❖ Rationale
❖ The need for the study
❖ Objectives of the study
❖ Statement of the problem
❖ Operational definitions
❖ Scope of the study
Rationale

School is a unique social structure. In India existed two great universities-Nalanda and Takshshila. It is here, the gurukula system of education where individualized instruction was conceived in the right proportion. Right education was given to pupils in the right way with emphasis on universal values like truth, honesty, dignity of labour and a will for sacrificing for social causes. Education at that time stressed on social, moral, ethical values and fighting for humanity. The “Chandokya Upanishad” deals with subjects like disaster management, mineralogy, chemistry, defence and languages.

In the words of Nunn (1960) "A nation’s schools, we might say, are an organ of its life, whose special function is to consolidate its spiritual strength, to maintain its historic continuity, to secure its past achievements and to guarantee its future". In the words of Durkheim (1956), the future cannot be evoked from nothing; we build it only with the materials that the past has bequeathed to us. In all these, we are trying to define the role of education as:

- Conservation of culture i.e. transmission.
- Creation of culture i.e. transformation.

The present system of education has incorporated into it many needless complexities. When the Britishers packed their imperial bag, we were facing innumerable problems like poverty, financial crisis, lack of educational and job opportunities. Post-independence period has seen India facing many issues relating to problems of population growth, modernization, industrialization, globalization and urbanization. Accordingly education also has undergone many changes and has been branched into early childhood education, primary education, secondary education and higher education, etc.
History of education is replete with illustrations of great educationists and philosophers like Socrates, Plato, Aristotle, John Locke, Rousseau, and John Dewy etc. They envisaged a system of education as a process of finding out truth, beauty and goodness of the self, latent in the mind of man. An ancient system of education projects the ultimate aim of education as acquiring power of knowledge that liberates the soul from bondage. The Buddhist system of education upheld the purpose of education as spreading the faith of "Dharma". British brought the western system of education. After independence, India determined to restore the traditional goals with an urge to progress. The aspirations of the leaders were very high and the national goals were productivity and cultural renaissance. As Brown (1950) puts it, "Education at all times reflects the values of the ruling class".

India has a diverse culture. She is strengthened by the values she upholds. Tolerance, humanism and love are her core values. Integration of the body, mind and spirit is the essence of her curriculum. Development of the individual, respect for national and human values, integration of character is all considered to be the primary objectives of the country. Democracy, economic growth and integration are the main national goals of India. Hence the purpose of education is to provide opportunities to all and to accomplish the social causes.

Post independent India had to solve pertinent problems of poverty confronting the country. Illiteracy on top of it was affecting the country very much. The Britishers had grant-in system of education in India and they insisted on creating individuals that suited their civil services. Education for the common mass was never in their agenda. The lofty ideals of the indigenous system did not matter much to them.
The need for a comprehensive and forward-looking system of education was then felt by the leaders in order to take the country to progress. It was at that time, various education committees were setup to define the role of education for national growth. The objectives of all these committees were to design strategies for making education possible for all, irrespective of their suitability for the same. Soon after 1947, Government of India setup the “Secondary Education Committee” (1951-53). It mainly concentrated on improving the productive efficiency to increase the national wealth and thereby, the standard of living of people. Naik (1965) observes, “The main distinction between a modern and a traditional society is the relentless pursuit of knowledge”. Dr. Radhakrishnan says, brick and mortar cannot build national integration, but it has to grow silently in the minds of men by way of education. Secondary Education Commission however considered education as a tool for social emancipation by which democracy could be established.

The Education Commission (1964-66) however emphasized on social justice and assured building of an egalitarian society where the suppression of the weaker section will be minimized. This illustrates the Article 45 of the Indian constitution, which aims at universalization of education. Language development and learning of Hindi, for considering it as an official language gained momentum at that time. Individual development and social progress became the key aims of the committee.

The Mudaliar commission lays stress on a system of education, which has a world outlook and counteracting all fissiparous tendencies, which hinder national progress. It formulated the aims of secondary education as training of character, improvement of practical and vocational efficiency and development of creative abilities of people. The Secondary Education commission was to lay emphasis
on democracy, secularism, productivity, national integration and cultural renaissance. The need for elasticity and variety in the curriculum, which will be a challenge to the individual, was the need of the hour. The primary concerns of all these education commissions were to strengthen the linguistic, regional and religious forces in order to achieve unity.

