CHAPTER II

HIGHER SECONDARY SCHOOLS:
SCHEME: ORGANISATION AND
MANAGEMENT
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HIGHER SECONDARY SCHOOLS : SCHEME: ORGANIZATION AND MANAGEMENT

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2.1 Introduction:

The background of implementation of higher secondary pattern, its objectives and present status is briefly described in this chapter for better understanding of its specialized need, with special reference to vocationalisation at +2 stage.

Government of Gujarat has accepted the (10+2+3) pattern of Education system from the academic year 1976-77, to make pace with National Policy on Education. As a result of the said policy Higher Secondary Schools came into existence in Gujarat State.

2.2 Higher Secondary Schools: Historical Perspectives Scheme, Aims and Policy:

The higher secondary schools were existed all over country as a result of acceptance of policy of (10+2+3) pattern of Education system, by Government of India as recommended by Kothari Commission ((1964-66), as a National Policy and all states of the country were suggested to implement the same. As Education was a state subject according constitution of India, Gujarat Government had implemented this pattern from the academic year 1976-1977.
The basic fundamental aims of the said pattern are described as under:

a) All the students of higher secondary stage were not expected to join the higher education.

b) After completion of ten years secondary school education, student’s may prefer to go for Diploma courses in Technical subjects/Engineering, Nursing, Agriculture etc., so than they can save one year in comparison with old pattern of Secondary Education of eleven years.

c) The students who do not wish to continue their education as a result of poor economic condition or adverse family circumstances, can directly enter into world of work. The recruitment rules may be revised in accordance with this aspect of the policy.

d) The students of +2 stage are of adolescence stage of their life, which is very delicate stage and requires special psychological care and treatment for their healthy growth. That care is expected to be taken at +2 level and when they enter into college education or higher education they will be mature enough, and that maturity will give them stability and balanced personality, which will increase their achievement level for future study and will improve their behaviour pattern also.
e) The students of +2 stage will be prepared for higher education, the motivated self-learning study habit at this stage will result into their successful career for higher education.

The important components of the organization structure and present scenario are described below:

1) There are provision of different courses under four streams at the secondary education in Gujarat State:

   a) General stream
   b) Science stream
   c) Post basic stream
   d) Vocational stream

(a) **General stream:** General streams includes two branches (i) Arts and (ii) Commerce, and provides vertical mobility to the degree courses in Arts and Commerce disciplines.

(b) **Science stream:** The English is one of the compulsory subject for this stream, it also imparts education in (i) Mother tongue (ii) Physics (iii) Chemistry (iv) Biology and (v) Mathematics as a subjects. This stream leads to the degree courses in pure sciences, medical science, engineering, pharmacy, agriculture articulture, etc.

(c) **Post basic stream:** This stream provides further study for the students passing the S.S.C. examination from the post basic
schools of the state with a agriculture bias and Gandhian thoughts of basic education.

(d) **Vocational stream:** There are four areas of vocational stream i.e. (i) Agriculture (ii) Commerce (iii) Home Science and (iv) Technical. As envisaged in N.P.E. 1986 these courses are aimed to prepare the students for self employment. The student passing the vocational courses are also eligible for apprenticeship training under Apprenticeship Act 1961 amended from time to time so that they can increase their employability.

2.2.1 **The Adhoc Board of Higher Secondary Education** was established in 1975 by Education Department of the Gujarat state with the specific objectives to advise the Government in the following areas:

(i) To make such recommendations/suggestions to the Government which may provide guidance to the schools imparting higher secondary education.

(ii) To make recommendations/suggestions to the Government regarding norms for provisions physical and educational-academic requirements for schools imparting higher secondary education and also to make suggestions for terms and conditions of recognition to such new schools.
(iii) To review the curriculum syllabi and text books etc. for higher secondary and to make suggestions for revising them and also to recommend new syllabus and text books.

(iv) To make suggestions for provisions of different kinds of training of teachers as and when required.

(v) To make recommendations to the Government regarding eligibility for admission of students.

(vi) To consider continuously the process of vocationalisation of education with reference to the local as well as National needs, to make concrete suggestions for fruitful vocationalisation and to function as a link with the various fields of vocations.

(vii) To plan and organize examinations under the higher secondary stage and to appoint a higher secondary education committee under the Chairmanship of the Vice-Chairman of the Board.

(viii) To undertake such other works that may be assigned by the government

2.3 Higher secondary schools - An organizational Perception:

It will be a matter of interest to peep into the organizational arrangement, both at administrative level and institutional level, to understand the growth of higher secondary schools in the state and
their policy formulation and its implications on the overall personality of higher secondary schools and its climate.

In Gujarat state, the arrangement of higher secondary schools, in accordance with the (10+2+3) system, std. XI and std. XII came into existance as a separate educational unit from 1976, but administrative unit from std. VIII to std. XII is considered continuous unit for secondary and higher secondary both. For curriculum planning and educational purpose both are considered one unit.

Every year, the numbers of students seeking admission in higher secondary schools are increasing tremendously. The district wise status of higher secondary schools in the state are given below : (ending 30.9.1996).

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>District</th>
<th>Nos. of Higher Secondary schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ahmedabad</td>
<td>344</td>
</tr>
<tr>
<td>2.</td>
<td>Amreli</td>
<td>032</td>
</tr>
<tr>
<td>3.</td>
<td>Kutch</td>
<td>037</td>
</tr>
<tr>
<td>4.</td>
<td>Kaira</td>
<td>167</td>
</tr>
<tr>
<td>5.</td>
<td>Gandhinagar</td>
<td>034</td>
</tr>
<tr>
<td>6.</td>
<td>Jamnagar</td>
<td>040</td>
</tr>
</tbody>
</table>

