PREFACE

Antecedent research shows that school Principal behaviour is secondary to teaching in having an impact on overall achievement and performance. The progress and success of all is contingent on effective behaviour of Principal’s to guide and support teaching and learning in schools. To materially upgrade the school system, Principal’s behaviour is the key figure as they are the primary drivers of change. Quality behaviour is essential in managing and administering a school in order to produce a generation of quality. The Principal’s performance behaviour appraisal process is a growth-based model intended to develop, support, and sustain leadership of the highest possible quality. It is a very well established fact that the quality of any educational institution is largely determined by the behaviour of head (Principal) and teachers managing it since mutual trust between the two are a key condition for the success of the process. The behaviour of the Principal’s assuring a paramount significance in determining the quality of the endeavor. Other factors such as equipment, laboratory, play ground, library etc., assume to be of secondary importance. Thus it is evident that the most significant factor of any effective system of education is the Principal’s behaviour.

It has been suggested by the researchers that performance is behaviour: the way in which organizations, teams and individuals get work done. Therefore this study considered the behavioral approach of performance which emphasized on what Principals do on the job. This manual has been designed as a resource. The Principal’s performance behaviour appraisal was done through an initial pilot study projected in some districts of Haryana.

The purpose of this manuscript was to measure performance seeking behaviour that Principals exhibit in schools. The conceptual framework that drives our performance seeking behaviour assessment, in the study focuses on two key dimensions of behaviour.

The two behaviour dimensions that were considered in the study were task oriented behaviour and organizational citizenship behaviour. These two behaviour dimensions measured the task performance and the contextual performance of school Principals. The researcher emphasized on these two behaviour with a view that
effective leaders are those who can address both the tasks and human aspects of their organizations.

The purpose of this study was to explore the overall performance seeking behaviour of Principals in schools that contribute towards the achievement of the institution. The study also aims to identify ineffective behaviour exhibited by Principals as perceived by Principals themselves, teachers, parents and students. The study also investigated the differences in the perception level of respondents regarding behaviour of schools Principals.

Here the researcher compared the extent to which performance seeking behaviour of Principals differ in 3 different types of schools (central, private and government schools). The study explored the possibilities of further development by analyzing the behaviour and will help to provide guidance and direction to Principals who wish to exercise their leadership in a more appropriate and effective way particularly in a context of change. Literature was reviewed for the purpose of understanding various behavioral dimensions of school Principals.

The research design used in the study was exploratory in nature where data was collected through interviews, observations and questionnaire. The researcher used a qualitative method to collect and analyze the research data. The qualitative research framework was adopted to gain an understanding of the performance seeking behaviour of the Principals in relation to their task and organizational citizenship behaviour. The subject of the study was the Principals of the schools while the key informants comprised of teachers, students and parents from the schools. Transcriptions of the interviews and observation were made immediately after each interview and observation. However, the observations and interview was not scored in the study but was helpful in compiling the suggestions. The researcher recommends that in future research observations and interview could be included in the analysis part also.

A questionnaire method was employed and the data was drawn from Principals, teachers, students and parents. The purpose was to get relevant information from the respondents, which might be helpful for the study. The findings of the study will contribute towards school excellence as the study evaluated the behaviour of the
Principals. The research provided implications regarding school Principals behaviour. Limitations and recommendations were also discussed so that future researcher can take them into consideration.

The study has been divided into five chapters and appendices. The brief descriptions of the chapters are given below:

**Chapter -1. Introduction:** This chapter comprises of general background of the problem, conceptual framework, process at a glance, overview of behavioral dimensions.

**Chapter -2. Review of literature:** This chapter deals with the available literature relevant to the present study. In research work reviews of related literature is very important and complex aspect. Without study of related literature, the researcher cannot complete the research work. In the study the literature review was considered to be an integral part of the entire research process and made a valuable contribution to almost every operational step as-

i) It provided a theoretical background to the study.

ii) It reviewed the means by which researcher established the link between what researchers was proposed to examine and what has already been studied. In other words, it helped to define the research methodology.

iii) Through the literature review, the researcher was able to present how findings have contributed to the existing body of knowledge.

iv) It enabled the researcher to contextualize the findings.

**Chapter -3. Research methodology:** It covers the instruments adopted to investigate the topic under references, tools and techniques used for data collection, design of the study which contains research design, sampling procedure, scaling, statistical methods of data analysis and interpretation.

**Chapter-4. Data Analysis and Interpretation of the result:** It covers detailed analysis of data about the behaviour of schools Principals.

**Chapter-5. Findings, Recommendations and Conclusion**

**APPENDICES :-**

Appendix 1 Questionnaire

Bibliography