The Preamble to Indian constitution pledges to secure, “Equality of status and opportunities” to all citizens. Article 14 deals with “Equality before law” and Article 15 deals with equality for all citizens irrespective of colour, caste, creed or religion.” Besides, it makes special provision for women and children. All the educationists agree infact that the curriculum should be more than a procrustean bed in which students are fitted in, rather it should be adaptable. In order to satisfy Article 45, many of the educational institutions are overcrowded. This has a lot of repercussions in education. In most of these cases, the educational institutions provide members of the society what they want and not what society needs.

Professor Humayun Kabir (1962) persistently remarks, during the early years of students, their energy is not properly channelized and hence they may turn towards anti-social activities. True, that most of the educational institutions are not properly equipped to accommodate these students. There are no proper facilities for learning; even the basic amenities are not available in some of the rural schools. These schools do not have adequate staff also.

The National Policy of Education (1986) has given a lot of emphasis to early childhood education. Secondary education and higher secondary education are considered very important for the students who enter the world of work. For
such people vocational stream is suggested. It also stressed on developing infrastructure facilities like laboratories, playground, classrooms and improving teacher competencies through a proper core curriculum. The National Council of Educational, Research and Training (NCERT), Kendriya Vidyalayas and Navodaya Vidyalayas were to set norms for such formal and non-formal education. The existing schism, between the formal system of education and the country’s rich and varied cultural traditions needs to be bridged. The change oriented technologies and the country’s cultural tradition should be finely synthesized. As per UNESCO report 1996, “learning to know, learning to do, learning to live together and learning to be” are the priorities of school education.

These days, educational institutions especially schools, have become very large and full of complexities. The society has become very dynamic and vibrant with different socio-economic systems and it is no more static. Reinforcing the existing educational systems, complimenting each other with a view to future progress becomes the optimistic scenario. Educational institutions have become centers where the productive efficiency of the human being is increased. But a time has come where, along with productive efficiency, quality of life has to be improved by making man more knowledgeable about his consumer habits, if the economic growth of the individual is the need. At the same time, dangers are involved in the widespread use of information technology and other modern gadgets, because, it will create again two classes of people “Knowledge workers” and “Service workers”. The former will constitute the intellectual and high class people and the latter, the less intellectual work force. These are imminent problems facing the students in the modern classrooms. The schools have to teach the
youth the art of living together in a global village and manage to live in communities with a proper sense of responsibility. Hence the task of teachers in the present scenario is that of a social engineer providing necessary inputs for the pupils to grow in a proper knowledge environment and beyond the walls of the classrooms, to provide him the experience of living in a competitive society providing necessary contributions for the growth of the society.

Simultaneously, the teaching methods in the classrooms have also changed with the advent of educational technology. Achievement, and desired goals are defined by a structure. Hence behavior of teachers, parents and students all become predictable. While the term "productivity" has come into industrial and other commercial sectors, schools have started to adopt these terminologies since 1980. "The concept of management" was primarily confined with sales, profits, strikes and other such things. There was always an element of disdain involved. Education was considered to be totally different from work. This powerful indictment still prevails in schools. There has always been an argument about what went in schools and what inside or training it gave to actually handle any new situation. The competencies, skills and experiences of the management that is required to run a profitable business organization was never felt necessary in a school.

Earlier schools were meant for imparting knowledge. Now they are meant for training necessary skills and preparing the students for life. Bradley and Wilkie (1974), in "The concept of organization" use a term "self actualization" in schools and this is nothing but "self realization" as was visualized in the Indian idealistic schools.
An indigenous system of education with the ideologies formulated by the great thinkers like Shri Aurobindo, Swami Vivekananda, Swami Dayananda Saraswathi, Mahatma Phule, Gandhiji, Tagore, Zakhir Husain, Krishnamurthy and Gijubhai Badheka would certainly relate to socio-cultural context of the country and present move of the Indian Government in this direction is a welcoming trend.

The transference of different concepts and systems of education has called for a total revamp of the whole educational system. It is indeed gratifying to note at least after 50 years of independence, the policy makers on education have realized that the individual growth is of utmost importance in order to attain national progress. Organizational perspectives, thus, have come into schools too. There are enormous challenges to face in this aspect.

