in conducting exams by teachers. 90% of principals have responded that they do not have interference of government authorities related to examination matters. 80% of principals have responded that they do not have undue help to some students by teachers during the examination. 76.67% of principals have responded that they do not have setting of all theoretical questions in the question papers by the teacher. 53.33% of principals have responded that they do not have students are stressed out by examination anxiety.

## EVALUATION

**TABLE-9**

SR.NO	RESPONSES	YES/NO	FREQ- UENCY	PERCE- NTAGE %
1	effective evaluation lesson plan by the	Yes	30	100
	Principal	No	00	00
2	Dissatisfaction shown by parents and	Yes	04	13.33
	teachers with the question paper	No	26	86.67
3	Teachers have extra burden of evaluation of	Yes	07	23.33
	papers and preparation of terminal results	No	23	76.67
4	Objective evaluation of the answer book	Yes	27	90
	by the teachers	No	03	10

**Table – 9** reveals that 100% principals have responded that they have effective evaluation lesson plan by principals. 86.67% of principals have responded that they have not dissatisfaction shown by parents and teachers with the question paper. 76.67% of principals have responded that they have not extra burden of evaluation of papers and preparation of terminal results for teachers. 90% principals have responded that they have objective evaluation of the answer book by the teachers.

## **OBJECTIVE**

**3.** To draw out the suggestion of the problems faced by principals.

### **1. ADMISSION OF STUDENTS**

<b>SR.NO</b>	<b>SUGGESTIONS OF PRINCIPALS</b>	<b>FREQU- ENCY</b>	<b>%</b>
1	Admission of students should be based on his her intellectual levels, marks, percentage and merit based	24	80
2	Entrance exams must there during admission of students.	12	40
3	There should be uniformity in examination test at each stage.	10	33.33
4	Screening of students through personal interviews and entrance test must be introduced once again.	09	30
5	Admission should be given by properly scrutinizing the students and by going through all proper documents.	06	20
6	Strength of the class must be limited or less than 40 Students.	15	50

80% of principals suggested that admission of students should be based on his her intellectual levels, marks, percentage and merit based. 40% of principals stated that entrance exams must there during admission of students. 33.33% of principals stated that there should be uniformity in examination test at each stage. 30 % of principals stated that screening of students through personal interviews and entrance test must be introduced once again. 20% of principals suggested that admission should be given by properly scrutinizing the students and by going through all proper documents. 50% of principals suggested that strength of the class must be limited or less than 40 students.

## 2. SCHOOL DISCIPLINE OF STUDENTS

SR.NO	SUGGETION OF PRINCIPALS	FREQUENCY	%
1	Regular motivational speech in assembly, positive students teacher relationship, and friendly nature of teachers.	18	60
2	No mass promotion in the primary school.	15	50
3	Some punishment/sanction should be given in schools.	22	73.33
4	Personal counseling by teachers , showing of videos and empower them.	12	40
5	Students must understand the importance of discipline, punctuality.	21	70
6	Parents should be informed about students misbehavior and given required punishments if they go out of hand.	23	76.67

60 % of principals suggested that regular motivational speech in assembly, positive student's teacher relationship, and friendly nature of teachers. 50% of principals suggested that no mass promotion in the primary school. 73.33% of principals suggested that some punishment/sanction should be given in schools. 40 % of principals suggested that personal counseling by teachers, showing of videos and empower them. 70 % of principals suggested that students must understand the importance of discipline, punctuality. 76.67 % of principals stated that parents should be informed about student's misbehavior and given required punishments if they go out of hand.

### 3. STAFF RECRUITMENT

SR.NO	SUGGETION OF PRINCIPALS	FREQUEN CY	%
1	As per their qualification, proper interview procedures should be followed.	17	56.67
2	It must be transparent and apt.	24	80
3	Teacher must attend different training programs.	20	66.67
4	Lack of availability of well trained, committed teachers today.	15	50
5	Staffs must have proficiency in different language and possess different skills.	22	73.33

56.67% of principals stated that as per their qualification, proper interview procedures should be followed. 80 % of principals suggested that staff recruitment must be transparent and apt. 66.67 % of principals stated that teacher must attend different training programs. 50 % of principals stated that lack of availability of well trained, committed teachers today. 73.33 % of principals stated that staffs must have proficiency in different language and possess different skills.

### 4. FINANCIAL MANAGEMENT

SR.NO	SUGGETION OF PRINCIPALS	FREQU ENCY	%
1	Financial management must be transparent.	20	66.67
2	Government should allow us to charge more fees in the primary school based on the facilities provided and quality of education imparted in a particular school.	12	40
3	Education department should also allow us to charge more fee for computer education and for the maintenance of the school.	09	30

66.67 % principals suggested that financial management must be transparent. 40 % of principals stated that government should allow us to charge more fees in the primary school based on the facilities provided and quality of education imparted in a particular school. 30 % of principals stated that education department should also allow us to charge more fee for computer education and for the maintenance of the school.

### **5. MAINTENANCE OF INFRASTRUCTURE**

<b>SR.NO</b>	<b>SUGGETION OF PRINCIPALS</b>	<b>FREQ- UENCY</b>	<b>%</b>
<b>1</b>	School have limited amount of funds to maintain the the infrastructure so it must be increase.	20	66.67
<b>2</b>	Maintenance of school must be timely with the help of staff and management.	07	23.33
<b>3</b>	Periodic checking of benches, tables in school after every two month.	10	33.33
<b>4</b>	School maintenance should be done during vacation.	15	50

66.67% of principals suggested that school have limited amount of funds to maintain the infrastructure so it must be increase. 23.33 % of principals suggested that maintenance of school must be timely with the help of staff and management. 33.33 % of principals suggested that periodic checking of benches, tables in school after every two month. 50 % of principals stated that school maintenance should be done during vacation.

## 6. SCHOOL COMMUNITY INTERFACE

SR.NO	SUGGETION OF PRINCIPALS	FREQUE- NCY	%
1	School community interface should be less in the school.	12	40
2	Regular dealing with community must with positive attitudes.	09	30
3	There should be proper school community interface for the overall development of students.	05	16.67

40 % of principals suggested that school community interface should be less in the school.  
30 % of principals stated that regular dealing with community must with positive attitudes.  
16.67 % of principals suggested that there should be proper school community interface for the overall development of students.

