CHAPTER-I

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Education emerged simultaneously to the human race. The history of human civilization is in fact, the history of gradual excellence in education. It is the chief symptom and even the means of our civilization. James Mill, the famous English philosopher once said, “Education does not perform everything, but there is hardly anything which it does not perform.” The importance of far-reaching truth has begun to be increasingly realized only in recent years. Thus education is the key to all process of development especially human development. Education is fundamental to all-round development of human potential—material and spiritual. Therefore, it has been viewed as potential instrument of social change and rapid development. Precisely, education is at the heart of development.

A developing society like ours should take into account not merely the needs of a growing economy but also those of a new culture that would reflect the spirit of a dynamic, liberal and growth oriented society. But, if education has to play a significant role in a society, it has to assist in the creation of new values and attitudes in place of the old, so that the obstacles in the path of modernization may be removed.

One of the most influential educational discourses of the early 80s was school effectiveness/school improvement. School effectiveness research has its origins in a general dissatisfaction with the ‘deterministic’ and ‘permistic’ view of schooling which suggested that schools, teachers and educators generally have little effect on the different ways different pupils perform in school.

Over the last two decades, administrators, policy makers and researchers have focused attention on the effectiveness of schools. Principals, teachers, parents, students and evaluators who have shown an obvious interest in assessing
the existing levels of effectiveness of the staff, students and programmers, would no doubt ideally prefer checklists of indicators to measure the quality of performance, regardless of context. Academics tend to have broader interests covering the fundamental issues of arriving at definition of effectiveness, isolating major determinants of effectiveness, and building conceptual models to understand effectiveness generally and school effectiveness particularly.

School is a vital life-giving environment to the extent that it brings into the life of its students and abiding love and appreciation for all that is best and most significant in national and human life. It is very important to a school to maintain itself as an institution sensitive to the realities of its surroundings. So, the environment of the school plays a vital role in rendering the school as the most successful social institution adding to its educational productivity. Therefore, John Dewy rightly remarked that education is a tripolar process, involves the pupil who receives education, the teacher who imparts education and the social environment in which all educational activities take place.

However, schooling cannot properly educate specialists of any kind, if it does not take the initiative in dealing with every educational influence, which produces a “total man”. Hence to shape and modify the behavior of man through education, which comes about spontaneously without any conscious effort, initiative must be taken by the educators to produce the “whole man” through life long education.

The effective education for all students in school by which we mean high outcomes in knowledge, skills and attitudes of all students, regardless of their gender the socio-economic background or their ethnic origin. The effective school characteristics can be grouped under the main headings of a quality of instruction, time for learning and opportunity to learn. Furthermore, the principles of consistency, cohesion, control and constancy are applied to achieve effectiveness of school.

The success of an organization depends on the effective and associated efforts of many individuals. To a considerable degree, the actions of human
beings are determined by their association with formal organizations. Formal organizations have leaders and purposes. Achievements of objectives which have been set depend upon co-operative efforts of individuals. The leader of an organization ensures that associated efforts are productive.

Our new millennium promises to demand even more sacrifices from teachers, students and principals as expectations rise and pressure increase for educational outcomes. Only emotionally intelligent leaders are aware of their own make-up and are inspiring to others.

For school leaders, good communication is imperative as we communicate the state of student achievement, in our schools, the needs of our schools of patrons, the success of our schools and the direction of our efforts.

Educational leaders of future are expected to perform the roles of planned organism of curricula, innovator of educational ideas, practices and systems and motivators to learners in many creative, unconventional ways. At the same time, efficient organizer of learning situation and democratic group leader.

The future society in India will be different from the present society in many respects. The role of the leader of an educational institution will have to be shaped in the light of the changing demands of the school.

In this context, it becomes important to understand the terms – School Effectiveness, Emotional Intelligence, Communication skills and change Proneness.

1.1 SCHOOL EFFECTIVENESS

The term School effectiveness is a very comprehensive term to define in its actual shape. Most of the School Effectiveness studies have focused on academic achievement in terms of basic skills in reading and mathematics, or examination results. However, there is hardly any study that provides evidence of combination of school environment, students’ performance and teacher performance for school effectiveness.
Learning takes place from early years of life of child, but formal systematic learning aimed at achievement of specific competencies within a specific time span of life is expected to be organized by an elderly, trained person designated as a teacher through an institution recognized as a school. If the learners achieve the level of competencies predetermined by prescribed syllabus, within the specific period of time, the school is usually considered as efficient and effective.

School effectiveness has been defined by Mortimore (1991) ‘an effective school is one, in which students’ progress further than might be expected from a consideration of its intake’. According to this definition, an effective school adds extra value to its student’s outcomes in comparison with other schools serving similar intakes. By contrast, in ineffective school students make less progress than expected, given their characteristics at intake. However, by this time, emphasis had shifted away from social and cultural considerations to the study of the school as an organization. Social theories were perceived as over deterministic and social disadvantages were thought possible to overcome by appropriate forms of educational management. School effectiveness is also linked to economic factors in the developing world.

1.1.1 Defining effective schools

This article is divided into five sections:

- Identifying characteristics of effective schools
- Schools succeeding in difficult circumstances
- Key factors for school effectiveness in developing countries
- Implications for quality development principles
- School leadership and the effective school.

1.1.2 Identifying characteristics of effective schools

School improvement concerns the raising of students’ achievements and the school’s ability to manage change (Reynolds, 2001). One can compare one’s own school and individual performance against a set of benchmarks and criteria of
school effectiveness and school improvement. In terms of school effectiveness it is possible to identify several characteristics of effective schools.

For example, the seminal work of Rutter (1979) identified eight main characteristics:

- School ethos;
- Effective classroom management;
- High teacher expectations;
- Teachers as positive role models;
- Positive feedback and treatment of students;
- Good working conditions for staff and students;
- Students given responsibility;
- Shared staff-student activities.

This was echoed by Her Majesty’s Inspectorate (Department of Education and Science, 2000), who suggested twelve characteristics of effective secondary schools:

- Good leadership by senior and middle managers;
- Clear aims and objectives that were translated into classroom practice;
- An emphasis on high academic standards;
- A relevant but orderly and firm classroom atmosphere;
- Positive relationships with students, encouraging them to express their view;
- A well-planned curriculum;
- Concern for students’ overall well-being, with effective pastoral systems;
- Well qualified staff that possesses effective subject and pedagogical knowledge;
- Suitable and stimulating physical environments;
- Effectively deployed resources;
• Positive relationships with the community;
• The capability to identify and solve problems and to manage change and development.

Smith and Tomlinson (1990) suggested four key characteristics of successful secondary schools:

• Effective leadership and management by senior and middle managers;
• Teacher involvement in decision-making;
• Climate of respect between all participants;
• Positive feedback to and treatment of students.

In the primary school sphere Mortimore (1988) influential School Matters: The Junior Years, Mortimore (1991), Alexander, Rose and Woodhead (1992), Sammons (1994) and Reynolds (2001) identified the following factors as critical to the success of schools:

• Purposeful leadership by the headteacher (principal);
• The involvement of the deputy headteacher (vice-principal);
• Involvement of teachers;
• Consistency amongst teachers;
• Structured teaching sessions;
• Intellectually challenging teaching;
• A work-centered environment;
• Limited focus in teaching sessions and the reduction to three or four at most in the number of activities/curriculum areas taking place simultaneously in classrooms;
• Maximum communication between teachers and students;
• Increased whole class interactive teaching;
• Parental involvement:
• Record keeping:
• A positive climate in the school.

In an important short paper in 2002, the Institute of Public Policy Research (Burke) suggested seven key characteristics of effective schools:

1 **Leadership at all levels**: strong, purposeful, adoption of more than one style.

2 **Management and organization**: clear, simple, flatter structures.

3 **Collective self-review**: involving all staff and leading to developing new practices.

4 **Staff development**: systematic and involving collective and individual needs.

5 **Environment/building/uplifting ethos**: visually and orally positive, promoting positive behavior, high expectations.

6 **Teaching and learning**: creative debate amongst teachers and curricula and pedagogy.

7 **Parental involvement**: parents as partners in education.

Sammons (1994) identify eleven factors of effective schools:

• **Shared leadership** (firm, purposeful, participative - the leading professional):

• **Shared vision and goals** (unity of purpose, consistency of practice, collegiality and collaboration):

• **A learning environment** (an orderly atmosphere and attractive environment):

• **Concentration on teaching and learning** (maximization of learning time, academic emphasis, focus on achievement):

• **High expectations** (all round, clear communication of expectations, providing intellectual challenge):

• **Positive reinforcement** (clear and fair discipline, feedback):
• **Monitoring progress** (monitoring pupil performance, evaluating school performance);

• **Pupil rights and responsibilities** (high pupil self-esteem, positions of responsibility, control of work);

• **Purposeful teaching** (efficient organization, clarity of purpose, structured lessons, adaptive practice);

• **A learning organization** (school-based staff development);

• **Home-school partnership** (parental involvement).

Cheng (2005) summarizes much research as indicating seven major factors in creating effectiveness:

1. *The nature of the leadership by the headteacher* (setting the mission, involving staff).

2. *Academic push or academic press*: high expectations of what students can achieve, creating large amounts of learning time (including homework) and entering large numbers for public examinations.


5. *Organizational control of pupils* (reinforced by cohesion and consistency in the school together with collective ownership of practices and effective communication).

6. *Organizational consistency across lessons in the same subjects, different subjects in the same years and across years.*

7. *Organizational constancy* (limited staff turnover).

    Key features of effective schools appear to be emerging (Weber, 2003):

• An emphasis on learning;

• The learning environment:
• Purposeful teaching;
• High expectations;
• Shared vision and goals;
• Professional leadership;
• Monitoring progress;
• Home-school partnerships;
• Pupils’ rights and responsibilities;
• Positive reinforcement;
• Staff development;
• Outside support.

Hopkins & Stoll (1995): schools can ‘make a difference’ if they develop four features:

• **Enquiry and reflection by staff** (embracing needs assessment, support structures, setting priorities);

• **Collaborative planning** (in the context of shared visions; involvement of several partners; developing and utilising mechanisms for collaborative planning; action planning and development planning);

• **Staff development** (involving support for new initiatives);

• **Involvement of students** (at all stages of the process of development).

In the Australian context, a major study in 2001 (Reynolds 2001) reported some initial reluctance, for a range of reasons (e.g. standardized testing procedures) to be involved in school effectiveness programmes and monitoring. The Australian Education Council’s *Good Schools Strategy*, commencing with its *Effective Schools Project* in 1991 collected data from over 2,300 Australian schools (30 per cent) through the Australian Council for Educational Research and found four key areas which contributed to school effectiveness:
• Staff (65 per cent of the responses);
• School ethos (58 per cent of the responses);
• Curriculum (52 per cent of the responses);
• Resources (48 per cent of the responses).

It may also be useful to look to Australia for evidence on defining effective schools. From Australia come these five key factors:

1. ‘Strong leadership at the building level;
2. ‘Best practice’ teaching;
3. An organizational climate that supports good work by teachers;
4. Curriculum that fosters an ‘instructional emphasis’ or an ‘academic press’
5. A pupil progress measurement system that is geared more to the next lesson’s teaching than the next grade promotion.’

With this in mind, Australian academics and policy analysts were critical of simplistic school effectiveness policies on several grounds:

• ‘Questionable methodological procedures;
• Narrow concepts of effectiveness;
• The emphasis on standardized achievement;
• The danger of recreating the dream of the efficient one-best system of instruction;
• The conservative and simplistic prescriptions for effectiveness, improved standards and excellence.’

By contrast it was reported that Australian school communities valued the following, often intangible elements of school effectiveness (McGaw, 1992):
• ‘Positive relationship with learning;
• Development of a positive self-concept;
• Sense of self-discipline and self-worth;
• Students’ living skills – becoming a productive and confident member of the adult world;
• The development of appropriate value systems;
• The preparation of the student for the next stage of learning.’