Peter Senge (2000) in his book, “Schools that learn” says, “We are all the products of our age and act in ways that recreate the age”. The same old industrial age school system is recreated in the image of the ‘assembly line’ as Peter senge calls it. The need during the 16th and 17th centuries was economic development. Hence the education was designed to suit the need. Products became much more important than the raw materials. In order to strive for better products and better performance, only best raw materials were selected. The educational system, from then, followed the assembly line of producing only desirable products that could be sold for better price. Schools or educational institutions in the past were only centres for imparting knowledge. Never it existed a place for ‘participative’ or ‘co-operative’ learning centres. A hierarchy prevailed in every school system. A leader was required to take decisions and to see that nothing went wrong. A common curriculum, common system of evaluation, is considered
to be the easiest because consolidation became easy. When each individual child is different, with different capabilities, the same traditional learning system was/is followed. Learning outcomes are expected to be the same. When the world became a global village and concept of globalization peeped in, educators woke up. Peter Senge writes, “Educational institutions are caught in an extraordinary cross current of changes”. Business and corporate houses also struggle from the pressure for performance. While business adopts machines for its success, education is man making. Hence, like profit-centered commercial organizations, total quality management became very essential word in school education also. “Performance” or “do or die” came to the school scenario also. Thus came up the terminology “effective schools”, ‘school climate’,' school health’, etc.”

It is in this above context, the portfolio of a school leader becomes a very important tool. Therefore, job satisfaction, as the head of the institute, is one of the ingredients of success in the school administration. As the principal is also a teacher, the efficiency of the principal as a teacher should also be considered in the overall school system.
The Need for the Study

To manage effective schools, leaders are required. Peter Drucker (1999) says, "Effectiveness is neither an ability or talent, it is a habit, a practice, a self discipline that must be learnt". If that is so, this habit has to be acquired by leaders who lead effective schools or who are aspirants to run such schools. Good leadership brings out the best in the people. Thus the quality of the principal, that is, the leader is very crucial to the success of the educational system, as per Lipham (1981). The US Senate (1979) points out that in schools that are effective, one can point out at the principal as a key source to success. Blumberg and Greenfield (1980) say that the principal first gives an image to the school, then the drive, then the support and skills to achieve the reality.

The leadership styles that contribute to the success of the schools were undiscussable and certain norms of behavior patterns were written for these leaders. The principal is assumed to be a capable leader who knows teaching and learning and hence is an instructional leader too. He/she is a strong administrative leader, good at planning and execution and sets high levels of achievement target for staff and students. He/she is also considered to be a skilled person who can look through the budget to achieve maximum things with minimum budget. He/she is considered a person who is a mediator between management and community, ensuring all the time that the society’s needs are met with.

In most of the schools in India, the concept of management in education is still young. A hierarchy prevails and it just continues on the basis of seniority. Efficiency and effectiveness are very often given a back seat for the fear of teachers union and other factors. No management would dare take risks for fear of disruption.
of normalcy. When such a system prevails, concept of effective schools and leadership and the relationship between the two sounds an outraging topic. But strategies for effective schools and norms for leadership is an area suited for research, which would probably may throw an ocean of new light into the world of wisdom.

This research tries to look into certain parameters, which would contribute to success of effective schools, mainly leadership being the focus.

Towards meeting the challenges of the 21st century, industries have re-engineered themselves as centres of excellence. In order to establish themselves like this, human resources are to be effectively utilized and hence business schools have reoriented their tasks as learning centres for managing human skills. The concept of making effective schools has gained momentum. To manage effective schools, and to produce effective schools, effective leaders are required. These effective leaders have an altogether different role to play from those in management of commercial organizations, though some of the basic skills and requirements still remain the same in both. Schools are unique because they are social institutions. Here the social commitment of the leader towards the community is of paramount importance.

Efficiency as teacher and administrator has many dimensions like size of the school, qualifications, teacher efficiencies, individual's expertise in curriculum transaction, support from management, number of teachers, their qualifications, parent group and society requirement, etc. The purpose of the study is to find out to what extent different school related variables and personal characteristics of the principal contribute to the efficiency of the principal as an administrator.
and a teacher. Parameters that would contribute to effective schools have to be redefined. This research is aimed at achieving certain guidelines, which could be considered as some parameters to making effective schools and efficient principals. These parameters are suggested by practicing principals because they are the right people to highlight the issues involved in the existing system. Hence there is a need for such a study.
Objectives of the Study

In any research in education there is a need to operationalise the objectives in behavioral terms. They should be achievable and measurable as well. With these things in view, the objectives of the study are stated as follows:

1. To study the impact of qualifications of principals on the effectiveness of the schools.
2. To study the impact of qualifications of teachers on the efficiency of the principal as a teacher and an administrator.
3. To study the influence of experience of the principals on the efficiency of the principal as a teacher and an administrator.
4. To study the influence of experience of the teachers on the efficiency of the principal teacher and an administrator.
5. To study the impact of graduate teachers on the efficiency of the principal as a teacher and an administrator.
6. To study the impact of post-graduate teachers on the efficiency of the principal as a teacher and an administrator.
7. To study the effect of teacher strength on the efficiency of the principal as a teacher and as an administrator.
8. To study the relationship between the number of boys students and the efficiency of the principal as an administrator and as a teacher.
9. To study the relationship between the number of girls students and the efficiency of the principal as an administrator and as a teacher.
10. To study the relationship between the total student strength and the efficiency of the principal as an administrator and as a teacher.

