

Teacher's Perception of Principal's Administrative Effectiveness in Government and Public Secondary Schools in Moradabad district

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ABSTRACT

The present study investigated the Teacher's Perception of Principal's Administrative effectiveness in the important salient aspects of school management: Pedagogical, Administrative and Social relation skills effectiveness. One hundred Eighty (180) teachers were selected from five (5) Government and five (5) Public secondary schools in Moradabad district on the basis of proportionate stratification to reflect the varying degrees of their proprietorship, academic qualifications and local areas. The instrument for data collection was a 30-item questionnaire, Teachers' Perception of Principals' Administrative Effectiveness Questionnaire (TPPAEQ). Three hypotheses were formulated and tested for using statistical tool t-test. The results showed that there is a significant difference in the teachers' perception of principals' Administrative effectiveness in Government Secondary School and Public Secondary Schools, with the principal's of Government Secondary Schools having low level of Administrative effectiveness in pedagogical and social relation skills effectiveness, but high administrative skill effectiveness while the reverse is the case in Public secondary schools. The paper finally recommended that since the principals of Government secondary schools are perceived to be less effective than principals of Public secondary schools in school Administrative, appointment as principal should not be based on seniority alone but also on capability as a change agent to influence others through collaborative problem solving strategies with students, staff and society.

INTRODUCTION:-

With the advent of 21st century, tremendous changes have been witnessed in Indian Society. Growing field of IT and other Technological revolution have changed the picture of past Indian. India is facing different types of challenge, which are of great significance from the development point of view. In this context, education is the most potent instrument of imparting knowledge to people, providing them a sense of purpose and develops qualities and values in them, which are essential for building a strong, cohesive and enlightened nation. In the history of mankind, education has always been considered a potential means and strong base for the development of human society. Through the development of attitude, values, capabilities, knowledge and skill, education provide strength and vitality to people. It enables them to face the challenges of time resolutely and to contribute to the social development most effectively. In democratic society like Indian, education has to be the main stay of all national endeavors. With the help of a powerful instrument (education), society has to perform many responsibilities concerning with its citizen. For this, society establishes and develops many organizations on course of time to achieve a variety of goals and objective. They serve various social, economic, cultural, political, religious and other purposes. Obviously they differ in their structure, finding, scopes, sizes, control and management and also in efficiency and outcomes. Schools and college are unique institution designed to achieve specific goal for preparing good citizens.

Now each and every country I going on the path of technological advances and with it many problems such as how to grow more foods, population problem, IT problem and material sources problem etc. have been crisped

values out. These are as a result of changes in citizen values, attitudes, customs and practices, work habits, methods and the way of thinking. So, this responsibility goes on the shoulders of schools and colleges both on the field of society's norms and world at large. The success of this work depends upon effective function of institutions.

The Principal is the key person in an institutional matrix who through his abilities and competencies influences teachers on the one hand and on the other. The Principal can play his role effectively in achieving the objectives of education policy only when he has the requisite competency, leadership talent, administrative efficiency, managerial and planning skills and the competency to motivate the teacher and student to pursue such effort which can help in the achievement of the national goals.

NPE marked the quality of education and administration in 1986 "Education needs to be managed in an atmosphere of utmost intellectual rigour, seriousness of purpose and at the same time, of freedom essential for innovation and creativity..... The process of introducing disciplines into the system will have to be started here and now."

The implication of the above in education is not being administered properly in India today. Its administration need to be streamlined. This may be a fact, that the situation of the educational administrator is not much changed as desirable. But, the administration alone cannot be accepted as the factor causing this malaise of education. There may be several other factors and conditions underlying the inadequacy and weakness of the present system of education. In the process of education, several variables are involved which determine, partially if not wholly, the quality of education. The human factor consisting of the administrators who manage the affairs of education is, however, the most versatile. It cut across all other factors and conditions operating in the educational institution. The material resources consisting of the institutional equipment, methodology of teaching, organization of teaching and other academic pursuits, the climate of the institution, student discipline and other involvement in the education process, teacher's identification with student and their active involvement in the teaching-learning process are quite a number of factors and condition that have been described to be the significant determinants of the high quality of education. But all these factors and conditions are truly peaking, manipulated by the administrator. Effective and desirable operation of all these factors is contingent upon the insight, competence and skills of the administrator. He occupies the most important in the field of education. Effectiveness as adequacy of educational system may, thus, be considered just an aspect, a function of administrative effectiveness. A detailed discussion of the nature of education administration seems to be desirable at this stage.