Further, in an important study of New South Wales, it was suggested that, whilst schools clearly make a difference, it is within-school (e.g. teacher-specific) and out-of-school factors that contribute most to school effectiveness, e.g. socio-economic status, parental behavior. Only a small proportion of the variance between schools is accounted for by whole-school factors (Witte & Walsh, 2006).

The research reported little appetite by schools for simplistic measures of effectiveness, and, indeed the New South Wales Teachers Federation banned such published data. The researchers identified several implications for educationists:

1 Accountability was a local issue, with little interest in large-scale testing programmes designed for accountability to a wider audience.

2 Problems of discipline and behavior management did not appear to be a major barrier to effective schools.

3 School effectiveness was seen to be much more than maximizing academic achievement. ‘Learning, the love of learning; personal development and self-esteem; life skills; problem solving and learning how to learn; the development of independent thinkers and well-rounded, confident individuals. all rank as highly or more highly in the outcomes of effective schooling as success in a narrow range of academic disciplines’ (Reynolds, 2001).
The role of central administrators was to set broad policy guidelines and to support schools in their efforts to improve, particularly through providing professional support services.

Since this early study, there has been a range of research into school effectiveness, improvement and quality in Australian schools, not least through the work of Caldwell, who is a major influence in Anglophone countries in terms of autonomous schools, devolution of school budgets and resource allocation, the mercerization of education, and self-managing schools.

The school improvement literature tells us that effective schools are frequently self-managing and self-improving – they do it to themselves, often with some form of external support. Gray (1999) suggest that effectiveness describes above-expectation pupil academic performance, and improvement is a sustained upward trend in effectiveness. An improving school is one that increases its effectiveness over time – increasing the value-added it generates for students over time. For improvement to be effective requires: vision, monitoring, planning, and performance indicators.

Commenting on school effectiveness in Australia, Tizard (2007) suggests that underpinning the school effectiveness literature is a view that:

(a) All students can learn, under the appropriate conditions (i.e. that school’s are not simply sorting mechanisms for later life);

(b) School effectiveness depends on the equitable distribution of learning outcomes across the whole student population (not just a minority who may go on to University);

(c) Effective schools ‘take responsibility for students’ learning outcomes, rather than blaming students and their environment’;

(d) The more consistent are the teaching and learning processes within the school, the more effective the school is.
Clearly one has to be extremely cautious in understanding and approaching the concept of school effectiveness. It is not a unitary concept; rather it is complex, multi-dimensional, and not reducible to single or simple measures. It is clear that teacher effectiveness plays a very considerable part in school effectiveness. The problems which are being found are of process, of support, of changing individual teachers, not of producing or emulating checklists.

Drawing together the several features of effective schools outlined so far, a common core of features emerges, indicating overall characteristics of effective schools. It would be useful, perhaps, for principals and schools to identify where they stand in relation to the factors indicated.

1.1.3 Schools succeeding in difficult circumstances

Schools which succeeded ‘against the odds’ in improving against a background of significant pupils and community disadvantage (Maden and Hillman 1996) shared several characteristics:

- A leadership stance which embodies (in its leadership team) an builds a team approach;
- A vision of success couched in academic terms and including a view of how to improve;
- Careful use of targets;
- Improvement of the physical environment;
- Common expectations about behaviors and success;
- Investment in good relations with parents and the community.

Characteristics of less successful schools Verma & Chabra (2004) have been found to be:

At whole-school, including leadership, level:

- Lack of competence needed to improve;
- Unwillingness to accept evidence of failure;
- Blaming others – pupils, parents, etc;
• Fear of change and of outsiders who embody it;
• Belief that change is for other people;
• Controlled by change rather than in control of it;
• Dysfunctional relationships, with colleagues;
• Goals that is not plausible or relevant;
• Lack of academic focus;
• Principles who take no interest in curriculum and attainment;
• Passive about recruitment and training;
• School does not build longitudinal databases on pupils; progress – not outcomes-oriented;
• Valid improvement strategies are adopted but not carried through;
• Governing/managing bodies may be passive, lack knowledge or have factions (maybe political or ethnic).

1.1.4. Key factors for school effectiveness in developing countries

Reynolds (2001) reported a range of factors affecting achievement in developing countries (including Thailand and India) (see table below). The factors associated with student achievement in developing countries were not always the same as those conventionally used in some school effectiveness research. In terms of positive factors these included, for example:

• Length of instructional programme (86 per cent)
• School library activity (83 per cent)
• Years of teacher training (71 per cent)
• Textbook and instructional materials (67 per cent)

Low effectiveness generating factors were:

• Teachers’ salaries (36 per cent)
• Reduced class size (24 per cent)
• Pupil grade repetition (20 per cent)
### Table 1.1
School quality indicator and expected direction of relationship

<table>
<thead>
<tr>
<th>12 School quality indicator</th>
<th>Expected direction of relationship</th>
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<tbody>
<tr>
<td><strong>School expenditure</strong></td>
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<tr>
<td>1 Expenditure per pupil</td>
<td>+</td>
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<tr>
<td>2 Total school expenditure</td>
<td>+</td>
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<tr>
<td><strong>Specific material inputs</strong></td>
<td></td>
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<tr>
<td>3 Class size</td>
<td>-</td>
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<tr>
<td>4 School size</td>
<td>+</td>
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<tr>
<td>5 Instructional materials</td>
<td>+</td>
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<tr>
<td>6 Instructional media</td>
<td>+</td>
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<tr>
<td>7 School building quality</td>
<td>+</td>
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<tr>
<td>8 Library size and activity</td>
<td>+</td>
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<tr>
<td><strong>Teacher quality</strong></td>
<td></td>
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<tr>
<td>9 Teacher’s length of schooling</td>
<td>+</td>
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<tr>
<td>* total years of teacher’s schooling</td>
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<tr>
<td>* years of tertiary and teacher training</td>
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<tr>
<td>10 In-service teacher training</td>
<td>+</td>
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<tr>
<td>11 Teacher’s length of experience</td>
<td>+</td>
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<tr>
<td>12 Teacher’s verbal proficiency</td>
<td>+</td>
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<tr>
<td>13 Teacher’s salary level</td>
<td>+</td>
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<tr>
<td>14 Teacher’s social class background</td>
<td>+</td>
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<tr>
<td>15 School’s percentage of full-time teachers</td>
<td>+</td>
</tr>
<tr>
<td>16 Teacher’s punctuality and low absenteeism</td>
<td>+</td>
</tr>
<tr>
<td><strong>Teaching practices/classroom organisation</strong></td>
<td>+</td>
</tr>
<tr>
<td>17 Length of instructional programme</td>
<td>+</td>
</tr>
<tr>
<td>18 Homework frequency</td>
<td>+</td>
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<tr>
<td>19 Active learning by students</td>
<td>+</td>
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<tr>
<td>20 Teacher’s expectations of pupils performance</td>
<td>+</td>
</tr>
<tr>
<td>21 Teacher’s time spent on class preparation</td>
<td>+</td>
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<tr>
<td><strong>School management</strong></td>
<td></td>
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<tr>
<td>23 Quality of principal</td>
<td>+</td>
</tr>
<tr>
<td>24 Multiple shifts of class each day</td>
<td>-</td>
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<tr>
<td>25 Student repetition of grade</td>
<td>+</td>
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</tbody>
</table>

The research indicated that resource variables were significant factors in contributing to school effectiveness (e.g. financial resources. Availability of
textbooks, equipment), as were teacher quality variables (e.g. initial and post-initial training, competence levels).

1.1.5. Implications for quality development principles

School improvement projects have several common features (Morrison 2002); they:

• are not initiated from the top;
• include all stakeholders;
• are not undertaken simply for political or micro political motives;
• are non-threatening to students and staff;
• obtain high levels of commitment from all participants;
• consider relationships amongst individuals;
• use external agents as for advice;
• include considerable staff development;
• include monitoring;
• rely on effective leadership and leadership support;
• promote, and build on a positive school climate;
• have a problem-solving orientation;
• include considerable staff input;
• have leadership which enables rather than prevents or blames;
• keeps parents informed and involved;
• builds non-hierarchical relationships in schools.

That said, it is difficult to find agreement in what constitutes high quality because people ascribe different meanings to quality.

1.1.6. School leadership and the effective school

School leadership is an essential component to any effective school and the demands made of principals are complex. One can divide the exercise of principalship into many dimensions, including (Department for Education and Science, 2000):
A. The core purposes of the Principal:

‘To provide professional leadership for a school which secures its success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement;

B. Key outcomes of Principals:

• **Schools** where there is a positive ethos, where efficient and effective use is made of staff, accommodation and resources, and where financial control and administration are effective in securing the implementation of the school development plan and where self-evaluation takes place;

• **Students** who make progress in relation to their abilities and who are enthusiastic about learning;

• **Teachers** who have a secure knowledge of their subjects(s) and teaching, evaluation and planning, and who are supported in their work;

• **Parents** who enjoy an effective partnership with the school.

C. Professional knowledge and understanding:

• What constitutes quality in educational provision; characteristics of effective schools; strategies for raising students’ achievements; how to promote the all-round development of students (not simply academic);

• Application of IT to teaching, learning, assessment and management;

• How to gather and use data to establish benchmarks, to set targets for improvement, to monitor and compare standards, to improve standards;

• How to plan, organize, develop, monitor and evaluate curricula, teaching and learning, assessment and evaluation, home-school liaison;

• Knowledge of how leadership style can be used to promote positive learning and practice in staff and students;
• Management strategies, legal frameworks, equal opportunities, teachers’ rights, protections and responsibilities, external relations;

• Staff development and career development;

• Strategies to promote equal opportunities, multicultural education, citizenship and teaching for diversity.

D Skills and attributes of the Principal:

• Leadership skills: managing with people to achieve shared goals; creating and securing commitment; managing change; prioritising and planning; building high performing teams; coordinating work and practice; devolving responsibilities; motivating and inspiring staff, students, parents and the wider community; being a role model for staff and students; seeking advice and support; handling people sensitively and resolving conflicts; energising and enthusing staff.

• Professional competencies and expertise: achieving credibility and offering professional direction for the school; making use of data on school performance; learning from and applying effective practice from other sources; being up to date with developments in school-related aspects of education.

• Decision-making skills: investigating and solving problems; thinking creatively and imaginatively to anticipate and solve problems; demonstrating effective judgement.

• Communication skills: through a variety of media; genuine two-way communication (i.e. where feedback makes a difference to the Principal); listening; asking for, and providing, information, opinion and advice; negotiating, consulting, maximizing communication; encouraging creative disagreement; replacing a blame culture with a learning culture.

• Self-management skills: being available; working under pressure; accepting that one may not have the right answer; admitting error and one’s own
limitations; being involved in one’s own professional development; self-evaluation.

• **Attributes**: personal impact and presence; adaptability to changing situation and new ideas; energy, vigour, enthusiasm; intellectual ability; reliability and integrity; commitment.

**E. Key areas of being a Principal**:

• **Strategic direction and development of the school**: leading by example: providing inspiration and motivation; embodying the vision for the school; creating an ethos and vision to promote effective teaching and learning and achievement by students; securing the willing commitment of staff, students and parents; operating democratically; creating a clear and shared development plans – with priorities, short-term, long-term and medium-term targets, financial implications and accountability, all to secure improved student achievement and teacher effectiveness; securing the willing commitment of teachers and parents; ensuring the involvement of teachers and the community in agreeing the direction of the school; monitoring and evaluating the activities and outcomes of the school; securing policies for all aspects of school practice, development and achievement.

• **Teaching and learning**: creating an environment which promotes motivated and effective teaching and learning and consequent standards of achievement; agreeing, planning and implementing the most effective curricula to meet the goals of the school; identifying areas for development and improvement; providing support for teaching, learning, teachers and learners; encouraging free thinking, creativity, autonomy and higher order thinking; keeping up-to-date with new developments in teaching and learning; being innovative and open; supporting risk-taking; being a model of effective teaching and learning; monitoring and evaluating the quality of teaching and learning for all students and staff; ensuring equality of opportunity and uptake for all students; creating positive strategies for all students to learn; linking with the outside community and the world of work; creating and sustaining effective partnerships with
parents and the community to maximize students’ achievements; ensuring that the school provides the maximum ‘added value’ for all students and staff, taking due account of starting points.