11. To study the impact of qualification of parents on the efficiency of the principal as an administrator and as a teacher.

12. To study the impact of the socio-economic status of the students on the efficiency of the principal as an administrator and as a teacher.

13. To study the influence of the locality of schools on the efficiency of the principal as an administrator and as a teacher.

14. To study the relationship between the results of the school and the efficiency of the principal as an administrator and as a teacher.
Statement of the Problem

The recent trends in the educational technology and Information technology force a radical change, which converts the student from an "information worker" to a "knowledge worker". Creating knowledge workers revolutionizes the school system dramatically and thereby necessitates effectiveness in the functioning of the principal as an efficient leader.

The National Curriculum framework for school education (2000) clearly states that education should prepare students to face life and hence schools should create opportunities for training in core life skills like problem solving, critical thinking, communication, self awareness, decision making, generative thinking, coping with stress, inter-personal relationships and adjustability. Any school reform should therefore look into the functionaries involved in the proposed reform, effectiveness of the principal as a teacher and as an administrator before implementing any measure. The culture of the management will be transformed into reality through the eminent leader and a participative learning atmosphere results in the school system. Thus all schools become learning organizations. The personal mastery of the leader in administrative and instructional areas thus contributes to the learning organizations. As Peter Drucker rightly puts it, a change leader should develop the skills to exploit success. Unfortunately, most of all leaders are concerned only till reaching success. Sustaining the success and to constructively use the success to reach greater heights is never in the agenda of many leaders. This is also to be looked into while mentioning about effectiveness of the school principal. He has to focus on opportunities, which are always at the window. Creating innovative changes, and using opportunities is also the job of a changing
leader. Above all, he should remember to know ‘what not to do’ more than ‘what to do’. Drucker continues to say that a change leader should not confuse ‘novelty’ with “innovation” and ‘motion’ with ‘action’.

A society, which has a rapidly advancing social structure under the influence of science and technology, economics norms and development, will always affect the school’s effectiveness and principal’s efficiency. A time has come when schools have to reflect about their roles, values and expectations so as to induce an effective school system. Proper awareness and conscious efforts with the staff and management would certainly induce the school’s effectiveness. The intellectual, personnel, social and productive tasks of the schools have to be hence defined in order to create the effective school climate. Hence the problem can be stated as “How do the various factors like size, locale, society, economy, staff, physical environment, etc, contribute to the effective school climate and how does bringing this climate depend on an effective leader to a great extent.

Goals or expectations of a school can be realized provided an effective school system prevails. School success, academic achievement, staff morale, and effective management of administrative techniques – all these contribute to an excellent climate provided an effective leadership exists. Howard, Howell and Brainerd (1987) elaborate eleven factors of school climate like continuous academic growth, respect, trust, caring, cohesiveness, high morale, proper in-put, openness to change, programmed instruction, good methods of teaching, etc. In an effective school, maximum learning by student and staff is achieved. It would have dedicated staff; it would have very well defined processes for it’s functioning. Proper planning and execution by the Principal who is also an instructional leader forms the core
concept of an effective school climate. In such a school team work is exalted, Policy making and service delivery become an essential style of such a school where there is a proper collective evaluation of the objectives, proper control of the processes and appropriate decision making. There prevails a purposeful leadership of staff, by principal and consistency of staff. Communication, trust, mutual respect, morale, pupil involvement, exciting and challenging avenues, which facilitate growth of individuals and institution, become an integral part of the school climate. In order to address the above in the overall school setting, the investigator is attempting to explore various parameters, which make the principal effective in the administration and also efficient as a teacher. Therefore, the title of the study is given as "A study of the factors contributing to the efficiency of Heads of institutes in private schools in relation to their efficiency as teachers and administrators "

The Operational Definitions

In any research, different terminologies are used. For clarity, it is desirable to provide practical definitions for such terminologies in the context of the study. Though many definitions are available, the following are the ones used by the researcher for the purpose of the current research.

School: - School is not a centre where 'information' is imparted but is a place where learning takes place — Learning by the teacher and the taught, thus facilitating participative learning.

Heads of Institute: - Refers to I Principals of schools.

Efficiency: - It is the extent to which social behavior is congruent with
the need dispositions of the individual.