....contd...
<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>District</th>
<th>Nos. of Higher Secondary schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>Junagadh</td>
<td>086</td>
</tr>
<tr>
<td>8.</td>
<td>Dang</td>
<td>004</td>
</tr>
<tr>
<td>9.</td>
<td>Panchmahals</td>
<td>116</td>
</tr>
<tr>
<td>10.</td>
<td>Banaskantha</td>
<td>048</td>
</tr>
<tr>
<td>11.</td>
<td>Bharuch</td>
<td>064</td>
</tr>
<tr>
<td>12.</td>
<td>Bhavnagar</td>
<td>052</td>
</tr>
<tr>
<td>13.</td>
<td>Mehasana</td>
<td>144</td>
</tr>
<tr>
<td>14.</td>
<td>Rajkot</td>
<td>090</td>
</tr>
<tr>
<td>15.</td>
<td>Baroda</td>
<td>149</td>
</tr>
<tr>
<td>16.</td>
<td>Bulsar</td>
<td>100</td>
</tr>
<tr>
<td>17.</td>
<td>Sabarkantha</td>
<td>160</td>
</tr>
<tr>
<td>18.</td>
<td>Surat</td>
<td>120</td>
</tr>
<tr>
<td>19.</td>
<td>Surendranagar</td>
<td>033</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>1820</strong></td>
</tr>
</tbody>
</table>
The yearwise statistics showing development of higher secondary schools in the state is given below:

Table No. 2.1

Development of Higher Secondary Schools in Gujarat

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Year</th>
<th>Nos. of Higher Secondary schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1976-77</td>
<td>641</td>
</tr>
<tr>
<td>2</td>
<td>1977-78</td>
<td>706</td>
</tr>
<tr>
<td>3</td>
<td>1978-79</td>
<td>755</td>
</tr>
<tr>
<td>4</td>
<td>1979-80</td>
<td>839</td>
</tr>
<tr>
<td>5</td>
<td>1980-81</td>
<td>981</td>
</tr>
<tr>
<td>6</td>
<td>1981-82</td>
<td>1165</td>
</tr>
<tr>
<td>7</td>
<td>1982-83</td>
<td>1262</td>
</tr>
<tr>
<td>8</td>
<td>1983-84</td>
<td>1405</td>
</tr>
<tr>
<td>9</td>
<td>1984-85</td>
<td>1444</td>
</tr>
<tr>
<td>10</td>
<td>1985-86</td>
<td>1478</td>
</tr>
<tr>
<td>11</td>
<td>1986-87</td>
<td>1517</td>
</tr>
<tr>
<td>12</td>
<td>1987-88</td>
<td>1596</td>
</tr>
<tr>
<td>13</td>
<td>1988-89</td>
<td>1603</td>
</tr>
<tr>
<td>14</td>
<td>1989-90</td>
<td>1646</td>
</tr>
<tr>
<td>15</td>
<td>1990-91</td>
<td>1710</td>
</tr>
<tr>
<td>16</td>
<td>1991-92</td>
<td>1661</td>
</tr>
<tr>
<td>17</td>
<td>1992-93</td>
<td>1760</td>
</tr>
<tr>
<td>18</td>
<td>1993-94</td>
<td>1839</td>
</tr>
<tr>
<td>19</td>
<td>1994-95</td>
<td>1835</td>
</tr>
<tr>
<td>20</td>
<td>1995-96</td>
<td>1820</td>
</tr>
<tr>
<td>21</td>
<td>1996-97</td>
<td>1775</td>
</tr>
</tbody>
</table>

There are four central schools imparting higher secondary education in the state.
2.3.1 Administrative Arrangement at Higher Secondary Education Stage:

The administrative arrangement wise the total numbers of Higher Secondary Schools can be bifurcated as shown below:

(A) Out of 1775 higher secondary schools in the state there are only 72 schools are run by the State Government.

(B) Out of 1573 Non-Government Higher Secondary Schools, there are 65 Post Basic Higher Secondary Schools

(C) There are 20 higher secondary schools run by the local Board/Municipalities which can be included in non-Government Higher Secondary Schools.

(D) There are 162 higher secondary schools run by minorities trusts. The number of different medium schools run by Linguistic Minorities Trust are given below:

\[
\begin{align*}
(1) & \text{ English} & - 105 \\
(2) & \text{ Hindi} & - 035 \\
(3) & \text{ Sindhi} & - 016 \\
(4) & \text{ Marathi} & - 005 \\
(5) & \text{ Urdu} & - 001 \\
\text{ \textbf{Total}} & & = 162
\end{align*}
\]
Vocational Education at +2 stage:

Vocationalisation at higher secondary education had been in active discussion since long.

1. The main components of vocationalisation as per N.C.E.R.T. document 1976 Higher Secondary Education of its vocalization are as below:
   1) Flexibility
   2) Change over from one stream to another
   3) Time allocation
   4) Teacher orientation
   5) Evaluation of courses

2. As per the report of working group-1978 on vocationalisation headed by Sabnayagam (Govt. of India).
   1) Both terminal and continuing with opportunities for vertical and horizontal mobility
   2) Apprenticeship
   3) Guidance and counselling
   4) Recruitment policies to absorb vocationally qualified persons
   5) Institute of National Council of Vocational Education with corresponding State Councils
The vocational stream was started at (10+2) stage in Gujarat since 1982. As per N.P.E. '86 has given more emphasis on vocational stream, necessary effective arrangement for the same was done and infrastructure facilities was made available. Out of 51 courses designed by N.C.E.R.T. 11 courses were started in Gujarat from June 1987. In June 1998 the facilities were increased and 20 such courses were started.

There were 263 vocational schools in the state, having four different vocational groups and the students in take in different groups as shown below:

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Vocational group</th>
<th>Nos. of schools</th>
<th>No. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Commerce</td>
<td>133</td>
<td>7825</td>
</tr>
<tr>
<td>2</td>
<td>Technical</td>
<td>036</td>
<td>2566</td>
</tr>
<tr>
<td>3</td>
<td>Agriculture</td>
<td>013</td>
<td>0631</td>
</tr>
<tr>
<td>4</td>
<td>Home science</td>
<td>081</td>
<td>4622</td>
</tr>
</tbody>
</table>

There were 60 vocational schools having different courses for four vocational groups as shown below:
After completion of study of Std. XII in vocational stream, the students are expected to be motivated for self-employment and they are being absorbed under apprenticeship training for one year and they are being provided stipend as per Government rules.

