CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

The Indian scenario in the process of organizational changes has received increasing attention on the subject of quality improvement in the educational institutions. At present the quality improvement program is ensured by the assessment activities of National Board of Accreditation and ISO certification. These activities are performed voluntarily by the educational institutions and are not made mandatory by the government authorities. Moreover program experts make these assessments on the basis of pre-established guidelines but contributions of the main stakeholders particularly faculty members and students in these assessment processes are less. Aim of this work is an attempt to establish a self assessment tool incorporating simple quality constructs and contributions of main stakeholders.

As the global economy gathers pace, more governments are realizing that their main assets are their people and that remaining, or becoming, competitive depends increasingly on the development of a highly skilled workforce. This requires trained and committed teachers but they, in turn, need the leadership of highly effective principals and the support of other senior and middle educational managers (Blazey, et.al., 2003).

The leadership in educational institutions is widely recognized as having crucial importance for performance. Indeed, it is acknowledged as
being second only to classroom teaching in terms of its influence on student learning with the greatest impact found in institutions where students’ learning needs are the most acute. There is a wide range of issues relating to supporting and promoting the provision of effective leadership in educational institutions, including those around recruitment, roles and responsibilities, retention, succession planning, governance, continuing professional development and reward (Belohlav, et al., 2004).

The way in which successful leaders apply leadership quality practices will be influenced by a number of factors, including their judgments about the conditions for teaching and learning in the institutions, the confidence and experience of their staff member; and the behaviour, aspirations and attainment levels of the students. There is a strong association between leadership quality practices and performance of the educational institutions.

The successful leadership quality practices improve students’ outcomes through their values, virtues, dispositions, attributes and competences as well as what they do in terms of the strategies they select and the ways in which they adapt their leadership practices to their unique context in order to achieve the excellent performance (Caldwell, 1992).

The field of educational leadership and management is pluralist, with many competing perspectives and an inevitable lack of agreement on the exact nature of the discipline. One key debate has been whether educational leadership is a distinct field or simply a branch of the wider study of management.

While education can learn from other settings, educational leadership and management has to be centrally concerned with the purpose or aims of education. These purposes or goals provide the crucial sense of direction to underpin educational institutions management. Unless this link
between purpose and management is clear and close, there is a danger of ‘managerialism’, “a stress on procedures at the expense of educational purpose and values” (Hall and Lord, 1996).

The process of deciding on the aims of the organization is at the heart of educational management. In most educational institutions, aims are decided by the principal, often working in association with the senior management team (SMT) and perhaps also with the governing body (GB). However, educational institutions aims are strongly influenced by pressures from the external environment, and particularly from the expectations of government, often expressed through legislation or formal policy statements.

Educational institutions may be left with the residual task of interpreting external imperatives rather than determining aims on the basis of their own assessment of learner needs. The key issue here is the extent to which educational institutions are able to modify government policy and develop alternative approaches based on institution-level values and vision (Miller and Miller, 2001).

While there is global interest in leadership and management, because of its perceived importance in developing and maintaining successful institutions and education systems, there is much less clarity about which leadership behaviours are most likely to produce the most favourable outcomes. Awareness of alternative approaches is essential to provide a set of tools from which discerning leaders can choose when facing problems and dealing with day-to-day issues (Spillane, et.al, 2005). The objective of this research is to provide an empirical relationship between leadership quality practices and the performance results of the autonomous polytechnic colleges in Tamil Nadu.

1.2 MODELS OF EDUCATIONAL LEADERSHIP AND MANAGEMENT
1.2.1 Managerial Leadership

Leithwood et al (1999) defines this model as:

Managerial leadership assumes that the focus of leaders ought to be on functions, tasks and behaviours and that if these functions are carried out competently the work of others in the organisation will be facilitated. Most approaches to managerial leadership also assume that the behaviour of organisational members is largely rational. Authority and influence are allocated to formal positions in proportion to the status of those positions in the organisational hierarchy.

Caldwell (1992) argues that managers and leaders of self-managing educational institutions must be able to develop and implement a cyclical process involving seven managerial functions.

- Goal setting
- Needs identification
- Priority-setting
- Planning and Budgeting
- Implementing
- Evaluating

It is significant to note that this type of leadership does not include the concept of vision, which is central to most leadership models. Managerial leadership is focused on managing existing activities successfully rather than visioning a better future for the institution. This approach is very suitable for institutional leaders working in centralised systems as it prioritises the efficient implementation of external imperatives, notably those prescribed by higher levels within the bureaucratic hierarchy.
Bureaucracy and by implication managerial leadership, is the preferred model for many education systems. This approach is associated with ‘authoritarian, hierarchical and inaccessible management styles’ and that the principal’s authority is perceived to be ‘god-given’ and ‘juridical’. This model can be regarded as the starting point for the study and practice of educational management, in South Africa, Europe, and North America.