The National Curriculum Framework (NCF) 2005 is the document that recommends curricular guideline for centrally run and state schools systems. States however, are expected to prepare their own state curricular frameworks. The experience of the earlier NCF 2000 indicated that very few states attempted to create curricular frameworks. There were several reasons why Andhra Pradesh decided to prepare its own framework in 2011.

The role of the principal is to lead and manage the planning, delivery, evaluation and improvement of the education of all students in a community through the strategic deployment of resources provided by the Department and the school community. A key component of this role is to increase the knowledge base of teachers within their school about student learning and quality teacher practice and effectiveness of leadership.

The notion of principal's Administrative effectiveness has come to prominence in educational literature within the last three decades. It is increasingly recognized that the quality of administrative in any organization, school or non-school to a large extent affects the success of the school. Building on this definition, the function of school leadership can be said to be a relationship of influence on relevant others in and out of an organization towards the achievement of the organizational goals. This is because the attainment of organizational goal is a function of the cumulative inters play of the forces and influencing an organization. An effective administrator therefore is one who diligently influences these forces to achieve the specified goals of the school. The concept of principal's administrative effectiveness in Moradabad district secondary schools is often used to express the

overall school effectiveness in relation to the attainment of both normative and summative values in students as spelt out in the National Curriculum Framework (NCF) 2005. The school principal is the accounting officer of the school who is either blamed or praised depending on the degree of his effectiveness in influencing the relevant others in and outside school to enhance teaching and learning. However, while much of the existing literature on principal's administrative effectiveness in Moradabad district secondary schools is often evaluated in relation to quantifiable measure of outcomes such as the Secondary School Examination (SSE) or Senior Secondary School Examination (SSSE), perhaps because such normative outcomes as character development and patriotism cannot be easily measured, there is a less effort by educationist on investigating the principal's administrative effectiveness in both Government and Public secondary schools. In this era of technological advancement, diffused and multiple cultural goals, it is believed that principals are important change agents who must lead their schools to success through collaborative efforts with students, staff and the school.

CONCEPT OF LEADERSHIP EFFECTIVENESS:-

The concept of effectiveness is not easy to define and to understand. With the term effectiveness other terms efficient, competent are generally used as synonyms. The interchangeability of these terms has been accepted in the new standard Dictionary of English language compiled by Funk and Wagnall's. The educationists Guba and Bidwell have explained that "effectiveness of the congruence of expectation and behavior". Getzel, Lipham and Campbell also found that "effectiveness is, then, a measure of the concordance of the role behavior and role expectations. The same behavior may be held effective at one time and ineffective at another time by the same person, depending upon the expectations he applies to the behavior". Barnard also found difference between effectiveness and efficiency and defined "The persistence of cooperation depends upon two conditions; its effectiveness and its efficiency. Effectiveness related to the accomplishment of cooperative purpose, which is social and non-personal in character and efficiency relates to the satisfaction of individual motives and is personal in character". Carter V. Good viewed administrative effectiveness as- the extent to which satisfactory results have been produced through the control, directions and management exercised by the executive authority. Satisfactory result shall be judged in term of the objectives of the activity.

