Chapter 2
<table>
<thead>
<tr>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of literature</td>
</tr>
<tr>
<td>Principal as a Leader</td>
</tr>
<tr>
<td>Staff Empowerment / Capacity Building</td>
</tr>
<tr>
<td>Student Empowerment</td>
</tr>
<tr>
<td>Gender Disparity</td>
</tr>
<tr>
<td>Boys/Girls Performance</td>
</tr>
<tr>
<td>Instructional leadership</td>
</tr>
<tr>
<td>Parent involvement</td>
</tr>
<tr>
<td>Parents Qualification / Education</td>
</tr>
<tr>
<td>Community involvement</td>
</tr>
<tr>
<td>Locality</td>
</tr>
<tr>
<td>School size</td>
</tr>
<tr>
<td>Professional growth of the principals</td>
</tr>
<tr>
<td>Academic excellence of schools</td>
</tr>
<tr>
<td>Management of the school</td>
</tr>
<tr>
<td>Conclusion</td>
</tr>
</tbody>
</table>
Review of literature

Quite a lot of details on researches that are conducted all over the world in order to define facts that contribute to effective school system have been discussed. Once the Principal and the staff have realized the goals and vision of the school, then it is implementation of the same. The “Culture” of the management is visualized and percolated down when it is internalized by the people who are to implement it and to receive it. Then the efficiency just becomes an entity. All the rest are material resources, which may be arranged in due course of time.

Renato Tagiuri (1998) suggests ‘climate’ as characteristics of the total environment. He says for ‘school climate’ there are four dimensions – 1) Ecology 2) The milieu 3) The Social system, 4) The culture. ‘Ecology’ refers to the physical environment of the school and also the infrastructure facilities offered. ‘The milieu’ refers to the social dimension of the organization, ie, the people, and anything related to them. ‘Social System’, refers to the organizational and administrative structure of the organization. “Culture” refers to values; beliefs and norms of thinking that are characteristic of the people in the organization. The study mainly concentrates on the social system of the organization.

The study also aims at producing data on effectiveness of school. It also tries to find out relationship between school climate and leadership. How Principals and their shared vision brings effective school climate, becomes part of the study.

Various studies have already established that when the atmosphere prevailing in schools is supportive, where there is a stimulating parental participation, there
the student learning takes place in a more enhancing way. The morale of the students and staff is high in such school and there are opportunities for growth and freedom to work in a more renewed conceptual way.

All these discussions are interconnected and hence 'school climate' is a collective consequence. It is realization of a dream.

The 'culture' of the school over a period of time becomes a 'practice' or 'tradition' and it has a powerful influence on the school system. Effectiveness of a school is the extent to which the society's expectations are congruent with the role specified for the school. Hence effectiveness is a need disposition of an institution or an individual. A leader is an individual who belongs to a team, which has a power and purpose. The complexity and comprehensiveness of the advancements taking place in the country in the economical, social, political levels, envisage a school system which acts as a tool in assisting these changes – thus the change in the school set up becomes a very essential change. More so because, the change has to be internal where interest of the people is involved. These abilities and much more volunteerism for change become the essentials of the system.

The NCERT has also revolutionized the Indian Education, knowing the enormity of the problem. These entire curriculum frameworks necessitate or assert the need for a thorough change suiting the 21st Century globalization but still keeping to the roots of the country.

A School system, so as to implement the necessary changes, must take into consideration three main factors, the management, the school staff and the users in the community. Perfect co-operation between these three factors would certainly bring in the said school climate that we are talking about.

As per Drucker (1999) "There must be one right organization"-And if this organization has to make only success, it has to be effective. And this "effective schools" should fit the "task". The task is to create an "Effective school climate". For this, a good leader is required and the leader’s task is to lead people whose specific strengths and wisdom of individuals make that climate. Thus the parameters as viewed by heads of institutions that contribute to effective school climate become the topic under study. Researches conducted around 1960's pointed out that schools should improve their quality of education and try to attain success using research tactics.

In 1980's, innumerable reforms in education brought a facelift to the system of education. School is a complex, social structure with limited resources. To conduct such a social structure, one needs a world-class director -a leader. Edmonds stresses the need of an effective instructional leader for an effective school-i.e. The Principal. Senge, in "Schools that learn", says that leaders focus on shared visions and nourish a sense of commitment in a group or organization. School principal is usually considered as a powerful position and people associate it with the position he/she holds.
Research on effective schools and re-engineering schools published by US Department of 1987 show that developing schools should do research and should reshape their rules and roles and relationship with community. Such school should thoughtfully apply new practices.

An effective leader i.e. the principal has to precisely exercise his/her role assuming himself/herself to be the key-person who exhibits foresight, predicts outcomes, and applies pressure for productive output. The principal who is also an instructional leader should have the understanding, skill and attitude required to lead his/her client system comprising of students and teachers. He/she has to define the performance objectives, empowering his/her staff, take right decision and design the right kind of curriculum. Discipline of staff and students, planning the activities of the school, getting teachers motivated to right kind of class-room instructions and evaluation, rising up to the expectations of the parent community, proper use of accommodative resources and above all personal dynamism are all necessary requirements of principal ship. When the country is heading towards knowledge economy where knowledge is considered as power and capital for further development, the role of principal as a teacher and an administrator cannot be underestimated. Because, this "knowledge power" is created and gathered in ordinary classrooms and not in business houses. By playing such a conscious role as a consistent, accurate, witness with the ethical, professional behaviour, the principal ought to emerge out as an effective leader.

Let us now look at how this school system can be arrived at and how do researchers perceive this issue. Effectiveness and efficiency of a principal in any school system takes the school to success.
Principal as a Leader

No two schools are alike. And so no two principals are alike. All management consultants speak in similar veins when they say that administration of educational organizations depend mainly on the personal dynamism of the leader i.e. the principal. The school principals possess great potential for improving the learning process of others. They are held in high esteem by the society. The values that the principals hold should be translated into meaningful objectives/goals for the society. Studies conducted at elementary schools in Michigan show that children in high achieving schools set norms and teachers are committed to making it happen.