Managerial leadership has certain advantages, notably for bureaucratic systems, but there are difficulties in applying it too enthusiastically to schools and colleges because of the professional role of teachers. If principals and educators do not ‘own’ innovations but are simply required to implement externally imposed changes, they are likely to do so without enthusiasm, leading to possible failure.

1.2.2 Transformational Leadership

Bush (2003) links three leadership models to his ‘collegial’ management model. The first of these is ‘transformational leadership’. This form of leadership assumes that the central focus of leadership ought to be the commitments and capacities of organisational members. Higher levels of personal commitment to organisational goals and greater capacities for accomplishing those goals are assumed to result in extra effort and greater productivity.

Leithwood (1994) conceptualises transformational leadership along eight dimensions:

- Building school vision
- Establishing school goals
- Providing intellectual stimulation
• Offering individualised support
• Modelling best practices and important organisational values
• Demonstrating high performance expectations
• Creating a productive school culture
• Developing structures to foster participation in school decisions

Caldwell and Spinks (1992) argue that transformational leadership is essential for autonomous educational institutions. Transformational leaders succeed in gaining the commitment of followers to such a degree that higher levels of accomplishment become virtually a moral imperative.

The powerful capacity for transformational leadership is required for the successful transition to a system of self-managing educational institutions. The transformational model is comprehensive in that it provides a normative approach to educational leadership, which focuses primarily on the process by which leaders seek to influence institutions’ outcomes rather than on the nature or direction of those outcomes. However, it may also be criticised as being a vehicle for control over teachers and more likely to be accepted by the leader than the led (Chirichello 1999).

Allix (2000) goes further and alleges that transformational leadership has the potential to become ‘despotic’ because of its strong, heroic and charismatic features. He believes that the leader’s power ought to raise ‘moral qualms’ and serious doubts about its appropriateness for democratic organisations.

The politicians and bureaucrats are inclined to use the language of ‘transformation’ to achieve their own policy objectives. The English system increasingly requires institutional leaders to adhere to government
prescriptions, which affect aims, curriculum content and pedagogy as well as values. There is “a more centralised, more directed, and more controlled educational system that has dramatically reduced the possibility of realising a genuinely transformational education and leadership”.

However, there is a chasm between the rhetoric and the reality of transformation. Lemon (2004) is one of several writers who claim that national policies have been rich in the political symbolism of equity and redress but with ‘very limited implementation of change on the ground’. The Task Team on Education Management Development observes that ‘real transformation will depend on the nature and quality of internal management. Self-management must be accompanied by an internal devolution of power within the school and by transformational leadership’.

A transformational leadership approach has the potential to engage all stakeholders in the achievement of educational objectives. The aims of leaders and followers coalesce to such an extent that it may be realistic to assume a harmonious relationship and a genuine convergence leading to agreed decisions. ‘Transformation’ requires action at all levels and there are limits to what principals can achieve in the absence of appropriate physical, human and financial resources.

1.2.3 Participative Leadership

Participative leadership assumes that the decision-making processes of the group ought to be the central focus of the group. This model is underpinned by three assumptions.

- Participation will increase school effectiveness;
- Participation is justified by democratic principles; and
In the context of site-based management, leadership is potentially available to any legitimate stakeholder

Sergiovanni (1984) points to the importance of a participative approach. This will succeed in ‘bonding’ staff member together and in easing the pressures on principals. “The burdens of leadership will be less if leadership functions and roles are shared and if the concept of leadership density were to emerge as a viable replacement for principal leadership”. Bush and Heystek (2003) point out the need for co-operation between principals and General Bodies (GBs) if governance is to be effective.

Maile (2004) notes the importance of setting up democratic structures, but this requires thoughtful planning and parents need to be supported and informed. The principals are dominant in all meetings because of: “their power position within the institution, level of education in contrast to other members, first access to information taken from education authorities, and because it is the principal who executes the decisions taken”.

1.2.4 Political and Transactional Leadership

Bush (2003) links transactional leadership to his political model. In political models, there is conflict between stakeholders, with disagreement being resolved in favour of the most powerful protagonists.

Transactional leadership is leadership in which relationships with teachers are based upon an exchange for some valued resource. To the teacher, interaction between administrators and teachers is usually episodic, short-lived and limited to the exchange transaction.

Miller and Miller’s (2001) definition refers to transactional leadership as an exchange process. Exchange is an established political strategy for members of organizations. Principals possess authority arising
from their positions as the formal leaders of their schools. However, the head requires the cooperation of educators to secure the effective management of the school.