## 7. CURRICULUM MANAGEMENT

SR.NO	SUGGETION OF PRINCIPALS	FREQU- ENCY	%
1	Designing of curriculum according to the capability of teachers.	07	23.33
2	Curriculum should not change often as it affects students And the world blended with curriculum.	11	36.67
3	Academic, sports personality development programmes, ,stress management, career guidance, G.K and awareness of the current situation/affairs in the country and the world at large to be included in the curriculum.	03	10
4	Curriculum should be flexible for students and teachers.	15	50
5	Curriculum should be concise and clear.	18	60

23.33 % of principals stated that designing of curriculum according to the capability of teachers. 36.67 % of principals suggested that curriculum should not change often as it affects students and the world blended with curriculum. 10 % of principals stated that academic, sports personality development programmes, stress management, career guidance, G.K and awareness of the current situation/affairs in the country and the world at large to be included in the curriculum. 50% of principals stated that curriculum should be flexible for students and teachers. 60 % of principals stated that curriculum should be concise and clear.

### 8. EXAMINATION AND EVALUATION

SR.N O	SUGGETION OF PRINCIPALS	FREQU- ENCY	%
1	Examination and evaluation should be transparency in results / examination.	10	33.33
2	All final exams should be conducted by Board to bring seriousness amongst teachers and students.	05	16.67
3	Abolish the MCQ/ objective types of question and introduced all the three types of questions in the examination- objectives types, short answer and essay types.	03	10
4	Monthly test and post- prelim examination in 10 <sup>th</sup> std. should be reintroduced again.	07	23.33
5	No mass promotion – detention of students in the primary should be reintroduced.	05	16.67

33.33 % of principals stated that examination and evaluation should be transparency in results / examination. 16.67% of principals stated that all final exams should be conducted by Board to bring seriousness amongst teachers and students. 10% of principals stated that abolish the MCQ/ objective types of question and introduced all the three types of questions in the examination- objectives types, short answer and essay types. 23.33% of principals

stated that monthly test and post- prelim examination in 10<sup>th</sup> std. should be reintroduced again. 16.67 % of principals stated that no mass promotion – detention of students in the primary should be reintroduced.

**CHAPTER – 5**

**SUMMARY AND FINDINGS**

## CHAPTER- 5

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## CHAPTER – 5

### SUMMARY AND FINDINGS

#### INTRODUCTION

Education is the key of development for any nation. The whole world has proved that education is the most basic requirement for development. Education helps an individual to become more productive and responsible in the society. It is a necessary ingredient for achieving full human potential. Providing universal access to an education of high quality is the key to India's continued ascent, progress, and leadership on the global stage-in terms of economic development, social justice and equality, environmental stewardship, scientific advancement, and cultural preservation (NEP, 2019). There are three stages of learning for the students in the school Primary, Secondary, and Higher secondary. Each and every stage of learning is important for the students. Primary stages are basic education, Secondary stage is formation education, and higher secondary education is career making education. According to **National curriculum frame (2005)**, "Secondary school is a period that of intense physical change and formation of identity. Students feel change in their life." If we do not provide right kind of teaching, they may choose wrong path in their life .it means there should be right kind of teaching, appropriate guidance and counselling programmes and various activities, which help them to shape their career. School principals serve as the leaders and supervisors of schools.

The principal plays an important role in an educational institution. He holds the key position and plans, co-ordinate and organizes various programmes. He ensures proper maintenance of discipline in the school. He promotes the harmonious development of the institution. He carries the traditions as well as projects the image of the school according to his own ideas and ideals. He develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.

#### POLICY PROSPECTIVES

**Secondary school commission (1952-53)** has stated the role of the principal of the school as: "In him proper working of the school depends". It means he is a person who is responsible for growth of the organization. Principal has played many roles in the institution like an administrator, a supervisor, a planner, a teacher, a communicator etc.

**National Policy of Education (1986)** state “A very important role must be assigned to the head of an Educational Institute. Heads will be specially selected and trained” (NPE 1986). The head of the educational institution shall have significant role of the institutional head is a crucial factor in the management of the schools. The role of institutional managers and institutional efficiency that training of principals has been emphasize”. A principal needs to be a strong leader to staff, a fair hiring agent for new teachers and aides, an advocate to students, and a disciplinarian when necessary.

It has emphasised the fact that an overhaul of the existing system of planning and the management of education will receive high priority. “The guiding consideration will be :

- (a) evolving a long-term planning and management perspective of education and its integration with the country’s development and man-power needs, (b) decentralisation and the creation of a spirit of autonomy for educational institutions, (c) giving pre-eminence to people’s involvement, including association of non-governmental agencies and voluntary effort, (d) inducting major women in the planning and management of education, (e) establishing the principle of accountability in relation to given objectives and norms”.

It also envisaged that a very important role must be assigned to the head of the educational institution. Heads will be specially selected and trained. School complexes will be promoted on a flexible pattern so as to serve as networks of institutions and synergic alliances to encourage professionalism among teachers, to ensure observance of norms of conduct and to enable the sharing of experiences and facilities. It is expected that a development system of school complexes will take over much of the inspection function in due course; (b) Local communities, through appropriate bodies, will be assigned a major role in the programmes of school improvement and (c) Non-Government and voluntary effort including social activist groups will be encouraged, subject to proper management, and financial assistance provided. At the same time, steps will be taken to prevent the establishment of institutions set up to commercialise education.

**National Policy of Education (2019)** “Principals of a higher education institution must demonstrate the institution, along with attributes such as a strong social commitment, belief in teamwork, pluralism, ability to work with diverse people, and a positive and enthusiastic outlook.

All effort of principal will be made to build strong and diverse team, comprising both academic and non academic members. Clearly shared plans at all levels with meaningful

input from all stakeholders-board members, institutional leaders, individuals, will be the basis for progress towards institutional goal.

## **IMPORTANCE OF SECONDARY SCHOOL PRINCIPAL**

Why do schools need principals? It is generally felt that first and foremost is the legal responsibility of the department of education to establish objectives for their schools, to create policies for their implementations, and to employ principals to carry out their policies. In addition to the legal need to have principals to carry out the mandates of the department of education, the schools, like any other large complex organisation, need someone to administer them.

