

A STUDY OF LEADERSHIP STYLES OF WOMEN PRINCIPALS OF GRANT-IN-AID SECONDARY SCHOOLS OF VADODARA

POSITIONING

This research examines the various leadership styles of women principals of grant-in-aid secondary schools of Vadodara. It focuses on the different leadership styles adopted by the women principals to adapt to the prevailing situations and conditions. The present study is based on the situational leadership model of "Hersey and Blanchard's situational leadership model." This research work not only unfolds the professional background of a few of the women principals of the leading grant-in-aid schools of Vadodara but also identifies the different styles adopted by the women principals while shouldering their responsibilities as the leader of their schools in carrying out the functions and activities of their schools following the guidelines of the State Education Department, Government of Gujarat.

Working in a grant-in-aid school for 31 years has positioned the researcher to undertake the present study successfully. As the famous adage, "Experience is the best teacher," the eventful years of the extended service have helped serve as an opportunity to undertake this particular research fruitfully. Acquaintance with the administrative aspects and organization of school activities has permitted the researcher to undertake the study through various ways triumphantly.

1.0 INTRODUCTION

Education is a term used in a very wide connotation. It is a process of self-expression and enables an individual to express themselves through various means and modes. The innate powers and potentialities of an individual are drawn through Education. Education plays a pivotal role in the growth of an individual and contributes substantially to the progress of society. Education is one of the vital constituents that can make or mar a culture's advancements. If citizens of a community are educated, they can provide significant contributions in the fields of arts, literature, science, technology, and others and help establish a well-rounded and stimulating community. Education is considered a weapon to improve one's life and an important constituent to go ahead in life successfully to achieve one's goals. Education not only helps in developing confidence but also promotes the development of personality. The most noteworthy aspect of Education is, it helps in the spread of knowledge. Education involves learning. The process of learning is unending. Education is a process

from cradle to grave. Learning involves so many aspects which enables an individual to have personal gain and at the same time helps in the contribution of society and the world at large. The learning process has undergone a drastic paradigm shift. From mere information, it has transformed into creative thinking. Individuals want to learn from experiences and experimentation rather than any other method. Individuals wish to return to society from where they have gained. School education plays a pivotal role in everyone's life. Education being the counterpart of both community and culture, cannot be thought of as separate from society. School is a social institution where predesigned learning experiences are provided to achieve social aims. School is defined as the subsystem of the more extensive system of society that has to function in coordination with the immediate environment of its constituent community. "A society is several people held together because they are working along common lines, in a common spirit, and concerning common aims" (Dewey, 1907) Dewey thought that not only should a school teach children how to be a part of the community, but it should also be society itself.

The School education system has been divided into three divisions: Primary, Secondary, and Higher Secondary Education. Each division of Education has its importance and benefits. Primary Education forms the base which helps throughout life. Secondary Education is a stepping stone towards high education. Education prepares the path for further studies. Education becomes the deciding factor in every person, which ascertains the future. Secondary Education begins in grade nine and lasts until grade ten. It covers children aged 14 to 16 years, age group. The NEP 2020 has structured school education on 5+3+3+4 format where the last four years combine secondary and senior secondary. Government schools provide free education to all the students and cater to a large variety of mass. Secondary schools are affiliated with Central or State boards that administer the Secondary School Certificate at the end of grades 10 and 12. The private management manages private schools, but aid is granted by the government, where the government pays the staff's salary. Such schools are called Grant-in-aid schools. Such schools are to function under the guidelines of the education department.

The Education system keeps on evolving. It changes with such factors as a change in government policies and schemes, changes in the outlook of society, changes in the demand of educational attainment, economic changes, and changes due to influence and affluence. As per the need, the educational goals also change. Hence it becomes the duty of the educators

and other stakeholders to augment and equip every aspect and component of Education and the educational system.

The system of Education during the Vedic period, which comprised 1500 B.C. to 1100 A.D., was different from today's education system. Vedic Education aimed to realize the supreme and achieve the supreme consciousness. Education focussed on the development of values and morals. Stress was laid on the physical as well as mental development of an individual. Vocational efficiency was developed by teaching a positive attitude and dignity of labor.

The status and condition of women and girls were much better in the Vedic period. Women were allowed to study and achieve their goals even without getting married. They had the freedom to develop their personality through Education. The Vedic period has witnessed many women scholars. There were many women poets and philosophers. Capable and sensible women like Apala, Ghosha, and Visvavara used to compose mantras. Lopamudra was one of the famous preachers of the Vedic period.

In the post-Vedic period, from 500 B.C. to 1100 A.D., there were changes in women's status due to various reasons, and among them was the denial of education to the girls. Freedom to obtain Education was restricted, and women were supposed to remain interior. Education and literature became the monopoly of men. Coming to the British period, the status of women further deteriorated. Child marriages, the Sati system, Purdah system, etc., were prevalent. Female Education was considered a moral danger. With the change in mental attitude and access to western Education, the scenario underwent a drastic change. There was a general awakening, and several factors contributed to the upliftment of women. Efforts by various personalities like Ishwar Chandra Vidyasagar, Behramji Malabari, and movements like Brahmo Samaj and Prarthana Samaj changed the entire face of women's position and status. Annie Besant and Sarojini Naidu were two prominent spokespersons of the early Women's Movement.

1.1 Role of a Leader

"A leader is like a shepherd. He stays behind the flock, letting the most nimble go out ahead, whereupon the others follow, not realizing that all along with that they are being directed from behind."- Nelson Mandela (Mochari, INC., 2013)

The success and failure of an institution depend on its leader. A leader is one who not only leads a group but motivates and inspires others. A school principal is a leader with various qualities enabling them to combine all the available resources and make the teaching-learning process successful.