Schools, since they are social organizations, the values, beliefs, culture and expectations are different from those that exist in any business organization. Hence the style of leadership that exists in a business organization may not be suitable for schools. A transformational style of leadership would be ideal for creating leadership communities. In any organization, certain hierarchy prevails in order to channelise authority and responsibility in a well-defined systematic manner. Weber (1959) confirms this, when he says that concept of hierarchy involves delineations of responsibility among people. In any school setup, the only difference is that the principal has to be an instructional leader also.

Lipham (1985) says that effectiveness of a school can be measured in terms of the degree of change in organizational achievement and the degree of change in organizational maintenance. The former refers to the variables as productivity, cost of education, innovative program and levels of student achievement, while the latter, refers to the job satisfaction of staff, student, motivation and morale.
Any school leader, who thus brings an appropriate proportion between these two, is considered as an effective principal and he contributes to the school climate.

There is evident relationship between ‘power’ and ‘purpose’. Power holders usually have a purpose. But needless to say that all power holders are not leaders. Leader is one who helps others achieve their goals in consensus with his. It is absolutely a relationship between power and people. Leadership is one, which initiates follower ship. There are two types of leadership in any organization.

- Transactional leadership: - here purpose of the follower remains unchanged.

- Transformational leadership: - Purpose of the follower gets changed.

An effective leader is transformational in nature. It is in this context that the research started.

Research all over the world shows that effective schools have set their targets clear, high, attainable and supported by staff so that it leads to an effective school climate. All these researches, which are done to identify the factors contributing to effective school system, recognize a transformational leader at its core point to lead it to success. Horenstein (1995) proposes a change-oriented model for a principal who is an administrative leader, good at communication, instructional leader good at interpersonal skills and keen on staff development.

Cliff and Snacht (1993) suggest that there should be professional preparation program for leaders who are supposed to know about child development and schooling. The last decade researches show that high achieving schools had always a principal as an instructional leader, consistent and capable of decision
making at the helm of affairs. Since the 1980s, numerous groups have drafted standards for leaders. In 1998, the American Association of School Administrators (AASA) (Hoyle, English, & Steffy, 1998) drew upon several of these reports to identify ethics and integrity, the ability to work well with the community as the key characteristics of effective school leaders. Other shared themes include collaboration, diversity, and a commitment to student learning. An effective school leader has the following attributes: Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community, visionary leadership including creating and communicating a vision "centered on the success of all children and youth". While every research agrees basically on one issue that a leader is a reformer, Nadler and Tushman (1955), say that leadership styles improve achievements school-wide, in all content areas.

Quite a number of publications talk about change in business world, globalization and hence the management views. But very few address the change in educational leadership. Till recently the business concepts “perform or perish”, 'shape or ship', 'do or die', were finding place in educational management also. But a review of leadership in the light of effective schools, recognize leadership as different from management.

Systems writer Daniel Kim says, "We tend to believe what we measure but it is more likely that we measure what we believe". In a preferable school system the people involved are more or less in the above mental make-up.

Sergiovanni (1996) cautions that applying business models of success to education is inappropriate given the unique nature of schools. Sergiovanni argues,
"Good leadership for corporate sectors and other organizations may not have the same standards idealized for good leadership for social enterprises. Everything that happens in the school has moral overtones that are visually unmatched by other institutions in our society. He firmly believes that unless and otherwise leaders start inventing “own practice”, it is very unlikely that school reforms will take place.

Hemphill (1958) explains certain taxonomy of the stages of leadership like Attempted Leadership, Accepted Leadership, Implemented Leadership and Effective Leadership. The researcher draws the attention of the readers to the above statement to bring a concrete vision for principal ship where principal is an effective and efficient leader.

One of the biggest differences, according to Sergiovanni (1996), is that leaders of change must adopt a stewardship approach to leadership. It is high time as per these research studies, that ownership and responsibility be felt among those people who constantly interact with parents and thereby a stewardship to originate.

"Serving the community" - the internal as well as the external community - is a key aspect of what executive consultant Roberts (1999) calls “conscious oversight.” Leaders who bring this perspective to an organization help ensure the long-term health of the system by honoring and serving the life of the larger and longer-term community.

A leader must serve for a world larger than him. This can be referred to as “conscious oversight”. According to Roberts (1999), it is a discipline of care and nurturing of people and systems with an eye toward the impact on generations who come after them. These leaders who have this ‘conscious
oversight,' ensures the long-term health of the system, serving the community. It is here, that the modern researchers differ from those who were proponents of leadership a decade ago. The school system gets automatically charged with a leader who has conscious oversight because he feels valued and not neglected. "Becoming more of a steward and less of a manager can be a difficult change for many senior leaders who are accustomed to the more-traditional view that a leader is a kind of "taskmaster" who "attends to performance, focuses on results, solves problems, and influences lower-level decisions" (Quinn, 1996). In the new scenario, a leader is to empower his/her staff to find solutions for their problems.

In "The Work of Leadership," Heifetz and Laurie (1997) argue that altering this traditional approach to leadership is imperative when an organization faces an adaptive challenge.

According to Senge (1999) it is a "myth of a hero leader". The traditional approach of leadership, will quote a leader to be always one who has charisma, skills, ambitions etc. Roberts continues to say that the organizations have to redesign in such a way that "Service" becomes the centerpiece and responsibility and accountability be felt by those who constantly interact with the users of their service. This feeling is something that is lacking in many of the Public limited companies. Unfortunately, this feeling of complacency that the job is assured whether they serve or not, has crept into the field of education also. Since 1947, in spite of all the education commissions and various policy frameworks hardly any change is felt in the attitude of the people. While the job and the salary are assured and when no clear guidelines are specified, accountability will be a scarce commodity among the people who work in such systems. Service is
no more a “centerpiece’ there. Education has never been considered as an investment in to future in our country. People were getting it free all the time. Hence, neither the taker was serious about the quality nor the developers. Soon after independence, making education was a necessity. Reservation was a need in order to promote the cause of education. Later these two aspects became very handy for the politicians and other antisocial elements to hold on to their positions. Very few people realized that the student community was suffering.

Under these circumstances, terms like “perform” or “perish”, “ship” will appear to be revolutionary, because these words are very often associated with private sectors. These words may be identified as business words. But true that the last decade has however seen these words entering the school atmosphere also.

Any institution sees success only when there is absolute teamwork between the leader and the staff. For the staff, to contribute to this major task i.e. success, thorough involvement in the job they do is very important. The Principal’s priority will be, hence empowerment of the staff.