2.3.2.1 Vocational and Career Courses:

Since 1977-78 recognition was being given by (10+2) special cell, to run 31 different types of career courses to registered educational institutions, as “No profit, no loss” bases. During the year of study such recognition was given to 15 educational institution to run such courses having duration from 6 months to 3 years. This recognition is required to be renewed every year. These courses are contributing towards development of ability for self-employment among students.
2.3.3 Regulation And Supervision of Educational Institutions:

In Gujarat state the regulations and supervision of Educational Institutions run by voluntary agencies and private organization is being done through (A) Board of Secondary Education .S.S.C.E. Board, which makes details rules for registering the secondary schools (B) District Education officer who is responsible for academic and administrative inspections of such institutions and to disburse grant in aid to the schools who are fulfilling norms on behalf of the Government District Education Officer is performing his duty through Education Inspector and Assistant Educational Inspectors and other administrative staff given for the purpose under his control.

The present system is not found satisfactory because of the increasing number’s of school, required inspecting staff is not being provided to cover all the schools so that at least once in a year inspection can be carried out. The Government should revise the present staff pattern. Norms for inspecting staff and ministerial staff should also be revised from time to time.

In the present context, the existing system of providing District Education Officer as per revenue district, is not relevant. It is suggested that the inspecting administrative arrangement should be made according to school district or as per countee area by
following The England. Inspection and Evaluation system should be made autonomous.

The brief description of the powers delegated to D.E.O. is given below:

2.3.4 Delegation of Powers:

(a) Administrative: (i) Primary inquiry of the application for opening new school in the area (ii) To sanction additional classes of Std. XI and Std. XII to recognized school looking to the students enrollment position in the area (iii) To sanction std. XII to the recognized school already having std. XI recognized during previous year. (iv) To make recruitment of teaching and non-teaching staff of the recognized school as per Government orders from time to time (v) To deal with the issues arising regarding service matters for the staff recruited.

(b) Financial: (i) The distribution of grant in aid to the schools as per Government norms. (ii) To observe financial control by audit and other administrative measures.

(c) Planning: To initiate proposals for new schools to be open in his area in accordance with the guidelines of state plan.

(d) Academic: Academic and Administrative inspections of the recognized schools.
The present position with regard to delegation of power is not satisfactory. The powers should be concentrated at the lowest possible end, where actually work is being done and it should be task oriented and power oriented. (ii) Financial allocations once approved should entirely at the disposal of concern authority, so that frequent permission process can be avoided!

2.3.5 Educational Planning:

Educational planning in Gujarat State is being done at the state level by planning cell in the Office of Commissioner of Higher Education, Gandhinagar and it is being implemented at the district level through District Education Officer. Budget section of the Office of Commissioner of Higher Education is looking after process of formulation and approval of Educational Planning at different level. The existing process, scope, procedures and organizational arrangement for Educational Planning at various level are inadequate.

In the planning process, agencies involved in implementation of the programme should be acquainted with the objectives of the programme and their role in the implementation of the same.

Planning and procedures are inadequate but at the implementation stage, education, unfortunately is considered to be least priority items. This create disturbance in implementation, monitoring and evaluation of the programme. The deliberations
should have a follow up work and due attention be paid on its accountability.

Maximum utilization of available resources is the fundamental objective for shift system. Inadequate class-room to run the school in one shift and students enrollment are the important factor for shift system. Actually teaching work of 5 hours per each shift is compulsory. There should be entire different staff for each shift. So that educational work should not be adversely affected. Shift system is proved academically sound if norms are observed.

Policy and procedures for opening upgrading and rationalization of Institutions under various management is mentioned below:

(i) Need base selection of the schools is the basic policy.

(ii) The places where private agencies and voluntary organization do not come forward to open the school, generally Government is expected to cover these area by opening the school to cater the need of that area.

(iii) Generally per 10 Km. one school is the accepted area in the rural area. For newly developed or developing area in town planning reservation of land is kept for development of the school and in other area according to availability of land schools can be opened.
2.3.6 Norms for opening and upgrading:

Government of Gujarat has made provision for ‘norms’ for opening and upgrading the schools and other physical facilities required and service conditions for teaching and non-teaching staff etc. by making statutory provision in Secondary Education Act 1972 and Secondary Education Regulation 1974 and same is followed in Higher Secondary Schools also.

The brief description is given below:

The institution should be financially sound and should possess sufficient funds for further development.

i) It should have a Std. XI at present.

ii) It should be in a position to have workshop facilities.

iii) It should have at least 2 or 3 divisions preferably 4 divisions of Std. XI.

iv) It should have be in a position to have well equipped library and should be prepared to strengthen the same.

v) It should have/should be in a position to have laboratories for Physics, Chemistry and Biology subjects if, it selects science stream.

vi) It should have /should be in a position to have the facilities for tutorials.
vii) It should have / should be in a position to have adequate hostel facilities.

viii) It should have sufficient playground.

ix) Adequate and qualified staff should be available to it.

2.3.7 Recruitment process:

The ratio of teacher’s to a class will be 2:1 trained teachers having second class master degree in respective subject or trained graduate teachers who have experience of teaching concern subject for about 7 years in Std. X and XI shall be eligible to teach in the higher secondary classes.

There is no separate norms for institutions of different levels under different management. Certain relaxations are accorded to the institutions established by minorities vide secondary education regulations 1974 under article 43.

As far as teaching material (text book) is concern is prepared by the Gujarat State Text Book Board, Gandhinagar.

Government has prescribed norms for the purchase of furniture and equipment after following prescribed procedures. The Private Management is purchasing from the grant-in-aid provided by the State Government to the Institution.
2.3.8 Pupil welfare services:

As far as higher secondary stage is concerned the below mentioned pupil welfare services are provided by the schools run by private management.

(a) **Hostel**: Government is providing financial assistance for the same.

(b) **Scholarship for the Girls**: Government has made provision for free education for girls at all stages of education.

(c) **Night study facilities**: Government is providing financial assistance for the said purpose.

(d) **Free transport**: Government has made provision for free transport to physically handicapped students.