As per UNESCO, "Schools need leaders who have a vision for improving quality and learning outcomes, and who are also effective at ongoing management tasks." (UNESCO, 2016) According to NIEPA, "Leadership is concerned with bringing innovation with available resources" National center for school leadership NIEPA (2012) MHRD.

The report of 2008 by Wallace Foundation asserts that "Leadership only succeeds if the leader brings other people along into the same vision, and they are all able to work together and trust one another." The report further confirms that it further reappraises at the continuing progress and challenges of providing every school with leaders ready to help and assist all the children to succeed as learners. Jean Piaget said, "The principal goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done" -- **(Piaget)**. Jean Piaget, 1896-1980.

More than fifty years back Kothari commission observed the urgent need for quality in educational Administration and management. According to the commission, "Administration is essentially a matter of faith and vision, bold and courageous leadership, and proper handling of human relations. The importance of securing the right type of personnel for it cannot, therefore, be overemphasized. The major weaknesses of the existing organization of the state education departments are largely related to personnel. These include; shortage of personnel at a higher level; lack of specialized staff; unsatisfactory remuneration and condition of service; unsatisfactory methods of recruitment; inadequate provision of in-service education; and inadequate staffing". Kothari Commission (1964-66)

According to **Govinda R (2014)**, NIEPA, the school's headteacher, occupies a significant position. He stressed the need for structuring capacity-building programs for leadership development which is possible with research and institutional networking. He further asserts the method and content involved in amplifying leadership capabilities in the school system. He notes that as schools have entered the public domain, it becomes indispensable for the

schools to rise to the expectations of the modern society, which is an empowered society. The realization that schools must modify to the extent that they can cater to the present needs and aspirations has put enormous responsibilities on school heads as managers and leaders. In the recent time, it has been widely witnessed that a systematic approach to school leadership development has added significance in the context of Education based on right and equal access to Education added with the right to quality education and freedom to a joyful learning environment which is solely based on effective school leadership that engages in the transformation of schools to a great extent. Keeping this in view, it is essential to note that in such a demanding situation, leadership is more crucial for the schools functioning with meager resources coupled with high expectations from parents and the community. This has given a clarion call for all the schools to equip leaders with abundant knowledge and skills, which would further help the leaders to face the challenges, critically analyze the problems encountered in the school environment and make opportunities available in the prevailing situations. With this understanding, the School Head is seen as a prime mover of the entire process of change in a school. Hence it can be concluded that leaders are not born; they are made. Along with the inherent talent, proper training and Skill become essential aspects of leadership.

While undertaking the job of a principal, there are innumerable challenges involved in the execution of managerial duties like the issue of gender discrimination, discipline issues amongst the staff and students, and others. If the principal is a woman, then there are specific typical issues unique to women principals associated with femininity. Several dilemmas complicate the roles of women in management. Women have the same amount of time as their male counterparts. Still, to reach out for attaining the family and work responsibilities, they need a superpower that would enable them to strike a proper balance between their personal and professional life. Expectations of society from women are more than the expectations from men. Why that extra edge from women-only, not from the male for which they have to run an extra mile to keep up the expected goals?

1.2 NEED OF THE HOUR—CHANGING STYLE OF LEADERS.

The attack of the deadly virus of 2019-Covid 19 has tumbled down the globe. The ramshackle world economy is leading to a dilapidated stage. Along with the disastrous situation, the aftereffect of such a pandemic has invited a new paradigm shift. This has affected the leadership styles as well. The changed concept of the new normal is demanding a total overhauling of the leadership roles and types. The characteristics, aspects, and skills of leadership have to be overhauled for a completely new look, and this will lead all the leaders to have a new outlook and undergo a transformational change.

1.3 WOMEN AS ROLE MODELS IN THE "NEW NORMAL SITUATION."

A recent study by Sheryl Estrada in May 2020 revealed that workshops had become the need of the hour to refocus on the leadership styles of the leaders. The leaders have to be trained with specific skills to handle stress and tension due to the Covid 19 pandemic. According to (Towers, 2020) "as employees stress levels and anxiety increase, employers will look to managers to address their needs as well as foster resiliency."

Mark Risk, a chief content officer at Skill soft, said, "The current global crisis calls for leaders who can support and inspire people through challenges, and who can engage them in the flow of life and work during and post-pandemic."

1.4 INFLUENCE OF EDUCATIONAL AND PROFESSIONAL BACKGROUNDS ON LEADERS

The pattern for choosing a leader in ancient India was held by a governing council (Sabha) which constituted mainly of the upper castes like Brahmins, Vaishyas, and Kshatriyas. Our ancients dealt with a great term called Purusharth, which is derived from two words, including 'Purusha' (meaning dweller of the human body) and 'artha's (meaning health, wealth, and experience), indicating a possessor of health, wealth and experience. Following these lines, certain aspects need to be distinguished in leadership, like nurturing not only the inner self but also the outer self. Visionary leaders listen to their inner selves. The development of both the inner and outer world is an essential ingredient of a successful leader. Education plays a pivotal role in overcoming the hurdles and challenges faced by leaders. Leadership talent needs to be nurtured through continuous training, and knowledge and experience also play a fundamental role. Hence it can be concluded that the education and professional background of a leader plays a decisive role.

To empower school leaders with sufficient skills, knowledge, and attitude, the national center for school leadership (**NCSL**) has been set up at **NIEPA**. **NCSL** is actively involved in formulating and structuring programs and curriculum frameworks in school leadership development. The vision of **NCSL** is evident that they focus on developing new generation leaders who can transform schools so that every child learns and every school excels. (National Centre for School Leadership, February 2014). Under the banner of **NIEPA**, **NCSL** has been untiringly working towards addressing the leadership requirement and contextual school issues in 28 states and eight union territories.