An exchange may secure benefits for both parties to the arrangement. The major limitation of such a process is that it does not engage staff member beyond the immediate gains arising from the transaction. Political theories have obvious relevance to the extended period of struggle against the Apartheid regime.

Badat (1995) argues that a constant feature of educational resistance has been what may be termed the politics of opposition. Key aspects of this politics have been mass mobilization and organization and mass action in pursuit of particular policy objectives and a non-racial and non-sexist democratic social order. Teacher unions act to protect the perceived interests of their members. The GB itself is a political forum because it provides for the representation of sectional interests, creating the conditions for the increasing fragmentation of the education system.

1.2.5 Post-Modern Leadership

Bush (2003) notes that post-modern leadership aligns closely with his subjective model of management. Similarly, Keough and Tobin (2001) say that “current postmodern culture celebrates the multiplicity of subjective truths as defined by experience and revels in the loss of absolute authority”.

The post-modern model suggests that leaders should respect, and give attention to, the diverse and individual perspectives of stakeholders. They should also avoid reliance on the hierarchy because this concept has little meaning in such a fluid organisation.
Starratt (2001) aligns post modernity with democracy and advocates a “more consultative, participatory, inclusionary stance”, an approach consistent with participative leadership. Principals need to facilitate participation by educators, parents, learners and community in all issues that affect their interests.

1.2.6 Moral Leadership

This model assumes that the critical focus of leadership ought to be on the values, beliefs, and ethics of leaders themselves. Authority and influence are to be derived from defensible conceptions of what is right or good. Sergiovanni (1984) says that “excellent schools have central zones composed of values and beliefs that take on sacred or cultural characteristics”. Subsequently, he adds that ‘administering’ is a ‘moral craft’.

West-Burnham (1997) discusses two approaches to leadership, which may be categorized as ‘moral’. The first he describes as ‘spiritual’ and relates to “the recognition that many leaders possess what might be called ‘higher order’ perspectives. Such leaders have a set of principles, which provide the basis of self-awareness. The second category is ‘moral confidence’, the capacity to act in a way that is consistent with an ethical system and is consistent over time.

Both moral and managerial leadership are required to develop a learning community: In the principalship the challenge of leadership is to make peace with two competing imperatives, the managerial and the moral. The two imperatives are unavoidable and the neglect of either creates problems. Educational institutions must be run effectively if they are to survive.
1.2.7 Instructional Leadership

Instructional leadership differs from the other models reviewed in this chapter because it focuses on the direction of influence, rather than its nature and source. The increasing emphasis on managing teaching and learning as the core activities of educational institutions has led to this approach being endorsed, notably by the English National College for School Leadership, which includes it as one of its ten leadership propositions. Southworth (2002) says that “instructional leadership ... is strongly concerned with teaching and learning, including the professional learning of teachers as well as student growth”.

Bush and Glover’s (2002) definition stresses the direction of the influence process: Instructional leadership focuses on teaching and learning and on the behaviour of teachers in working with students. Leaders’ influence is targeted at student learning via teachers. The emphasis is on the direction and impact of influence rather than the influence process itself.

Instructional leadership is a very important dimension because it targets the institution’s central activities, teaching and learning. However, this paradigm underestimates other aspects of school life, such as sport, socialisation, student welfare, and self esteem.

1.2.8 Contingent Leadership

The contingent model provides an alternative approach, recognizing the diverse nature of school contexts and the advantages of adapting leadership styles to the particular situation, rather than adopting a ‘one size fits all’ stance:
This approach assumes that what is important is how leaders respond to the unique organizational circumstances or problems. There are wide variations in the contexts for leadership and that, to be effective, these contexts require different leadership responses, individuals providing leadership, typically those in formal positions of authority, are capable of mastering a large repertoire of leadership practices. Their influence will depend, in large measure, on such mastery.

India has one of the most diverse education systems in the world. It ranges from well-endowed city colleges, comparable to the best in developed countries, to very poor colleges without access to the most basic facilities, such as water, power, and sanitation. Given such disparities, it is unwise to prescribe one universal approach to school leadership and management. It is much better to equip principals with a ‘tool kit’ of skills and the wisdom to know which approaches should be applied in the particular circumstances they are required to manage.

Yukl (2002) notes that “the managerial job is too complex and unpredictable to rely on a set of standardised responses to events”. Leadership requires effective diagnosis of problems, followed by adopting the most appropriate response to the issue or situation (Morgan, 1997). This reflexive approach is particularly important in periods of turbulence when leaders need to be able to assess the situation carefully and react as appropriate rather than relying on a standard leadership model.