The word effectiveness is not an absolute concept. It varies with differing requirements as the condition changes. The success of any organization or any work depends to a large extent upon the quality of personnel engaged in the educational process and the effectiveness with which they discharge individual and group responsibilities. The very popular term leadership is also associated with the administration and principal, in the field of education that resulted into several theories and viewpoints. These theories and viewpoints have tried to point out the characteristics that make administrative leadership effective. The term leadership in the context of education point out to a person who is holding a managerial position such as the Vice-Chancellor, the Principal and the head of the department, Director of an Institution, Supervisor and the Inspector etc. Since these persons are held responsible for achieving the institutional goals, they may be legitimately designated as leaders. The behavioral approach to leadership effectiveness had assumed that there are creation behaviours that make for the success of the administrator if he has them as characteristics of his personality. In other words, the approach asserted that if the administrators shows or adopts certain behavior patterns, he is likely to be more effective.

Age, experience, training and sex etc are the factors related to the effectiveness to the administrators found sometimes positive or negative relationship. Some other factors as stress, overloads, job satisfaction, decision-making ability and motivation etc. were also kept related to leadership effectiveness.

CHARACTERISTICS OF EFFECTIVE ADMINISTRATORS:-

Sensitivity is one of the personal characteristics of the administrators. Be sensitive to the needs of staff members' awareness, sharing in setting up group goal, encouragement for individual free expression and recognition

of consensus in the decision-making process are required to be a good administrator. An effective principal is optimistic, full of confidence and keeps good relation with others. He keeps good relation with teachers and has satisfactory attention towards teachers. The effective administrator maintains direct contact with the pupils of the school and helpful to the pupils. This will also solve the problem of discipline because the pupil will come to know their principals. Effective principal is high in social ability. He associates successfully with others in the solution of problems. Helping teachers with problems of institution in his greatest job satisfaction. His relation with community is also contributing to make him effective. His good relation with parents and other society members reduce so many problems and also carry good support inside and outside the school. Some thinkers are of the opinion that sound educational philosophy, high scholarship and professional training are needed for a successful principal. His primary interest for growing educational standard will affect his way of working. He must have knowledge in social science, psychology, philosophy, sociology, economics and political science. He must also keep scientific attitude and latest scientific development.

An effective principal combines the qualities of an academician with that of an administrator because he is not purely a research scholar or an s. s. p. He is a combination of both. The stuff (students and teachers) with which he deals is like combustible goods, which requires very careful handling on the part of principal. Many researchers for the effective functioning of a principal also recognize emotional stability. A principal has to face so many problems, most of time, stress and workload reduce his efficiency, but his emotional stability helps him to create calm, supportive feeling, which helps groups to meet and confidently analyze crisis. Therefore, in reacting to frustration, confusing and irritating situations, the effective principal exercises greater emotional control. Ethical and moral strength of principal has been taken as essential characteristics of effective administrator by several scholars. He should follow the path of truth and good character. Besides these characteristics, there are so many others characteristics which are essential for a principal to get success.

One important thing is when his personal characteristics function with the specific environment, his behavior that is the reflection of his personality changes time to time. According to the situation he has to mould himself for proper functioning. An effective principal is always aware in planning, decision-making, budgeting and relation with teachers and parents. He gives freedom of work to subordinates and keeps trust in them. His behavior is a balance between his personal traits and the expectation of the Institution.

IMPORTANCE OF THE PROBLEM:-

The poor performance of students in English and Geography in SSE in recent times despite the importance attached to the two subjects as core subjects in the Moradabad Secondary School. Curriculum has posed serious concern to Students, Parents, Governments and even Private Investors. Government is particularly worried that many Government secondary schools find it difficult to have students to register for education. The situation is more disturbing as the complaints roar that majority of parents, even some principal's of Government Secondary Schools prefer to send their children to Public schools. This study there fore seeks to examine teacher's perception of principal's Administrative effectiveness in selected Government and Public secondary schools in Moradabad district with regard to the pedagogical skills practiced, Administrative skills exercised, and social relations skill employed. This is because, According to Ibukun (2004), "the principal is the leader and chief executive of his school who is expected to perform certain professional and administrative roles in order to ensure proper teaching and learning". Unfortunately, Principal's competences and authorities as the administrative, technical and pedagogical head of the school has become a matter of concern in recent years as there are increasing public outcry on accountability.