1.5 EFFECTIVE LEADERSHIP

In simple words, the leader leads... The success of any institution or enterprise substantially depends on the person at the helm of management and Administration. An institution grows from a small sapling to a gigantic tree with the team effort of its members, but undoubtedly the foresight is of its leader. It is rightly said "the leader is one who knows the way, goes the way and shows the way"- **John C Maxwell. (Goalcast, 2018)**. A good leader has a futuristic vision and knows how to turn his ideas into real-world success stories. Leaders stand different in the crowd due to certain qualities like commitment, passion, accountability, empathy, creativity, etc. According to Blanchard, "In the past a leader was a boss. Today's leaders must be partners with their people, they no longer can lead solely based on positional power." (Ken Blanchard)

A leader is a person who influences a group of people towards the achievement of a goal. At the same time, leadership is the art of motivating a group of people to act towards achieving a common goal.

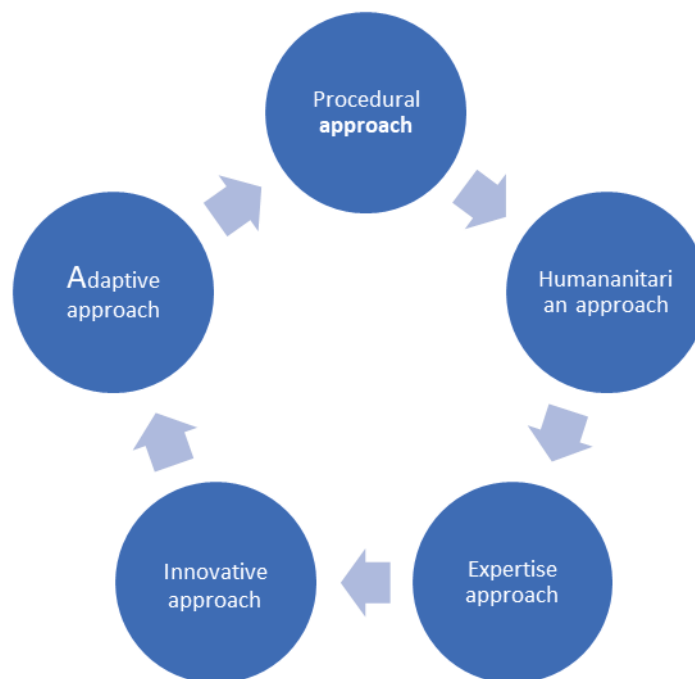
As per Winston, "A leader is one or more people who selects, equips, trains, and influences one or more follower(s) who have diverse gifts, abilities, and skills and focuses the follower(s) to the organization's mission and objectives causing the follower(s) to willingly and enthusiastically expend spiritual, emotional, and physical energy in a concerted coordinated effort to achieve the organizational mission and objectives" (Winston, 2016)

Though there are many different leadership styles, each leader has their unique style. Influential leaders change their ways and methods based on the context, situation, the individuals concerned, the desired outcomes, and the challenges faced. One's ability to adjust

one's style based on the conditions and circumstances is directly correlated with leadership effectiveness and ultimate success.

"Different leadership styles will result in different impact to institutions/organizations. The leader has to choose the most effective approach of leadership style depending on situation because leadership style is crucial for a team success. By understanding these leadership styles and their impact, everyone can become a more flexible and better leader." **(Ten different types of leadership styles, 2016 September 1) (10 Different types of leadership styles, September 1, 2016)**

Figure 1.1
Five Major approaches adopted by influential leaders



(Tutorials Point, 2017)

1.5.1 IMPORTANT TRAITS OF EFFECTIVE LEADERSHIP

While considering the essential traits of Effective leadership, specific characteristics can be highlighted like honesty and integrity, passion and inspirational quality, commitment and accountability, excellent communicative and decision-making skills, creativity, and innovation. Every organization requires a leader, whether small or big. For the growth and functioning of the organization, a capable leader is of utmost importance. A leaderless organization is a "muddle of men and machine," like a country without leadership is anarchy. A society without leaders is a violent and risky place to live in. Looking at these aspects, certain aspects reflect, like, what is the meaning of leadership? What constitutes leadership? "Leadership is the capacity to translate vision into reality," said Warren Bennis, a pioneer in leadership research. **(Bennis, 2019)**

A leader is a person who motivates and encourages a group of people to work in the direction of realizing the set goals. As Chester Barnard sums it up, "Leadership is the ability of a superior to influence the behavior of subordinates or group and persuades them to follow a particular course of action." **(Barnard, n.d.)**

As far as the school principal is concerned, effective principals influence a variety of outcomes in connection with the development and functioning of the school. "Effective principals influence a variety of school outcomes, including student achievement, through their recruitment and motivation of quality teachers; ability to identify and articulate school vision and goals; effective allocation of resources; and development of organizational structures to support instruction and learning" (Kalogrides, 2010).

The National Education Policy 2020 has structured the new format of 5+3+3+4, where the last four years are dedicated to imparting a multidisciplinary curriculum resting on the principles of independence and critical. The school leaders have a more intense role as they deal with the adolescent student population. And one of the most challenging issues is to teach cognitive and soft skills among students.

Wallace Foundation, 2013 suggests that success in all the areas mentioned above of influence entails five key responsibilities:

- The responsibility of shaping a vision of academic success concerning all the students, which should be based on high quality and standards.
- It should be the priority to create a hospitable climate for the education purpose so that cooperation and safety prevail

- Efforts to cultivate leadership in others so that everyone will assume their part in realizing the school vision and achieving the school mission.
- Improving instruction to enable teachers to teach at their best and students to learn to their utmost
- Managing the people, the data, and the processes to stimulate school advancement.

"It is a known fact that most school variables, considered separately, have at most small effects on learning. The real payoff comes when individual variables combine to reach critical mass, creating the conditions under which that can occur is the job of the principal."

(Wallace Foundation, n.d.)