The senior secondary schools, like any other corporate endeavour, require conscious and constant administration. No school can realise its purpose without someone assuming the responsibility of helping the many persons involved, clarify objectives and identify progress. Moreover, if utter chaos is to be avoided, someone must integrate into a meaningful whole the discrete, disparate efforts to those who, taken together, constitute the school. It is, of course, the principal who is charged with this vital administrative role. The effectiveness of a school is largely dependent upon its principal. The range of duties and tasks confronting the senior secondary school principals cover a number of administrative and educational activities. It is an uphill task, and only a person with clear perspective and rare abilities can succeed as principal of a senior secondary school. (Kakati Karbi 2018)

**According to Kimbrough and Burkett (1990)** the term „Principal“ was derived from the word „prince“ which means first in rank, degree, importance and authority. The principal, therefore, was one with authority to make decisions on the operation of the school. The position of school principal is primarily a 20th century development and was concomitant with the great growth of pupil enrolment after 1900.

A principal also serves as an intermediate between the county board of education and the school system in which they are employed. There are some qualities of the effective principal as below (Dash. 2015)

## **EFFECTIVE SCHOOL PRINCIPAL: QUALITIES (Dash, 2015)**

### **Sound educational philosophy**

A good principal needs to have a sound philosophy of education based on careful study of latest thought and research. “Any defensible philosophy must be constantly open to scrutiny, re-examination and revision as new problems arise and new insights are gained.”

### **Building Effective Relationship**

The principal should build effective relationships with his pupils, the members of the instructional and non –instructional staffs, managing committees, inspectors of schools and with the board of secondary education of the schools. The influence of the principal will remain substantial, but increasingly it will be exercised in a group setting rather than by unilateral decision. A good administrator must be dedicated to the school and the belief that all decisions must be made in terms of the best interests of the students.

### **Ideals in Life**

The most important personal quality of the principal is his idealism. A man without an ideal in life is like a boat without a rudder. The lamp of idealism must burn in the mind of the principal continually because this lamp will show him path when shadows darken it. Principal must be true with his profession.

### **A Scholar**

The principal, if he is to win and hold the genuine respect of his staff as well as the community, must be head and shoulders above the faculty in the matter of scholarships. And he is to be effective leader as well as to set a model in teaching and other activities for the teachers to receive inspiration from. The teacher must feel that it is the superior individual who has been placed at top of them, and that he deserves to be there.

### **An Integrity**

A person of integrity has founded his life “to thine ownself be true”. Principal should be the inner voice of his soul and the multifarious duties of his professional life, in the innumerable contact with teachers, pupils“ guardians, administrative, officers and others, this inner voice will be guide as well as personal qualities like strength of mind,

fearlessness, dutifulness“ love, sympathy and all social qualities which are necessary his professional.

### **Physical and Mental Health**

Physical and mental health of the principal possesses intellectual health also he must be a man of superior mental ability characterised by logical reasoning, sound judgement, clear thinking, and deep understanding. He must be intelligent in order to be able to understand new and unforeseen situations arising before him every day. And also he must be guard himself against any frustration. His physical and mental health can“t be treated by him as his private affairs.

### **Sense of Humour**

Another important quality of personality that will stand him in good place is the sense of humour. It will enable to get over no progress with the help of the smile, a light hearted chuckle, on a jocular remark, which will ease the tense atmosphere. The sense of humour will help to break resistance, overcome opposition, by injecting a spirit of trust and friendship into a situation.

### **Sense of vocation**

No one can attain top –notch position in any sphere of activity unless one is fired by the loves one“s vocation. If principal attends to his various duties and responsibilities on sufferance, and his heart of hearts if he wishes he were in civil service or some other more profitable job, he does not have sense of vocation. As a result, he will fail to make his mark as a good leader, which will affect his own future career as well as he would be doing irreversible harm to the institution and the community whose importance to judge.

### **Scientific attitude**

It is very important quality that is needed in an executive is the scientific attitude. It consist in observing correctly, without letting personal feelings, prejudices and wishes to influence it, drawing valid conclusions from given facts and making sound generalization as the fact of authorization.

## **Leadership Qualities**

Good teachers need to feel supported. They need to believe that when they have an issue in their classroom, they will get the help that they need. Highly Visible, A good principal must be seen. He or she must be out in the hallways, interacting with students, participating in pep rallies, and attending sports matches. Their presence must be such that students know who they are and also feel comfortable approaching and interacting with them.

### **An Excellent Listener**

Much of what principal will have to do with their time is listening to others: assistant principals, teachers, students, parents, and staff. Therefore, they need to learn and practice active listening skills every single day. They need to be present in each conversation despite the other hundred or so things that are calling for their attention. They also need to actually hear what is being said to them before coming up with their own response.

### **A Problem Solver**

Problem-solving is the core of the principal's job. In many cases, new principals come into a school particularly because of the issues it is facing. It might be that the school's test scores are really low, that it has a high number of discipline issues, or that it is facing financial issues due to poor leadership by the previous administrator. New or established, any principal will be asked to help with quite of a number of difficult and challenging situations each day. Therefore, they need to hone their problem-solving skills by learning to prioritize and provide concrete steps to solve the issues at hand.

### **A Visionary**

Principal has consistently supported the notion that having high expectations for all, including clear and public standards, is one key to closing the achievement gap between advantaged and less advantaged students and for raising the overall achievement of all students, they have the responsibility for everything that goes on in the school. Their attitude and vision need to be loud and clear. They might find it useful to create their own vision statement which they post for all to see and must consistently enforce.

## **Fair and Consistent**

Just like an effective teacher, principals must be fair and consistent. They need to have the same rules and procedures for all staff and students. They cannot show favouritism. They cannot allow their personal feelings or loyalties to cloud their judgment.

## **FUNCTION OF PRINCIPAL IN SCHOOL (Sharma, 2018)**

Function of principal is very important function for the principal which principal can coordinate various kinds of resources and management of the school. Function of principal can be classified as managerial function and operational functions:

### **Managerial function of Principal**

The managerial functions include planning, organizing, staffing, directing, controlling and coordination as:

#### **Planning**

Planning determines the goals and directions of the principal and also the ways of achieving these goals effectively. It is a continuous process as well as an intellectual and mental exercise, requires creative thinking and sound judgement of principal. Thus it involves- determining the objectives to be achieved, establishing planning premises, determining alternative course of action to achieve desired results, evaluating the available course of action, selecting the most appropriate course of action.