• **Leading and managing staff**: maximizing the contribution of staff to effective student learning and achievement; promoting constructive and positive working relationships between all parties in the school; monitoring, evaluating and improving the quality of the activities of the school; ensuring clear delegation; using appraisal for staff and school development; being accountable to staff and parents; providing career development for staff; being open; acknowledging one’s own limitations; motivating and enabling staff to perform their work to the highest standard; leading professional development in the school; being a model of good practice; being both involved in the day-to-day work of the school and able to stand back from it to see a larger picture; understanding staff expectations and promoting their motivation.

• **Efficient and effective deployment of staff and resources**: recruitment, development and retention of high quality staff; maximizing the deployment of staff; using funds to maximum benefit; monitoring the range, quality, quantity and use of all available resources in order to improve the quality of teaching, learning, achievement and value for money.

• **Accountability**: being open and accountable to teachers, parents, school managers, the wider community; providing information to all stakeholders; creating and developing a school in which everyone recognizes 360° accountability; presenting an accurate and complete picture of the school and its performance to all stakeholders; ensuring that parents are well informed about the curriculum attainment and progress of the students, and how they can support the school’s goals.

Clearly the list is formidable; that is a fair reflection of reality. The task of quality development for effective schools is complex.
1.2 EMOTIONAL INTELLIGENCE

"All learning has an emotional base." -- Plato

The future of our society depends on a strong and vibrant education system. The 90s brought us accountability and high stakes testing and our new millennium promises to demand even more sacrifices from teachers, students, and Principals as expectations rise and pressures increase for educational improvements. Quality leadership from school Principals will be crucial in creating schools capable of producing students who can excel and compete in today’s challenging global economy.

Doubtlessly, Principals are the key component of any systematic school reform effort.

School capacity is a critical factor that affects instruction and student achievement. Principal leadership is one of the most important components of a school’s capacity, particularly the brand of Principal leadership that is centered on the development of teachers’ knowledge and skills, the maturation of the school as a professional community, the structuring of a coherent school program, and the acquisition of essential technical resources. (Fullan, 2000).

Fullan (2000) described the modern leader as a social architect capable of generating intellectual capital in the organizations they lead. He added that leaders are in a position to influence others and must have the social skills to take advantage of that position. Fullan elaborated on the characteristics of educational leaders capable of leading sustained educational changes. He observed that “Effective leaders combine a strong sense of moral purpose, an understanding of the dynamics of change, and great emotional intelligence as they build relationships.”

Previously, Fullan had identified five traits that Principals must develop in this culture of change. The traits were: a) a strong sense of moral purpose, b) an understanding of the dynamics of change, c) a commitment to developing and sharing new knowledge, d) a capacity for coherence making and e) emotional
intelligence as they build and foster relationships. The latter of these traits has received little treatment in the research literature where educational leadership is concerned.

Fullan emphasized that “Emotionally intelligent leaders are aware of their own emotional makeup, are sensitive and inspiring to others, and are able to deal with day-to-day problems as they work on more fundamental changes in the culture of organization.” Goleman, Boytzis and Mekee (2002) posited that leaders use emotional intelligence to develop relationships that are in-sync with their organization by forming “emotional bonds that help them stay focused even amid profound change and uncertainty.” Essentially, the Principals of the future will need to be attuned to the big picture, and be able to think conceptually as they transform the organization through people and teams. They will also need to possess strong interpersonal skills, be able to get along with others, and exercise high levels of intelligence and energy.

Emotional intelligence is increasingly relevant to organizational development and developing people, because the Emotionally Intelligent principals provide a new way to understand and assess people’s behaviors, management styles, attitudes, interpersonal skills and potential.

Emotion refers to a feeling state (including physiological responses and cognitions) that conveys information about relationships. Emotions are intense feelings that are directed towards someone or something, and are considered to be critical factors in employee behavior. Traditionally, it has for long widely acknowledged that emotions and feelings of individual workers have lesser role in work contribution and effective work place management. Since one cannot smell emotions, touch emotions, taste emotions and measure or quantify emotions, this non-tangible phenomenon got only limited attention from management, at work place. Management considers emotions as too subjective and whimsical phenomenon, which contributes less to productivity and profit. While it has been reported by many researchers and authors that effective judgment of the work situation that depends on the exploration of emotional information. This
information is closer to the intelligence of a person and needs to be thoroughly evaluated in to.

Emotional intelligence links strongly with the concepts of love and spirituality, bringing compassion and humanity to work, and also to ‘multiple intelligence’ theory which illustrates and measure the range of capabilities people possess, and the fact that everybody has a value.

Emotional intelligence is a type of social intelligence that involves the ability to monitor one’s own and others’ emotions, to discriminate among them and to use the information to guide one’s own thinking and actions (Mayer & Salovey, 2000).

Emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, describe, identify, learn from, manage, understand and explain emotions (Mayer & Salovey, 2000).

Wechsler (1940) defines Intelligence as the aggregate or global capacity of an individual to act purposefully, to think rationally, and to deal effectively with his environment. Intelligence refers to the capacity to reason validly about information. Emotional intelligence can be considered a mental ability that involves the ability to reason validly with emotional information, and the action of emotions to enhance thought.

Emotional Intelligence is a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action (Salovey and Mayer 1999). Emotional intelligence represents an ability to validly reason with emotions and to use emotions to enhance thought. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth.

Emotional intelligence refers to an ability to recognize the meanings of emotion and their relationships and to reason and problem-solve on the basis of
them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them. Emotional intelligence is a part of human personality, and personality provides the context in which emotional intelligence operates. Generally speaking, emotional intelligence improves an individual's psychosocial adjustment with effective group living. The higher the emotional intelligence indicates the better social and group living. Emotional Intelligence is a master aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering with them.

1.2.1 A Brief History of Emotional Intelligence

Salovey and Mayer coined the term 'Emotional Intelligence' in 1990 describing it as "a form of social intelligence that involves the ability to monitor one’s own and others' feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action".

Salovey and Mayer also initiated a research program intended to develop valid measures of emotional intelligence and to explore its significance. For instance, they found in one study that when a group of people saw an upsetting film, those who scored high on emotional clarity (which is the ability to identify and give a name to a mood that is being experienced) recovered more quickly. In another study, individuals who scored higher in the ability to perceive accurately, understand, and appraise others’ emotions were better able to respond flexibly to changes in their social environments and build supportive social networks.

- 1930s – Edward Thorndike describes the concept of "social intelligence" as the ability to get along with other people.

- 1940s – David Wechsler suggests that affective components of intelligence may be essential to success in life.

- 1950s – Humanistic psychologists such as Abraham Maslow describe how people can build emotional strength.
• 1975 - Howard Gardner publishes *The Shattered Mind*, which introduces the concept of multiple intelligences.

• 1985 - Wayne Payne introduces the term emotional intelligence in his doctoral dissertation entitled "A study of emotion: developing emotional intelligence: self-integration; relating to fear, pain and desire (theory, structure of reality, problem-solving, contraction/expansion, tuning in/coming out/letting go)."

• 1987 – In an article published in *Mensa Magazine*, Keith Beasley uses the term "emotional quotient." It has been suggested that this is the first published use of the term, although Reuven Bar-On claims to have used the term in an unpublished version of his graduate thesis.

• 1990 – Psychologists Peter Salovey and John Mayer publish their landmark article, "Emotional Intelligence," in the journal *Imagination, Cognition, and Personality*.


### 1.2.2. Daniel Goleman and Emotional Intelligence

In the 1990’s Daniel Goleman became aware of Salovey and Mayer’s work, and this eventually led to his book, *Emotional Intelligence*. Goleman was a science writer for the New York Times, specialising in brain and behaviour research. He trained as a psychologist at Harvard where he worked with David McClelland, among others. McClelland was among a growing group of researchers who were becoming concerned with how little traditional tests of cognitive intelligence told us about what it takes to be successful in life.

Goleman argued that it was not cognitive intelligence that guaranteed business success but emotional intelligence. He described emotionally intelligent people as those with four characteristics:
1. They were good at understanding their own emotions (self-awareness)
2. They were good at managing their emotions (self-management)
3. They were empathetic to the emotional drives of other people (social awareness)
4. They were good at handling other people’s emotions (social skills)


1. Emotional Self-Awareness - Know what you are feeling and what your emotional state is, and then using that information to help you make effective decisions for better outcomes for yourself and others.

2. Emotional Self-Regulation - Possessing the ability to manage your emotional state and control ones interpretations of external events. The ability to choose how you feel and to be able to alter stress states.

3. Emotional Self-Motivation - The ability to use your emotions to create self action. One’s ability to work though resistance, to commit and to persist. Using your emotions to be positive, optimistic and confident.

4. Empathy - The ability to listen effectively and accurately enough to put yourself in the other person’s shoes. The ability to have perspective. You may not necessarily agree with them, but can understand the situation from their point of view in order to improve communication, problem-solving, and trust.

5. Managing Relationships - The ability to cooperate, consider and show care for others, appreciate difference and create win-win outcomes.

Each of these impacts how we feel inside and how we behave observable by others.
Managing varied form of emotions, which include varied forms of moods and impulses, is the difficult part one has to face in various incidents and thus it is a part of emotional intelligence. Managing self is thus the engaging and controlling conscious use of self in regulating the emotions in its best form so that effective coping with the innovative situations made possible. Here, the individual motivation to challenge or cope up with the situation deeply influences its outcome.

To what extend individual motivated to understand the change scenario or the charging situation and extend their flexible and adaptable effort towards effective coping that is the resultant response of rationale-emotive decision-making, his competence in effective use of skills, need prioritization and goal realization.

Salovey and Mayer (1999) Who considered EI as the ability to monitor one’s own and others feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action.

1.2.3. Psychological Dimensions of Emotional intelligence:

An emotionally balanced administrator is more required for modern organizations to be competitive and target oriented that in par with the requirement of educational institutions. Emotionally balanced workers have the attributes of emotional intelligence that includes self-awareness, self-confidence, transparency, adaptability, optimism, empathy, inspirational leadership and conflict management, mark the employees who excel. This indicates that the emotional intelligence rest on the pillars of competency, maturity and sensitivity

- **Emotional Competency**: this indicates one's the ability and capacity to effectively respond to emotional stimuli elicited by various situations, having high self-esteem and optimism etc.
- **Emotional Maturity**: this indicates one's the ability and capacity to effectively evaluate emotions of one and others, balancing state of heart and mind, adaptability and flexibility etc.

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• **Emotional Sensitivity**: this indicates one's the ability and capacity to effectively understanding intensity of emotional arousal, managing the immediate environment etc.

An administrator with high emotional intelligence can control, direct, lead manage his or her own moods and impulses, and there by communicate with others effectively, manage change well, solve problems, and use humor to build rapport in tense situations. Here one can observe the effective use of empathetic understanding on incidents or situations rather than sympathetic perception. In an empathetic understanding the individual members try to understand the internal frame reference without loosing oneself to the emotionally charged situations.

An empathetic understanding avoids many conflict generating situations. Empathy, a part of emotional intelligence regulate the emotional involvement of the individual and lead them to win-win conflict handling situations. It leads to better mediation and negotiation and result positive outcome. One of the major outcome of emotional awareness is the betterment of interpersonal relations at work and it leads to teamwork and team building exercise. Self-managing teams are the by-product of rationale- emotive adjustment of members at work based on common objectives and goal realization.

Emotional intelligence is a set competencies, which direct and control one's feelings towards work and performance at work. The set of competencies is the ability of the individual being to control and manage his or her moods and impulses, which contribute to best of situational outcomes. Understanding one's own moods and impulses of others or any situation helps one to respond and behave accordance with expectations. In a work situation workers effective use of skill and knowledge in time depends on the effective regulation of emotions at work and his readiness to contribute to best in their target accomplishment.

Knowing one's emotions and feelings as they occur, and tuning one's self to the charged situation, requires the emotional competency, emotional maturity and emotional sensitivity that determine the success of adaptability and adjustment with the change scenario. In a work situation, since it involves group of people
with different ideas, suggestions, and opinions, effective conglomeration of all these determine the best outcome. Here the emotional intelligence plays a significant role at work.