Educational leadership is centered on certain fundamental principles. Among them, the most prominent is to create a vision of academic success for all the students. This is prominent as, firstly, there has always been a historical gap between the socio-economic levels and students' academic achievements. Second maintaining a safe and receptive learning environment which is a key to providing comfortable, systematic, and structured classrooms, becomes the attempt of an educational leader. Third, educational leadership delegates responsibility to others. This means that teachers, parents, and even students are empowered to take responsibility and accept accountability. Fourth, curriculum content and methods of instruction must be continually updated and transformed. Fifth, adapting the modern management tools, processes, and techniques results in a change in the pedagogical and teaching strategies.

"Educational leaders are tasked with a multitude of responsibilities daily" (Sheninger, 2008). According to Whitaker, school leaders have the routine administrative duties like ongoing observations, addressing parental and teacher concerns, handling discipline issues, governmental issues moreover influential school leaders recognize that their leadership style has a direct correlation with their school's culture and climate" (Whitaker 2012)

1.5.2 LEADERSHIP EVOLUTION

Leadership is an integral part of managing an organization. It provides guidance, direction, and confidence to the subordinates, thereby motivating them to achieve their goals in a smooth and more accessible way. It also influences the behavior of team members. "Leadership is influence, nothing more nothing less" John Maxwell. (Maxwell, 2019) In a school situation, a principal can attract the teachers to follow the instructions and be induced

to contribute their optimum in attaining the goals leading towards the school mission and vision.

Leadership evolved as a result of specific behavior and traits found in the leaders. It originated from the personal background, character traits, typical behaviors, and actions."

According to the "Great Man Theory," which formed a basis for the trait approach, a leader possesses extraordinary traits to influence their team. This way, the leader will have a significant influence on their team members. As time passed, just keeping certain exceptional qualities was insufficient. The situation today is very complicated and diverse. Along with a multitiered personality, a leader needs to have specific skills and techniques to lead the group effectively. Leadership as a concept has undergone a series of changes that need to be adopted by the leaders as per the situation. Today's leader has to undertake multiple and complex tasks which would change with the changing conditions. In the words of Bill Gates, "As we look ahead into the next century, leaders will be those who empower others." Here comes the role of a leadership style that makes a leader effective and successful. A leader leads the group and makes things easier for others to carry out their work. Right from delegating to the work climate, the leader plays an inclining role in every activity carried out to achieve the organizational goals. "Leaders make sure people not only see the vision, but they also live and breathe it" Jack Welch (2009) (Winning). Thus, a leader needs to adapt his style as the situation demands. A leader is a mediator between organizational goals and individual needs. Therefore, his leadership style must correspond to the situational variables to attain the required organizational output.

1.5.3 FORMS OF LEADERSHIP

Various forms of leadership emerged during different historical contexts and continue to be in our midst, maybe with a bit of difference in shade due to the changing times and their interaction with society. Leaders have changed, but leadership styles have been more or less the same as their fundamental principle is leading a group to achieve goals. We have the warriors who moved from the battlefield to the board room. From time immemorial, our society needed leaders who could lead and drive people to form a community leading towards a developed society. We have priests who led the religious group, kings who ruled the political group, and Vaishyas who led the business group. Wherever there is human settlement and society, there is bound to be a leader like a shepherd who taps the stray cattle, the leader band together all the group members. If we retrospect our ancient era, it can be

ascertained that earlier leadership was assigned based on Skill. The leader of a particular tribe was the most vital and most skilled member. Not only Skill but creating fear among the members was adopted as a technique to win the leadership. Teammates were often ruled by fear. With time, the definition of leadership has undergone a drastic change. Today along with Skill, certain qualities like honesty, integrity, accountability, creativity, commitment, and above all, inner passion and enthusiasm become essential.

1.5.4 LEADERSHIP STYLE

A leadership style is described as a style a leader exhibits in a given situation. Through transacting that style, an effort is put into providing direction, implementing plans, and providing motivation to the followers. This will depend upon the leader's philosophy, personality, and experience. Different situations demand different styles of leadership. In an emergency when converging on an agreement is complex, and the designated authority has more experience or expertise than the rest of the team members, in such a situation, autocratic leadership style may be most effective; however, in a team, all the members are equally motivated and share a homogenous level of expertise and experience then democratic or Laissez-faire style may be more effective. In a situation where the leaders try to motivate and bring transformational change in the personality and attitude of the group members, then the transformational type of leadership is most suitable. This style solely depends upon the existing situation. Importantly the adopted style should be one of the most effective and achieve the group's objectives while balancing the interests of the individual team members.

Figure 1.2



(Source Indeed career guide)

Figure 1.2 displays ten different leadership styles.

1.5.5 TEN COMMON LEADERSHIP STYLES

1. Coach style- The coaching leadership style largely depends on support, collaboration and guidance. Leaders following this style are focused on bringing out the best in their teams through proper guidance.

2. Visionary style- Visionary leaders can mobilize people towards the goal. These leaders articulate a vision and make it possible for the followers to tread on it.

3. Servant style- The goal of the leader in this style is to serve. One can feel protected under the protection of the leader.

4. Autocratic style- This style of leadership is also known as authoritarian leadership. Autocratic leaders involve complete authority over the group and make choices based on their ideas and judgments.

5. Laissez-faire style- Laissez-faire leaders have faith and trust in their team members. They give guidance and take responsibility where needed. They provide a free hand to the members, and the members have the actual lead.

6. Democratic style- This style is also known as participative or shared leadership style, where the group takes more interest and is involved in making the decisions. As the term suggests, it is democratic.

7. Pacesetting style- This style of leadership sets the pace for the group members. Team members watch the leader's pace, and they are expected to work and reach the goal at the same rate.

8. Transformational style- In this style, the leader inspires, motivates, and encourages team members to create change that will help them to develop and enhance their skills.