Government is inviting Gujarat State Higher Secondary School Teachers Association and Gujarat State Head Masters Association as a member for participation in decision making process for the issues related two plus two stage. The above association/unions are involved in the decision making process through their respective Boards. The Teacher’s union as a union are found to be least interested in academic problems. Therefore professional union should be recognized by the Government. Such consultations are pertaining to various matters i.e. (i) Admissions (ii) Promotion Rules and (iii) Examination.
The Parent Teachers Association exist in some progressive school. Individual institutions consults their own P.T.A. in matters pertaining to their wards behaviour and discipline.

2.4 Organizational aspects of Higher Secondary Education:

2.4.1 Recruitment procedure:

In Gujarat state, for teaching cadre in Government, Non Government and Local Government same service condition exists. The Head of the Institution in Government School (Principal) is considered as a gazetted officer. This is not applicable to private school. Principals and teachers in Government school are transferable, while in private and local government school there is no transfer. The minimum and maximum age limit at the time of initial recruitment is prescribed in government whereas there is no age limit for private school in teaching and non-teaching cadre. Both the services whether it is government or non-government is pensionable in Gujarat State.

The information given in the Table 2.2 may please be interpreted in light of the information given in the above para.

The norms for creation of Teacher’s post is shown below:

- Per class 2 teachers + craft teacher (in Arts & Sci. stream)
- Per 3000 books in library there is a provision of librarian.

The same norms are applied for additional staff for increase in enrollment and sections. Details about prescribed qualification of staff is presented in Table 2.2.

2.4.2 Selection procedure:

Selection procedure for teachers have been laid down in Gujarat Secondary Education Regulation, 1974, with the some modifications the same is followed for Higher Secondary School Teachers also.

The selection committee at Institute level has been constituted which is comprising of (1) One representative of Management (2) One representative of secondary education board (3) District Education Officer or his representative and (4) one educationist.

By giving advertisement in newspaper having wide publicity, the applications are invited. After due scrutiny qualified candidates are being called for personal interview. The committee after due procedure selects the best suitable and qualified candidate for appointment to the post. At higher secondary level, there was no marking system prescribed for the selection but merit is given due weightage.
### Table 2.2
Qualifications of the Staff

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Name of the Post</th>
<th>Pay Scale</th>
<th>Total aggregate emoluments moni. of pay scale</th>
<th>Prescribed educational qualification</th>
<th>Select Agency</th>
<th>Appointing Authority</th>
<th>Jurisdiction with in which transfer can be made</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>P.G.T. (Higher Secondary)</td>
<td>Rs.1640-60-2600-EB-75-2400</td>
<td>Approx. Rs.2500/-</td>
<td>Post-graduate or B.Ed. having 7 yrs. teaching exp. in higher standard. Std. X or XI</td>
<td>-do-</td>
<td>-do-</td>
<td>-do-</td>
</tr>
<tr>
<td>3</td>
<td>Laboratory Co-ordinator</td>
<td>Rs.1200-30-1440-EB-30-1800</td>
<td>Approx. Rs.1800/-</td>
<td>Graduate or P.G. in the subject B.Ed. preferred</td>
<td>-do-</td>
<td>-do-</td>
<td>-do-</td>
</tr>
<tr>
<td>4</td>
<td>Craft Teacher</td>
<td>Rs.1350-30-1440-40-1800-EB-2200</td>
<td>Approx. Rs.2100/-</td>
<td>Certi. or Diploma in Craft</td>
<td>-do-</td>
<td>-do-</td>
<td>-do-</td>
</tr>
</tbody>
</table>
The proper percentage of candidate belonging to scheduled caste and scheduled tribe candidate (reservation quota) is also observed by District Education Officer while giving N.O.C. for the post.

As far as availability of scheduled caste and Scheduled tribe candidates schools find very difficult to get teachers belonging to these categories, especially in subject like English, Economics, Physics, Mathematics and in basic sciences. It is suggested that a separate reservation quota exclusively for women candidates, irrespective of cast or categories, be maintained.

2.4.3 Performance Appraisal and Motivation:

Confidential Report is a only tool for appraisal. C.R. is applicable to both government and non-government teachers and that is the only tool for appraisal. Concerned teachers are informed of their deficiency with a warning to over come it.

Feed back mechanism is a must for the qualitative improvement in teaching in particular and in education in general. Such motivation is not necessarily resulting into cash regards, but a good performance be distinguished and rewarded in the form of facilities for experimentation and innovations. Facilities in the form of travel grants for his work or to visit good institutions even a
sabatical leave for studies in particular institutions, be given as a reward.

2.4.4 Welfare schemes and service conditions:

The following welfare services/benefits to teaching, non-teaching and administrative staff is provided in the state.

i) Fix medical allowance of Rs.30/- per and medical aids in case of indoor hospitalization.

ii) Housing facilities (Liberal Housing Loan in rural area)

iii) Conveyance facilities

iv) Free concession: Upto std. XII there is free education in Gujarat state and girls education at all stage.

v) L.T.C. - as per Government rules.

vi) Retirement benefit - as per government rules.

vii) Loans for various purposes as per government rule.

viii) Bonus - Upto certain limit of total emoluments as per government rule.

ix) Teaching Allowance - No teaching allowance is given to teachers in Gujarat.

2.4.5 Training programes:

In service programes are often organized of one week or 7 to 10 days duration. The Regional college of education Bhopal,
N.C.E.R.T. and C.C.E.R.T., New Delhi and teachers colleges and text book research and training bureau, Ahmedabad are closely associated with the training programme. The content courses and methodology and specially on evaluation and examinations conducted by the text book research and Training. Bureau, Gandhinagar.

According to the need of the syllabus/curriculum (i) change in curriculum (ii) New addition in the subject and (iii) Environment in the subject are being done.

2.4.6 The Budget formulation:

The budget prepared at the lower level more further in the laid down prescribed channel. In Gujarat performance and zero base budget on an experimental base was tried. The Role and Responsibilities of Education department, Finance department and Planning department with regard to the preparation of education budget in the state is co-ordinating with each other.

Finance Department finalise the financial provision, for the plan to be allocated. Planning Department give the objectives and broad outline of the plan. Education department prepare detail budget according to various programme.