1.3 PEDAGOGY AND LEADERSHIP

While pedagogy is a contested concept, it covers a wider range of aspects of the teaching act than instruction. Pedagogy is derived from paidagogos (Greek) meaning, the teacher of children, the intentional use of the term pedagogy, instead of instruction or teaching, in modern times, can be
conceptual, geographical and or ideological. The term pedagogy was relatively uncommon in a decade ago but is currently being used more frequently in publications and teachers' discourse. The inter-related clusters of meaning of pedagogy are:

- Pedagogy as an inclusive view of all aspects teaching but not simply instruction.
- Pedagogy as a political tool for the enculturation students.
- Pedagogy as student centred learning and teaching, which specifically excludes didactic teaching.
- Pedagogy as student-teacher relationships.

Pedagogy specifically recognises the cultural and societal aspects of what is learned and why it is learned. Pedagogy acknowledges aspects of learning that were previously described as the “hidden curriculum”. Pedagogy peels back the veneer of teaching methodology to expose the conscious and unconscious decisions made by school leaders as agents of enculturation. Pedagogic leadership is therefore an act that motivates others, thus facilitating culturally aware learning in a third party.

Professional development has had very little effect on teachers’ practices because most of the professional development that is available (e.g. conferences) banks knowledge and skills for possible future use. The loss of information gathered at conferences and not used in the colleges, is extremely high. The most effective method for college administrators to learn is at the point of need.

King and Newmann (2000) advocates of authentic learning, claimed that teachers learn best when they:
• Can concentrate on instruction and student outcomes in the specific contexts in which they teach

• Have sustained opportunities to study, to experiment and receive helpful feedback on specific innovations

• Collaborate with professional peers, both within and outside their schools, and when they gain further expertise through access to external researchers and programme developers

• Have influence over the substance and process of professional learning

1.4 LEADERSHIP AND CHANGE

Leaders attract followers by offering to change at least one aspect of their personal circumstances. Ciulla (2003) noted in her archetypical definition of leadership in the 1990s that there is a two-way relationship between the leader and the led. In a definitional sense it can be argued that change is an a priori part of leadership, because leadership without change is management of the status quo.

Hodgkinson (1983) referred to the relationship between the megalomaniac poet-leader and the “followership,” and the tenuous nature of that co-dependency: As a result the leadership of the likes of Hitler and Stalin descends into dictatorship.

This situation is problematic for the led for two reasons:

• Firstly, the relationship between both parties loses its voluntary character
• Secondly, the change process does not bring the promised rewards for those who follow

Colleges, because of their role in the enculturation of future generations, are necessarily involved in moral and ethical issues warned that the moral purpose takes into account both the means and ends of the change process, particularly in education, which is charged with the development of citizens in future society. It is, therefore, important for the moral purpose to be incorporated in all aspects of the strategic planning such as the shared vision, which is designed to win commitment and effort from all of the stakeholders.

There is a need to change teachers’ teaching methods for a variety of economic and managerialist reasons. The moral reason for facilitating better learning, that students have a right to learn has attracted less attention. The moral purpose of instruction has confirmed the thesis that better teaching results in increased student learning and student success has resulted in greater student motivation and engagement. In relation to instructional leadership, the moral purpose of improving student learning concerns attainment of cognitive, affective, and psychomotor educational outcomes. Enabling student learning and engagement is a moral imperative for college leaders.

The second dimension of leadership is that leaders must understand the change process. At the college level change is complex and non-linear. It is advised that leaders who combine a commitment to moral purpose with a healthy respect for the complexities of the change process not only will be more successful but also will unearth deeper moral purpose. To embed the change, there is a need to re-culture the college and change prevailing beliefs, values and attitudes of teachers, students and parents.
In complex reculturing the establishment of a shared vision and purpose, that describe the development of the change and the change processes, is critical. While the principal may have a key role in the development of the shared vision, the shared vision advises all stakeholders of the agreed direction and content of change. In relation to instruction, the shared vision, purpose and agreed values guide teachers’ choices of appropriate instruction. In the translation of the vision, purpose and values into action through college planning there is agreement and understanding of how the change will evolve.

Amidst the uncertainty of change, Fullan (2001) identified three coherence-making features:

- Lateral accountability that engages peers at all levels of the organisation
- Sorting which is applied against the tests of utility and fitting the organisational vision
- Shared commitment, in which people inspire and stimulate each other

The college must establish, implement and achieve agreed academic standards for students and confirm expectations and standards for staff member. Relationships are important parts of the determinants of success but are also a consequence of success. Leaders are charged with constantly fostering purposeful interactions and problem solving.

The sense of community is one extension of positive relationships within a college. Relationship building is dependent on many interpersonal skills. The interpersonal relationships between staff member are a key factor in effecting the cultural change Relationships in a college context are to do
with learning and much of the instructional leadership emphasises the principal’s role in developing relationships with teachers by visiting classrooms commenting on teachers’ practices and encouraging them to be innovative and take risks.