STATEMENT OF THE PROBLEM:-

The problem of this study is “Teacher’s perception of principal’s Administrative effectiveness in government and public secondary school in Moradabad district”. This study concentrates on establishing Teacher’s perception of principal’s Administrative Effectiveness in Government Secondary Schools and Public secondary schools.

DEFINITION OF THE SPECIFIC TERMS:-

Principal Administrative Effectiveness:

The term effectiveness includes many interchangeable terms as competency, efficient; competency is a quality function arising from an acceptable pattern of human behaviour. A professional competence is a behaviour consisting of several skills, attitude, knowledge and understandings. The terms efficient effective, concepts are generally used as synonyms in common school situations and so there have been done here too. A more general definition of efficiency is the ability to produce or achieve a desired effect with a minimum of effort, expense, or waste.

School:

A school is the unit of the big hierarchy of education administration. Today, as never before, India needs educational institutions not only to guard its past but also to advance its future. “The density of India is now being shaped in the class-room.” Schools are to be the first class nurseries for the education of children in democratic citizenship which India need to make its democracy permanently viable. Efficient school administration is crucial to the success of democracy. Government schools mean the school running by governments (Central and State). A public or private school means the school running by the private agencies and authorities.

OBJECTIVES OF THE STUDY:-

The major objective of the study is to establish Teacher’s Perception of Principal’s Administrative Effectiveness in Government Secondary School and Public Secondary School in Moradabad district.

The other minor objectives are formulated such as:

1. To find out difference in teachers’ perception of the pedagogical skill effectiveness of the principals of government and public secondary schools in Moradabad District.
2. To find out difference in teachers’ perception of the administrative skill effectiveness of the principals of government and public secondary schools in Moradabad District.
3. To find out difference in the Social relation skill effectiveness of the principals of government and public secondary schools in Moradabad District.

HYPOTHESIS:

There is some important Hypothesis:-

1. There is no significant difference in teachers’ perception of the pedagogical skill effectiveness of the principals of government and public secondary schools in Moradabad District.
2. There is no significant difference in teachers’ perception of the administrative skill effectiveness of the principals of government and public secondary schools in Moradabad District.
3. There is no significant difference in the social relation skill effectiveness of the principals of government and public secondary schools in Moradabad District.

DELIMITATIONS:-

1. This study is delimited to Moradabad district.
2. This study is delimited to IX and X class.
3. This study is delimited to Government and Public schools.

4. This study is delimited to teachers of IX and X class.
5. This study is delimited to Rural and Urban Location.

METHOD OF THE STUDY:

The investigator has used survey method in which an attempt made to study the Teacher's perception of principal's Administrative Effectiveness in Government Secondary Schools and Public secondary schools in Moradabad district. Generally this method is used in those studies in which subjects are sorted on the basis of some naturally occurring characteristics. This method is different from the experimental method in which the independent variable is directly manipulated by the investigator. The survey method is the three fold objectives: theoretical, factual and application. These objectives are achieved by employing different methods and strategies of research. According to M. Verma "Method is only in the abstract as logical entities that we can distinguish between matter and methods, in reality, they form an organic whole and matter determines method analogously as objective determines means and content and spirit determine style and form in literature. Broudy (1963) has defined "Method refers to the formal structure of the sequence of acts commonly denoted by instruction. The term method covers both strategy and tactics of teaching and involves the choice of what is to be taught, and the order in which it is to be taught." In this way, this study investigated the effect of the Teacher's perception of principal's Administrative Effectiveness in Government Secondary Schools and Public secondary schools in Moradabad district.

POPULATION:-

The population for the purpose of this study consisted of the total number of teachers and Government and Public secondary schools of Moradabad District. In the population only those schools are included which are affiliated to U.P. and C.B.S.E. Boards. The investigator got the list from the office of Inspector of school, Moradabad and Central Board of Secondary Education, New Delhi. The investigator prepared the list of secondary schools affiliated to both Boards of Education. The investigator got all teachers of the 149 Government secondary schools and 225 Government approved Public secondary schools in Moradabad District.