The idea of EI has struck a particular chord with many leaders today because it affirms what many have assumed for so long that general intelligence, as measured by our IQ, is not the only critical factor in predicting the success of leaders in real everyday organizations. As Goleman (2000) stated, “IQ today gets you hired, but EI gets you promoted.” Goleman (2000) suggested that as much as 80%-90% of competencies that distinguish outstanding leaders from average leaders are related to EI. If this is accurate, developers of leaders should look for ways to increase the acquisition and growth of these soft skills.

In recognition of this, Salovey and Mayer (2000) stated that “Despite the recent popularity of the construct, exactly how and to what extent EI accounts for effective leadership is unknown. There is little research published that has explicitly examined this relationship.”

### 1.2.4. Components of Emotional Intelligence

Most important aspect in effective coping or adjustment is the self-awareness viz., recognizing one's emotions, feelings, impulses and their effects and its impact on those around. The self-awareness enables one to understand the internal frame of references of one's self, the intuitions, strength and weaknesses, the recourses and competencies.

A better emotional and self-awareness help to have effective self-regulation in one's response towards varied situations. The emotional awareness leads to conscious use of self in a controlled manner and regulate one's emotional involvement and attachment to varied situations. Major indicator of emotional intelligence is the flexibility and the adaptability one shows toward charging situations. There may be fear, anxiety, frustration, tension, irritation, anger etc associated with the charging situations. To what extent individual worker shows his ability and adaptability with the charging situation that determine his capacity to manage self and manage emotions.
I.2.4.1. The four components of Emotional Intelligence

Every individual is born with a specific and unique potential for these components of Emotional intelligence:

**Figure 1.1**

Four components of Emotional Intelligence

1. **Managing Emotions**: Ability to identify emotions in one’s physical states, feelings and thoughts.

2. **Emotional Facilitation of thinking**: Emotions prioritize thinking by directing attention to important information. Emotions are sufficiently vivid and available that they can be generated as aids to judgement and memory concerning feelings. Emotional mood swings change the individual’s perspective from optimistic to pessimistic point of view.

3. **Facilitating thought**: Ability to label emotions and recognize relations among the words and the emotions themselves, such as the relation between linking and loving. Ability to interpret the meanings that convey regarding relationship, such as that sadness often accompanies a loss.

4. **Perceiving emotions**: Ability to stay open to feelings, both those that are pleasant and those that are unpleasant. It is ability to reflectively engage or detach from an emotion depending upon its judged informativeness or utility. Ability to reflectively monitor emotions in relation to oneself and others, such as recognizing how clear, typical, influential or responsible they are.

The Four branches of EI:

1. Perception Appraisal and Expression of Emotion
2. Emotional Facilitation of Thinking

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3. Understanding and Analyzing Emotions; Employing Emotional Knowledge

4. Reflective Regulation of Emotions to Promote Emotional and Intellectual Growth

**Perception, Appraisal and Expression of Emotion**

| Ability to identify emotion in one's physical states, feelings, and thoughts. | Ability to identify emotions in other people, designs, artwork, etc. through language, sound, appearance, and behavior | Ability to express emotions accurately and to express needs related to those feelings. | Ability to discriminate between accurate and inaccurate, or honest vs. dishonest expressions of feeling. |

**Emotional Facilitation of Thinking**

| Emotions prioritize thinking by directing attention to important information. | Emotions are sufficiently vivid and available that they can be generated as aids to judgment and memory concerning feelings. | Emotional mood swings change the individual's perspective from optimistic to pessimistic, encouraging consideration of multiple points of view. | Emotional states differentially encourage specific problem-solving approaches such as when happiness facilitates inductive reasoning and creativity. |

**Understanding and Analyzing Emotions; Employing Emotional Knowledge**

| Ability to label emotions and recognize relations among the words and the emotions themselves, such as the relation between liking and loving. | Ability to interpret the meanings that emotions convey regarding relationships, such as that sadness often accompanies a loss. | Ability to understand complex feelings: simultaneous feelings of love and hate or blends such as awe as a combination of fear and surprise. | Ability to recognize likely transitions among emotions, such as the transition from anger to satisfaction or from anger to shame. |
Reflective Regulation of Emotion to Promote Emotional and Intellectual Growth

| Ability to stay open to feelings, both those that are pleasant and those that are unpleasant. | Ability to reflectively engage or detach from an emotion depending upon its judged in formative or utility. | Ability to reflectively monitor emotions in relation to oneself and others, such as recognizing how clear, typical, influential or reasonable they are. | Ability to manage emotion in oneself and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey. |

Figure 1.2
Sub skills of emotional intelligence

Emotional Intelligence is a general term used for our level of competence in our personal and interpersonal skills. In work environments research reveals that that mastery of these personal and interpersonal skills is the single most important determinant of our performance success. It is also a major determinant in how we feel, think and act. Emotional Intelligence will determine how well you know and manage yourself, how well you handle what happens to you and how well you interact and handle others.

Emotional intelligence includes a brand array of sub-skills including how we monitor our own and others feelings and emotions, how we discriminate and assess and how we use this knowledge to guide our thinking and actions. It includes assertiveness, impulse control, adaptability, motivation and optimism.
1.2.5. Five Dimensions of Emotional Intelligence

**Self-Awareness**
- Know your own mood and how you feel about it.
- Know your own emotional strengths and weaknesses.
- Know words (signs) for your feelings.
- Know what action options you have (what you can do about your feelings).

**Handling emotions**
- Know how to handle upset feelings.
- Know how to calm yourself.
- Know how to control impulses.
- Know how to stay positive under pressure.
- Know how to be flexible.

**Motivation**
- Able to set your own goals and work to achieve those goals.
- Able to set small steps to achieve large goals.
- Able to continue to work despite frustration (perseverance).
- Able to follow through and finish tasks (persistence).

**Empathy**
- Able to read and understand other people’s feelings.
- Able to read body language.
- Able to take another’s perspective.
- Want to help others who are hurt or sad.

**Social-Skills**
- Able to get along with others.
- Able to work well in groups and teams.
- Able to make and keep friends.
- Able to solve problems and conflicts with others.
- Able to interact appropriately with different people in different situations.
Primal leadership also identifies the qualities of a “resonant leader” who “displays mood and behaviors that match the situation at hand (i.e. empathy) but also model what it looks like to move forward with hope and humor.”

Goleman (2000) writes: “As effective as resonant leadership is, it is just as rare. Most people suffer through dissonant leaders whose toxic moods and upsetting behaviors wreak havoc before a hopeful and realistic leader repairs the situation.”

Emotional Intelligence is the foundation of leadership. Academic training and technical knowledge contribute less than 7% to our personal and Professional success. At the highest organizational levels, technical skills or academic credentials no longer offer the distinct advantage. Skills such as resourcefulness, ingenuity and creativity are the sustainable advantage in today’s world.

1.2.6. Leading change with emotional intelligence:

When leaders encounter change there are a series of individual, emotional responses to be considered and addressed in order for the change process to be successful. Lynn, Hansford, Brain, Enrich and Lisa (2001) identify seven stages that individuals experience as they transition from old ways of being into new behaviors and attitudes. These stages are:

1. Denial
2. Resistance
3. Confusion
4. Release
5. Envisioning
6. Enactment
7. Commitment

They integrated three critical stages of a change process.
1. **Stage I: Ending**

For most individuals, Stage one of the change process evokes feelings of anxiety, fear and perhaps loss, as people realize that to move to the new vision they will need to let go of old patterns of behavior, which are often comfortable and, for some, seem successful. These strong emotions drive behaviors such as: avoidance and resistance to the change.

2. **Stage II: The Gap**

In Stage Two, which is defined as *The Gap*, change agents should anticipate the emotional responses associated with confusion as individuals move away from the old patterns but have not yet established new behaviors or certainty of their next steps.

Questions abound in Stage Two as people ask *how, why and when* the new vision will emerge. Stress may increase and the organization may seem almost paralyzed to either let go or begin anew. To move toward the desired goal, it may be necessary for individuals to develop new skills and enhance their technical capacities. The organization as a whole may need to define new policies and structures to achieve the vision.

As individuals begin to release and envision the positive results of the proposed change, new practices emerge. In this important second stage, the focus begins to shift toward possibility thinking and creative visioning.
Here, people begin to ask questions such as what if, and how about, and start to openly invent options and collectively define new possibilities. The emotional responses may include increased energy and excitement. Some may withdraw until more clarity emerges, while others feel stimulated toward new potential. Emotions in this stage vary from deep fear to great enthusiasm, leaving the change agent to manage a wide range of corresponding behaviors.

3. **Stage III: New Beginning**

Finally, in Stage Three, individuals begin to enact the first tentative steps toward the new way of being, and eventually, through trial and error, establish a sense of confidence in new behaviors and a commitment to the new vision emerges. A renewed sense of hope and excitement can be felt across the team as positive energy expands.

Managing the diverse emotions and behaviors that result at each stage is a significant challenge. Author Peter Senge writes that most organizational change initiatives will fail. Our belief is that the failure results, in part, from the leader's inability to first recognize and understand the emotional impact of change, and also the failure to adapt one's leadership style to what's needed at each juncture of the change process.

### 1.2.7 Emotional Intelligence, Leadership and Change Management

Drawing on the work of Daniel Goleman and his research on Emotional Intelligence (EI), we believe it is critical for leaders to employ a range of leadership styles as they support and monitor the progress of their organization through each stage of transition and change.

Goleman (1995) has identified six leadership styles, each of which is based on a different aspect of EI. These styles include:

1. Coercive
2. Authoritative
Choosing between these styles requires a deep knowledge of both self and the change process. Recognizing which leadership style will evoke the best results at each stage of transition is a critical factor in leading change successfully.

For example, in Stage One as individuals are experiencing denial, resistance and anxiety, the Authoritative style mobilizes people toward a new vision as the leader displays strong self-confidence and has empathy for the feelings of loss and resistance team members may display. The Authoritative leader invites others along on the journey and leaves the door open for input and wisdom from team members.

In Stage Two, thoughtful change agents read the landscape of their organizations carefully and may employ several leadership styles including the Affiliative, Coaching and Democratic styles. The Affiliative style creates harmony, builds emotional bonds, and recognizes that people come first. The Affiliative style places the change agent in the role of building relationships and providing significantly increased communication and dialogue. It helps motivate and guide people through the gap while healing rifts and renewing relationships.

As people release the old behaviors and start to envision new possibilities, the Coaching Style allows the leader to present options, offer support, and encourage team members to try new behaviors without incrimination if first attempts are unsuccessful. Good coaches present a plan and revise it as team members bring individual skills and talents to the table.

As the team begins to coalesce around the new vision, the Democratic Style helps the leader to build buy in, gain consensus, and solicit valuable input in shaping the new vision. Ownership of the vision shifts from the change agent to the team members.
Finally, as the organization moves into Stage Three, the style of the leader may shift once again depending on the need. In Stage Three, a return to the Affiliative style and leading by example gives the team confidence in the new reality. The Pacesetting style can be useful to evoke early results from those team members who are eager to move toward commitment.

Knowing which style to incorporate at each stage of the change process comes from both the capacity to read reality truthfully and a deep sense of self-understanding and awareness.

Often, leaders exhibit frustration early in their attempts to implement change when team members are non-responsive to new ideas. Too quickly, leaders resort to the Coercive style, demanding immediate compliance when what is needed is a style that evokes vision, patience and empathy.

In crisis situations coercion can jump start a change initiative and move individuals from Stage One to Stage Two, but we caution leaders in the employment of this style because over time it has a strongly negative impact on the culture.

Successful change management requires a wide range of skills. Change exacerbates conflict and how the leader responds to it determines how well followers can risk and adapt. Emotional intelligence, empathy for those we lead, and curiosity about the dynamics of change leaders can inspire and coach others through the process more artfully, and ultimately, negotiate the conflicts along the way with greater success.