#### **Organizing**

Organizing involves three essential elements (Argyris, 2011) developing the structure of the organization, acquiring and developing human resources, and establishing common patterns and networks“ The principal establishes policies and procedures for authority relationships, reporting patterns, the chain of command, departmentalization, and various administrative and subordinate responsibilities. Organizing is the process of dividing work into convenient tasks or duties, grouping of such activities into various committees departments/section. It also involves following as identifying and analysis the activities to be performed, grouping the activities, assigning the activities to various groups/ departments/committees, defining and delegating the authority and assigning responsibility

for proper performance of work, defining and establishing the nature of relationship among individual jobs.

### **Staffing**

Staffing is the function of determining and meeting the manpower requirements of an enterprise and of providing opportunity for the continuous development of the talents of principal manpower. Staffing includes the man power planning, recruitment, selection and placement of competent persons, training and development of manpower to improve their capabilities, appraisal of performance, promotion/ transfer, maintenance of discipline of employees, a wise system of compensation or remuneration.

### **Directing**

Directing is the process of guiding the sub-ordinates towards achieving the organization's goal. Directing includes communicating, motivating and leading. The teachers/ staffs are to be properly communicated regarding what is expected of principal. He can properly motivate to do their best and right leadership as well as to lead the employees in proper direction.

### **Controlling**

Controlling is the function of management which ensure the objectives are being achieved according to the plan. Controlling involves the establishing standards, measuring the actual performance, comparing the performance with actual performance with established standards, initiating to correct the deviation.

### **Co - ordination**

**Resser** (1972) has suggested the following coordination functions of principal in the school as to set objectives for using available resources, to formulate plans for achieving these objectives, to identify activity to be performed

## **OPERATIVE FUNCTIONS OF PRINCIPAL IN SCHOOL**

### **Resource and programme, planning and policy- making**

This function implies to principal to contribute in different capacities at different levels (in the school/ education system) in the formulation of plans and policies for specific aspects

of the school in education system. Principal also help in the interpretation and implementation of educational plans and policies at the state, local and institutional levels.

### **Provision and maintenance of funds and facilities**

This function is one of the most crucial functions of the principal. The principal have limited control over the funds for the institutions, many of them do influence the provision of funds and facilities by careful and studied budgetary systems, accounting, reporting and effective negotiations. It is a very significant function of the principal to ensure that the funds and facilities are efficiently used and well maintained to achieve the desired objectives.

### **Obtaining and development of personnel**

This function identifies and indicates the staff needs of the educational system for principal , as well as the specific type of personnel needed to meet the needs. He also collaborates with the State and local ministry of education in making decisions related to educational personnel. In this function, the head of the institution ensures proper employment, placement, use, motivation, development, welfare and professional growth of staff under principal.

### **Improvement of instructional programmes**

Instructional management constitute one of the most important function of principal through this function principal can make improvement of learning and learning opportunities. The principal can collaborates with the classroom and students in the selection of appropriate curricula, choice of subjects, textbooks, work-scheduling (e.g. time-table), use of teaching facilities and aids, teaching method and method of evaluating the student and institution progress.

### **Student support**

The ideal principal ensures that every student is given adequate opportunity and motivation to learn. He should encourage extra- curricular activities (clubs, games, student"s councils etc.) as well as ensuring that adequate health services, transportation, boarding facilities, moral and civic orientations, discipline and adequate inter-personal relationships are maintained.

### **Maintenance of effective interrelationships with the community and external agencies**

The principal must ensure good community relationship through involvement of the parents teacher association (P.T.A), National Service Scheme (NSS) etc. as well as he must also ensure continuous contact with related external agencies like SCERT, NBA, ISTE, DIET, NCERT, AICTE, NAAC, NCTE etc. and other social institutions such as Rotary Club, Lions Club, Social organizations, NGOs etc.

### **PROBLEMS OF PRINCIPALS (Kochchar, 2005)**

Principals are assaulted by dozen of problems large and small every day. In order to manage their personal stress, they must separate themselves from their problems. And in order to lead their sites effectively, they must set aside their gut responses to problems and approach them instead from a systems perspective. As there are following:

#### **Staff co-operation**

Without active cooperation and team work no school can be efficiently or successfully run the principal must have dispassionate approach and must not allow his personal prejudices, likes and dislikes to cloud of his judgement. Principal can enlist the active cooperation of both teachers and students, if he succeeds in democratising administration and involving them in taking decisions.

#### **Decision-making**

Problems of Principals in decisions making because strategies are critically important to institutional performance. They are accountable for high levels of student achievement. In order to accomplish the high expectations, administrators have to analyze data through dashboards and reports to identify factors related to student enrolment, retention and success. There is clear evidence through insightful reports that the attributes of the institution such as admission, enrolment, attendance, discipline, grades, fee collections, etc. determined those outcomes.

#### **Scheduling**

Classroom teachers, staff, and students report scheduling problems with principals because cognitive reframing of scheduling with automated timetable system enables instructors to manage class schedules across multiple courses, faculty and rooms for different time

periods. Innovative scheduling can help alleviate conflicts in manual scheduling and place substitutes for teachers in order to maintain continuity of instruction. Sometimes also principals faced problem of scheduling.

### **Recruitment (Staff)**

Recruiting competent teachers who are capable of teaching all student population is at the core of problem. In successful institutions creating an advanced student admission system with real-time application tracking, online assessments and automated ranking system always identified the talented and sensitive teachers who demonstrated competency, will and commitment to implement innovative and high quality education programs and deliver excellence for all learners.

### **Financial Management**

Principals are face problem in financial management also. Financial management is that a connection is made between the management tasks and the financial aspects of a school. The implication is that the management of school finances involves the task of planning (budgeting), organizing (coordinating), leading (communicating and motivating), as well as controlling (auditing) (Clarke 2007).

### **Attendance & Discipline**

Principals perceive student absenteeism and misconduct are a major concern. Educational institutions can improve class attendance and improve student's poor academic record using RFID and Biometric based attendance tracking system to monitor student movements in real-time. Maintaining order and discipline and controlling violence, vandalism, bullying, racism, etc.

### **Curriculum**

Principals are facing problems in curriculum design, because it is a critical task to design of teaching a curriculum that is comprehensive and more encompassing. Curriculum mapping software provides the technology tools for executing changes in the curriculum design and syllabus.

## **REVIEW OF RELATED IMPLICATION OF THE STUDY**

For the present study researcher has reviewed total thirty (30) studies. There were some studies of administrative, academic problems of school principals and then perception of the problems. Various studies focused on the problem of principal such as “The Role of the Director of Instruction as Perceived by Superintendents, Principals and Directors of Instruction” “The opinion of principals and teacher of secondary and higher secondary section on the implementation of semester system in school of Vadodara city” (Rajput 2012), “A comparative study of the perception of problems by the Administrator of formal and non formal” (Sookmaung, 1986), “ The Impact of School Climate and School Identification on Academic Achievement” (Sophie 2017).