1.5 LEADERSHIP PRACTICES AND STUDENTS OUTCOMES

Leadership for curriculum change and implementation is more effective when there is a strategy associated with developing and supporting professional learning communities within colleges rather than focusing on individual change.

The effective change can occur when the conditions are set up in the colleges to allow for reflective, collective focus, with collaboration and sharing by teachers and where student achievement is shared (Jones, 2009).

In this process teachers gather evidence, reflect on practice based on evidence and take collective responsibility for student achievement. Effective professional learning has structure and collegial focus around student engagement and achievement with a focus on practice. To achieve this requires effective management and leadership from the college leaders (Evans and Jack, 2003).

Planning for change is required not just focusing on planning for implementation. For college leaders this results in a need to build an integrated change strategy as part of college leadership and management rather than just ‘implementing a curriculum’. This also relates to the implementation of Government policy for colleges and the way in which policy is interpreted and operationalised in the college setting. Structures are required that include time for reflection and sharing. These meetings are more effective when they occur in college time. College improvements require a
commitment to ensuring effective systemic change where there is a need to build clear organisational processes and infrastructure (Hallinger, *et al.*, 1996).

The factors that contribute to college wide change in assessment for learning practices have occurred in the college including the raising of student achievement. The culture of the college is seen as an important factor in sustaining and implementing changes at the college level. The culture is described as one that allows teachers to show initiative, take risks, question, examine and reflect. The principal built a trustworthy, supportive college culture focusing on developing curriculum knowledge, self examination and questioning, risk-taking and reflective attitudes (NIST, 2006).

The staff member sees the principal as crucial in that she/he is focused on being an effective leader and on teaching and learning. The college system are incorporated into whole planning, assessment for learning practices and reporting systems. The culture of sharing information in the college as well as team planning assisted the dissemination process. It is the gains in students and classroom practices that encourage other teachers to try out some of the ideas from the research and innovative findings. Although the positive research outcomes in terms of student learning has a significant impact on the uptake of the ideas and the culture of the college expedite this, the teachers also comments that the nature of the research had a significant impact (Bush, 2008).

The teachers see that an essential part of the research/professional development relationship was working together on a common problem. The joint nature of the problem and collaborative relationship between the different groups is seen as significant. The long time frame is crucial for assisting and sustaining change as it provides time to build a strong supportive relationship between leaders and teachers to plan modifications, trial ideas
and reflect on success. Time ensures a long period for analysis, reconceptualisation, discussion and dissemination of results. It gives opportunities to step back from the work and reflect, granting scope for rethinking and synthesis. Teachers are their own change agents and a willingness to change is required for successfully modifying teaching practice and shifting thinking. Therefore, time for teachers to engage in intellectual and professional conversation is in-built. Time is required to create a mutually respectful inquiring community so the shared interest of enhancing teaching and learning can be fostered (West, et. al., 2000).

The following characteristics of effective leadership for supporting change in colleges for teachers to raise student achievement. Effective leadership:

- Establishes and develops measurable goals in order that progress can be shown, monitored over time and acted upon
- Supports teachers to set specific goals rather than unspecified changes
- Promotes and supports pedagogic reform and enhancement of classroom interactions
- Creates, promotes and develops professional learning communities
- Redesign and refine organisational frameworks to support reform
- Spreads the reform so parents and community are engaged
- Develop the capacity of people and systems to identify, gather, analyse and use evidence to enhance practice
- Takes ownership and resourcing of project
Leadership can be understood as a process of influence based on clear values and beliefs and leading to a ‘vision’ for the institution. The vision is articulated by leaders who seek to gain the commitment of staff member and stakeholders to the ideal of a better future for the institution, its learners and stakeholders (Ykul, 2002).

Given the radical changes in governance and management, it is understandable that principals wish to give priority to financial and staff member management and to relationships with governing bodies. However, college improvement ultimately depends on educational leaders accepting their responsibility for developing learning and outcomes.

The effectiveness of institution in educating students is highly dependent upon the presence and nature of multi-level leadership within the individual institution. While principals are formally required to lead of the institution, leadership is not the sole province of the principalship. Indeed most institutions are characterised by a combination of formal and informal leadership as evidenced by teachers assuming responsibility for particular tasks and programmes. Although the leadership of institutions is a complex phenomenon, the outcomes of successful institutional leadership are readily identifiable. These outcomes centre upon the quality of pedagogy provided by teachers and the engagement of students in learning (Zhao, et.al., 2002).