**Staff Empowerment / Capacity Building**

The staff in the school plays a very important role in implementation of the curriculum. The initial expertise with which the teachers start teaching may have to be strengthened through various intensive training programmes. Relevant competencies for staff in their respective areas are essential and hence their assessment becomes important. Empowering the staff and enrichment of their professional levels is considered as one of the key job responsibilities of the
principals. Helping them to be productive, instructionally good and developing effective strategies with a proper understanding of the subject come as the key role of the principal.

Need for ascertaining teacher effectiveness in India is felt for a long time and it is insisted that any educational system should make use of the human capabilities available – Rajput (1994), says that "Up gradation of existing skills & assessment of performance of teachers is a constant requirement, if any educational system wants to maintain effectiveness.

Buch (1987) says that factors like region, designation, age, experience etc also contribute to effectiveness of teachers.

Shah (1995) however gives more emphasis on attributes of teachers towards children. Arora (1978), in a earlier study points out that effective teachers, have taken up teaching profession quite early in their life as against ineffective teachers. Effective teachers have been found to know more inclination towards children, community and parents. Effective teachers were found to be more emotionally stable than ineffective teachers, according to Chaya (1974). Emphasis should be on learning and not teaching. A continuous evaluation of the student is ideal as far as teaching is concerned.

Principal, who does not teach because of other administrative pressures, is really losing touch with actual classroom situation. Principal also assumes the role of a facilitator and an instructional leader as per (Lynn Beck & Joseph Murphy 1993)

A modern principal in the 21st century has to be a leader of change, learner, providing moral support to staff and responding to challenges. The task
of principal as a change leader is formidable.

Lashway (1997) chooses three major models for principal 1) hierarchical 2) transformational 3) facilitator. All these roles insist on teamwork and collective decision-making.

The National Council for Teachers Education (NCTE) has recently identified ten competency areas, five commitment areas & five performance areas for effectiveness of teachers. The competency areas are contextual, conceptual, content, transactional and other educational activities, developing teaching and learning material, evaluation, and management, working with parents, working with community. Performance areas are classrooms, school level, outside school level, parent related and community related.

A system of training & improvement is possible after assessing the performance and hence effectiveness of teachers increases.

In this 21st century, we cannot afford to have the luxury of having TTC holders as school teachers, as per Koshy (1997). It is only but natural to expect that teachers in this IT era be well qualified and informative in their own disciplines. Such teachers who are qualified and competent should be given heavy responsibilities.

In India, according to Srivastasva (1996) employers look for white color employees. They prefer to have employees in their schools with a proper University Degree. There seems to be a certain relationship existing between the job functions of principals & teachers with their qualifications. Any research based qualification of the administrators certainly may dive deep into the ocean of knowledge about how individuals are evolved in class rooms of schools and hence
such professional expertise is preferred. As an avid student of philosophy, Dr. Radhakrishnan, always wishes to be known as a teacher more than any other titles.

Maintenance of a quality professional library should be an integral part of the professional development program for teachers. Education has attained the status of science. Prof Cavanagh (1932) remarks that if a man is not trained, he may never have a chance of friendly criticism. Payne (1950) says, the method of teaching is effective, only if the skills taught in classrooms are effectively used in social situations.

Kelly & Van Vactor (1983), Shows, Joyce & Bennet (1987), Joyce Showen & Rolheiser-Bennet (1987) all feel sure about the need for an inclination towards staff empowerment through in-service training. But it is very sad to note these days that teachers tend to teach matter intuitively in classrooms. This view was ascertained by Bloom (1990) and Rinne (1982). One very serious problem, which may be the outcome of this, is the quality of instruction being crippled with the idiosyncrasies of the teacher, they add. Empowerment and capacity building are the key-responsibilities of the principal, which pave way for the success of the school. However researchers all over the world, now, feel that leaders should make their staff own responsibility about their own decisions. No more they should solve the problems of others. Senge (1999a) takes this idea a step further in his assertion that clinging to the hero-leader notion may actually prevent organizations from creating and sustaining true change: “Worshiping the cult of the hero-leader is a surefire way to maintain change-averse institutions. In fact, one can hardly think of a better strategy to achieve precisely this goal.”
If any educational institution depends totally on the principal for every single decision-making, there will be a continuous stress on the staff and mediocrity will be the result. As Sergiovanni (1996) notes, “principals have a special responsibility to share their visions of what schools can become, but they must do this in an invitational mode”.

In arguing for the development of leaders across the organization, not just at “the top,” Senge (1999a) highlights the interaction among three types of leaders: local leaders, internal net workers (also called network leaders or community builders), and executive leaders. The orientation of the new staff, sometimes-called induction, is a continuous process that begins with recruitment, interview, which last throughout an employee’s professional association with a school. (Castetter, 1971)

Linda Lambert (1998) observes, “as long as the improvement is dependent on a single person or a few people or outside direction and forces, it will fail”. Peter senge says that instead of hero leaders, we must develop leadership communities. These leadership communities or such teams need an effective school leader who will share control and decision making with entire staff. As Barr (1950) stated, “If we could just reach agreement on what to evaluate, then merit-pay for teachers would be a simple matter”.

Senge (1999) says, ‘local leaders’ are accountable at the local level with a small unit or group. Second line of leaders in the school, could be such team leaders. They facilitate team meeting, provides staff development and leads data analysis teams.” Internal net workers”, according to senge (1999) are “seed carriers” and they spread “ideas”
If a power struggle exists between staff and principal and when there is no shared vision, the school climate suffers. The traditional leadership is like a pyramid. Executive is at the top and all staff at the receiving end. So transmission of ideas or vision from top to bottom gets bogged down. People at the bottom may not be ready to buy the ideas from the top.

If we need to only foster innovation, some degree of philosophic disequilibria should exist within a school. Martin (1970), says, the executive leader has to leave an idea or vision, which has to be embedded in the whole system or organization’s profile. Thus the executive leader has to take the appropriate practice of the path and honest inquiry into the future prospective of school reforms.