SAMPLE/ SAMPLING:-

In this study Government Secondary Schools mean all schools, which are governed by the Government (U.P. Board and C.B.S.E. Board) and aided by the Government. Public Secondary Schools were those, which are not aided by Government, they are self-financed schools. The investigator also kept another division: Urban schools and rural schools. In Urban area, those schools are kept which are located at the city and town area. Rural schools were defined as those schools which are located in rural area and considered rural by the government while providing allowances to the teachers. For selecting sampling, multi stage random sample technique is used. The investigator prepared two lists as required for the study under this division: Government Secondary Schools and Public Secondary Schools. This division is done to keep proper representation of schools from all areas. The prepared lists of schools belonging to above-mentioned division of schools. It has been decided to select 9 Government Secondary Schools, 9 Public Secondary Schools and 5 Teachers were randomly selected from each of the 18 sampled schools.

PROCEDURE:-

The investigator made his best efforts to collect most reliable and valid data. First the investigator prepared all the lists of schools useful for the study. Then he contacted all the principals selected in the sample personally and requested them to cooperate and allow to collect data from teachers. Most of the principals cooperated with the investigator willingly. The investigator assured principal to keep all the required data confidential. He got the list of teachers from the office of the schools. The investigator applied the "Teachers perception of the Principal's Administrative Effectiveness Questionnaire" only on the teachers who were teaching class IX and X. 5

teachers were selected from each school representing English and Geography subjects. All the teachers were requested to cooperate with the investigator. Questionnaires were distributed to the teachers and requested them to fill the questionnaires sincerely and truly. They were informed to follow the proper instructions for filling the questionnaires as also mentioned on the “Teachers perception of the Principal’s Administrative Effectiveness Questionnaire”. To get reliable data, the teachers were assured to keep their names and opinion confidential. To fill in the questionnaires two or three days were given so that they may read and fill it properly. After it, the investigator collected him all the filled in questionnaires.

TREATMENT AND DATA GETHERING INSTRUMENTS:-

In the present study the Teacher’s perception of principal’s Administrative Effectiveness in Government Secondary Schools and Public secondary schools has been defined as a set of desirables administrative behavior on the part of the principals as perceived by the teachers in the Schools. These desirable administrative behaviors include various aspects of administration such as decision-making, implementations of policies, planning human relations, freedom of work, ensuring good discipline, making people work hard, ensuring required facilities for work, ensuring order, giving individual guidance to students, adopting innovations, ensuring high standards of teaching-learning process etc. The instrument for data collection was a self constructed instrument titled: “Teachers perception of the Principals’ Administrative Effectiveness Questionnaire” (TPPAEQ). Descriptive statistics of frequencies and percentages were used to analyze the demographic data while t-test was used to determine the significance of the results.

DATA COLLECTION AND ORGANIZATION:-

For this study, data were collected on two variables, Teacher’s Perception of Principal’s Administrative Effectiveness in Government and Public Secondary School. The “Teachers perception of the Principal’s Administrative Effectiveness Questionnaire” developed by self administered on the teachers’ of all selected schools to measure Teacher’s Perception of Principal’s Administrative Effectiveness. Five teachers selected from school were given the Teachers perception of the Principal’s Administrative Effectiveness Questionnaire (TPPAEQ). They were allowed to carry the test home and answer it after careful thinking, objectively and seriously. They were informed that their responses would be kept confidential. They were also told that questionnaires would be collected after two or three days. Having collected these, they were scored.