Effective educational leadership is a collective, shared endeavour to improve educational experiences that all members of an educational institution can, and should, take up the responsibility to contribute to. Leadership is seen, therefore, not merely as a status or position held, but a process, which is evidenced by an energy and commitment to focus on shared goals and a shared vision for education. Educational leadership is necessarily focused on learning and student achievement; learning which should be authentic and respectful of the individual learner (West-Burhnam, 1997).
1.6 POLYTECHNIC EDUCATION IN INDIA

Polytechnic education in India contributes significantly to its economic development. Most of the polytechnics in the country offer three year generalized diploma courses in conventional disciplines such as Civil, Electrical and Mechanical Engineering. During the last two decades many polytechnics started offering courses in other disciplines such as Electronics, Computer Science, Medical Lab technology, Hospital Engineering, Architectural Assistantship and so on.

A Polytechnic is an institute that offers a range of professional courses of vocational or technical nature. The polytechnics specialize in providing a number of career courses under one roof. The courses provided by a polytechnic help one to start his or her career, either through a job at a reputed organization or by starting his own business.

In addition, many single technology institutions are also offering diploma programmes in areas like Leather Technology, Sugar Technology, and Printing Technology. Many diploma programmes are also being offered exclusively for women in Women's Polytechnics such as in Garment Technology, Beauty Culture and Textile Design. Polytechnics are meant to provide skills after class X and the duration of diploma programmes is three years, which means, the trainee becomes employable at the age of 19 years. Polytechnics are also offering post diploma and advanced diploma programmes of 1-2 years duration in different specializations (AICTE, 2011).

The aim of the polytechnic education is to create a pool of skill based manpower to support shop floor and field operations as a middle level link between technicians and engineers. The pass-outs of Diploma level Institutions in Engineering and Technology play an important role in managing shop-floor operations. It is further an established fact that small &
medium Industry prefer to employ Diploma Holders because of their special skills in reading and interpreting drawings, estimating, costing and billing, supervision, measurement, testing, repair and maintenance.

There are different types of polytechnics in India. Some of the types of Polytechnics are government owned polytechnics, private polytechnics and women’s polytechnics. A large range of subjects are taught at the polytechnics. The subjects that are usually taught in the polytechnics include mass communication, fashion designing, automobile engineering, chemical engineering, interior decoration, computer engineering, etc. A polytechnic offers a diploma course. However, in general, polytechnic courses refer to diploma in engineering (DOTE, 2011).

Polytechnics are outside the usual school and university system. However, degrees offered by polytechnics are recognized by all the universities for admission to first degree courses in Engineering. Polytechnics in India are under the control of state departments or Directorates of Technical education. All India Council for Technical Education (AICTE) acts as the regulatory body for polytechnics in India. It controls establishment of new polytechnics, introduction of new courses and enhancements in the number of seats for an established course.

Polytechnic courses usually have a three year duration, completion of which leads to a diploma in the concerned branch. The range of engineering and technical courses offered by the polytechnics include pharmacy, civil engineering, mechanical engineering, chemical engineering, electronics engineering and several other emerging branches of technology. The non-technological vocational courses include Fashion Designing, beauty culture, garment technology, library science, modern office practice, secretarial practice and stenography.
During the last decade, India has seen a tremendous increase in the number of Engineering Colleges at Degree level throughout the country. However, the growth of technical institutions has not been uniform as far as the number of polytechnics and degree engineering colleges is concerned. The present student intake in degree and diploma level technical institutions is 6.53 lakhs and 3.54 lakhs respectively. The ratio of degree to diploma holders is around 2:1, whereas ideally it should be 1:3. This is because of more private participation in the engineering sector compared to the diploma sector. There is also a societal perception that degrees command a premium in the job market rather than diplomas (AICTE, 2011).

A Nation-wide scheme of “Sub-mission on Polytechnics” has also been launched. Under this scheme new polytechnics will be set up in every district not having one already. These Polytechnics will be established with central funding and over 700 will be set up through PPP and Private funding. All these new polytechnic institutes will have a community polytechnic wing. Women’s Hostels will also be set up in all the government polytechnics.

The existing Government Polytechnics will be in incentivised to modernize in PPP Mode. Efforts will also be made to increase intake capacity by using space, faculty member and other facilities in the existing polytechnics in shifts. There is also a shortage of qualified diploma holder in several new areas. Therefore, engineering institutions will be incentivized and encouraged to introduce diploma courses to augment intake capacity. Diploma programmes could be run in evening shifts when the laboratory, workshop, equipment and library are free (DOTE, 2011).

1.7 POLYTECHNIC EDUCATION IN TAMIL NADU

The Polytechnics were initially under the control of the Directorate of Public Instruction and the Directorate of Industries and Commerce
respectively. In 1916 “The Madras Trades School” was started for giving part-time training to apprentices in Mechanical Engineering and Plumbing trades with an intake of 20 trainees in each course. In 1931 the name was changed as “The Government School of Technology” and courses in Mechanical and Electrical Engineering subjects are recognised and made full-time courses leading to the award of diploma. In the year 1946, the name of the Institution was changed to “The Central Polytechnic, Madras” and the Institution was then conducting full-time diploma courses of three years duration.