New items to be included in the budget is considered plan-item after five years i.e. after plan period generally it is considered as non-plan item. i.e. committed expenditure of the government.
Such categorisation is generally useful, for the rapid approval of the budget provision in the Assembly. The present accepted categorisation has its own utility for fixing its target. But at the same time it works as a constrains on the pace of new change. Envisage on the plan, the priority in change also should be considered and accordingly fund may be allocated.

Generally, after approval of the budget or para by the legislature Finance department by issuing separate resolution is allowing the respective department to authorize for expenditure from the budget. Education or other department is further allowing respective head of the department (Commissioner of Higher Education) for authorisation of expenditure for plan items, administrative approval is also required to obtain for particular programme. Some time this procedure work as a constrain.

After approval of the Budget, there should not be any requirement for further administrative approval for rapid and successful implementation of the programme.

This is being discussed in details, because (10+2) pattern is financed by the Government. This has adversely affecting innovative programmes in higher secondary schools.

2.4.7 Grant in aid and resource mobilization:

Adhoc grant sanctioned to the institutions according to Government rules. Maximum limit of grant in aid to the school is
amount of salary of teaching and non-teaching staff allowed according to rule and 12.5% to 20% of the total salary amount is paid to the Education Institution for contingencies expenditure and to meet with the day to day expenditure prescribed in Government Resolution.

The capital and recurring expenditure required in setting up of new institutions is met as under:

i. State Government - By State Government

ii. Local Government - From their own resources

iii. Non Government - From Grant in aid by the State Government (Govt. is providing rent for school building to the private management subject to 5% of the construction cost of the building or approved by the Executive Engineer, which ever is less.

In each District there is a District Planning Board. They are having provisions for discretionary grant for district plan. For school building purpose also matching grant is given from district plan. The name and extent of community support in mobilisation of resources for educational development in the form of (i) Land (ii) Money and (iii) Labour donation etc.
2.4.8 Information Management:

The concept of information management is new to present administrative set up. Therefore all the procedures pertaining to information storage and information discrimination depend on traditional administrative pattern.

2.4.9 Monitoring feedback:

This type of mechanism is missing in administrative set up of education department.

2.4.10 Inspection and supervision:

The newly established higher secondary schools are covered under panel inspection programme. The format of panel inspection report is prescribed by the (10+2) special cell.

At state level Commissioner of Higher Education and under his administrative control the functionaries at district level is District Education Officer and the schools situated in the district is the jurisdiction of D.E.O. There are supporting staff of Education Inspector (class II) and Assistant Education Inspector (class III) is also provided to D.E.O. under his administrative control. The total numbers of schools are equally distributed among the inspecting team, generally comprising of one E.I. and two A.E.I. under D.E.O. In Gujarat there were 19 revenue district and 20 Educational
District. At present there are 25 districts inclusive of newly created districts.

2.4.11 Institutional planning and evaluation:

At higher secondary level there is a scheme of panel inspection, covering all the schools, newly established within five years. In this type of specialise inspection, over and above the inspecting team of D.E.O., there are panel of Educationist or Professors of colleges in various subjects, who are also actively associated in inspecting process for academic guidance.

At state level all the panel inspection reports are consolidated and state level annual report on panel inspection is prepared. The findings are utilising for future policy formulation and other academic purpose.

2.5 Problems and issues:

Reviewing Higher Secondary School System in the state, the investigator has come acrosse, some problems and issues for the said system, which are supported by some documentation, evidences, principals’ observations and teachers reflections who personally interviewed.

There are numerous problems and issues which required concentration and due considerations. Some of them are already narrated in above paras.
However certain important expectations and challenges, which require sudden change are given below:

1. Management Techniques are required to apply in Education Administration of Modern age.

2. Information Management should be given more emphasis in administration.

3. Instead of bureaucracy there should be service oriented management.

4. For identification of talent and special arrangement for their study is to be given more priority.

5. The exploitation of the teachers by private management at the time of initial recruitment is a problem to be solved on priority bases.

6. The norms for inspecting staff is required to be reviewed. The existing staff is not sufficient to cover the increasing nos. of institutions, both qualitatively and quantitatively.

7. Experiments and innovations in the field of education are required to be encouraged. Healthy atmosphere is required to be build up in this regard.
2.6 Higher secondary school: Principal:

In Indian schools, as in many other countries, the headship is vested in a person, called head master or principal, who is both a teacher as well as an administrator. This for instance, one of the requirements of Gujarat State Grant in aid code and Gujarat Secondary Education Act 1972 and Gujarat Secondary Education Regulation 1974.

2.6.1 Recruitment norms:

The person to be appointed as the Head of the secondary school must be a trained graduate with at least five years experience of teaching in a high school. The Headmaster or Principal is the official leader of the school. He has, thus the status leadership. After existence of higher secondary schools in the Gujarat State, there is no basic change in recruitment rules of the Principal, but preference is given to the candidates who has obtained second class master degree in Post-graduation in academic subjects.

He is selected by the school management to be the Head of the school on the basis of his qualifications, his long experience, his previous reputation or standing in the field, his past good records or because he was the only or the most easily available candidate satisfying the conditions set by the education department for appointment of heads of the secondary schools at the time of his recruitment. Some other factors such as relationship with the
Management, Caste, native of certain place, strong recommendations of some social and or political pressure group etc. also influence the appointments of school principals. Some become Principals only because they were the senior-most teachers on the staff of their schools.

2.6.2 The Managerial Skills of the Principal:

The Principal of higher secondary school is expected to possess three important skills in his personality.

(1) He should have a conceptual skills so that he can perceive his role in real perspective and can perform his duties and responsibilities.

(2) He should have a social skills so that he can develop interpersonnel and intrapersonnel interaction among staff and society and he can make good environment for active community participation.

(3) He should have a technical skills so that he can know the technical know how of his role and have knowledge of latest rules and regulations and current experimentation in the field of Education and in his academic subject.

As a Manager of the school Principal is required to manage both the resources (A) Fiscal/Physical and (B) Human resources with the specific managerial tasks as follows:
(A) Physical or Fiscal Resources

For managing physical resources, the principal is required to act in following stages:

(i) **Resource identification:** He has to identify the available resources and it should be enlisted in classified manner.