9. Transactional style- The leaders with this style believe in rewards and punishments intending to motivate the members and achieve the goals.

10. Bureaucratic style- This style is based purely on the hierarchy. Leaders make the optimum use of their position in a clearly defined order to influence the followers.

1.6 ROLE OF A PRINCIPAL IN SCHOOL

It is believed that about 150 years ago, there were no principals as they are today. Schools were run by the masters who taught. All the activities related to the school were administered by them. With the changing times, the population increased, and the need arose to designate a person as a leader who looks into academic matters and administrative matters. Over the years, the administrative duties rose to such an extent that the appointment of a headmaster or principal became evident. A person with managerial Skills was designated as the school principal whose responsibility was earmarked more of managing the school's activities rather than teaching. Today the role of a principal has become complex.

The principal plays a pivotal and determining role in all educational institutions. The part of a principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. "The role of a principal is to be an agent of change, system player and leading learning." (Fullan, 2014) A principal in a school is like a manager who manages everything required to achieve the goal, who not only lays down the path but also motivates and encourages all the institution's stakeholders.

A new term has emerged as leadership for learning which is at the core of leading a secondary school. This concept deals specifically with creating a vision for the school encompassing all the students, parents, community, and other functionaries. It also focuses on how the school leader develops adept communicators, skilled facilitators, quick decision-makers, and stress management skills. Moving beyond manager and administrator, a school principal has to be a value leader with specific attributes like belief values, knowledge, and experience.

Belief - Believing that diversity is the strength of students, faith in the competency of teachers, non-discrimination, etc.

Values - Integrity, fairness, interdependence, determination

Knowledge - Leadership for learning, administrative rules, regulations, and financial management.

Experience - Collaboration with stakeholders, developing vision, goals, and strategies, problem solver, critical and reflective thinker, and innovator.

School leadership initiates with the development of a school-wide vision of commitment to improving standards and the success of all students. The principal is primarily concerned with helping spell out the school vision to all and thereby getting everyone on board to realize that vision. The more spirited the principal is, the better it is for student learning. Leadership should ensure sustainability along with long-term achievement. A school leader by action should be able to build a collaborative vision with everyone along. In a school setting, a leader must be multifaceted and multitalented as they deal with other administrators, teachers, support staff, students, and parents daily. They have to be capable enough to lead and cooperate with the various subgroups. They can effectively work with and support every person at the school. A principal should have a blend of qualities and characteristics that yield a fruitful result. They are the instructional leader of their building. In the new format of 5+3+3+4 as per NEP 2020, school leaders have a challenging role to play as they will be dealing with a diverse group and imparting a multidisciplinary curriculum. This calls for a new need to enable teacher development professionals that lies with the school head. A good leader has to take responsibility for the successes and failures of their school. A principal should be a student discipline chief, teacher evaluator, developer, evaluator and implementer of school programs, reviewer of policies and procedures, schedule setter, public relation point person, delegator, etc.

1.6.1 HEADMASTER/ PRINCIPAL:

Secondary Schools are managed by the headmasters or principals who form the core of management. They are supported by the supervisors or coordinators in all academic and non-academic activities. The school is completely handled and managed by the principal as a result the success and failure of the programs and activities of the school depend largely upon them. The role of a Principal /Headmaster is very much promising as they not only set the stage for long-term achievement but ensure sustainability as well. They are responsible for the full development of the students, not only from the perspective of knowledge but also from personality and intellectual competence. These principles should be clearly defined and measurable to ensure that the school's vision is achievable. The principal's prominent responsibilities during an academic year could be studied as follows:

- (a) Planning of all the activities prior to the academic session starts.
- (b) Implementation of all the concerned activities in the course of the session, and
- (c) Appraisal and Evaluation at the end of the session.

a) **Planning prior to the academic session:** This period is the most crucial time when the headmaster/principal needs the foresight to plan the programs for the entire session beforehand. This can be framed by taking the help of the staff members. In the grant-in-aid schools, the activities are planned on the basis of the 'Karma yogi' Calendar prepared by the education department. Forming this calendar as a base series of activities can be framed and planned with the combined efforts of teaching staff.

b) **Implementation of the set plan during the session:** During the session Headmaster/Principal is busy following the day to day activities, It includes monitoring all the curricular and co-curricular activities designed as per the almanac, observing teaching sessions, preparing reports of the academic activities, monitoring financial and non -financial activities of the school. Based on the activities performed, the reports have to be sent to the concerned department for appraisal and evaluation.

c) **Appraisal and Evaluation at the end of the session:** When the academic session ends she/he is busy conducting board examinations and internal annual /semester school examinations for the promotion of the students to the higher grade. Declaration of the

academic school results reflecting on the annual report, and appraisal reports of the teachers are some of the important functions. Other than that, a principal has to look into the following matters,

- Induction of new teachers as per the need and requirements.
- Implementation of the orders, directions and decisions on of higher authorities.
- Arrangement of various cooperative activities for the benefit of the institution.
- Provisions for games and sports activities in the school and for various inter- school clusters
- To monitor and keep track of daily activities.
- Maintenance of the school building, school furniture, libraries and laboratories with proper records and accounts.
- Scrutinizing the office records and observing these minutely.
- Leading the teaching and non-teaching staff and giving them guidance in certain works.
- Arraying for examination, evaluation, and making arrangements for declaration of annual results.