RESULT OF THE STUDY:

1. Demographic Information:-

Table - 1

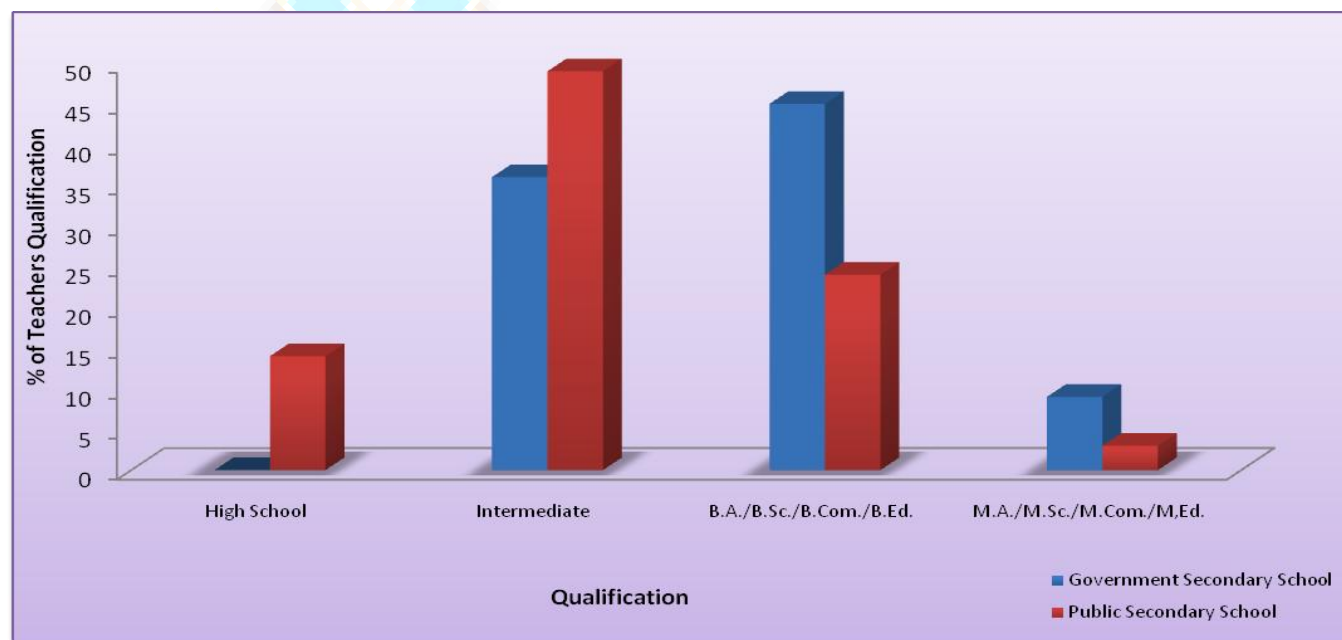
Frequency and Percentage Analysis of Respondent’s Academic Qualification

Qualification	Government Secondary School		Public Secondary School	
	Freq	Freq %	Freq	Freq %
High School	0	0	14	16
Intermediate	36	40	49	54
BA/B.Sc./B.Com/B.Ed.	45	50	24	27
MA/M.Sc./M.Com./M.Ed.	9	10	3	3
Total	90	100	90	100

Table No- 1 show the values related to the statistics. In the table 1, it is clearly shows that the total 90 respondents from Government secondary schools, 36 respondents representing 40% were Intermediate, 45 respondents representing 50% were BA / B.Sc. / B.Com. / B.Ed. graduates, 9 respondents representing 10% were M.A. / M.Sc. / M.Com. /M.Ed. Post graduates. However, in the Public Secondary Schools, of the total 90 respondents,

14 respondents representing 16% were High School, 49 respondents representing 54% were Intermediate, 24 respondents representing 27% were BA / B.Sc. / B.Com. / B.Ed. graduates degree while the remaining 3 respondents representing 3% were M.A. / M.Sc. / M.Com. / M.Ed. Post graduates degree in either science, Arts or Education. This is also illustrated by figure1.

Figure No. - 1
Frequency Analyses of Respondent's Academic Qualification



2. Testing of Hypotheses

Hypothesis One: - There is no significant difference in teachers' perception of the pedagogical skill effectiveness of the principals of government and public secondary schools in Moradabad District.