Culture and value systems of management percolate to the school through the principal and this also adds to the efficiency of the principal. A value leader system of education has always been in the pursuit of knowledge. Value is only a preference between opposites. All human beings are capable of rank ordering these values. Giving any comparative preferences for any value is called a value system. Transformational leaders, hence change the value system of the followers. These transformational leaders thus bring in “Pygmalion effect” of building up the confidence, where expectation becomes reality. Driving people to change would be, thus, the role of an executive leader. The leader could also become a mentor and he/she creates a value system that leads to success in schools.

Regular training and experience in selecting, designing, implementing and managing their own learning will enable students to become independent and will prepare them for a life-time of self-education (Gibbons, 1976) A principal would be a role model here for staff and student.
As Fullan (1998) argues, the education leaders of tomorrow will need a reservoir of skills and characteristics that differs significantly from those successful school leaders possessed just ten years ago.

In the changing scenario the principal in any system has to establish his skills and efficiency as a leader in creating instructional programmes too. Ultimately he has to be an effective teacher also, if success is key word in the organization. Empowering student community, bringing in excellent results- all becomes the job of a successful principal.

Although in an earlier era, budding administrators were recognized as the principal teachers, some principals have not taught for so long that they no longer feel competent to teach, as per (Hoeh, 1973). Except in small schools, a principal doesn't find time to teach. This will incapacitate the principal totally because she or he is kept out of recent teaching, learning techniques. Therefore, the principal would prove to be a popular leader, if he or she proves himself/herself as a good teacher also.

After the staff, the next important to be attended, is the student. The process of creating a conducive atmosphere for them to learn would be the next priority of the principal.

Student Empowerment

Long lasting changes in school climate is possible only if high quality and sustainable leadership prevails in all school reforms. School leaders, at present face so many challenges. The ever-changing economy structure of the country and its business styles, need students who would be trained to succeed in this
high-tech era. On the other side, some others view education or school, not as a job-training centre. They believe that these students should be trained with such creative skills, which would develop such technologies and enterprises. These students should create new markets for job. In other words, jobs should fit them, not they fit the job. In the above scenario, an educational leader should strike a reasonable balance between these two expectations. They should understand that education is a unique venture. It is value laden and schools should enculture the society. Business organizations have to adapt to the environment but schools should be very careful in adapting. Information technology has brought in an ocean of change into the living styles of students. Schools should, therefore, be very selective in adapting these changes. Once upon a time, the question was 'should one go to school?'. Now the question is ‘Which school to go?’ The leaders, hence, should examine the changes before implementing them. Rather than, concentrating on a "single person " leadership, as Senge (1999) writes about leadership communities sharing vision. This would be the right option now. He continues to say that, it does not mean a “Headless organization” but executive leadership works in inculcating an atmosphere of joint responsibility. Based on the requirements of the present day, witnessing the demanding changes, the National Curriculum Frame Work for School Education (2000), suggests deletion of redundant portions and addition of relevant text matter. According to the panel, this will prepare a Frontline curriculum that will prepare the child for future. A principal has to reaffirm the instructional programmes for students in this light and organize the curriculum at schools.

Though, parents do not show much of gender disparity, in providing education, still in some part of the country, especially rural areas, education to girl babies
is not a priority. But as far as schools are concerned, these gender differences do not make any impact on the efficiency or effectiveness of any staff in schools.

**Gender Disparity**

Ethnic and ability difference may exist between boys and girls of the school. Teachers, however deal with these two distinct types of students alike. They offer same chances for both groups to participate in the learning process. True that some times, unknowingly some discriminatory behaviors are observed among the teachers. However there is no proof to say that these attitudes result in unequal opportunities in the learning process. It is true that, teachers some times follow stereotypes. Some kind of softness is generally seen among teachers when they handle girl students. There is a tendency to assign boys' tougher tasks and more attention to boys during mathematics instruction and more attention to girls during the reading sessions. These actions of the teachers are not deliberate efforts. Researches show that, boys attribute their failure to lack of effort and success to ability, where as girls attribute a success to effort and failure to lack of ability. What the child need outside home is a reliable, trustworthy person and that is the teacher, says Brodkin a child psychologist and professor. Whatever be the discriminatory factors that may exist, among boys and girls, there is no reason to believe that the performance of teachers on principals is related to academic achievements of students.

Researches conducted earlier on literacy rates and gender reveal that gender disparity is low in Kerala (7.43%) and Mizoram (7%) while maximum in Rajasthan (34.6%) and UP (30.4%). Whether this difference in gender is contributing to the efficiency of the principal as an administrator or teacher is not yet proved.
Schools are judged by the results they produce, these days. Whether girls and boys perform at different levels or achieve differently is yet to be found out. But, in schools presence of boys and girls and their efficiency ranges are treated at par.

Boys/Girls Performance

Access, Equity and Excellence are the key words used by the national curriculum Framework for education (2000) in order to describe the need in the educational scenario. It becomes then impossible that these key words, access, equity & excellence be applied in the true sense, by the principal in the education of both boys & girls. It is only the student that is important in a school system, to the principal and not their gender.

There is no evidence to quote that gender plays a very important role in academic excellence of students. The investigator also studied the standard of allotment of Boys and girls in schools and this was related to the efficiency of the principal as a teacher and administrator. Humayun Kabir (1962) notes that students who complete schooling in India and seek admission in UK or Europe are certainly less equipped as far skills and knowledge component is concerned. This is a very serious issue. He also adds that lack of quality in education is a major obstacle for modernization. This is ascertained by Dube who says, "modernization is a process, a movement from traditional to certain types of technology related social structure. Education Commission (1964) recommends 'quality' in Universities, which are comparable to the most other Universities of the world. It is very heartening to note that the UGC (University Grants Commission)
has entrusted the job of bringing quality in higher education to NAAC (National Assessment and Accreditation Council).

Some of the reasons for the lack of quality could be attributed to the teaching. We consider education as a 'product' and not as a 'process'.

Some of the principals, however seem to bring better performance in schools that are either exclusively for boys or for girls. Disciplinary problems do occur in these schools, apart from academic differences. How an effective leader i.e. the principal deals with this contributes to the success of schools.

The principal is, first a teacher, and then only he/she becomes an administrator. The efficiency of the principal as an administrator depends on his/her establishing himself/herself as a teacher. The immediate group he/she has to attend is the students.