The above review reveals that many studies have been conducted but their focus was more on administration and management , administrative behavior, role of director, leadership behavior, opinion of principals , critical tasks (principalship), perception of selected administration, structure, rules and regulations, inspection, control and finance etc. Almost all of these studies were status studies. Researcher did not find any studies conducted to find the problems faced by secondary school principals which were related to admission, school discipline, staff recruitment financial management, maintenance of infrastructure, curriculum, examination, and evaluation school, community interference. Therefore the researcher decided to undertake this study.

## **RATIONALE OF TH STUDY**

The smooth function of principal is most important role in school education. The principal performed different functions during whole academic year. The Principal has to carry out functions of government, school and students as well as parents. The government duties are compulsory for every principal. But, functions for students, teachers, and parents are necessary for future development of the school. The principal not only carries some managerial and administrative functions but a principal is also supposed to be leader in the school.

Today principal has to face different problems in the school in admission, discipline, financial management, maintenance of infrastructure, community interface, examination and evaluation etc. from students, parents, administration and authority of the schools. So the principal has to focus on the administrative and academic work of the School which is

very important. In this study, the researcher is making an attempt to study various problems which are faced by secondary school principals in grant in aid English Medium Secondary School affiliated from Gujarat. In this study there are two major dimension of the problem of the principal which are the administrative and academic. The researcher has reviewed the literature did not come across out of the literature review many studies which are identifying the problems of secondary school principals in Baroda City.

### **STATEMENT OF PROBLEM**

“A study of problems faced by secondary school principals of Vadodara City”

### **RESEARCH QUESTION**

What are the problems faces by secondary school principals of Vadodara City?

### **OBJECTIVES OF THE STUDY**

**1** To study the administrative problems faced by secondary school principals in terms of

- Admission
- School discipline
- Staff recruitment
- Financial management
- Maintenance of infrastructure
- School community interference

**2** To study the academic problems of the principals in terms of

- Curriculum
- Examination
- Evaluation

**3** To draw out the suggestion of the problems faced by principals.

## **EXPLANATION OF TERMS**

Problems of Principals –For the proposed study problems face by the principals include problems of admission, staff recruitment, financial management and school discipline, maintenance of infrastructure, examination, evaluation, curriculum, School community of Secondary School.

## **DELIMITATION OF THE STUDY**

The present study is delimited to English medium secondary school affiliated to Gujarat secondary higher secondary education board (GSHSEB) Grant in aid Secondary School.

## **METHODOLOGY**

The present study is survey type of research.

## **P OPULATION OF THE STUDY**

The population for the present study comprised of all Grant in Aid English Medium Secondary School affiliated to the (GSHSEB) Gujarat Secondary Higher Secondary Education Board.

## **SAMPLE OF THE STUDY**

The sample for the present study was administered 40 school principals out of 54 Grant in Aid English Medium School of Vadodara City. 30 Secondary School principals are selected through simple random sample technique will be used. This was lottery method 30 schools will be selected.30 school principal will be form the sample of the study.

## **DESCRIPTION OF THE TOOLS**

### **A- QUESTIONNAIRE FOR PRINCIPALS**

The researcher has prepared the questionnaire for objectives number 1- To study the administrative problems of principals in terms of – admission, school discipline, staff recruitments, financial managements, maintenance of infrastructure, community interface, objectives number 2- To study the academic problems of secondary school principals in terms of – curriculum, examination, evaluation and objectives no 3- To draw out the suggestion of the problems faced by principals. There were total numbers of 114 items states this questionnaire for the school principals.

## **DATA COLLECTION**

The data were collected during the month of October 2019 to February 2020 from the Principals of Grant in Aid Secondary English Medium School of Vadodara City. First of all the investigator has gone to all schools personally and took appointment by the authorities. Next the investigator had gone with the questionnaire to the schools. The investigator gave the questionnaire to the principals and got their responses. In this manner the required data was collect personally by the investigator.

## **DATA ANALYSIS**

The present study is a survey type where in the main aim is to find out the different problems faced by Grant in Aids Secondary School Principals of Vadodara city.

Here the responses given by principals were analyzed frequency and percentage, quantitatively, qualitative by using content analysis.

## **MAJOR FINDINGS OF THE STUDY**

### **OBJECTIVES - 1**

**1 To study the administrative problems faced by secondary school principals in terms of**

#### **Admission**

- Majority of principals do not have faced problems of pressures of authorities in admission of students.
- Most of the principals do not have faced problems in admission based on recommendation by Former Principal.
- Majority of the principals were found less reservation policy in admission of students.
- Majority of the principals were found less seat available for more applicants.

#### **School discipline**

- Majority of the principals stated that interference of students unions and interference of politically motivated person in the school discipline.
- Majority of the principals do not have faced problems by imposing strict rules and regulation for the students.

- Majority of the principals stated that they have effective management of classroom discipline by teachers.
- Majority of the principals do not have faced disciplinary problems due to co-education and fighting problems among the students.

#### **Staff recruitment**

- All of the principals stated that well trained interview panel and professionally managed interviews session.
- Majority of the principals do not have faced interference of PTA members, politician and head of institution.
- Majority of principals stated that interview process is not transparent, free, competitive and objective for teachers.

#### **Financial management**

- Majority of the principals were found insufficient government grant for school managements.
- Most of the principals stated that sufficient budget for teaching aids, lab, library, school beautification and upkeep of school campus.
- Majority of the principals do not have delay in disbursement of salaries due to delay in getting grants.
- Majority of the principals stated that adequate fund to arrange training programme for in-service teacher.

#### **Maintenance of infrastructure**

- All of the principals stated that adequate computer lab facilities, number of computers, for staff and timely maintenance.
- All of the principals stated that adequate number of class room, tables, benches, black board, and space in the classroom, hygienic of water, adequate number of water cooler and effective maintenance of water purifier.

#### **School community interference**

- All of the principals stated that organized regular PTA meeting for effective communication.

- Majority of the principals stated that participation of the parents in school programmes.
- Majority of principals stated that co-operation of School management in implementing programmes for teachers, students and parents.