Table- 2

Teacher's Perception of Principal's Pedagogical Skill Effectiveness of the Principals of Government and Public Secondary Schools in Moradabad District.

Source	N	Mean	SD	df	t-Val.	Significant
Government Secondary School	90	51.04	20.08	178	2.59	>.05
Public Secondary School	90	67.26	55.78			

Table No. 2 shows that t-cal. is greater than critical value, implying that hypothesis 1 which states that there is no significant difference in teacher's perception of the pedagogical skill effectiveness of the principal's of government and public secondary schools in Moradabad district of the rejected.

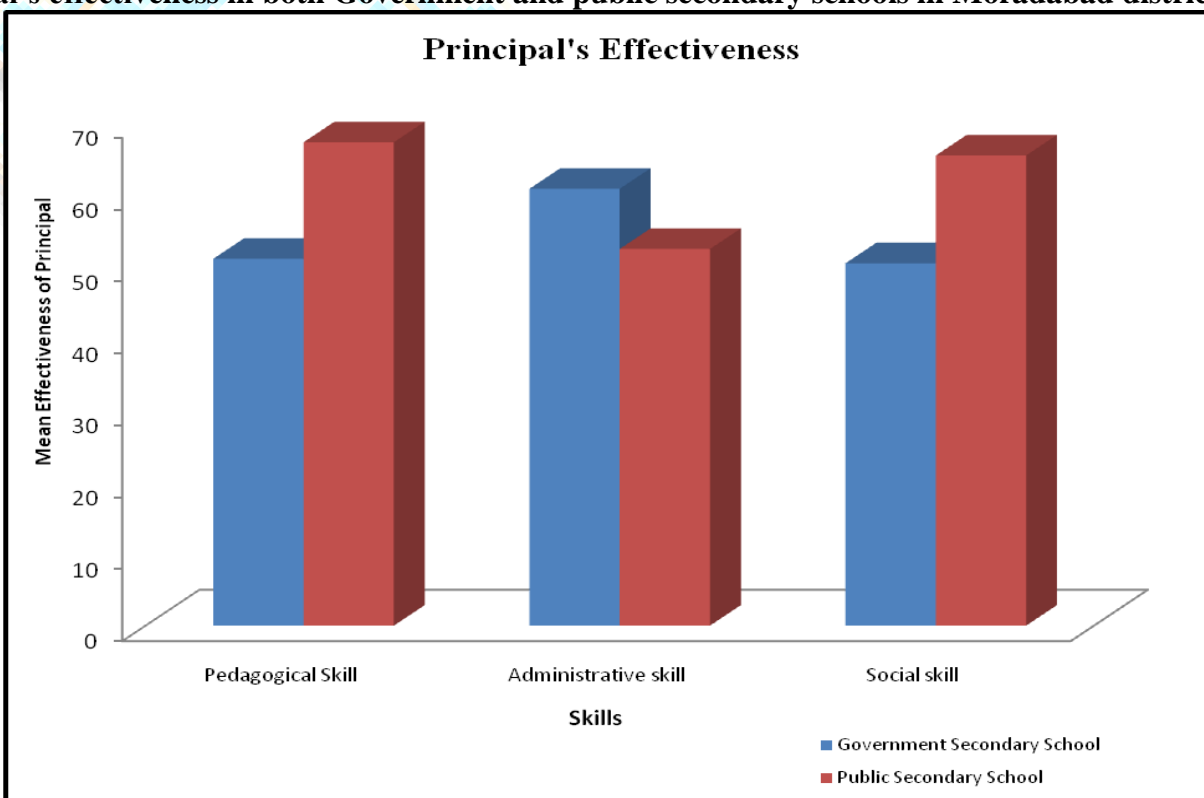
Hypothesis Two: There is no significant difference in teacher's perception of the principal's administrative skill effectiveness of the Government and Public secondary school principals.