**Instructional leadership**

The NCFS observes that learners are not passive objects. The ultimate aim of education is to lead a child from a state of helplessness to attain independence and become life long learner. It also insists on peer group influences as a positive reinforcement for effective learning. A principal who is also an instructional leader has to make arrangements for such innovations in the curriculum in order to be effective. While trying to be effective, the principal can rely on past developments as a backdrop for understanding the present.

Peter Singe says that, the leadership has to create organizational climate that does not drive people to change but inspire people to change, support them and leverage the imagination that initiates at all levels. An effective school climate
needs executive leaders who can build, maintain and strengthen relationship within and outside the schools. All over the world researchers have identified certain common characteristics for effective school climate as vigorous leadership, shared vision and goals, quality learning environment, concentration on teaching and learning, good monitoring process, positive reinforcement and high level of expectations.

In any such re-engineering process of creating a desirable school system, one has to use research based facts, theory and knowledge. Innovative curricular programs, which augment the learning process, add to school climate. Andrews and Soer (1987), Larsen (1987), Mortimore (1994), Schmitt (1990), Krug (1992), Cohen (1994) all of them insist on staff involvement in implementation strategies of this research based techniques. Practicing principals who run efficient schools always have community considerations as a primary objective in their agenda while designing the school system. The locality of the school, hence, may pose certain difficulties in their work style. But still the goals are fixed in their minds and hence success just becomes a consequence. Regarding curriculum development, Inlow (1966) has suggested that cultural and community demands ultimately govern all curricular choices and decisions. Goodlad (1977, 1984) suggests that educational policies of the management will be decided in response to societal demands.

from leadership, identity resource allocation & work place practices also as an element of creating school climate.

University of Melbourne and University of Wisconsin, in their research studies, identify factors such as different stages of schooling, locale and disabilities and impairments as some of the factors affecting effectiveness of the schools. Peter Singe (1992) describes five discrepancies for effective organization as systems thinking, Personnel mastery, team learning, shared vision and mental models. Jossey-Bass (1986, 1992) identify a high involvement management also as a factor contributing to effectiveness of schools.

Though teachers take up the profession after acquiring sufficient qualifications, they need constant in-service training in order to match with the growing demands of the society. Joyce, Showers & Rolheiser-Bennett (1987) insists on proper teacher in-service training as one of the areas to be concentrated while working towards effectiveness. The attitudes of staff that all students can learn (Austin, 1979) are a positive set-up in any school. The feelings of both, staff and students do make a difference (Wynne, 1980). The students always believe that their efforts are fairly evaluated and appropriately rewarded (National Institute of Education, 1978). This feeling spells the difference between success and failure of a school.

The most important thing that influences the success of a school is the parental involvement in all school related issues. Even if, the principal and staff put in their best efforts, if there is no concept of co-partnership by parents in education of their wards, then success of a school is very difficult to achieve.
Parent involvement

Parents are the first teachers of their children. This adage is in vogue even now. A recent research makes a subtle change in this statement, that parents are 'the most important teachers' of their children. The proper development of the brain of the child depends to a great extent on the early experience of the child at home. How 'smart' is the child is going to be decided by how effective the parents are. Researchers have also shown that where parents show more interest and give more time and affection, children do well in their studies. When the teacher translates the professional expertise into meaningful expressions to the parents, their support to the school system increases. If the parents wish success for their children, then they should make their school life an enjoyable one. Parents can be advocates for good systems of learning in schools. They can be providers of good ideas, good decision makers, organize materials for learning, can volunteer for activities in school etc.

Efficiency of a principal in a school system depends to a very great extent on the parental group of the school. Study conducted on the involvement in the Philadelphia's School System Reforms saw that there was little thought about the kind of time, effort and resources it would take to change long standing relations that have traditionally excluded parents from decision making roles in schools. According to a recent report by the Consortium for Policy Research in Education (CPRE) and Research for Action (RFA), "No professional development was given to school principals and teachers who needed to work collaboratively with parents and community members including how to work through inevitable tensions and conflict of changing roles and expectations. The authors also note that the children
who achieve change, the perceptions of the rights of parents and public. Every single child belongs to two social agencies 1) Society of adults 2) Society of peer groups. The performance of a child as a student in school, which is a social structure, therefore depends on the social institutions like the family and community. Saiyidain K G remarks that, " in the modern world child's education is the joint responsibility of the home and the school. Unless there is an intelligent understanding between parents and school, the growth of children will not be wholesome.

Average teachers who are overloaded with their work pressures, normally take a rigid view about the child's total development, very often forget that the child is entering the field of education for the first time and that too from a totally different environment. Mere teaching skills and imparting knowledge cannot make a good teacher. Similarly mere parent hood cannot be considered as the capacity for educating the child. William F Ogburn (1932) considers educational function as the most prominent responsibility of the family i.e. the parent. William F Cunningham (1959) remarks that the school cannot adequately take care of the child, if the parental support is lacking. Unfortunately, as some one wrote, child is now being transformed to school, like the cuckoo that places its egg in the nest of the crow to get it hatched. In the words of Rousseau, mother is a true nurse and father is the true teacher. It is high time that we reflect on these words and see whether the same feeling is percolated into the family system. Research studies conducted by SSTA research center reveal that parental involvement has shown increased student achievement improving their behavior and moral growth.
It is a very heartening change to note that there is a lot of change happening in the perceptions of the middle class. The social educational climate of the society is undergoing a drastic change and the eager middle class invest in education as an investment into future. As a result, there is a craze for better-equipped schools and they have turned their attention to schools run by private managements. The expectations of the parents by admitting them in such schools are best services and nothing else. Most of the private schools do satisfy their needs, with their sense of service,. Sincerity and commitment. The imbalances between Govt.Schools and privately run schools are very glaring, according to National Curriculum Frame Work for Education (2000) and it suggests that these differences be wiped out, because excellent education is the right of every child.

Recent declaration of Govt of India, saying education as a birthright of a child, makes the principal and parent more responsible towards providing excellent education to the student.

These days’ parents have understood that investment in education is investment in future. Parents Teachers Associations (PTA) are becoming more popular these days, and in many cases, they significantly contribute to the overall school system. If the parents are educated, and then the influence they can make on school’s activities is something phenomenal.