## **OBJECTIVE – 2**

### **To study the academic problems of the principals in terms of**

#### **Curriculum**

- All of the principals stated that appropriate co-operation from teachers in curricular activities.
- Majority of the teachers were found that they used appropriate instructional strategies to make their topic interesting.
- Majority of the principals stated that the students actively participate in extra- curricular activities in the class.
- The time allocation for coverage of different components of the curriculum of teachers is not sufficient.

#### **Examination**

- Majority of the principals stated that setting of examination paper according to prescribes syllabus by teachers.
- All of the principals stated that do not have wastage of lot of time in setting question, conducting exams by teachers.
- Majority of the principals stated that do not have faced the problems of interference of government authorities related to examination matters.

#### **Evaluation**

- Most of the principals stated that they have effective evaluation lesson plan by principals.
- Most of the principals stated that no extra burden of evaluation of papers and preparation of terminal results for teachers.

### **3. To draw out the suggestion of the problems faced by principals.**

#### **Admission**

- Most of the principals stated that they have admission of students on the bases of his/ her intellectual levels, marks, percentage and merit.
- Most of the principals stated that entrance exams must there during admission of students, uniformity in examination test at each stage wise.
- Majority of the principals suggested that strength of the class must be limited or less than 40 students.

#### **School discipline of students**

- Majority of the principals stated that arranging the personal counseling by teachers, showing of videos and empower them understand the importance of discipline, punctuality for students.
- Majority of the principals stated that informed the parents about student's misbehavior and given required punishments if they go out of hand.

#### **Staff recruitments**

- Majority of the principals stated that staff recruitment must be transparent and apt.
- Majority of the principals stated that teachers must attend different training programs because lack of availability of well trained, committed teachers today.

#### **Financial managements**

- Majority of the principals stated that government should allow us to charge more fees in the primary school based on the facilities provided and quality of education imparted in a particular school.
- Most of the principals stated that education department should also allow us to charge more fee for computer education and for the maintenance of the school.

#### **Maintenance of infrastructure**

- Majority of the principals stated that school have limited amount of funds to maintain the infrastructure so it must be increase.

- Majority of the principals stated that periodic checking of benches, tables in school after every two month; it should be done during vacation.

### **School community interface**

- Most of the principals stated that less community interface in the school and regular dealing with community must with positive attitudes.
- Most of the principals suggested that there should be proper school community interface for the overall development of students.

### **Curriculum and managements**

- Majority of the principals stated that designing of curriculum according to the capability of teachers.
- Most of the principals stated that curriculum should not change often as it affects students and the world blended with curriculum.
- Majority of the principals stated that curriculum should be flexible, concise and clear for students and teachers.

### **Examination and evaluation**

- Most of the principals stated that examination and evaluation should be transparency in results / examination.
- Most of that principals stated that all final exams conducted by Board to bring seriousness amongst teachers and students.
- Most of that principals stated that abolish the MCQ/ objective types of question and introduced all the three types of questions in the examination- objectives types, short answer and essay types.
- Most of the principals stated that monthly test and post- prelim examination in 10<sup>th</sup> std. and no mass promotion – detention of students in the primary reintroduced again.

## DISCUSSION

Majority of principals have not faced problems of pressures from authorities in admission of students. It may be because admission process is fair and just so that the community members do not exert pressure on the principals and follow the process laid by the principals. However, Patel (2010) found in his study that admission in secondary school that there are not fair and just.

Majority of the principals faced problems of interference of student unions and interference of politically motivated person in the school discipline. It may be because of awareness of student rights shown in social media, and disinterest in school subjects. Sharma (1986) found in his study mismanagement in changing the seating arrangement and damage to furniture was an acute problem.

All of the principals stated that well trained interview panel and professionally managed interviews session were conducted. It may be effective because of the Education Department of Gujarat state has a fixed interview process in Grant in aid Schools

Majority of the principals were found to have insufficient government grants for school development. It may be because Education Department has shortage of funds and is unable to disburse adequate funds to secondary schools.

All the principals stated that there were adequate number of computers, lab facilities, for staff and students and timely maintenance. It may be because access to technology is very important for student and staff in present times. However, Sharma (1986) found in his study inadequate use of library, reading-room, classes and game.

All the principals stated that they organized regular PTA meeting for effective communication. It may be the opportunity for parents to discuss their child's academic performance with the teachers.

All the principals stated that they have appropriate co-operation from teachers in curricular activities. It may be because of effective interpersonal relations, and good leadership skills and team work on the part of the principals. Gawereki (2003) found in his study that built a collaborative culture and allowed teachers to feel empowered while making decisions regarding student learning.

Majority of the principals stated that they do not face the problems of interference of government authorities related to examination matters. It may be because they have freedom, the school function is run separately that is self- controlling and not governed by

outside forces. Patel (1974) founds in his study that principals are allowed to no pressures of community in curriculum and examination.

### **IMPLICATION OF STUDY**

1. The funds allotted for maintenance of school are not sufficient, therefore DEO/ Education Department of Government of Gujarat authority should allocate sufficient amount of funds to the schools authority.
2. Curriculum should be flexible, clear and concise for students and teachers by the Education Department of Government of Gujarat.
3. There should be proper school community interface for the overall development of students.
4. School have limited amount of funds to maintain the infrastructure so Educational Department of Government should be increase.

### **SUGGESTION FOR THE FURTHER STUDIES**

1. Studies on the problem faced by secondary school teachers can be conducted.
2. Case studies can be conducted on principals of secondary schools who are doing exemplary work in the area of school administration.
3. Studies on the problem faced by secondary school principals of International Baccalaureate (IB) can be conducted.
3. Studies on problems of elementary school principals can be conducted.

### **CONCLUSION**

In today's there are many problem faced by the principals at secondary school in different areas as school discipline, admission, staff recruitment, financial management, maintenance of infrastructure, school community interface, curriculum, examination, and evaluation. And the government should have take care to solve this problem to ensure this quality.

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# **APPENDIX - 1**

To

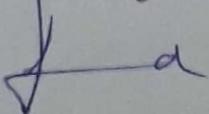
The Principal

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I **Rekha Agrahari** a student of M.Ed 2019-20 in The Department of Education (CASE, IASE, IUCTE), Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda. My Dissertation is entitled 'A Study of Problems faced by Secondary School Principals of Vadodara City' that has to be submitted as partial fulfillment of M.Ed Dissertation. The information requested is purely for research purpose and will be kept confidential. The success of research study depends on your honest co-operation.