“Though the critical functions of a school principal have remained unchanged over the years, the principal’s essential role has shifted dramatically” (**Hull, 2012**) “Their function no longer remain simply as building managers, following and adhering to the district rules, carrying out regulations and avoiding mistakes but Principals today are the instructional leaders capable of forming a team of skilled teachers who can deliver instruction and information to the students effectively. (Foundation, 2019)

NASSP (2018) acknowledges that within the periphery of the school building, the principal possesses the ultimate responsibility for the orchestration of reforms that will lead to high academic achievement for all the students. (National Association of Secondary School Principals, 2018)

NEP 2020 has proposed in the draft that, “The principal of the secondary school will be the head of the school complex. She/he will be endowed with administrative, financial and academic powers to oversee the coordinated development of all the schools within the complex. She /he will be given adequate administrative support by the functionaries of the District Superintendent of Education (DSE) the District Education Officer (DEO) and the Block Education Officer (BEO) and be assigned an adequate number of staff members for general administration, finance and accounting, and so on. The principals/headteachers of the other schools within the school complex will report to the head of the school complex. They will form a team that will be charged with the responsibility of improving the quality of each individual school in the complex, increase enrolment, reduce dropout rates sharply, and encourages all children to stay in school until Grade 12”. (Bawane, 2020)(P 7.1.3 pg.161)

Thus it becomes clear that the principal needs to be equipped with the necessary skills which will enable him/her to carry out the responsibilities of coordinating various components for the smooth functioning of the school.

As per the **Policy on Education (1968)**, the aim of education is “to promote national progress, a sense of common citizenship and culture and to strengthen national integration”.

Secondary Education Commission (1952-53) stresses on the emphasizing role of the principal. Principal as a catalyst who can play a transformational role

1.7 STATUS OF WOMEN

Pandit Jawaharlal Nehru once said, “To awaken the people, it is the women who must be awakened”. (Wikipedia, 2019)

“You can tell the condition of a nation by looking at the status of its women” - Jawaharlal Nehru. Women are not new to leadership; think of Razia Sultan or Ahilyabai Holkar, Maharani Durgavati or Rani Laxmibai. Think of the women like Savitribai Phule who led many movements related to civil rights and education reforms. But it is the irony that women

are still outnumbered by men in the most prestigious positions. The 73rd and 74th Constitutional Amendment Act assures 33% seats reserved for women in local self-governments still, India is in the lowest quarter when the number of women in the Indian Parliament is concerned. Looking at the present data India has just 59 women members out of 545 members in the Lok Sabha whereas 21 female MPs out of 233 members in the Rajya Sabha. India is lagging behind Asian countries such as China and Bangladesh. Even African countries such as Rwanda and Mozambique have more representation with 56.7% and 34.8% respectively. (Naaree.com, 2018)

It is worldwide recognized that women have been the victims of discrimination both in developing as well as underdeveloped countries. We can see this discrimination being manifested in many spheres like political, social, familial, and economic. (Babacan) This discrimination against women is a matter of great concern not only in our country but all over the world. Women as daughters, wives and mothers, are caught in the cycle of life that begins with unequal treatment meted out to them. Early marriage ending with childbirth staggers their growth and development. Bringing women out of the house and making them capable to join the mainstream of national life is an important step. It is well established that women are an important component in the complex subject of development who constitute nearly half of the population and cannot be ignored for any planned and rapid progress of the nation.

1.7.1 POSITION AND STATUS OF WOMEN ACROSS VARIOUS RELIGIONS AND SECTS

The status of women in our society has never been consistent. It has gone through several changes time and again. If we look into the history of India, there were two phases of the status of women, one being that of domination and the other of liberty. At times she has been subjugated and at times she is considered and hailed as the deity. From the Vedic age to the present age, her status and position have undergone a drastic change. Though Aryans preferred to have a male child compared to a female child, girl children enjoyed the freedom to study. The girl child was permitted to study Vedas and fine arts. Women never observed the purdah system during the Vedic period and were free to select their mates through swayamvar. They enjoyed complete freedom, hence this period can be called a golden period as far as female freedom is concerned. The majority of the female characters of the epics ‘The Ramayana’ and ‘The Mahabharata’ were well educated and they were accorded an

honorable status and position in the society. Women had an efficacious role in the social and political life of the then society. (Mondal, 2019)

According to some Buddhist narratives, women's leadership was not permitted as it was believed that women were weak and hence could not reach enlightenment. It also stated that enlightenment for women was possible if they perform good karma and are reborn as men beforehand. Others assume that women reaching closer to enlightenment will spontaneously convert into a male which is a prerequisite for attaining a final awakening. (Tangchungdarpa, 2015)

The position of women in Christianity has varied considerably. The role of women had a considerable change since the third-century New Testament church. Christian traditions do give equal respect and position to women. Mother Mary, mother of Jesus Christ is a reverent figure throughout Christianity as the 'Mother of God'. Jesus never taught or approved any kind of subservience of any of his followers over another. According to the New Testament (Bible), Jesus Christ saved a woman, from an angry mob seeking to punish her for being accused of cheating and adultery. He asserted it by saying, "He that is without sin among you, let him first cast a stone at her". (Messenger, 2019) .As time passed many restrictions were added like many of the leadership roles have been prohibited to women. As per the accounts of the Holy Gospel, Jesus always favored and supported women by going far beyond the customs and outlook which was unfavorable to women. Instead, he always expressed his reactions against the inequalities shown against women.

Education has been regarded as a significant instrument for changing women's status in society. Education not only helps in developing her personality but it is further utilized to empower the whole generation with her knowledge and awareness. It not only develops the personality and capabilities of individuals but also qualifies and empowers them to carry out their responsibilities in a successful manner, thereby improving their socio-economic status.

1.7.2 CONVENTION FOR ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN (CEDAW) is the most prominent instrument for the advancement of women's rights. The CEDAW convention is based on the three fundamental principals

- (1) Principle of equality
- (2) Principle of non-discrimination and
- (3) Principle of Obligation.