Parents Qualification / Education

A research study done by Mridula Bhaduria, “Impact of parental education status upon dropout/regular participation- Behavior among slum children in Kanpur City”, shows that for an illiterate group of parents drop put percentage is 53.20
as against normal regular percentage of 18.6. With parents having graduation, 1.6% was the drop out and with parents with PG qualification zero percentage drop out was observed. Thus, this study by Mridula Bhaduria recalls a confirmed influence of parental education on the child’s attendance in schools. This may be the case with rural areas, where the priority is existence. Whether having high parental qualifications are contributing to the academic excellence of the child in schools, is not yet proved positively. Study conducted by Klausmeier and Allen (1978) reveals that home & family attitude is reflected in the student’s achievement and cognitive development. Hobson (1976) however has observed a positive correlation between parental involvement in school activities and student achievement. Walberg (1984) and Larean and Benson report that educational productivity and parental involvement are directly related. Danzherger and Usdan (1984) say that partnership between school and community is directly linked with school’s effectiveness. Students form the sub public of the school. Bowles & Truth (1976) hence say that they form the primary source of information for their parents.

Schools cannot work in isolation. They are created for the upliftment of the society. The resources in the community, whether it is human expertise or material resources, the schools can have access to it. Similarly when it is community considerations, the schools will have to contribute to its development. If both schools and community work in unison, then success is ensured.
Community involvement

The NCFS (2000) makes use of work education as a means to get close to the community. Work education according to NCFS, teaches the children values of self-reliance, co-cooperativeness, perseverance, tolerance, helpfulness and good work ethics. This work education aims at the total development of the individual and also the community. A child is not a single entity. He has to live in a community to which he belongs. Preparing the child for living together is one of the main objectives of education as per the UNESCO also. NCC, Scouting, guiding and other social activities are normally undertaken by schools, to reach out to the community. It would be one of the main job requirements of the principal to extend these kinds of activities in school, in order to take the school, to success.

Bommai S.R (1996) insisted on sustainable communitization of education. Dr Arthur E Morgan (1957), outlines the parameters of communitization of education. He defined family and community as two important units in the filed of education. The Economist, in its editorial defines community as a tetra syllabic mouthful attached to every thing and satisfying nothing. Dr Amartya sen (1999-2000) says, "What is needed today is a radical shift in our approach in education". This major role shift is already apparent in leadership in various organizations. The "Society's demands are different today from that were 50 years ago." What is learnt' was important. Years ago. Today, " How is it learnt " is important. Drucker acknowledges such a society as a knowledge society. The National Policy of Education (NPE) (1986), its review committee (1992), and Education For All (EFA) (1993) give, priority to universalization of education. This is the first step in promoting effectiveness in the living style of individuals. Educating market and
marketing education is the need of the hour according to Ravindra G Dastikop (1999). Barbara Hopkin & Frederick Wendal (1997) insist on perfect relationship between community & school. According to them the concept is to keep the public in public education and to involve community in raising the child. The process of creating partnership between community and school with respect to organization, structure, locality and the need is the job of the principal. The principals should be more concerned with people than statistics. Involvement by principal and staff in community affairs influence the effectiveness of the school to a very great extent. As per the Saskatchewan principal ship study report (SSPA) say that by the year 2000, every school should promote partnership that will increase parental involvement and participation prompting the social, emotional and academic growth of children. Patrikakako & Weissberg (1999) ascertains the same views. America's schools act Title -1 requires local schools and districts to involve parents in improving students' achievement and in developing school policies. To a very great extent this will increase parental involvement and community participation thereby recognizing the vital role the society has to play in their children's educational attitude. The principal's role in working with community has gained importance than it was in 1960's.

It is believed that India's life is in villages. Unfortunately education has still not reached many rural areas. Better infrastructure, good staff and other facilities were the major constraints, in establishing schools in rural areas. English education has not found its way in many of the villages of India. Education in mother tongue even has yet to reach these villages. When the Govt is finding it difficult to bring education for all, it becomes the responsibility of the managements to educate these children in the rural areas. Many a time this never happens
because of the bureaucracy involved in public administration. It is but natural, that, the principals and staff in those schools face difficulties, to make success happen.

Locality

Distance and topography were cited as obstacles in rural schools. Howley (1996) says, “Size and school locations also matter in urban areas”. Parent involvement may improve the situation to a great extent. While one is talking about 21st century and its challenges, one should not forget the conditions of schools in villages/ rural areas. The network sessions in the “Education India-The Next Millennium” conference highlights the locale specific needs, social equity with excellence and adoption of villages by every secondary school students. Industry interaction in these areas for bringing education and the excellence in schools would be an ideal concept, provided principals take up that initiative of making that happen. According to Mr Sadagopan, Vice Chancellor of Indian Institute of Information Technology, Bangalore (2001) “Investment in education should be by the Government and administration should be handed over to private organizations, if excellence is the watch word of the century”. “A total community mobilization” is required for education an emphasized concept as per Ernest O Melby (1952). As per Saiyidain (1967), “Schools should look forward to more involvement of the contemporary world in its process of education”. UNESCO visualizes the system of education for international community. Cook (1950) describes community as a “Population aggregate” which is conscious of its unity. School community co-operation is some thing more basic than parent teacher
or student community relationship, Saiyidain continues. According to Ottaway (1957), "School is only a social invention to serve social need". John S Brubacher (1950), says, "Education is certainly an adjustment of the child with its environment".

To a very great extent education available to a child, depends on the locality. Curriculum of the course offered, unfortunately is not suitable to rural areas. As a result of this, performance of the students in rural and villages areas could prove to be a matter of concern. Locality also can prove to be a matter of constraint for the principal, because he/she is ill/well equipped based on the facilities available in the locality. In any family, the situation conducive for proper education of the child varies from home to home. Once upon a time it was said that most of the village homes are 'broken' homes because of unemployment of parents and illiteracy. Hence education of the children in rural areas was affected but these 'broken' homes have become very common in urban set up also for different reasons. Here also educational standards of students are very badly affected. The much talked about word these days, the emotional quotient (EQ) is found to play a very important role in the performance of children in schools. Single parents, split families are very common everywhere now. These factors also contribute to the performance of students in schools. Having good teachers or good principals cannot be then considered as the only criterion for bringing effectiveness in schools. Betrand Russel (1956) says, "Ideal school is better than an ideal home".