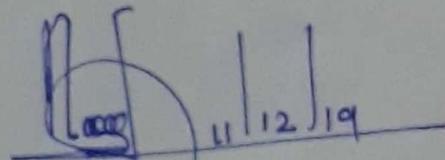
Thank you

Rekha Agrahari



Guide

**Prof. Sujata Srivastav**



11/12/19

**Prof. R. C. Patel**  
Head CASE ( IASE & IUCTE )  
Dean, Faculty of Education & Psychology  
The Maharaja Sayajirao University of Baroda.

# **APPENDIX - 2**

## LIST OF THE SCHOOLS

<b>SR. No.</b>	<b>NAME OF THE SCHOOL</b>
1	MAR GREGORIOS MEMORIAL SCHOOL SAMA, VADODARA
2	BASIL SCHOOL TANDALJA, VADODARA
3	CONVENT OF JESUS A MARY GIRLS HIGH SCHOOL FATEGUNJ, VADODARA
4	BARODA HIGH SCHOOL, ALKAPURI VADODARRA
5	ROSHAN MEMORIAL HIGHER SECONDARY SCHOOL,NAVAYARD
6	SADHU VASWANIVIDYA MANDIR KARELIBAUG
7	VIVEKANAND VIDHALAYA KARELIBAUG
8	SHRI SHAISHAV SCHOOL GOTRI, VADODARA
9	VIDYA VIHAR HIGH SCHOOL ELORA PARK, VADODARA.
10	NUTAN PUBLIC SCHOOL SAMA SAVLI ROAD, VADODARA
11	ROSARY SCHOOL PRATAPGUNJ- FATEHGUNJ, VADODARA
12	RELIANCE SCHOOL UNDERA, VADODARA
13	ST. PAUL'S SCHOOL UNDERA, VADODARA
14	GUJARAT REFINERY ENGLISH MEDIUM SCHOOL (GREM)

15	SHREE JALARAM VIDYALAYA ENGLISH MEDIUM KARELIBAUG
16	PARTH SCHOOL V.I.P ROAD KARELIBAUGH
17	NUTAN VIDYALAYA SUBHANPURA, VADODARA
18	SHANNEN SCHOOL FATEHGUNJ, VADODARA
19	KELVANI ENGLISH MEDIUM SCHOOL AKOTA, VADODARA
20	FAIZ ENGLISH MEDIUM HIGH SCHOOL TANDALJA, VADODARA
21	SRI M.K HIGH SCHOOL ALKAPURI VADODARA
22	THE MOTHERS SCHOOL GOTRI, VADODARA
23	PADMAVATI VIDAYALAY SUBHANPURA, VADODARA
24	NAVYUG ENGLISH MEDIUM SCHOOL SAMA, VADODARA
25	BARODA HIGH SCHOOL,ONGC VADODARA
26	SHREE VIDHYA MANDIR VIDHAYALAY GOTRI ROAD, VADODARA
27	VIDYUT BOARD VIDYALAY OLD PADARA ROAD, VADODARA
28	JAI AMBE VIDALAYA HARNI ROAD, VADODARA
29	BRIGHT DAY SCHOOL VASANA BHYALI,V.
30	ST. MARY'S SCHOOL GORWA, VADODARA

# **APPENDIX - 3**

## **Questionnaire for Principal**

- Name of the school:
- Name of the principal:
- Area of the school:
- Medium: English, Hindi, Gujarati,
- Total Experience as principal:
- Time of the school: morning, afternoon
- Types of the school: boy, girls, co education

**Put your (√) at appropriate place:**

### **Questions**

#### **Section -1**

1. Do you face pressure of community in admissions? YES/NO
2. Does the increase in enrolment create the following problems? YES/NO
  - a. Inadequate seating arrangements
  - b. Lack of library facilities
  - c. Lack of laboratory facilities
  - d. any other
3. Is admission based on recommendations by former principals, teachers or non-family Members? YES/NO

4. No admission done due to lack of relevance documents. YES/NO

5. What is the most common problem do you faced in the admission process? YES/NO

a. Documentation

b. Non timely submission of documents

c. Any other

6. Are students admitted to this school based on merit, entrance tests, or other competitive criteria? YES/NO

7. Do you have less seat and more applicants for admission in your school? YES/NO

8. Do higher authorities put undue pressure for admission of undeserving students? YES/NO

9. Do authorities interfere at the time of promotion of students? YES/NO

10. Do high rank officers seek undue advantage of the principal and teachers for certain students? YES/NO

11. Are the problems created on account of the State Government policy reservation in admissions? If yes give reasons. YES/NO

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12. Does the Interference of student unions in school matters create disciplinary problems? YES/NO
13. Is there interference of politically motivated organizations in school affairs? YES/NO
14. Does the over-crowded classes cause indiscipline? YES/NO
15. Does the co-education cause disciplinary problems? YES/NO
16. Is indiscipline created by students who attend private tuitions? YES/NO
17. Is there absence of discipline related instructions in the morning assembly? YES/NO
18. Is there adverse impact of mass-media on the minds of students? YES/NO
19. Do students create indiscipline by coming late to school? YES/NO
20. Do teachers solve classroom discipline problems effectively? YES/NO
21. Do the students lack sufficient interest in studies? YES/NO
22. Is there lack of freedom of expression and strict rules and regulations for students?

YES/NO

23. Is there a stiff competition for children at each step and they are always afraid and losing their status in the group? YES/NO

24. Does school face absentism problems among students? YES/NO

25. Does the school face fighting among the students? YES/NO

26. Are their parents always busy with their work outsides and seldom spending time with their children? YES/NO

27. Do the teachers not co-operate with the school administration because of

a. Arbitrary decisions taken by the principal YES/NO

b. Teachers non –involvement in decision making

c. Delay in execution of decisions

d. Seniors are not given importance

e. Any other

28. Does your school follow the established procedures for filing vacancies through advertisement for position of teaching staff? YES/NO

29. Are interview panels well structured, and interviewers are well trained and knowledgeable? YES/NO

30. Are interviews sessions professionally managed? YES/NO
31. Are there interferences by interested parties such as the PTA members, politician and heads of institutions? YES/NO
32. Do complaints arise based on nepotism, favoritism, bribery after the interview process? YES/NO
33. Is the interview process transparent, free, competitive and objective? YES/NO
34. Does your school have the required number of teachers and it does not suffer shortage of the staff? YES/NO
35. Are the staff appointment made on the basis of YES/NO
- a. Caste
  - b. Religion
  - c. Region
  - d. Any other
36. Are the selections made on the basis of the general impression created on the selection committee by the candidate within a few minutes of the interviews? YES/NO
37. Is your institute getting Government grant for financial assistance? YES/NO