Guidelines for promoting Educational Intelligence at workplace (2010) – a paper chiefly constructed by earn’ Chemirs and Daniel Goleman featuring 22 guidelines which represent the best knowledge relating to the EI at workplace, summarized as:

**Paving the way:**

- Assess the organization’s needs
- Assessing the individual
- Delivering assessments with care
• Maximizing learning choice
• Encouraging participation
• Linking goals and personal values
• Adjusting individual expectations
• Assessing readiness and motivation for EQ development.

Doing the work of change:

• Foster relationships between EQ trainees and learners.
• Self-directed change and learning
• Setting goals
• Breaking goals down into achievable steps
• Providing opportunities for practice
• Give feedback
• Using experimental methods
• Build in support
• Use models and examples
• Encourage insight and self-awareness

Encourage transfer and maintenance of change:

• Encourage application of new learning in organization
• Develop organizational culture that supports learning

Evaluate the change:

• Evaluate individual and organizational effect
  High EQ = low insecurity = more openness.

Self-mastery and interpersonal effectiveness are the means of reaching and engaging the subjective experience of your team. Authentic leadership begins with the individual and extends to influencing others and building leadership legacy. Emotional intelligence is the ability to perceive, understand, manage and act upon emotional information- both for ourselves and others.
1.3. COMMUNICATION SKILLS

For school leaders, good communication is imperative as we communicate the state of student achievement in our schools, the needs of our school to patrons, the successes of our schools and the direction of our efforts.

Improved Leadership, implementation, and achievement in education all require good communication: citizen to schools, administrators with teachers, and teachers with children.

Kowalski (2007) consider the importance of communication for school administrators. Effective communication is linked to effective reform and discuss communication in connection with public relations and school reform, as well as organizational improvement and culture change. They consider it in the context of an information-based and reform-minded society and detail applications of relational communication: making a school a learning organization, Practicing democratic leadership, and performing critical tasks such as visioning and planning, managing conflict, building positive relationships, and working with school councils.

No doubt, communication has always been essential to educational leaders. But the unique combination of factors in which contemporary leaders find themselves- an information age, a reform and accountability arena, and learning communities- makes developing communication skills more critical than ever. Kowalski, Peterson, Fusarelli have created a research–based and practical text that acknowledges these unique contexts and provides an excellent resource for superintendents. Principals, and other school leaders for integrating effective communication in their work. (Gray, 1990)

1.3.1. Definitions of communication skills

Communication can be defined as the process of transmitting information and common understanding from one person to another. (Keyton, 2011). The word communication is derived from the latin word, communis, which means common. The definition underscores the fact that unless a common understanding results
from the values, and needs (Keyton, 2010). When feedback does not occur, the communication process is referred to as one-way communication. Two-way communication occurs with feedback and is more desirable.

The key for being successful in the contemporary school is the ability of the school administrator to work with other school stakeholders (faculty, support staff, community members, parents, central office) and develop a shared sense of what the school district is attempting to accomplish—where it wants to go, a shared sense of commitments that people have to make in order to advance the school district toward a shared vision and clarity of goals. As school administrators are able to build a shared mission, vision, values and goals, the school district will become more effective. Building a relationship between school administrators and other school stakeholders requires effective communication.

The one constant in the life of a Principal is a lot of interruptions—they happen daily, with a number of one and three minute conversations in the course of the day. This type of communication in the work of Principal has to be done one on one—one phone call to one person at a time, one parent at a time, one teacher at a time; and a Principal needs to make time for these conversations. For example, a Principal may be talking with a parent with a very serious problem. She may be talking with the police about something that went on during the school day. The Principal must be able to turn him/herself on and off in many different roles in a given day.

The ability to communicate effectively is a trick learnt by many, but practiced perfectly by not too many. This is because for most communicating is a simple process. However, it is not so; it a rather simple-complex-networking system that has varied undercurrents flowing between the speaker and listener/s.
In order to maintain healthy communication, the two must go through this process, without bringing in other elements of intellectual thoughts and judgments, as they tend to harm the harmonious process of message passing and receiving.

Communication is essentially the transfer of ideas, messages or information from one person to another. It is effective when it gets the desired action or response. Basic communication skills are essential for continued success, whether personal or professional. At the very base one needs to understand the communication process.

Basically, communicating is like a two-way street, which entails the relation between the sender and the receiver. In this process, a cycle of communicating messages is formed between the sender and the receiver. The sender is required to conceive the message he/she wishes to send, encode this message and then transmit. The receiver then is required to receive the message, decode it and clarify his/her understanding of the message.
1.3.2. The Communication Process

![Diagram of the communication process]

1.3.3. Types of Communication Skills

Communication of information, messages, opinions, speech and thoughts can be done via different forms of modern communication media, like Internet, telephone and mobile. Some of the basic ways of communication are by speaking, singing, sign language, body language, touch and eye contact. These basic ways of communication are used to transfer information from one entity to other. There are four basic types of communication.

1.3.3.1 Verbal Communication

Verbal communication includes sounds, words, language and speaking. Language is said to have originated from sounds and gestures. There are many languages spoken in the world. The basis of language formation are: gender, class, profession, geographical area, age group and other social elements. Speaking is an effective way of communicating and is again classified into two types viz. interpersonal communication and public speaking.

Good verbal communication is an inseparable part of business communication. In a business, you come across people from various ages, cultures and races. Fluent verbal communication is essential, to deal with people in business meetings. Also, in business communication self-confidence plays a vital role which when clubbed with fluent communication skills can lead to success.
Public speaking is another verbal communication in which you have to address a
group of people. Preparing for an effective speech before you start is important. In
public speaking, the speech must be prepared according to the type of audience
you are going to face. The content of your speech should be authentic and you
must have enough information on the topic you have chosen for public speaking.
All the main points in your speech must be highlighted and these points should be
delivered in the correct order. There are many public speaking techniques and
these techniques must be practiced for an effective speech.

1.3.3.2 Non-Verbal Communication

Non-verbal communication involves physical ways of communication, like,
tone of the voice, touch, smell and body motion. Creative and aesthetic non-verbal
communication includes singing, music, dancing and sculpturing. Symbols and
sign language are also included in non-verbal communication. Body language is a
non-verbal way of communication. Body posture and physical contact convey a lot
of information. Body posture matters a lot when you are communicating verbally
to someone. Folded arms and crossed legs are some of the signals conveyed by a
body posture. Physical contact, like, shaking hands, pushing, patting and touching
expresses the feeling of intimacy. Facial expressions, gestures and eye contact are
all different ways of communication. Reading facial expressions can help you
know a person better.

1.3.3.3 Written Communication

Written communication is writing the words which you want to
communicate. Good written communication is essential for business purposes.
Written communication is practiced in many different languages. E-mails, reports,
articles and memos are some of the ways of using written communication in
business. The written communication can be edited and amended many times
before it is communicated to the second party to whom the communication is
intended. This is one of the main advantages of using writing as the major means
of communication in business activity. Written communication is used not only in
business but also for informal communication purposes. Mobile SMS is an example of informal written communication.

1.3.3.4 Visual communication

The fourth type of communication is the visual communication. Visual communication is visual display of information, like topography, photography, signs, symbols and designs. Television and video clips are the electronic form of visual communication.

**Downwards Communication:** Highly directive, from seniors to subordinates, to assign duties, give instructions, to inform to offer feedback, approval to highlight problems etc.

**Upwards communications:** It is non-directive in nature from down below, to give feedback, to inform about progress / problems, seeking approvals.

**Lateral or Horizontal communications:** Among colleagues, peers at same level for information level for information sharing for co-ordination, to save time.

Effective communication is essential for the success of any type of business. Informally too, nothing can be achieved without proper communication. Therefore, developing communicative skills is a must. One must understand that all the four types of communication are equally important and one must develop communicative skills in all the mediums. Communicative media is growing day by day to ensure clarity and to eliminate the ambiguity in communication.

This diagram shows an ideal conversation. As a minimum you should ensure that all of the four elements occur regularly so the communication you have is two way.
(a) The Inform Phase

This is the giving of information. Whenever we do anything, we experience a situation. These situations may be completely new or similar to others from the past. Whichever it may be, we gather information that we can chose to use if we want. We may choose to share this with someone or empathize with their situation. The important thing is how we do this. Whenever we communicate with someone, you naturally have an impact on that person as they do with you. There are many different views and ways impact can be interpreted.

To raise your awareness of your own impact and the impact this may have on others consider the following:-

**Words are "what we say"**

Words are the information we use to explain a situation or subject.

**Vocal behaviors "how we say something"**

- Tone/Inflections – conveys people’s emotions and the image they want to project.
- Energy – demonstrates passion and enthusiasm for the subject.
Dilution – a number of errs or umms can show anxiety or alternatively buying time.

**Body language "how we look or act when saying something"**

Below are some actions associated with body language:

- **Posture/Gestures** – looks at hands, stance, sitting position etc
- **Look/Appearance** – concentrates on clothing, cleanliness etc
- **Eye contact** – focuses on how frequently contact is made and for how long
- **Expressions** – is about facial expressions and emotions shown
- **Sitting arrangement** – looks at how close you stand or position yourself to the other person

In a face-to-face situation, all three of these areas will be evident when communicating with another person and each will have a different impact. The area which has most impact will depend on the message being delivered. However, in the majority of situations the breakdown will be as follows;

**Figure 1.7**

*The breakdown of communication process*

Below are some good practice tips to create good impact when communicating face to face with another person.

- **Regular Eye Contact (But no longer than 1.5 seconds)**
• Having your arms out and palms up shows openness and sincerity
• Remove barriers Eg; tables
• Make sure your facial expressions convey your feelings
• Don’t encroach a person’s comfort zone
• Leaning forward, says ‘I’m ready’

(b) Invite

Invite is about acquiring information we generally do this through asking questions. Questions are an essential part of communicating with people and initially are developed unconsciously. All questions have their uses however using questions effectively is the most efficient way of finding out accurate information.

There are many different types of questions:-

• **T.E.D.** - "Tell Me", "Explain to me", "Describe to me"
• **Closed** - A closed question allows only one answer. We generally associate closed questions providing a Yes or No answer.
• **Probing** - Probing questions are those that require the recipient to give more information about the subject. “Tell me a bit more about that?”
• **Summarizing** - Summarizing questions can be used to recap what has already been said. They can also help to clarify the situation.
• **Hypothetical** - A hypothetical question is a form of open question which asks for a response to a hypothetical situation - *What could happen to the work if your Manager is absent?*
• **Challenge** - These questions challenge the recipient to provide back-up information or to substantiate their view. These are generally used after initial information has been given.
• **About** - These are a form of open questions which allows the recipient to choose which information to provide. Some *What do you think about the team?*
• **Multiple** - A multiple question is where you string a number of questions together at once before giving the recipient the chance to answer. On most occasions this is done unconsciously. *What are the good points about the news process? Do you think it will work?*

• **Leading** - These are used to direct the answer of the person or indicate the desired response. This type of question can be seen as manipulative and restrictive to the person receiving the question. You should aim to limit the use of "leading questions" because the only way the person can give you quality information is by interrupting you or disagreeing with you.

(c) **Listening**

Listening also forms a vital part of communicating effectively with others. During conversations we spend on average 45% of our time listening. It is essential that we understand what has been said, in order that we can move a conversation forward to reach the most appropriate outcome.

(d) **Acknowledgement**

When you are talking to someone, the challenge is to be able to listen to what they say without changing it in any way and then to acknowledge what they have said. They will not know that you have heard them unless you acknowledge them.

Rapport is an important element of communicating gaining understanding of the other person and a skill that supports conformity, accord or affinity.

Rapport is not a state - it is not static, it is an on-going process.

(e) **Always Be Understood**

Communication is such a key part of our lives, whether in business or within our relationships. Taking a bit of time to understand the mechanics of effective communication can ensure that you are never misunderstood.

Communication is a process of transmitting information and common understanding from one person to another. The elements of the communication
process are the sender, encoding the message, transmitting the message through a medium, receiving the message, decoding the message, feedback and noise.

Communication is the art of transmitting information. Ideas and attitudes from one person to another. Communication is the process of meaningful interaction among human beings.