Rural schools need very effective principals, for the simple reason that the need of education is not very well understood there. The job of the principal in such schools will be to educate the parents and bringing awareness in them
about the need for education. Getting properly trained teachers, getting the necessary infrastructure, other facilities for a conducive working atmosphere and necessary student strength all become the responsibilities of the principal. The major problems in the rural areas are child labor, which is an essential evil that exists, and parental illiteracy, unfortunately. Tamilnadu, years before, had started an excellent system of mid day meal scheme to attract the children to schools in villages and rural areas. This did serve the purpose. A most unsuitable curriculum exists even now for village schools. This is another difficulty faced by principal. Under these conditions, expecting cent percent effectiveness from principals is illogical. But it is very heartening to note that in spite of these many hardships, some principals tend to perform better. This can certainly be attributed to their efficiency as an administrator. About 66% of Saskatchewan's principals ((SSTA) research), works in rural schools. In most of their schools there are less number of students and the average age of principals in such schools is 43.7 years.

It is a general belief, that size of the school and results are directly proportional. Very many times, results of the schools are related to the student strength. If there are many students, it is considered to be an impediment in the process of bringing effectiveness to schools, the reason being, that the administration suffers. At the same time, there are people who believe that, small size is not a measure of success. In the world of competition, adjustment and adaptability are the key words to be remembered and these are available only in large schools. This is their argument. However, the principals and staff, normally, do not bother about the school size, but certainly the class size. Whether, the school size contributes to the success of the schools is one area of study.
School size

In America, it is believed that bigger is always better. In 1959 James Conant published a pivotal study that argued for larger schools. ‘The great size debate’ issue tracked by Sue Robertson in (2001), brings out a demand for smaller size for better efficiency and effectiveness. A research study conducted by Lasage & Ye (2000) shows that female students were shown to be negatively affected by large school size at grade levels, while male students were affected at the higher-grade level. However large students strength can be conceived as a determining factor in the performance efficiency of the principal as an administrator and as a teacher. The argument which goes in favor of fewer students' strength in schools is to give individual attention to the students by promoting maximum academic excellence and over all development. The staff however would prefer minimum class strength in order to reach out to the weak student as well as the bright one.

All round development of students is easily possible in small schools according to some principals, as there is less competition and more time. On the flip side, there is always a growing cry for ‘Small school’ from principals who consider that efficiency of their work-style depend on the size of the school. Urban areas usually have large schools because of population. Community resources, both urban & rural, can be used as resources for developing curriculum for large as well as small schools. Industries and such other technical support systems can be used to strengthen and enrich such schools where student's population is large. Community & parents have become imperative in transacting the key ideas of such schools. Voluntary services, other NGO organizations and
such other local agencies can be considered as an option to offer alternative study centers when the school size becomes large. The Principal, as an ultimate authority can decide how to make use of these resources in order to achieve maximum effectiveness.

Many education reformers believe that size of the school is a deciding factor in measuring a success. These reformers tend to argue that these small schools give students more individual attention and are more responsive to student needs. However, these are two types of people who believe that school size and achievement are closely connected. Bigger size goes with less achievement and smaller size with high achievement according to them. One recent study by the University of Michigan finds that High-school students learn best in a student body of about 600-900, which in Michigan is a middle school. Another study finds that high school should have a minimum of 400 students to provide adequate scope for study. These two viewpoints however, suggest that neither large schools nor small schools contribute to effectiveness but medium sized schools show tremendous success. In any case, managerial responsibility of the principal and instructional leadership of the principal contribute to a very great extent in all school related conflicts. More so, when the discipline of the school is concerned. In a large school, there is every chance of discipline being an impossible entity. It is the principal's primary responsibility to restore discipline in such cases.

Administrative skills of a principal decide what the school is heading to. In general, administration means help created to foster an environment where students comfortably learn and staff work in perfect harmony with all proper use of accommodative resources. It becomes a job of the school administrator i.e.
the school leader to mobilize all resources available in the school to the fullest advantage. Schools receive their resources from the locality, community they serve and the state and nation. Another resource that the school obtains from the external environment is the knowledge about educational process and how it can function most efficiently (Daresh, 1978). An effective leader can reach out to society for ideas, programmes and activities that improve his/her school administration. Resource allocation by the principal in a very clever manner decides the efficiency of the principal as an administrator. After adequate planning, preparation and commitment, the principal as an administrator, has to present a budget that would take into consideration the growth of the school in every sense of the term. Preparing a budget looks to be a simple job of a principal, but is the most arduous task of the principal as an administrator. The mechanics of the budgetary allocations and operational time lines all become very important for administration. Ultimately, principal as a leader and administrator has to match between objectives and results, planning and budgeting and evaluating and maintaining the school.

Peter Negroni feels that children are what really matter in school. Success for all children and better learning atmosphere tend to create the necessary school climate.

Jack Stack, CEO of Springfield manufacturing company believes that future of his company is in high school right now, because these kids are going to be running his company after 15 years. This is just a clue to understand, how people – very important people all over the world have started looking at school education. How important school climate is.

Higher qualifications alone do not make a principal. Application of the
knowledge, and constant upgradation and renewal of the knowledge is a must, in order to gain success. In a normal work schedule, the principals do not get a chance to look forward to any professional enhancement. This, sometimes adversely affects their work. However, this concept of professional growth for principals and sufficient preparations for principalship is never thought of. This may influence the effectiveness of the schools.

**Professional growth of the principals**

Professional growth of the principals has improved school systems all over the world. But unfortunately, at the moment in India no preparatory course is available for a prospective principal. They all become principal by virtue of their seniority. In the world several forward-looking school systems have established administrative apprenticeship programmes for principals (Baltzell and Dentler, 1983). Some internship is required for principals before they take charge. Under the leadership of the University Council for Educational Administration (UCEA, 1984), comprehensive case studies and in-basket simulations have been prepared. Baltzell and Dentler, 1983 insist upon assessing leadership merit. The national association of secondary school principals (NASSP), under the leadership of Paul W. Hersey (1977, 1982), developed refined and sponsored techniques for assessing principal's administrative skills. The stance toward technological use of computing differs substantially and Postman, 1983, uses the term, **technological determinist and somnambulist**. Hence, the principal has to be a pragmatic leader.