The Directorate of Technical Education (DOTE) was formed with effect from 14th October 1957, consequent to the suggestions made by the State Standing Advisory Board of Technical Education.

The Full Time Regular Diploma Course in Engineering shall be for a period of three academic years. The Course will run on annual pattern for the first year and on semester pattern for the second and third years comprising four semesters. The first year course will be of 32 weeks duration and the semester courses will be of 16 weeks duration each. The Full Time Sandwich Diploma Course shall be for duration of three and a half years consisting of five semesters after the completion of first year, out of which one or two semesters will be of practical training, in the concerned field.

Before 1987, there were hardly 32 Government and Government aided polytechnic colleges in the state of Tamil Nadu in India, which were offering Engineering Diploma Programmes. These institutions until around 1970s offered only basic conventional Engineering Diploma programmes such as Civil, Mechanical, Electrical and Electronics and Electronics and Communication Engineering.
There are 449 Polytechnics at present in the State offering Diploma Courses, Post Diploma Courses and Certificate Courses on various branches of studies in Engineering and Technology. Eleven Institutes of Hotel Management and Catering Technology offering three year Diploma Courses are also under the control of DOTE. Sixteen other Special Institutions have also been affiliated to the State Board of Technical Education and Training, Tamil Nadu, which also offer Certificates / Diplomas in Specialized Fields.

It is almost twenty five years since the privatization of Technical Educational Institutions in Tamil Nadu. The present scenario if rather alarming since late 1980s many polytechnic colleges under the private sector came into being. Private self financing polytechnic colleges have been established in every district, in every taluk and in every panchayat level in the state of Tamil Nadu.

As per the regulations of the All India Council for Technical Education (AICTE), New Delhi, the autonomous status will be conferred by its Parent Board in consultation with the State Government. The first Autonomous status was given to PSG polytechnic college, Coimbatore (a Government aided polytechnic college) on 21st June, 1976.

The following nine Polytechnic Colleges have full autonomous status in Tamil Nadu.

- Tamil Nadu Polytechnic College, Madurai
- Dr. Dharmambal Government Polytechnic College for Women, Chennai
- P.S.G. Polytechnic College, Coimbatore
- Thiagarajar Polytechnic College, Salem
• Nachimuthu Polytechnic College, Pollachi
• VSV Nadar Polytechnic College, Virudhunagar
• P.A.C. Ramasamy Raja’s Polytechnic College, Rajapalayam
• Seshasayee Institute of Technology, Tiruchirappalli.
• Sankar Polytechnic College, Sankar Nagar

1.8 STATEMENT OF THE PROBLEM

The attracting effective educational leaders and practicing effective leadership qualities for sustainable improvement of learning environments are currently exercising the minds of education systems around the world. As the role of the academic leaders become more complex, finding enough people willing to lead teaching and learning, organize maintenance of college facilities, balance budgets, develop and maintain effective parent-college relationships, deal with disciplinary issues, attend sporting functions, meet accountability requirements and maintain a family and personal life may be one of the most critical issues for polytechnic education.

The role of leaders in polytechnic educational institutions has changed in recent years, becoming increasingly complex and demanding. Polytechnic institutions are becoming more autonomous and are facing higher levels of accountability, while serving more diverse stakeholders and being confronted with a broad range of social issues. The polytechnic educational institutional leaders will require a broad range of skills and qualities in order to effectively discharge the roles and responsibilities in leading the polytechnic institutions.

Improving learning outcomes requires an approach to leadership development, which focuses on ‘instructional leadership’. This means
attempting to change the mind-set of leaders to regard the processes of teaching and learning as central to their role rather than simply leaving such matters to educators.

The stakeholders in polytechnic education system at all levels are riddled with series of problems, which include poor academic performance of students, cheating in examination and poor attitude of teachers to teaching. The principals are blamed for non-performance of their duties and their failure to exhibit appropriate leadership behaviours to solve these perennial problems besieging education system. The main duty of the principal is to enhance teaching and learning in the polytechnic colleges.

In light of the vital and complicated role principals play in helping students prepare for the new challenges they face, the notion of a shortage of effective principals is a serious concern. Even without this potential future shortage, polytechnic colleges are faced with the difficult task of finding quality leaders. The quality of available candidates for polytechnic college leadership vacancies is a more serious problem than the quantity of candidates. Developing polytechnic college leaders who are able to adapt their practice and lead effectively in a changing college context has never been more to enable students to access the labour market. Through the use of insufficient practices, they have failed to provide polytechnic colleges with the highly skilled leaders that are needed.