1.3.4 Its Essences

- Personal process
- Occurs between people
- Involves change in behavior
- Means to influence others
- Expression of thoughts and Emotions through words and actions.
- Tools for controlling and motivating people.
- It is a social and Emotional process.

1.3.5 Communication Networks

- **Formal network:** Virtually vertical (as per chain), command within the hierarchy.
- **Informal Network:** Free to move in any direction may skip formal chain of command. Likely to satisfy social and emotional needs and also can facilitate task accomplishment.

1.3.6 Barriers to Effective Communication:

A school administrator has no greater responsibility than to develop effective communication (Pauley, 2010). Why does the communication break down? On the surface, the answer is relatively simple. The elements of communication as the sender, the encoding, the message, the medium, the decoding, the receiver, and the feedback. If noise exist in these elements in anyway, complete clarity of meaning and understanding does not occur. The author George Bernard Shaw wrote, “The greatest problem with communication is the illusion that it has been accomplished.” (Shaw, 2011).
A number of barriers retard effective communication. These can be divided into four categories: process barriers, physical barriers, semantic barriers, and psychological barriers. To improve the effectiveness of communications, schools must develop an awareness of the importance of sender’s and receiver’s responsibilities.

Four types of barriers are process barriers, physical barriers, semantic barriers and psychological barriers. (Eisenberg, 2010).

1.3.6.1 *Process Barriers*

Every step in the communication process is necessary for effective and good communication. Blocked steps become barriers. Consider the following situations:

- **Sender barrier.** A new administrator with an innovative idea fails to speak up at a meeting, chaired by the superintendent, for fear of criticism.
- **Encoding barrier.** A Spanish speaking staff member cannot get an English-speaking administrator to understand a grievance about working conditions.
- **Medium barrier.** A very upset staff member sends an emotionally charged letter to the leader instead of transmitting her feelings face-to-face.
- **Decoding barrier.** An old Principal is not sure what a young department head means when he refers to a teacher as ‘spaced out’.
- **Receiver barrier.** A school administrator who is preoccupied with the preparation of the annual budget asks a staff member to repeat a statement, because she was not listening attentively to the conversation.
- **Feedback barrier.** During the meeting, the failure of school administrators to ask any questions causes the superintendent to wonder if any real understanding has taken place.

Because communication is complex, give and take process, breakdowns anywhere in the cycle can block the transfer of understanding.
1.3.6.2 Physical barriers

Any number of physical distractions can interfere with the effectiveness of communication, including a telephone call, drop-in visitors, distances between people, walls, and the static on the radio. People often take physical barriers for granted, but sometimes they can be removed. For example, an inconveniently positioned wall can be removed. Interruptions such as telephone calls and drop-in visitors can be removed by issuing instructions to a secretary. An appropriate choice of media can overcome distance barriers between people.

1.3.6.3 Semantic Barriers

The words we choose, how we use them, and the meaning we attach to them cause many communication barriers. The problem is semantic, or the meaning of the words can use. The same word may mean different things to different people. Words and phrases such as efficiency, increased productivity, management prerogatives, and just cause may mean one thing to a school administrator, and something entirely different to a staff member.

Technology also plays a part in semantic barriers to communication. Today’s complex school systems are highly specialized. School have staff and technical experts developing and using specialized terminology- jargon that only other similar staff and technical experts can understand. And if people do not understand the words, they cannot understand the message.

1.3.6.4 Psychological barriers

Three important concepts are associated with psychological and social barriers: fields of experience, filtering, and psychological distance (Antos, 2011). Fields of experience include people’s backgrounds, perceptions, values, biases, needs, and expectations. Senders can encode and receivers decode messages only in the context of their fields of experience. When the sender’s field of experience overlaps very little with the receiver’s, communication becomes difficult. Filtering means that more often than not we see and hear what we are emotionally tuned in to see and hear. Filtering is caused by our own needs and interests, which guide
our listening. Psychological barriers often involve a psychological distance between people that is similar to actual physical distance. For example, the school administrator talks down to a staff member, who resents this attitude, and his resentment separates them, thereby blocking opportunity for effective communication.

Successful communication by school administrators is the essence of a productive school organization. However, as discussed previously, communication do break down. Several communication theorists (Abrell, 2004; Auer, 2011; Larson, 2011; Shettleworth, 2010; Weiss, 2011) have focused on the major areas where failures in communication most frequently occur. The following are the major areas where communication breakdowns most frequently occur in schools:

- **Sincerity:** Nearly all communication theorists assert that sincerity is the foundation on which all true communication rests. Without sincerity – honesty, straightforwardness, and authenticity – all attempts at communication are destined to fail.

- **Empathy:** Research shows that lack of empathy is one of the major obstacles to effective communication. Empathy is the ability to put one’s self into another’s shoes. The empathetic person is able to see the world through the eyes of the other person.

- **Self-perception:** How we see ourselves affects our ability to communicate effectively. A healthy but realistic self-perception is a necessary ingredient in communicating with others.

- **Role perception:** Unless people know what their role is, the importance of their role, and what is expected of them, they will not know what to communicate, when to communicate, or to whom to communicate.

- **Efforts to distort the message:** Pitfalls in communication often occur in our efforts - both consciously and unconsciously - to distort messages.

- **Images:** Another obstacle to successful communication is the sender’s image of the receiver and vice-versa. For example, on the one hand, school administrators are sometimes viewed as not too well informed about
teaching, seen as out of touch with the classroom, and looked on as paper shuffles. On the other hand, some school administrators view teachers as lazy, inconsiderate of administrative problems, and unrealistic about the strengths and weaknesses of their students. Such views lead to a ‘we-they’ attitude.

- **Vehicle for message:** The vehicle by which we choose to send messages is important successful communication. In most cases, the vehicle to be used is defined by the situation.

- **Ability to communicate:** Some of the ways we communicate raise barriers by inhibiting discussion or causing others to feel inferior, angry, hostile, dependent, compliant, or subservient.

- **Listening ability:** Frequently, people fail to appreciate the importance of listening, do not care enough to become actively involved with what others are saying, and are not sufficiently motivated to develop the skills. Necessary to acquire the art of listening.

- **Culture:** Our cultural heritage, biases, and prejudice often serve as barriers to communication. The fact that we are African-American or white, young or old, male or female have all proved to be obstacles in communicating effectively.

- **Tradition:** Past practice in a school determine how, when, and what we send and receive. For example, a school administrator who has an authoritative style may find that his staff will not share information readily. If a new administrator may find that it takes a while for his colleagues to speak out an important issue.

- **Conditioning:** The manner in which communication is conditioned by the environment influences the accuracy of messages sent and received. If we work for administrators who set a climate in which we are encouraged to share information, we soon become conditioned to communicate accordingly.

- **Noise:** A major barrier to communication is what communication experts call noise. Noise consists of the external factors in the channels and the
internal perceptions and experiences. Within the source and the receiver that effect communication.

- **Feedback:** Faculty and staff tell their leaders that they want feedback. However, feedback improperly given can impede communication rather than improve it. Administrators and followers both need more training in how to use feedback more productively.

1.3.7 Improving communication skill:

Effective communication is a two-way process requires effort and skill by both sender and receiver. Administrators will at times assume each of these roles in communication process. In this section, we will discuss guidelines for improving communication effectiveness, include senders’ and receivers' responsibilities, and listening.

1.3.7.1 **Sender's responsibilities**

Several communication theorists (Cheney, 2011; Keyton, 2011; Tourish, 2010) have gleaned ten commandments of good communication, which are particularly applicable to the sender. These commandments, together with a basic understanding of the communication process itself, should provide a good foundation for developing and maintaining an effective set of interpersonal communication skills, which school administrators can use when communicating with various school stakeholders.

- **School administrators need to clarify their ideas before communicating.** The more systematically administrators analyze the problem or idea to be communicated, the clearer it becomes. This is the first step toward effective communication. Many communications fail because of inadequate planning. Good planning must consider the goals, attitudes, and needs of those who will receive the communication and those who will be affected by it.

- **Administrators need to examine the true purpose of each communication.** Before administrators communicate, they must ask...
themselves what they really want to accomplish with their message—obtain information, initiate action, or change another person’s attitude? Administrators need to identify their most important goal and then adapt their language, tone, and total approach to serve that specific objective. Administrators should not try to accomplish too much with each communication. The sharper the focus of their message, the greater its chances of success.

- **Administrators need to consider the total physical and human setting.** Meaning and intent are conveyed by more than words alone. Many other factors influence the overall impact of a communication, and administrators must be sensitive to the total setting in which they communicate: the circumstances under which an announcement or decision is made; the physical setting—whether the communication is made in private or otherwise; the social climate that pervades work relationships within the school or department and sets the tone of its communications; custom and practice—the degree to which the communication conforms to, or departs from, the expectations of the audience. Be constantly aware of the total setting in which you communicate. Like all living things, communication must be capable of adapting to its environment.

- **Administrators need to consult with others, when appropriate, in planning communications.** Frequently, it is desirable or necessary to seek the participation of others in planning a communication or in developing the facts on which to base the communication. Such consultation often lends additional insight and objectivity to the message. Moreover, those who have helped plan the communication will give it their active support.

- **Administrators need to be mindful, while communicating, of the overtones as well as the basic content of the message.** The administrator’s tone of voice, expression, and apparent receptiveness to the responses of others all have tremendous impact on those the administrator wishes to reach. Frequently overlooked, these subtleties of communication often effect a listener’s reaction to a message even more than its basic
content. Similarly, the administrator’s choice of language—particularly her awareness of the fine shades of meaning and emotion in words used—predetermine in large part the reactions of the listeners.

- **Administrators need to take the opportunity, when it arises, to convey something of help or value to the receiver.** Consideration of the other person’s interests and needs—trying to look at things from the other person’s point of view—frequently points up opportunities to convey something of immediate benefit or long-range value to the other person. Staff members are most responsive to administrators whose messages take staff interests into account.

- **Administrators need to follow up their communication.** An administrator’s best efforts at communication may be wasted, and he/she may never know whether he/she has succeeded in expressing her true meaning and intent if she does not follow up to see how well he/she has put his/her messages across. An administrator can do this by asking questions, by encouraging the receiver to express his or her reactions, by follow-up contacts, and by subsequent review of performance. An administrator needs to make certain that every important communication has feedback so that complete understanding and appropriate action result.

- **Administrators need to communicate for tomorrow as well as today.** Although communications may be aimed primarily at meeting the demands of an immediate situation, they must be planned with the past in mind if they are to maintain consistency in the receiver’s view. Most important, however, communications must be consistent with long range interests and goals. For example, it is not easy to communicate frankly on such matters as poor performance or the shortcomings of a loyal staff member, but postponing disagreeable communications makes these matters more difficult in the long run and is actually unfair to staff and school organization.

- **Administrators need to be sure that their actions support their communications.** In the final, the most persuasive kind of communication
is not what administrators say, but what they do. When leaders’ actions or attitudes contradict their words, others tend to discount what they have said. For every administrator, this means that good supervisory practices—such as clear assignment of responsibility and authority, fair rewards for effort, and sound policy enforcement—serve to communicate more than all the gifts of oratory.

- **Administrators need to seek, not only to be understood, but to understand—be a good listener.** When an administrator starts talking, he often ceases to listen, at least in the larger sense of being attuned to the other person’s unspoken reactions and attitudes. Even more serious is the occasional inattentiveness a leader may be guilty of when others are attempting to communicate with him. Listening is one of the most important, most difficult, and most neglected skills in communication. It demands that the administrator concentrate not only on the explicit meanings another person is expressing. But also on the implicit meanings, unspoken words, and undertones that may be far more significant. Thus, an administrator must learn to listen with the inner ear if he is to know the inner person.

1.3.7.2 **Receiver’s responsibilities**

Communication depends on the ability not only to send but also to receive messages. So the ability to listen effectively greatly enhances the communication process. But many of us are not good listeners. Effective listening skills can be developed, however. Summarized following are ten rules for good listening (Kneen, 2011):

- **Stop talking.** You cannot listen if you are talking. For example, Polonius in *Hamlet* said, “Give every man thine ear, but few thy voice.”
- **Put the talker at ease.** Help a person feel free to talk. This is often called a Permissive environment.