(ii) **Resource Availability and allocations:** After identification the resource should be available to the institution and he should manage to allocate the same to the teachers and students as and when required.

(iii) **Resource Replacement:** He should be in close touch with the resource, so that he can make necessary arrangement to replace the same when they become non-usable i.e. Teaching Aids; instructional resources etc.

2.7 Human Resource Development:

The principal has to utilize human resources available with him and he should develop them by providing creative leadership - Induction - Perception and Different Roles.

The Principal in Higher Secondary School is required to perform different roles as shown below:

(i) Administrator (ii) Manager (iii) Leader
(i) Role as an Administrator:

As an administrator, the Principal is required to achieve institutional goal by providing leadership and building up of an environment in the school. Necessary infrastructure facilities i.e. well build class rooms, furniture, Physics, Chemistry, Biology laboratories, library, qualified staff etc. should be available to the client. He should make arrangement for the same through management or government.

(ii) Role as a Manager:

The Principal is required for Management of available resources. He has to manage physical and human resources both in the interest of effective and participative teaching learning process which is the ultimate goal of any educational institute.

(iii) Role as a Leader:

The Principal should provide academic leadership to the institute. He should encourage self-learning at +2 stage, as the students are required to prepare for higher education among both students as well as teacher. He is required to prepare organizational scheme to involve the personnel to achieve institutional goal. He should be satisfied with the present job and should not be mal-adjusted. He should/involved only in such activities in his Leisure time, which can positively contribute in performance of his duties.
and responsibilities as a Principal. He should be having democratic way of administration and he should involve all the concern etc. in decision making process, which affects them. He should also be a successful teacher and should be proud of being a teacher. He should also have a skill to establish interface and intraface relationship so that he can bring together community, parents, management, teachers for various school programmes and activities.

He should have ability to manage for tapping the potential of the teachers/colleagues, nurture and trained them and he should have ability for good team building. This he can do with (i) minute observation (ii) assigning the duties and (iii) working habits of staff members. Generally persons are always dominating by culture and habits. He should manage human resources, in the institute, keeping this facts in his mind.

2.8 Challenges to Higher Secondary Schools:

The philosophy of higher secondary schools and the reality exist today is quite different. The challenges for higher secondary schools.

1. Imbalance growth of higher secondary schools.

2. Vocationalisation at +2 stage.

3. Maintenance of standard in science stream in rural areas.
4. Over security of staff and institutional discipline and unionism.

5. Utilization of mass media for educational purpose.

6. Adolescence and methodology of education at +2 stage.

7. To inculcate self-learning among students of +2 stage.

8. The recruitment procedures and unemployment problem.

2.9 Theoretical Perspectives - Role Perception and Leadership - School climate:

The organizational climate and school which will include the Principal, the Teaching staff and working members in the school set-up. The existence of a school is its ability to educate its students. The better the education provided, the better the school justifies itself. It may safely be stated that the organizational climate affects the teaching-learning process and professional growth.

The climate is almost come out of introducing within the organization and as a sub-system and open system interaction with the society. Works and habits are always dominated by culture and perception of the organization and role. Since the school is the establishment of distinct function, which is having everlasting impact on students personality etc., the overall school climate and role perception of a different personalities i.e. teachers, Headmasters and school organizer and their internal co-ordination
and conflict are positive or adversely effecting to the overall personality of the school.

Any one who visits the educational institutes, notes, quickly, how school differ from each other in their “feel” and there are many questions strickes to our mind that why some schools differs from another school ? Why we call particular school is good in its atmosphere? What are the factors that create a good climate ? How can we evaluate the school ? The public evaluate the schools in terms of results. The principals, the staff and outsiders evaluate the school differently, according to their own views.

The term organizational climate has gained a lot of importance in the recent field of educational research. Much importance has been sensed by many research worker about the term and many efforts have been made to reach the depth of the problem.

In the area of educational management few of the researchers worked on organizational health. Organizations, like people, exist with in a fluctuating state of wellness. Organizational health or well being is dependent on the interaction of the collective internal and external forces that intervene to fulfill the purpose of the organization (Wagner, 1977). Organizational health is also dependent upon the creation of balance between the conflicting
forces. Clerk (1978) conducted a study to find out the relationship between the organizational health and organizational effectiveness of a small task group. Organizational health was defined in the study consisting of a set of characteristics interpersonal competence, role clarity, goal clarity, integration and task performance. Result of this study indicated that there was correlational relationship between organizational health and effectiveness.

In a study Matthai Pareck and Rao (1978) found out that higher the dissatisfaction due to under participation less the organizational health perceived similarly, higher overall dissatisfaction in decisional participation was found to be related to poor organizational health. The area of poor organizational health, experienced by more faculty from higher positions were related to the power structure.

Thrasher (1980) examined the relationships between an administrator's ability to cope with stress and the health of the organization. The compliancy coping strategy showed a significant negative relationship with the organizational health dimensions of problem solving. Adequacy and Adaptation. Apparently as an administrator became more complaint in their response to stress, their effectiveness in problem solving, Resource utilization, Goal focus, Communications and Adaptation was decreased.
Many researches have been done on organizational climate where the tool to measure organizational climate has been constructed (Halpin and Croft), which could be used to measure the climate of the school.

As we know that there may be schools where the atmosphere may not be encouraging at all and the principal and staff member have strained relations. There can be many factors which play a vital part in promoting a proper organizational climate of the school. Cooperative culture and behaviour of principal and his staff are of enormous importance for organizational health. The principal and staff must work together with team spirit, working together leads to the team building and professional growth of all in the process, improves mutual understanding and thereby reduces interpersonal conflicts, improves communication with in the school, builds a wholesome atmosphere of security and develops the leadership qualities of the whole staff.

The investigator wants to study the components of higher secondary school climate prevailing in the state. Do the good climate provides the better teaching-learning process? Aim of present investigation is that if the findings of the study would help in answering the queries, it will greatly help the educators and administrators to understand the climate and its inter-dependency with the understanding of Role Perception on the part of Principal,
teachers and managements, which will help them to open up the climate of the schools.