Whatever are the objectives of the school, if they do not bring in academic excellence, then they become a non-entity. The society looks upon institutions
for excellent results. Sometimes, results of the school are related with the efficiency of principals too. Whether this is right or wrong depends on the individual schools.

**Academic excellence of schools**

School's results and performance level of principals are very often connected and even treated as a measure to gauge the efficiency level of the principal. Bossert et al, 1982, Purkey & Smith, (1982), accept student performance on achievements as a criterion of a school's success. Community expectations are far from homogeneous. Raw materials, i.e. students are heterogeneous. Research done by Fruth, Spuck and Wakefield, (1972), shows that secular values of different individuals like age, religion, social class, income, political party affiliation, race, type of community and locality, all determine the school's enhancement programme.

If the priorities of the schools are very well defined then results do not become very important. If the school's priority is to give intellectual task like the three R's, desire for learning and creation of knowledge with proper emphasis on teacher motivating kids then results become only an outcome. On the other hand if management expects only results without proper input for expansion of intellectual dimensions of students and overall development as human beings, then, the efficiency of the principal suffers for the simple reason that the group at hand to work with is heterogeneous in nature. It would be an ideal context for a principal to define his role on the operational values to start with i.e., “principal principle (Eisner, 1980), if success were the main goal.

Principals are administrative heads of institutes. Final authority lies, however, with the management. If their vision and culture are to be translated into meaningful
actions, there should be a perfect co-operation between the principal and the management. To a very great extent, in private management schools, it does happen. Hence, success is not a strange word anymore, in these schools.

Management of the school

The effectiveness of a principal to a very great extent depends on the management of the school. In Govt schools, principals are made in most of the cases and not born. Seniority plays a very important role in bureaucratic set ups. But demand for excellence is pushed to the second place and documentation is the priority in Govt schools. Hence in most of the Govt schools, principals are bogged down by paper work and accountability of principals is only important as far as accounts are concerned. Remaining work ethics or work culture of the principals is generally taken for granted. However this is a recent deterioration. Once upon a time, when private institutions were limited, education was considered as a state subject. Population growth, globalization policies, liberalization of economy and fast improvement in science and technology, has made education a very important choice to make. Earlier the choice with individuals was whether ‘to go to school’ or not. Now the choice before the parent and child is ‘which school to go?’ Various Governments and the increase in the literacy rates of the adults can certainly attribute this attitudinal difference to the development strategies adopted.

It is under such circumstances, that a principal has to prove to be an excellent administrator and a good teacher. Academic excellence of students is important whether it is private or Government institution. However, it is observed
that the expectations from a principal in a privately managed school would be very high.

There is a visible change in the attitude of the managements of schools with the entry of many schools managed by industrial houses. The concept of management where principal as a manager or developer is very much in place in these schools. Quality has become a watchword in all privately managed schools.

Education is certainly a non-business venture. As per Peter Drucker (1968), observes that skills, competence and the experience are common and therefore transferable. Mainly management education concentrates on human behavior. It talks about group behavior. Terms like motivation, perception, communication, decision-making etc are associated with principals. Frederick Taylor (1947) is usually considered to be pioneer in scientific approach to management. He insists on overall efficiency, as the main tool to success of any organization.

Maslow (1954), an American psychologist brings about the physiological need and psychological need and goes to explain the necessity for self-actualization.

Douglas McGregor (1960) considers management's job as that of directing, motivating controlling, rewarding and punishing. These systems, which existed in the 1960's, believed in panoply of controls and motivations, which were needed for people to work. It was Frederick Herzberg (1959), who suggested that some policies on administration, supervision, salary, interpersonal relationship etc, would contribute to better management. Achievement, recognition and job satisfaction etc came later. There are, however these broad aspects in management, education about the job, training in the techniques and development. Any private management
school would want these kinds of managerial skills from a principal in order to maintain the quality. Any management's job ends by appointing a principal or head master. It is then, the job of the headmaster or principal to decide what other people will have to do. He decides the content of each job. The management will now concentrate on the objectives set by the principal for the school. How the principal is able to build the relationship between the school and environment is also the focus of his / her administration. Principal's job includes framing policies, carrying out instructions from management, curriculum planning and coordinating all the activities of the school. He / she has to communicate, what the management feels/wants. What kind of communication he / she holds with staff or community, depends on, how effective he / she is at that art. Another major responsibility of the principal is conflict management in the school. These conflicts do not mainly arise from personalities who are running the institutions. It depends on what kind of management & its culture is. The head of the institution has to be first of all a good teacher also. He / she may not be well versed in all disciplines. It becomes then very difficult for the principal to exercise a control on supervision of his / her staff. The staff also may resist to any encroachment of organizational authority into their professional competence.

Management skills are necessary when the objectives and policies of the management are to be carried out. Such decision needs good educational qualifications and good experience also. A good teacher may not be a good manager or a good administrator. But principal has to be a good manager i.e. a good administrator and a good teacher also. As far as the management is concerned, any one who is appointing such a good manager as a principal of their institution, they should be in a better position to judge the suitability of
the person for such a post. Unfortunately, it is not so these days. To a very great extent the problem gets solved if the principal happens to be a good teacher because all good teaching involves good managerial skills too. It is believed that isolation of the principal from the world of work is not conducive for the effectiveness of the schools.

**Conclusion**

Researches all over the world indicate purposeful teaching, home school relation, media, parental involvement intellectually challenging atmosphere as other factors contributing to school climate. "A report on the study of Organization climate and health in north west Mumbai" conducted by Narsee Monjee Institute of Management Studies show that creating an open climate and building healthy schools is an extensive, time consuming, effort demanding and arduous task. According to them bold vision, clarity of mission, Teamwork, net working, leadership and institution building are as important for school organization as they are for corporate sectors. High performance organizations have shown beyond doubt that, they all had a performing leader at the top. An excellent community involvement and parental contribution also, sometimes, influence the effectiveness of the schools. Locality plays a major role in the success of schools. Similarly, high performing effective schools also have a transformational leader, who changes the climate and health of the school. While piloting these changes, a transformational leader must make his/her staff competent enough to take these changes. In order to find out how concepts of management terminology have influenced schools and also to establish facts that lead to an effective school climate, this research was conducted.
It was administered primarily to school principals all over India. Based on their ratings, the survey is analyzed.