• **Show a talker that you want to listen.** Look and act interested. Do not read your mail while someone talks. Listen to understand rather than to oppose.

• **Remove distractions.** Don’t doodle, tap or shuffle papers.

• **Empathize with talkers.** Try to help yourself see the other person’s point of view.

• **Be patient.** Allow plenty of time. Do not interrupt a talker.

• **Hold your temper.** An angry person takes a wrong meaning from words.

• **Go easy on argument and criticism.** These put people on the defensive, and they may calm up or become angry. Do not argue. Even if you win, you lose.

• **Ask questions.** This encourages a talker and shows that you are listening. It helps to develop points further.

1.4. **CHANGE PRONENESS**

The Indian Society is fast changing. Several processes of change are under way to modernize and change the nature and working of our institutions. Educationists and social planners are now thinking seriously on the shape of society and Education in future society.

It is felt that the reputation of an institution and its influence on the life of community is invariably determined by the kind of leaders working in it we may: therefore, re-state that the Educational leader is the backbone in an educational system.

The leader’s role will be an agent of social change, an innovator, organizer and communication. He/she should be radical reformer of society and education: a creative person and a good coordinator of the various institutions and associations of the future society for the social purpose of education.
Bamburg (2009) defines “change means transformation, modification or substitution of one thing for another” “Proneness means the adaptation of changes and being receptive and open to new ideas.”

Leaders of an educational institution should be open and receptive to new ideas-leaders to lead change must believe without question that people are important asset of an organization.

Change-proneness though quite recent in origin with astonishing rapidity has become almost a catch word change-proneness can be defined as a tendency to accept anything which is new, novel to be imbibed in their style or work. Change-proneness is state of acceptance of new and creative ideas, which might at times create criticism and failure or result at appreciation and success. It is a sense of satisfaction, commitment and success in the quest for new techniques, ideals and methods. Change-Proneness is defined as a state of flux and dilemma brought about by devotion to a cause or a way of life which may promote to result at expected rewards or fails to produce unexpected revolts.

English and English (1994) defined change as “any alteration in a structure, a process or an event” and also as “an observed difference in a given perception with the passage of time” change is meaningful in relation to some situations. Adoption of new practice is probably the result of, or is at least greatly influenced by, such a disposition to change it is, therefore, important to study the disposition to accept the change or change proneness

According to Beckhard and Gleicher (2001), the combination of organizational dissatisfaction vision for the future and the possibility of immediate, tracial action must be stronger than the resistance within the organization in order for meaningful changes to occur”.

PCI(People Centred Implementation) is a Change management developed by Changes first, which has been continuously improved since the 1990s. It has been applied the field of people change management by organization and their change agents in over 35 countries around the world.
PCI describes the six critical success factors that must be managed to build commitment to change initiatives and creative behavior change.

- **Shared change purpose** – create and share a powerful case for change in organization.
- **Effective Change leadership** – develop strong change leadership for the initiative.
- **Powerful Engagement Processes** – Build and deliver plans to engage people in the change.
- **Committed Local Sponsors** – build understanding and commitment of middle and front line managers.
- **Strong Personal Connection** – create commitment and behavior changing actions for front-line people.
- **Sustained Personal Performance** – Support people as they learn to adapt, managing their resistance sensitively and empathetically.

### 1.4.1. Adkar

The Adkar model for individual and organizational change management was developed by ProSci with input from more than 1000 organizations from 59 countries. The model describes five required building blocks for change to be realized successfully on the individual level. The building blocks of the Adkar model include:

1. **Awareness** – of why the change is needed.
2. **Desire** – to support and participate in change.
3. **Knowledge** – of how to change.
4. **Ability** – to implement new skills and behaviours.
5. **Reinforcement** – to sustain the change.

Managing school change and improvement is one of the most complex tasks of school leadership. As Senge (1990) and others point out, school leaders need to understand the change process in order to lead and manage change and
improvement efforts effectively. They must learn to overcome barriers and cope with the chaos that naturally exists during the complex process of change.

Principal and other key school leaders should help teachers and other stakeholders build effective teams by developing new organizational structures and creating a shared vision that focuses on authentic student learning. Such inspired and informed leadership is critical to the success of schools.

Leaders at his/her best should be active not reactive, must strive rather than submit he must be author of his behavior rather than have it dictated by someone. Leaders should perform his/her duties in their own style. The pattern of functioning of leaders reveal the existence of two categories of leaders- being very flexible in approach, they adopt new strategies and innovative and those who may not accept new strategies and implement novel techniques.

The first stage of leaders possesses state of acceptance of creative ideas. The later fail to own the tendency to accept new strategies with a feeling of fear or failure. Those who are rigid in their outlook do not take any risk by innovating new learning strategies and their style will be on routine. Those who are flexible, possess a rare quality of distinguished creativity with an inborn talent, they are change prone, ventilate their creative thoughts and successfully run the institution.

Rout (2009) classified all the types of people working in a field into five categories. The first categories are ‘innovators’- persons with utmost change proneness who always think afresh, accept any changes and invent new strategies by being exemplary. Second categories are ‘immediate adopters’ who may think new, but who would adopt and implement any new idea. Third category are ‘early majority’ normally large in numbers who propagate and follow the successful innovations. Fourth category is ‘late majority’ who would not like to accept and join the innovation willingly of their own with the compulsion of many, slowly they may join the group, accept the novelty of a strange strategy. The fifth category is ‘laggards’ persons, who lag behind, will not accept the innovations. Being rigid they criticize and cause hindrance in new innovations.
High change prone and low change prone administrators are opposed to each in their basic ideologies. The first category is confident, accepting the challenges. They have feeling of commitment competency as opposed to the members of second category. Both of them are exactly theoretically opposite poles and in the continuum scale. High and low change prone administrators scattering in the middle.

It is essential that leaders of school improvement link to others in the school and district and connect the school’s goals to the broader and deeper mission of providing high-quality learning for all students. Leaders also must consider equity issues when developing and implementing change initiatives. Successful School improvement requires establishing a clear educational vision and a shared institutional mission, knowing how well the school is accomplishing that mission, identifying areas for improvement, developing plans to change educational activities and programs, and implementing those plans or new programs effectively.

For School improvement efforts to be successful, teachers, parents, community and business partners, administrators and students must share leadership functions. Likewise, the Principal’s role must change from that of a top-down supervisor to a facilitator, architect, steward, instructional leader, coach and strategic teacher. (Senge, 1990).

Leading successful change and improvement six involves six critical components of schooling:

- A clear, strong, and collectively held educational vision and institutional mission;
- A strong, committed professional community within the school;
- Learning environment that promotes high standards for student achievement;
- Sustained professional development to improve learning;
• Successful partnership with parents, health and human service agencies, business, universities and other community organizations; and

• A systematic planning and implementation process for instituting needed changes.

Louis and Miles (2006), drawing on several case studies of urban high schools, emphasize the importance of planning: “Substantial change programs do not run themselves. They need active orchestration and coordination.”

1.4.2. **Dimensions of change-proneness:** Out of many dimensions of leader efficacy, four dimensions are very important. These are-

- Innovativeness,
- Hesitating nature,
- Consideration, and
- Acceptance of help.

1.4.3. **Stages of change process:** Five stages of change process are as following:

<table>
<thead>
<tr>
<th>Stages of Change Model</th>
<th>Characteristics of Precontemplation</th>
<th>Helpful Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1 – Precontemplation</td>
<td><strong>Denial</strong>&lt;br&gt;Ignorance of the problem</td>
<td>Encourage the individual to rethink their behavior.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Encourage self-analysis and introspection.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explain the risks of the current behavior.</td>
</tr>
</tbody>
</table>

The earliest stage of change is known as precontemplation. During the precontemplation stage, people are not considering a change. People in this stage are often described as “in denial” due to claims that their behavior is not a problem.
Stage 2 – Contemplation

During this stage, people become more and more aware of the potential benefits of making a change, but the costs tend to stand out even more. This conflict creates a strong sense of ambivalence about changing.

Because of this uncertainty, the contemplation stage of change can last months or even years. In fact, many people never make it past the contemplation phase. During this stage, you may view change as a process of giving something up rather than a means of gaining emotional, mental, or physical benefits.

<table>
<thead>
<tr>
<th>Characteristics of Contemplation</th>
<th>Helpful Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambivalence</td>
<td>Weigh the pros and cons of changing a behavior.</td>
</tr>
<tr>
<td>Conflicted emotions</td>
<td>Confirm readiness to change and encourage confidence in your abilities.</td>
</tr>
<tr>
<td></td>
<td>Identify barriers to change.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Characteristics of Preparation</th>
<th>Helpful Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimenting with small changes</td>
<td>Write down your goals.</td>
</tr>
<tr>
<td>Collecting information about change</td>
<td>Prepare a plan of action.</td>
</tr>
<tr>
<td></td>
<td>Make a list of motivating statements.</td>
</tr>
</tbody>
</table>
During the preparation stage, you might begin making small changes to prepare for a larger life change.

<table>
<thead>
<tr>
<th>Characteristics of Action</th>
<th>Helpful Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking direct action toward achieving a goal.</td>
<td>Reward your successes.</td>
</tr>
<tr>
<td></td>
<td>Seek out social support.</td>
</tr>
<tr>
<td></td>
<td>Make a list of motivating statements.</td>
</tr>
</tbody>
</table>

**Action Stage**

During the fourth stage of change, people begin taking direct action in order to accomplish their goals. Oftentimes, resolutions fail because the previous steps have not been given enough thought or time.

<table>
<thead>
<tr>
<th>Characteristics of Maintenance</th>
<th>Helpful Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintaining a new behavior.</td>
<td>Develop coping strategies to deal with temptation.</td>
</tr>
<tr>
<td>Avoiding temptation.</td>
<td>Remember to reward yourself for success.</td>
</tr>
</tbody>
</table>

The maintenance phase of the Stages of Change Model involves successfully avoiding former behaviors and keeping up new behaviors. During this stage, people become more assured that they will be able to continue their change.
1.4.4. Goals of change proneness:

- School leaders encourage and support the development of a collaborative school structure, with clear educational missions and processes, structures, and resources that allow educational change to flourish.
- School leaders shape the structure through their actions, words and deeds: what they get excited about; and the plans and activities to which they devote their energy.
- School leaders understand the dynamics of the change process. Successful schools have leaders in administration and the classroom who can overcome the obstacles and challenges that develop during the change process.
- School leaders are committed to provide high-quality learning for all the students, initiating, implementing, and integrating programs that improve access to engaged teaching and learning for all students. They are concerned with issues of equity and access to powerful learning, particularly for those students most at risk of academic failure.
- School leaders appreciate the importance of working in teams and facilitate the development and work of teams that lead school improvement initiatives.
- School leaders use the resources and expertise of parents, businesses, social service and community agencies to foster the academic, emotional and social well-being of students.
- School leaders are able to understand and overcome resistance to change and build teachers’ sense of efficacy.
- School leaders recognize and foster the knowledge, will and skill required for successful change.
1.4.5. Important steps to be taken by school leaders:

• Before beginning the change process, become familiar with the school improvement cycle, the stages of change process and change models associated with each. Leaders must be able to distinguish between the school improvement cycle and the change process, determine where the school is located within the change process, and identify appropriate next steps.

• Accept the change process as a positive experience to be understood and embraced, rather than a negative experienced to be feared and avoided.

• Bring in change experts and facilitators to build the capacity of school staff to lead change efforts. It is important to draw upon the expertise and skills of university faculty, central office personnel, external consultants, professional staff developers, and others.

• Discuss about the school’s ‘history of change’ in order to understand how and why past change efforts have succeeded or failed.

• Louis and Miles (2006) favors simply beginning the change process—without necessarily planning every step in advance. However, it is important to manage, guide, document and learn from the change process.

• Learn about the roles that Principals, teachers, central office staff, parents, board members and other involved in school improvement process, and use this knowledge to form effective school improvement teams. School leaders should understand and cultivate their roles that others play within improvement initiatives.