Polytechnic college leaders face constraints such as those posed by lack of autonomy in guiding their colleges due to the centralized locus of decision-making and those posed by collective bargaining agreements. Amidst these challenges, polytechnic college leaders also face cultural resistance to changing their roles and reforming their colleges due to the inertia of past practice. The reasons for the resistance are myriad: polytechnic colleges and teachers still operate in a high degree of isolation which makes a
culture of collaboration difficult; past leader roles are steeped in hierarchical structures of positional authority which have been deeply engrained in polytechnic college communities’ conception of a leader and increased accountability demands for results put pressure on leaders to attend to short-term management solutions rather than long-term, collaborative growth solutions.

1.9 AIM AND PURPOSE

While education can learn from different settings, educational leadership has to be centrally concerned with the purpose or aims of education and learning. These purposes or goals provide the crucial sense of direction to underpin institutions management. While there is global interest in leadership and management, because of its perceived importance in developing and maintaining successful colleges and education systems, there is much less clarity about which leadership behaviours are most likely to produce the most favourable outcomes. Hence, the main aim of the present research is to identify and understand the major leadership quality practices which would affect the performance of the stakeholders of the autonomous polytechnic colleges in Tamil Nadu.

The purpose of the present research is to examine carefully the current leadership quality practices and its impact on the performance of faculty members and students in the autonomous polytechnic colleges in Tamil Nadu. The present research is also carried out to identify the factors affecting the leadership quality practices and selection of the autonomous polytechnic colleges by the students. It also focuses to identify the relationship between characteristics of faculty members and leadership quality practices and the relationship between characteristics of students and performance results in autonomous polytechnic colleges in Tamil Nadu. The present research is also aims to identify the strategies to improve the
leadership quality practices and performance results of the autonomous polytechnic colleges in Tamil Nadu.

With this background, the present research is attempted to “Study the Leadership Quality Practices and the Performance of Autonomous Polytechnic Colleges in Tamil Nadu” with the following objectives.

1.10 OBJECTIVES

1. To examine the leadership quality practices and performance results of autonomous polytechnic colleges.

2. To analyse the relationship between characteristics of the faculty members and leadership quality practices of autonomous polytechnic colleges.

3. To analyse the relationship between characteristics of the students and performance results of autonomous polytechnic colleges.

4. To identify the factors affecting the leadership quality practices and selection of autonomous polytechnic colleges.

5. To study the inter-relationship between leadership quality practices and performance results of autonomous polytechnic colleges.

1.11 HYPOTHESES

1. There is no significant difference among the constructs of each dimension of leadership quality practices in autonomous polytechnic colleges.
2. There is no significant difference between the dimensions of leadership quality practices in autonomous polytechnic colleges.

3. There is no significant relationship between the characteristics of faculty members and leadership quality practices in autonomous polytechnic colleges.

4. There is no significant difference among the constructs of each dimension of performance results of autonomous polytechnic colleges.

5. There is no significant difference between the dimensions of performance results of autonomous polytechnic colleges.

6. There is no significant relationship between the characteristics of students and performance results of autonomous polytechnic colleges.

7. There is no significant association between the leadership quality practices and performance results of autonomous polytechnic colleges.

8. There is no significant inter-relationship between leadership quality practices and performance results of autonomous polytechnic colleges.

1.12 SIGNIFICANCE OF THE STUDY

The characteristics features of the faculty members and students would be useful to understand the teaching and learning environments which would critically influence the quality leadership practices and performance
results. The leadership quality practices and performance results would be helpful to formulate and implement the quality improvements and setting standards for learning outcomes. The factors affecting the leadership quality practices and selection of colleges would be useful to identify the key policy variables for formulating management strategies and also for decision making. The inter-relationship between leadership quality practices and performance results would be useful to understand the casual relationship between leadership quality practices and performance results which in turn in formulating the strategies for achieving the higher quality standards in polytechnic education.

1.13 ORGANIZATION OF THESIS

The first chapter deals with the introduction, statement of the problem, objectives of the study, hypotheses and significance of the study.

The review of literature is presented in the second chapter.

The third chapter deals with research methodology.

The fourth chapter presents leadership quality practices in autonomous polytechnic colleges in Tamil Nadu.

The fifth chapter deals with performance of autonomous polytechnic colleges in Tamil Nadu.

The sixth chapter deals with conclusion.

1.14 CONCLUSION

In this chapter, models of educational leaderships, pedagogy and leadership, leadership and change, leadership practices and students outcome,
polytechnic education in India and Tamil Nadu, statement of problem, aim and purpose, objectives, hypothesis, significance of the study and organisation of the thesis are presented in detail. In the next chapter, the review of literature has been presented.