Ensuring equality of men and women is not only a development agenda but also a social justice. Women have the right to take part in all matters that affect them directly or indirectly. If we really want to change the situation to bring the change we desire it is of utmost importance to avoid all the barriers which deter them from full participation in various arenas and fields. Eagly and Schmidt (2001 pg.569-591) in their study revealed that “ even though there is an argument over whether men and women behave differently in leadership roles and who is more effective in the field, there is general agreement that women face more barriers and challenges to becoming leaders than men do, especially for leadership roles that are male-dominated. Therefore, the focus of this study will not only be on identifying and examining the factors affecting women to participate in leadership and management but also the leadership styles and behavior women leaders exhibit in the workplace.”

According to Alice H Eagly, “ In industrialized nations more number of women entering leadership roles differently than their men counterpart attracts wide attention. Apart from this women's behaviour is under scrutiny at least in part, because women are infrequent occupants of high-level leadership roles (Alice H Eagly 1, 2003)

1.7.3 WOMEN LEADERSHIP:

Is the term leadership relative? Is there a difference in the leadership styles of men and women? What are the unique qualities of women leadership? These are some of the investigative statements.

In 2005, a study was conducted by **Caliper, a Princeton, New Jersey-based management consulting firm, and Aurora**, a London-based organization for a period of one full year, that came out with a few characteristics that advance women, and also identified a few of the characteristics that differentiate women leaders from men when it comes to qualities of leadership “Women leaders are more assertive and persuasive, have a stronger need to get things done and are more willing to take risks than male leaders... Women leaders were also found to be more empathetic and flexible, as well as stronger in interpersonal skills than their male counterparts... enabling them to read situations accurately and take information in from

all sides... These women leaders are able to bring others around to their point of view... because they genuinely understand and care about where others are coming from... so that the people they are leading feel more understood, supported and valued” (Lowen, July 25 2019)

1.7.4 FOUR QUALITIES OF WOMEN LEADERS

On the basis of the findings of ‘**The Caliper study**’ there are four specific qualities about women leadership :

1. The study reported that women leaders were found more convincing than their male counterparts.
2. It was found that women leaders learn from the sting of rejection and adversity and move further and keep on with an "I'll show you" attitude.
3. A typical style of demonstrating an inclusive, teambuilding leadership style with the capability of problem-solving and decision-making.
4. It was found in the study that women leaders are more likely to avoid risks and ignore rules.

Source ("Women Leaders Study: The Qualities That Distinguish Women Leaders." Caliper 2005.)

1.7.5 EMPLOYMENT AND WOMEN EMPOWERMENT:

In India, though women are employed they are not free to manage and control their income which is in the control of men. It is always expected from women that they virtually devote not only all their time and energy but earnings as well for the family while men on the other hand are expected to spend a part of their energy and earnings on activities outside the household. The effect of education on the employment status of women is not always positive. Though there is a drastic rise in the enrolment of girls in the primary, secondary, and higher secondary levels, the enrolment rate in Higher Education is at a low rate. The following table shows the rate of female enrolment in various stages of education from 2000- to 2015. It shows the number of females per hundred male enrolled by the level of education.

Table 1.1

No.of Female per hundred Male enrolled by level of education				
Level/Year	Primary (I-V)	Upper Primary(VI-VIII)	Secondary (IX-X)	Senior Secondary (XI-XII)
2000-01	78	69	63	62
2005-06	87	81	73	72
2006-07	88	82	73	74
2007-08	91	84	77	76
2008-09	92	86	79	77
2009-10	92	88	82	80
2010-11	92	89	82	79
2011-12	93	90	84	81
2012-13	94	95	89	87
2013-14	93	95	89	89
2014-15	93	95	91	90
2015-16	93	95	91	90
2018-19	92	94	90	92
2019-20	92	94	90	100

Source: Data Source: For School Education:-

- (i) Figure for 2012-13 to 2015-16: National Institute of Educational Planning & Administration, New Delhi
- (ii) Figures related to School Education are provisional. For Higher Education:- Department of Higher Education, MHRD, Government of India
- (iii) Figures for 2018 to 2020. MHRD dept. of Education and literacy.

1.7.6 NATIONAL POLICY FOR THE EMPOWERMENT OF WOMEN (2001)

In the year 2001 National Policy of women empowerment was initiated to strengthen the position of women. The policy was initiated with a view to empowering women with certain aims and objectives. Creating an environment for holistic development and enabling them to realize their full potential. Enjoying equal rights and freedom at par with men in decision making in all spheres, social, political, economic civil, and cultural. The aim of strengthening legal systems was to exterminate all forms of differences and discrimination against the women population along with abolishing all forms of violence thereby building and strengthening partnerships with civil society.

1.7.7 WOMEN PRINCIPALS - EDUCATIONAL LEADERS

Women are making their strides not only at the regional level but at national and international levels also. They are ready to break the traditional glass ceiling which deterred them from scaling newer and better heights. At times women population was deprived of elite positions in spite of them possessing skills, talents, and capabilities.

Women have now begun to tread on the new milestones across a gamut of spheres and areas. The globe has witnessed women like Savitribai Phule, Asima Chatterjee, Mahadevi Verma Indira Gandhi, Late Shri Sushma Swaraj, Shri Pratibha Patil, Indra Nooyi to name a few. Traits like positive attitude, strong-mindedness, integrity, focus soft-heartedness, caring nature, self-confidence make women successful leaders (Bjorkland, 2007)

As a matter of fact, most professionals, dislike administration due to its monotonous nature. The "power structure" in institutions used to quite often inhibit women but the scenario has undergone a mammoth transformation. The psychosocial causes which included the behavioral traits and skills of women and their attachment to familial duties kept them away from the administrative post. Today the situation is entirely different. Women are at the forefront exhibiting their talent and proving their mettle on all fronts. We find that there are some women who have taken up the challenging task, reached the top, and even sustained that position. Women are choosing the less-traveled path. Research focusing on women who have achieved administrative positions in education should be undertaken in order to give a comprehensive understanding of the issues and obstacles that are faced by women administrators in schools and the strategies they adopted to overcome those obstacles. The insight into the life of those women principals will give learning experiences to other women who are aspiring for administrative positions.