• To build a more collaborative school culture and provide time for collegial work.

• Build commitment and a collaborative culture to support the change process by being a ‘leader of leaders’, having and communicating high expectations, and demonstrating confidence in school staff and the surrounding community.
• Form partnerships with parents, businesses and social service and community agencies to consolidate resources and meet the entire range of student needs- emotional, social, and academic- in order to improve student learning.

• Create high-achieving learning environments by selecting and integrating a variety of programs to improve teaching and learning.

• Establish and follow a set of guidelines for implementing new approaches to student learning.

Louis and Miles (2006) points out that the change process can be chaotic and those leaders should not expect always to be systematic in their efforts. While planned change- including organized assessment and problem solving- can be useful, leaders often need to be able to cope with more informal, turbulent and spontaneous change.

Still other educators point out that school cultures are extremely difficult to change, and therefore schools should change the curriculum and instruction first. Such changes could reshape the existing school culture.

1.5 OPERATIONAL DEFINITIONS:

1.5.1 School effectiveness:

School effectiveness provides a learning environment in which the ethos of a school is determined by values and goals of the leader and staff where they work together. It is comprised of infrastructure, services and facilities such as toilet facility, electrical facilities, first-aid facilities, library facilities and mid-day meal etc. In school functioning, school ethos, effective classroom management, positive feedback, good leadership, clear aims and objectives, emphasis on high academic standards, positive relationships, a well planned curriculum, concern for students, suitable physical environment and managing change and development are assembled. Therefore it can be said that both, the infrastructure of the school and the school functioning together determine school effectiveness.
1.5.2 Emotional intelligence:

Emotional intelligence refers to emotional depth that explores ways to align one’s life and work with his or her unique potential and purpose, and accountability, which in turn increases influences without authority. Emotional intelligence comprises of emotional literacy, emotional fitness, emotional depth and emotional alchemy.

1.5.3 Communication skills:

Communication skills are the skills to develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations. It encourages effective communication, anticipates barriers to communication and articulates a vision for trust. It is proactive in seeking out different styles and methods of communication which helps in growth of an organization. In the present research communication has been envisaged in the regard to positive colleague/public relationship, positive public feedback, timely and accurate performance, accurate information given, and maintenance of trust in communication and information confidentiality.

1.5.4 Change-proneness:

Change proneness refers to change and improvement in holding educational vision and institutional mission. In the present study, change proneness refers to experimenting with small changes, collecting information about change, taking direct action towards achieving the goal, maintaining a new behavior and avoiding temptation.

1.6 EMERGENCE OF THE PROBLEM

Today, one of the most important factors responsible for the success of institutes of education in all the country depends upon the associated and co-operative efforts of individuals. The leader of an organization ensures that associated efforts are productive and beneficial to the institution.
Without doubt, while providing instructions to the teachers or while taking decision, principals should be clear in their thoughts and perception of emotions. Hence, emotional intelligence plays an important role in educational leadership.

We are living in an age of profound, widespread, social and cultural transformation. Rapid changes are taking place in social, political and cultural institutions. To accomplish this, the leader should possess those contributes which are conducive for bringing out the most creative and best efforts on the part of members of an organization or in other words, leaders’ communication skills and emotional intelligence has a major role to play.

Leaders should have the ability to develop relationships that are in-sync with their organization. Only emotional bonds help them stay focused even amid profound change and uncertainty.

Society demands democratic leadership in which communication skills help the leader to perform critical tasks such as vision and planning. To get productive outcome of an institution the school leader should have good relationships to work with school councils.

In an institution, everyone sees situations differently and has different coping skills for this reason, no two people will respond exactly the same way to a given situation. The leader of an institution needs to deal with the situation and decide what skills he can use. He decides it according to the demands of the situation. Emotional intelligence helps him to understand himself and his reactions and to respond the stress-provoking situations.

For the success of a school and for better outcomes from an institution, leader should have visionary outlook and strategic planning, problems-solving capability. So, he would be able to consult the process. This is the fact that there is something required in the society which demands such specialization.

In this changed situation, it is necessary that our planners and educational leaders must expedite the process of reforms and encourage innovation. They
have to wake up from the deep slumber and discard the old, rusted and out-dated skills.

1.7 STATEMENT OF THE PROBLEM

SCHOOL EFFECTIVENESS IN RELATION TO EMOTIONAL INTELLIGENCE COMMUNICATION SKILLS AND CHANGE PRONENESS OF SECONDARY SCHOOL PRINCIPALS

1.8 OBJECTIVES OF THE STUDY

1. a) To identify more and less effective secondary schools (total Sample) based on the perceptions of principals, teachers and students.
   
b) To identify more and less effective secondary schools of Chandigarh based on the perceptions of principals, teachers and students.
   
c) To identify more and less effective secondary schools in suburbs of Chandigarh based on the perceptions of principals, teachers and students.

2. a) To study and compare emotional intelligence of Principals of more and less effective secondary schools (total sample)
   
b) To study and compare emotional intelligence of Principals of more and less effective secondary schools of Chandigarh.
   
c) To study and compare emotional intelligence of Principals of more and less effective secondary schools in suburbs of Chandigarh.

3. a) To study and compare communication skills of Principals of more and less effective secondary schools (total sample)
   
b) To study and compare communication skills of Principals of more and less effective secondary schools of Chandigarh.
   
c) To study and compare communication skills of Principals of more and less effective secondary schools in suburbs of Chandigarh.

4. a) To study and compare change proneness of Principals of more and less effective secondary schools (total sample)
b) To study and compare change proneness of Principals of more and less effective secondary schools of Chandigarh.

c) To study and compare change proneness of Principals of more and less effective secondary schools in suburbs of Chandigarh.

5. a) To compare school effectiveness of secondary schools of Chandigarh and secondary schools in suburbs of Chandigarh.

b) To compare emotional intelligence between secondary schools of Chandigarh and secondary schools in suburbs of Chandigarh.

c) To compare communication skills between secondary schools of Chandigarh and secondary schools in suburbs of Chandigarh.

d) To compare change proneness between secondary schools of Chandigarh and secondary schools in suburbs of Chandigarh.

6. a) To examine relationship between different dimensions of school effectiveness of secondary schools with dimensions of emotional intelligence of Principals. (total sample)

b) To examine relationship between different dimensions of school effectiveness of secondary schools of Chandigarh with dimensions of emotional intelligence of Principals.

c) To examine relationship between different dimensions of school effectiveness of secondary schools in suburbs of Chandigarh with dimensions of emotional intelligence of Principals.

7. a) To examine relationship between different dimensions of school effectiveness of secondary schools with dimensions of communication skills of Principals. (total sample)

b) To examine relationship between different dimensions of school effectiveness of secondary schools of Chandigarh with dimensions of communication skills of Principals.
c) To examine relationship between different dimensions of school effectiveness of secondary schools in suburbs of Chandigarh with dimensions of communication skills of Principals.

8. a) To examine relationship between different dimensions of school effectiveness of secondary schools with dimensions of change proneness of Principals. (total sample)

b) To examine relationship between different dimensions of school effectiveness of secondary schools of Chandigarh with dimensions of change proneness of Principals.

c) To examine relationship between different dimensions of school effectiveness of secondary schools in suburbs of Chandigarh with dimensions of change proneness of Principals.

9 a) To examine relationship between school effectiveness and emotional intelligence of principals of secondary schools. (total sample)

b) To examine relationship between school effectiveness and communication skills of principals of secondary schools.

c) To examine relationship between school effectiveness and change proneness of principals of secondary schools.

10. a) To examine relationship between school effectiveness and emotional intelligence of principals of secondary schools of Chandigarh.

b) To examine relationship between school effectiveness and communication skills of principals of secondary schools of Chandigarh.

c) To examine relationship between school effectiveness and change proneness of principals of secondary schools of Chandigarh.

11. a) To examine relationship between school effectiveness and emotional intelligence of principals of secondary schools in suburbs of Chandigarh.
b) To examine relationship between school effectiveness and communication skills of principals of secondary schools in suburbs of Chandigarh.

c) To examine relationship between school effectiveness and change proneness of principals of secondary schools in suburbs of Chandigarh.

1.9 HYPOTHESES OF THE STUDY

1. a) There will be no significant difference in emotional intelligence of Principals of more and less effective secondary schools (total sample).

   b) There will be no significant difference in emotional intelligence of Principals of more and less effective secondary schools of Chandigarh.

   c) There will be no significant difference in emotional intelligence of Principals of more and less effective secondary schools in suburbs of Chandigarh.

2. a) There will be no significant difference in communication skills of Principals of more and less effective secondary schools (total sample).

   b) There will be no significant difference in communication skills of Principals of more and less effective secondary schools of Chandigarh.

   c) There will be no significant difference in communication skills of Principals of more and less effective secondary schools in suburbs of Chandigarh.

3. a) There will be no significant difference in change proneness of Principals of more and less effective secondary schools (total sample).

   b) There will be no significant difference in change proneness of Principals of more and less effective secondary schools of Chandigarh.

   c) There will be no significant difference in change proneness of Principals of more and less effective secondary schools in suburbs of Chandigarh.
4. a) There will be no significant difference w.r.t. school effectiveness between secondary schools of Chandigarh and secondary schools in suburbs of Chandigarh.

b) There will be no significant difference w.r.t. emotional intelligence between secondary schools of Chandigarh and secondary schools in suburbs of Chandigarh.

c) There will be no significant difference w.r.t. communication skills between secondary schools of Chandigarh and secondary schools in suburbs of Chandigarh.

d) There will be no significant difference w.r.t. change proneness between secondary schools of Chandigarh and secondary schools in suburbs of Chandigarh.

5. a) There will be no significant relationship between dimensions of school effectiveness and dimensions of emotional intelligence of principals of secondary schools. (total sample)

b) There will be no significant relationship between dimensions of school effectiveness and dimensions of emotional intelligence of principals of secondary schools of Chandigarh.

c) There will be no significant relationship between dimensions of school effectiveness and dimensions of emotional intelligence of principals of secondary schools in suburbs of Chandigarh.

6. a) There will be no significant relationship between dimensions of school effectiveness and dimensions of communication skills of principals of secondary schools. (total sample)

b) There will be no significant relationship between dimensions of school effectiveness and dimensions of communication skills of principals of secondary schools of Chandigarh.
c) There will be no significant relationship between dimensions of school effectiveness and dimensions of communication skills of principals of secondary schools in suburbs of Chandigarh.

7.

a) There will be no significant relationship between dimensions of school effectiveness and dimensions of change proneness of principals of secondary schools.

(b) There will be no significant relationship between dimensions of school effectiveness and dimensions of change proneness of principals of secondary schools of Chandigarh.

c) There will be no significant relationship between dimensions of school effectiveness and dimensions of change proneness of principals of secondary schools in suburbs of Chandigarh.

8.

a) There will be no significant relationship between school effectiveness and emotional intelligence of principals of secondary schools.

(b) There will be no significant relationship between school effectiveness and communication skills of principals of secondary schools.

c) There will be no significant relationship between school effectiveness and change proneness of principals of secondary schools.

9.

a) There will be no significant relationship between school effectiveness and emotional intelligence of principals of secondary schools of Chandigarh.

(b) There will be no significant relationship between school effectiveness and communication skills of principals of secondary schools of Chandigarh.

c) There will be no significant relationship between school effectiveness and change proneness of principals of secondary schools of Chandigarh.
10. a) There will be no significant relationship between school effectiveness and emotional intelligence of principals of secondary schools in suburbs of Chandigarh.

b) There will be no significant relationship between school effectiveness and communication skills of principals of secondary schools in suburbs of Chandigarh.

c) There will be no significant relationship between school effectiveness and change proneness of principals of secondary schools in suburbs of Chandigarh.

1.10 DELIMITATIONS OF THE STUDY

1. The study will be delimited to the government schools of Chandigarh only.

2. The study will be conducted on principals of government secondary schools only.

3. The present study will be delimited with respect to the variables of school effectiveness, emotional intelligence, communication skills and change proneness.