2.9.1 Some views and reference expressed in research journals:

The concept of Role Perception, as explained in the “Resources in Education” volume 26. Number 1 January, 1991. ERIC (Educational Resource Information Centre).

“The situation in which an individual refers not to himself but to his role e.g. a dean says, it is the responsibility of the dean” instead of “it is my responsibilities” is considered. It is argued that in certain circumstances, when a speaker uses certain kinds of definite description to refer to himself, he may be attempting to clear the hearer from attaching any belief or associations, connected to whoever or whatever is declined by the definite description, to the speaker himself. How this is achieved is difficult to specify.

Where the hearer is not motivated to seek a referentially specific entity, he may simply treat the description as generic or attributed and perceive any beliefs about the referring descriptions in these terms, with the result that any conclusions or inferences is not bound to any designated individual. Although the analysis is based on one example from political commentary. The behaviour is common place. Research on the occurrence of such situations and
on speaker’s interpretation, are seen as supporting this approach” (MSE) - p.170 Class-Room Environment.

2.9.2 School Restructuring:

Principals as school leaders have the potential to transform the school culture positive ways. The Review of “Principals role in Shaping School Culture” by Terrance deal and Kent Peterson is offered in this report.

An examination of the impact of the principals administrative style on school climate and culture to explain the discrepancy between observed and qualitative analysis in principals evaluations is the purpose of the study.

A three year study of four secondary school principals utilized qualitative methodology, observation and interviews and qualitative survey analysis. Contradictory findings of the different methodology indicates the inadequacy of a single methodology for evaluation research.

A recommendation is made for inclusion of concept of process and recognition of human needs in a definition of effectiveness. Several factors for effective school includes fit between systems and school goals, choice of goals, fit of goals with students, staff and parent needs and goal implementation strategies. The choice of goals and their relatedness to students and teachers
needs were found to be critical for principals success in implementing new programmes.

An alternative frame work that supports the collaboration of principals and teachers with a focus on the changing roles of teachers and principals as learners and leaders, is presented. A conclusion is that as teacher’s belief systems change to respect the image of the learner, principals belief systems also change to reflect a new image of the teacher. Teachers and principals adaptive practices and beliefs thus contribute to a new theory of teaching and learning. A recommendation is made for the generation of the collaborative model of teaching and learning that respects the autonomy and integrity of all learners.

2.9.3 Concept of Leadership :

The leadership is studied by researchers from different view points. In the present section on the basis of various approaches of studying leadership embodied in current literature on leadership, an effort has been made to throw some more light on the concept of leadership.

2.9.4 Various view points :

‘Leadership’ is viewed from different angles. It has a variety of definitions and interpretations writers and researchers differ on the meaning of the word ‘leader’. Some use this word in a broad
sense and include almost every type of administrative, executive or supervisory behaviour, while some others use it in a limited sense. Likewise, leadership is defined by some as a quality of the individual, some as a process of interaction, or as an aspect of an organization. Leadership is used in evaluative sense also.

Halpin (1960) says that when a man manifests leadership, it is implied that he is a good or effective leader.

Lipham (1964) says that leader is a change agent who initiate change in the institution and the administrator is a stabilising force looking after maintaining or running the machinery. This definition is debatable. The administrator may not be only maintaining, he may also introduce change, he may be preventing changes.

National Education Association (The NEA, 1960) defined leadership as that action or behaviour among individuals and groups to move towards educational goals that are increasingly mutually acceptable to them.

Tanwenbaum, Weschler and Massarik (1961) define leadership as interpersonal influence exercised in situation and directed, through the communication process, toward the attainment of a specific goal or goals.

Bass (1965) says he who is engaged in leadership acts is a leader. Stogdill (1952) says that persons in different leadership
positions engage themselves in different specific behaviour, Gurnee (1936) and Lapiere and Fensworth (1949) defined leaders as agents of change as persons whose acts affect other people more than other people affect them. Stogdill and Coona (1957) give five types of definitions of leadership behaviour viz. (1) behaviour in consonance with a given position, (2) all the behaviour of the individual designed as a leader (3) any positive influence act (4) behaviour of any individual that makes a difference of modifications in the behaviour of the characteristics of a group, and (5) behaviour of an individual as a director or guide for the activities of a group.

Bell, Hill and Wright (1961) said that leaders are found among leaders of status, positions, power people in the community, active volunteers, opinion influence people and events. Oriented people rising to occasions-opportunity users. However Stogdill’s work (1948) indicates that there is some justification to support the fact that leaders excel in intelligence, scholarship, dependability, activity and social participation, and socio-economic status. The qualities, characteristics and skills required in a leader are circumscribed, however to a greater extent by the demands of the situations in which he functions. Myers (1954) corroborates Stogdill on the point that these characteristics donate qualities of an interactional nature and no single characteristic is a possession of all leaders.
Camp Bell (1963) advises to concentrate on leadership acts rather than on leaders. Ross and Henry (1957) suggest that the leader affects the group by initiating action, facilitating communication, establishing structure and implementing his own philosophy in the manner in which he leads. According to Hemphill (1949), the most exhaustive list of dimensions by which the influence of leader on the group could be measured includes ‘size’, ‘viscidity’, ‘homogeneity’, ‘flexibility’, ‘permeability’, ‘polarization’, ‘stability’, ‘intimacy’, ‘hedonic tone’, ‘participation’ and ‘dependence’. He found that there is higher correlation between two dimensions, ‘viscidity’ the feeling of cohesion in the group and ‘hedonic tone’ the degree of satisfaction of group members with leader behaviour than with other dimensions. He also says that there are many characteristics of the group itself that may affect group achievement. According to Culburton (1963), affective leadership involves responsibility and authority and the main leadership acts are planning, initiating, managing, delegating, co-ordinating, decision making, communicating and evaluating. In solving any particular problem, a principal might use one or several of these acts of leadership. The functions of a leader that have been identified by Mackensie and Corey (1954) are summarized as: (1) co-operating in the identification of common goals; (2) motivating individual, making decisions, taking actions and evaluating the work of the group; (3) developing favourable and healthy climate for individual
and group effort; (4) guiding individually and group for immediate and long range activities; (5) becoming a friend, philosopher and guide from time to time; (6) co-ordinating the efforts of others; and carrying out effectively any responsibilities for action that have been accepted and expected of him by the group.