Table 3:
Teacher's Perception of the Principal's Administrative Skill Effectiveness of the Principals of Public and Private Secondary Schools in Moradabad District.

Source	N	Mean	SD	df	t-Val.	Significant
Government Secondary School	90	60.78	40.57	178	1.57	>.05
Public Secondary School	90	52.41	29.88			

Table No. - 3 shows that t-cal is greater than critical value, hence hypothesis two which states that there is no significant difference in teacher's perception of the principal's administrative skill effectiveness of the Government and Public secondary school principals of Moradabad District is rejected.

Figure No. - 2
Principal's effectiveness in both Government and public secondary schools in Moradabad district



Hypothesis Three: There is no significant difference in teacher's Perception of Principal's social relation skill effectiveness of the Principals of Government Secondary School and Public Secondary Schools.

Table 4 :
Teacher's Perception of the Principal's Social Relation Skill Effectiveness of the Principal's of Public and Private Secondary Schools in Moradabad district.

Source	N	Mean	SD	df	t-Val.	Significant
Government Secondary School	90	50.42	26.59	178	2.49	>.05
Public Secondary School	90	65.42	50.46			

Table No. 3 shows that t-val. is greater than critical value, implying a rejection of the hypothesis which says that there is no significant difference in teacher's Perception of Principal's Social relation skill effectiveness of the Principals of Government Secondary School and Public Secondary Schools.

Figure No 2 is represents the mean outcome of the tested hypotheses in the three areas (Pedagogical, Administrative and Social Skills) of Principal's effectiveness in both Government Secondary School and Public secondary schools in Moradabad district.

CONCLUSION OF THE STUDY:-

The study showed that there is a significant difference between teacher's perception of the pedagogical Skill effectiveness of the principal's of Government Secondary Schools and Public Secondary Schools in Moradabad district. The finding showed that teachers of Public Secondary Schools have high Perception of their principals' Pedagogical Skill effectiveness than teachers of Government Secondary schools. This situation is surprising because the teachers in Government Secondary schools as disclosed in table 2 and by extension their principals are good trained and more qualified for pedagogy than those in Public secondary schools. The principal must have the good opportunity to use his professional ingenuity, creativity and association in facing challenges and forging ahead through exemplary performance and systematic dialogue with authorities and subordinates to create and sustain the required enabling environment that will engender efficacious secondary school administration. One major reason could be adduced to the higher rating of the Public secondary school principal's pedagogical skill effectiveness outrage the latter's evidence of superior professional knowledge. One reason could be due to the differing organizational culture in Government Secondary School and Public Secondary Schools. While Government secondary schools are established and funded by the government and are not meant to maximize profit but Public Secondary Schools are established and funded by the private individual, groups and agencies and are quite often than not aimed at maximizing profits through quality improvement of the classroom teaching and learning. A second reason could be the general looseness and lack of commitment to any governmental project by U.P. Government and Central Government, which has led the government to regulate the education industry up to the university level (Primary to Higher Education). The study also disclosed that there is no significant difference in the teacher's perception of the Administrative skill effectiveness of the principal's of Government and Public secondary schools. While teachers of Government secondary schools perceived their principal's as being more position conscious giving more attention to official mails, delegating responsibilities to teachers and attending meetings. The principals of Public secondary schools are perceived by their teachers as being more dictatorial, emphasizing compliances to established rules and high productivity. The success of the school for the principal to carry out his duties depends so much on his competence as a good administrator. The result of the third hypothesis showed that there is a significant difference in the teacher's perception of the Social relation skills of the principals of Government and Public secondary schools in Moradabad district. The principal's of Government secondary schools were perceived to be less adequate in their social relation skill effectiveness. The performance of students in external examinations should be a major factor for consideration in the recognition and promotion of principals. Principals should always state and discuss the mission of their schools, with the stakeholders at the beginning of each academic year and collaborate with staff and even students to prioritize the set plans for implementation. Principals should be more concern about classroom monitoring in order to enhance teaching and learning.

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