**Administrator:** - The one who plans, organizes, stimulates and evaluates

In addition to the above definitions, the following terminologies, which are used in the study, are also defined as follows.

**Climate:** - Climate means an environment that may affect a system in a positive way or adversely. In this research, the major areas are defined as follows:

According to Halpin and Crot (1963), there are different climates that prevail in a school. They are:

**Open climate:** - Describes an energetic, lively school where the principal and his team members enjoy doing work and move towards success together.

**Closed climate:** - Describes a low key organization where team leader and group members do not enjoy their work and school is not moving towards success; but rather stagnant.

**Controlled climate:** - Describes a very impersonal, controlled atmosphere which is only task oriented. Here team members and the leader work towards completion of task and it lacks openness.

**Familiar climate:** - Describes a highly personal atmosphere but under control. Team members and the leader are not satisfied. Work is almost inauthentic.

**Paternal climate:** - Describes a school system where the principal initiates most of the acts of team members and not voluntary. Hence leadership quality does not emerge from the group.

**Decision-making:** - It is a central responsibility of a school leader, i.e., the principal. According to Lipham (1985), decision-making is defined as consisting
of decision content, decision process and decision involvement. Thus decision-making involves the administrative functions, processes and participation by the principal.

School Leader: - He is a person who contributes to the success of the school, taking along with him his team towards creating leadership communities. A person who gives image to the school is the principal.

Decision Making by the principal: - The administrative process of planning, organizing, stimulating and evaluating. It is considered as the central responsibility of the principal.

Freedom to principal: - Non-interference by any external body in any administrative process of the principal concerns school.

Discipline: - Certain code of conduct in the framework of which, the individual works so that personally and socially he/she becomes acceptable to the society.

Planning: - Defining and clarifying the goals, purposes, objectives and investigating conditions and operations related to purposes by which changes are made.

Capacity building: - Empowering staff and students in institutional building

Instructional leadership: - Leadership skills exercised in order to impart excellent instructional strategies and implementation of those strategies.

Evaluation: - Assessing and evaluating students' achievements in a refined way.

Interaction with parents: - Openness towards criticism and transparent relationship that brings positive outcomes that align their expectations.
Co-curricular activities: - Activities like fine arts, ethics, sports, and other cultural events that promote personality and growth of an individual, providing opportunities.

Resources: - Human as well as material - staff and students, parental expertise, all form of human resources, while physical supplies like furniture, building, etc, make material resources.

Personal Dynamism: - That charisma which displays team spirit, particularly adept in demonstrating creative skills that will popularize the vision of the school kids. Dynamic principals assume leadership in planning, organizing, implementing and also lead to promising school climate. In totality, it amounts to transformational leadership.

Other growth related activities: - Sharing information, learning more about management and bureaucratic setup, performance of teachers, performance of students, personal learning, reading books, etc.

Scope of the Study

Summary

Any effective school is an ultimate outcome of teamwork, hard-work, commitment by staff, vision by the management, objectives of the school and needs of the society. A vision by the principal alone is not enough. Management has to dream it. These dreams are brought to reality by the principal. Many factors in the school system influence the principal's efficiency in achieving the objectives.

The characteristics of an effective school system and thereby effective schools form the basis of the study. High performing schools are productive schools
especially when it is the outcome for students. The staff in such schools shares a strong instructional vision with the principal. Principals, thus become facilitators.

Professional development of the learning situation in any such effective school is no more an individual activity but a collective one. The progress of the organization, under these circumstances becomes the scope of the study. A research regarding different approaches to institution building and outcomes is of paramount importance in such situations. It certainly is a time consuming process, though, the decision-making is in need of change.

Bringing an effectiveness and efficiency in leaders of school is a process. And any process takes time, if it is a complex one and it involves changing attitude of human being. This has to be monitored. But no educational institution can afford to wait for such a thing or time span to occur. If so, then success is delayed and some times it never happens.

Researches have shown that a group-change or group-empowerment in any school in order to facilitate an effective school is not possible. But the Principal is identified as the key source to bring in such successful effective systems. Quality improvement teams can be set up along with this powerful instructional leader i.e. the principal to define a school system. Spreading the goals of the schools among the staff and students and the community and working towards achieving these goals become, thus, the major role of the Principal.

This research thus provides thus a scope for identifying the factors that contribute to the efficiency of the principal as an administrator and as a teacher. The results would be of value in identifying good teachers and principals for improving the overall effectiveness of the school. Therefore, the study has implications
for school organization and institutional planning with a purpose to bring out the best from heads of institutions.

Having described the rationale of the study, the investigator has provided a thorough review of related literature in Chapter-2.