38. Are funds allotted for maintenance of the school sufficient? YES/NO
39. Are official procedures for getting sanction of school funds under various heads  
time - consuming and cumbersome? YES/NO
40. Do the school principal finds it difficult to run the school efficiently due to rigid rules  
and regulations for utilization of various funds? YES/NO
41. Do auditors find faults with the teachers 'maintenance of various fund registers?  
YES/NO
42. Does the school principal mobilize local resources to increase funds? YES/NO
43. Does the school get insufficient budget for: YES/NO
1. Library books.
  2. Science laboratory equipment.
  3. Teaching aids.
  4. Medicines for school children.
  5. Equipment for school office & staff-room.
  6. Beautification and upkeep of school campus.
44. Is the government grant sufficient to meet the financial requirement of your  
institution? YES/NO

45. Is your Institute accepting donation from student/ parents/ teachers to meet the financial requirement of the institute? YES/NO

46. Has your institution obtained any loan from the trust/financial institution to meet the financial requirement besides the grant of the school? YES/NO

47. If yes, what is the purpose of securing the loan?

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48. Has your institution implementation programmes to generate income? YES/NO

49. Are salaries not being disbursed on time due to the YES/NO

- a. Delay in getting grants
- b. Lengthy administrative procedures
- c. Delay in school office routine
- d. Any other

50. Do you have enough funds to arrange training programme for In-Service teacher? YES/NO

51. Does your institution have the following facilities? YES/NO

- a. Drinking water and sanitation
- b. School building

- c. Playground
- d. Libraries, laboratories, and computer labs
- e. Incentive based programmes- mid-day meals
- d. Any other

52. Does your school provide the following in your science laboratory? YES/NO

- a. Area and size of the science lab as per board guide line
- b. Usable equipments are available in school
- c. Number of equipments proportionate to the no of students
- d. Maintenance of the equipments are done on time
- e. Any other

53. Does your school have computer laboratory facilities for the use of students and staff?

YES/NO

- a. Number of computers proportionate to the number of students and staff
- b. Availability of computers in good working order
- c. Maintenance of the computers on time
- d. Any other

54. Are teaching equipments available for the use of teaching staff? YES/NO

- a. Number of teaching aids for different subjects
- b. Variety of teaching aids
- c. Quality and relevant of teaching aids to the objects
- d. Maintenance of teaching equipments
- e. Any other

55. Does your school have adequate number of class rooms and facilities inside class rooms? YES/NO

a. Sufficient number of classrooms according to the number of classes

b. Adequate number of tables, benches, black board and space of the classroom

c. All the above

d. Any other

56. Does your school have adequate water facilities? YES/NO

a. Availability of water facility inside the school

b. Hygienic of water (use of purifier), water cooler is available

c. Availability of water supply in school campus

d. Maintenance of water purifier is done on timely

e. Availability of water cooler

57. Has your management constructed the school building having spacious class rooms? YES/NO

58. Have well equipped separate laboratories for Physics, Chemistry and Biology been provided? YES/NO

59. Does your school have a library? YES/NO

60. Does the library have sufficient books/reference Books has been established by school management? YES/NO

61. Does your school have separate toilet facilities for boys and girls? YES/NO

62. Does your school have a school compound with a compound wall? YES/NO
63. Have you undertaken any programmes where in community, parents, teachers, and management are actively associated? YES/NO
64. Do parents have an indifferent attitude towards the school teachers? YES/NO
65. Is there a lack of proper communication between the PTA and the school Principal? YES/NO
66. Do the community members use the school campus without seeking prior permission of the school authorities? YES/NO
67. Do you organize regular meeting with parents and teachers and report to them about students growth and development? YES/NO
68. Do you evaluate the lesson plans of the teachers? YES/NO
69. Is the syllabus very lengthy and is there less time to complete it? YES/NO
70. Is the curriculum uninteresting for the students and the teachers? YES/NO
71. Do you get co-operation from your teachers for any curricular component? YES/NO
72. Is the time allotted for coverage of different activities in the curriculum not sufficient? YES/NO
73. Are some topics in the syllabus beyond the comprehension of the subject teachers? YES/NO

74. Do frequent changes in the syllabus create problems for students and teachers?  
YES/NO
75. Do you have time to take keen interest in the curriculum delivery in the classroom?  
YES/NO
76. Do your teachers use appropriate instructional strategies to make their topics interesting?  
YES/NO
77. Do you find the involvement of students in class-room teaching learning process?  
YES/NO
78. Do teachers actively participate in extra –curricular activities given?  
YES/NO
79. Do students actively participate in extra- curricular activities?  
YES/NO
80. Do teachers organize extra- curricular activities?  
YES/NO
81. Do students actively organize co-curricular activity? Give name of some activities.  
YES/NO  
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82. Does terminal examinations waste precious time of students and teachers?  
YES/NO
83. Do teachers dislike giving supervisory duties in the examinations?  
YES/NO

84. Do teachers set their papers according to the prescribed syllabus for various examinations? YES/NO
85. Are answer books evaluated objectively by the teacher? YES/NO
86. Are students and parents dissatisfied with the question papers? YES/NO
87. Is a lot of time of the teachers wasted in setting of question papers? YES/NO  
YES/NO
88. Is a lot of time of the teacher wasted in conducting the exam? YES/NO
89. Do the government authorities interfere in school matters pertaining to examinations? YES/NO
90. Do teachers provide undue help to some students during the examinations? YES/NO
91. Are evaluation of papers and preparation of terminal results considered an extra burden by the teachers? YES/NO
92. Are the students stressed out by examination anxiety? YES/NO

93. Is maintaining of cumulative records of students done by your teachers? YES/NO
94. Do you get co-operation from the local community for various programmes of the school? YES/NO
95. Are parents interested to participate in various educational programmes of the school? YES/NO
96. Does your management cooperate with you in implementing programmes in your school? YES/NO
97. Do you conduct remedial classes in different subject students with difficulties? YES/NO
98. Are all questions set in the question paper theoretical? YES/NO

**SECTION-2**

Give your suggestion to solve problems in the following areas:

I. Admission of Students

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II. School Discipline of Students

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III. Staff Recruitment

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IV. Financial Management

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V. Maintenance of Infrastructure

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