2.9.5 Some generalizations:

Some generalizations are drawn to enrich the clarification of the concept of leadership. It also helps to crystallise and summarize some points in the concept of leadership. Generalisation made by Myers (1957), the NEA (1960), Campbell, Corbally and Ramseyer (1963) and Gibbs (1962) are summarized as under:

(1) Leadership is the product of interaction between leader and follower and not that of status or position.

(2) Leadership can not be prestructured. It is always circumscribed by interaction patterns in the group, structure and group goals.

(3) A leader in one situation may not be effective in another situation.

(4) Whether a person is or is not a leader in a group depends on how he is perceived by the group.

(5) The way a leader perceives his role determines his actions.
(6) Leadership manifests positive sentiments towards the group activity and towards the persons in a group.

(7) Leadership may be autocratic but never laissez-faire.

(8) Leadership protects the standard of behaviour (norms) of the individuals in a group.

(9) Persons perceived by others as leaders are adorned with some authority to take decisions and actions for the group.

(10) Leadership is not the monopoly of one person. All group members have leadership potential to some degree.

(11) The effectiveness of a leader behaviour is measured in terms of mutuality of goals, productivity in the achievement of these goals and the maintenance of group solidarity.

(12) Leadership is directed towards modifying and changing the behaviour of members. Change in peoples behaviour are manifestations of change in their goals, perceptions, understanding, insights, values, beliefs, motivations, interrelationships, habits and skills. To bring about change in the behaviour of people, leadership behaviour alters one or more of these factors.

(13) The quality of an organization is often evaluated by the perceived quality of leadership.
(14) The quality of leader’s ideas are often more powerful than his external behaviour.

(15) Institutional changes are dependent up on the organization of change in individuals. Leadership behaviour in formal organizations resorts to grouping, programming and rearranging relationship.

(16) Leadership behaviour very often creates in balance in a group with a view to moving group in a desired direction. Here, a leader employs varieties of techniques without becoming neutral.

These generalizations clearly indicate that the evaluative study of leadership behaviour is the most scientific approach to understand leadership. The present investigation has also been focused on the identification and evaluation of leadership behavior of the higher secondary school principals.

Now in the next section an attempt is made to understand and clarify ‘Leadership behaviour’.

2.9.6 Leadership behaviour:

In this section the evaluative approach is used to examine the concept of ‘Leadership Behaviour’, which would facilitate evaluation in any organization including academic institutions.
Shartle (1956) and his colleagues conducted studies in Ohio and pointed out two criteria of 'Leadership behaviour: one is 'Human relation' and the second 'Get out of the work' Hemphill and Halpin who followed Haniphill, identified tow dimensions, 'initiating structure' and 'consideration' Compbell et al. (1963) shows graphically these two dimensions in the given figure.

This shows that higher the meeting place of these two dimensions the better is the leadership behaviour when a leader receives from his colleagues the scores equally at a high plane, on both the dimensions. He is considered to be very much effective.

If a leader shows high 'consideration' for his colleagues, if he exhibits a real interest in the personal need of the members of the group, even when he is taking initiating in getting the work done from them. He is considered to be an effective leader. High scores on the dimensions of 'initiating structure' manifest the behaviour of the leader who clarifies goals and organizes for the completion of task. His leadership behavior can be called to be more institution oriented. A leader who receives high scores on 'Consideration' and low score on 'Initiating structure', is more person oriented and is less effective. If he is low on both the dimensions, he is not effective with this pattern of behaviour as well. Only those leaders prove to be effective when they show scores high enough on both the dimensions.
On the line of Halpin (1966) Fleshman (1970) also explains these two dimensions. ‘Structure’ includes behaviour in which a supervisor or principal organizes group activities and his relation to group. He prescribes the role that he wants each member to perform, assigns work, plans for the future, carves the line of action for getting the work done and exerts push for production. ‘Consideration’ denotes behaviour manifesting mutual trust, respect and warmth, and rapport between the group and the leader. This does not mean that this dimension indicates a superficial ‘push on the back’, ‘first name calling’ kind of human behaviour. This dimension emphasizes a deep concern for their personal needs, encouraging the subordinates for more and more participation and encouraging a two way communication.

Evanson (1959) analysed the components of the dimensions of consideration in to friendship, trust, warmth and respect. Furthermore, the initiating structure, he refers to is institutional or cultural and is little influenced by the particular school of which the respondent is a number. This he has attributed more significance to ‘Consideration’ dimension.

According to Goldman (1972) a lack of effective leadership on the part of principals of the school disintegrates the condition for the development of a true school community.
In the context of the schools the notion of leadership is associated with the instructional leadership of the principal. This indicates that to be an effective leader of a school a principal should be effective on his instructional side as well. Every principal is basically a teacher first and an administrator later.

According to Tannanbaum (1968) parallel to ‘initiating structure’ and ‘consideration’, ‘task dimension’ and ‘human dimension’ respectively can be presented in the given figure.

As described in the second figure, the task dimension has two aspects ‘commitment aspect’ and ‘specific aspect’. The first aspect refers to the efforts of the participant to the improvement of the total organization in addition to his own job, he is expected to do.

In the interest of the organization, the leader has to strike a balance sufficiently at a high level on task as well as on human dimension and the workers have to strike a balance between the commitment aspect and the specific aspect.

From the brief account of the attempts of various research workers to study leadership behaviour in various institutions given above, it is very clear that they accept the two dimensions of leadership behaviour. Initiating structure and consideration depicted by Hamphill and Halpin. Everybody seems to agree on the point that
effective and efficient leader are those who receive high scores on both the dimensions. Low scores either on one of the dimensions or on both the dimensions are indicative of poor leadership behaviour. Another point which is worth noting is that the ‘Leadership Behaviour Description Questionnaire’ LBDQ developed by Halpin and Croft and Winer (1952) is very useful instrument for appraising the two dimensions of leadership behaviour.