There are certain extraordinary qualities inherent in women which make them successful leaders. Promoting cooperation and collaboration with subordinates is a typical feminine characteristic. Other than that preferring to work in a collegial atmosphere. Inborn characteristics like care, concern, empathy, love, and affinity towards others help women to be successful leaders. As a woman's contribution is inevitable for the effective functioning of any organisation or institution, same is true with a school environment where a woman leader can make an indelible mark by her capacity and talent in leading the school.

Goldsmith says: "As a functionary hundreds and thousands of eyes watch him, judge him, measure him and are eager to follow his noble example. He/she has to be sweet and soft as

well as stiff and stern. Unless he/she has a mental poise, he is bound to falter and tumble. He/she should be firm in his dealings, resolute in his /her conviction and decisions, relentless in their execution.” A principal is expected to carry out the duties which include teaching, planning, administration, organization, supervision etc.

1.8 ELIGIBILITY CRITERIA FOR SELECTION OF SCHOOL PRINCIPALS IN GUJARAT STATE (GOVT. AND GRANT-IN-AID SCHOOLS)

Educational Qualification: Post-graduation degree in any discipline from any recognized university/Institute or equivalent qualification.

Age Limitation: The maximum age limit for the appointment age is 40 years, although there is a relaxation of age applicable for the reserved category This is decided and fixed pertaining to the rules and regulations of the government of Gujarat.

Experience: Minimum 5 years experience in a secondary school as a teacher, administrator or coordinator, or supervisor.

An eligibility test (H -TAT) conducted by the Gujarat Secondary and Higher Secondary Education Board (GSHEB) has to be cleared. The selection of the candidate for the required post will be purely on the basis of merit. Meritorious candidates will be interviewed for the post.

Selection methodology: The candidates (Headmaster) will be selected on the basis of their performance in the following selection rounds which are conducted by the Gujarat State Education Recruitment Board. (Gujarat State Education Recruitment Board. (GSERB 2017)

1. Written Exam – H TAT
2. Personal Interview

Source (GSERB 2017)

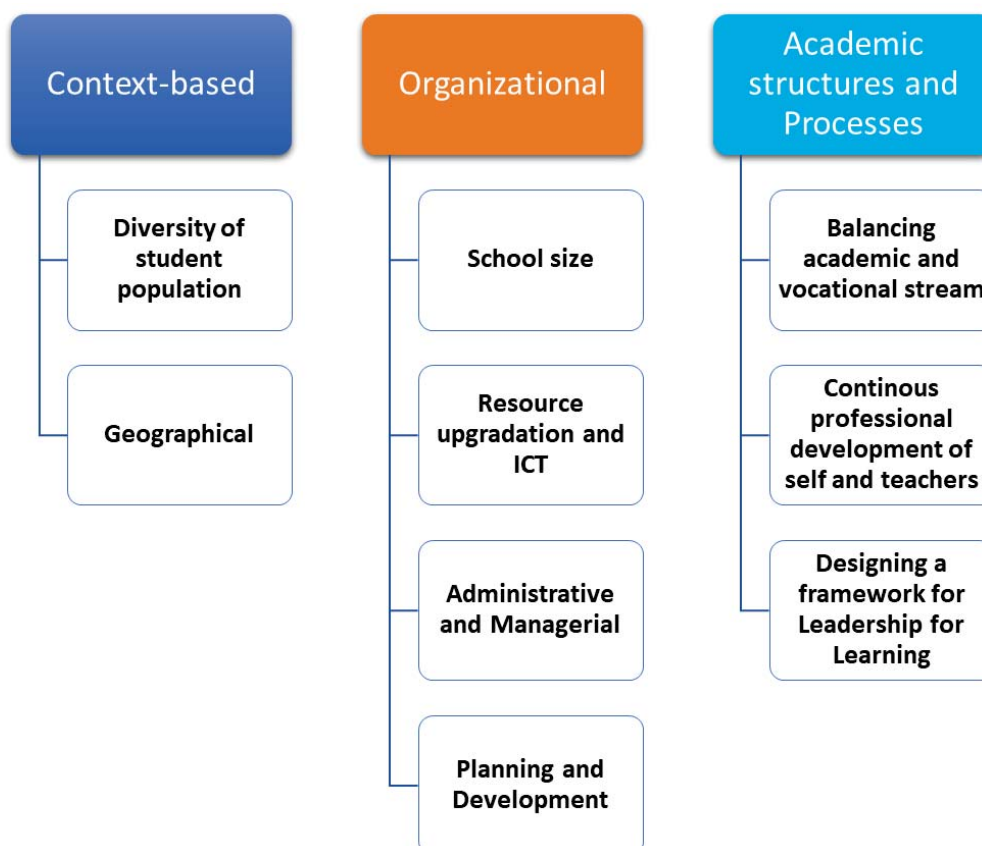
1.8.1 PROBLEMS AND CHALLENGES FACED BY SECONDARY SCHOOL PRINCIPALS:

Secondary school principals enjoy the power and authority along with which they have certain duties and responsibilities. While carrying out certain duties in a grant-in-aid school he/she would come across some of the following problems and issues.

- (1) Low enrolment and high rate of failures and drop out of students
- (2) Non-cooperation of teachers towards achievement of organizational goals
- (3) Lack of support from the parents and management
- (4) Indiscipline of students
- (5) Lack of finance
- (6) Lack of motivation from teachers as well as students side.

Chart 1.1

Academic issues and Challenges



(Source NCERT)

1.8.2 GRANT-IN-AID

The term Grant-in-aid is comprehensive in itself. The aid or help is given in the form of monetary benefit to all the private educational institutions which agree to abide by and adhere to the government rules and regulations. This system was proposed and sanctioned in the year 1852-53 by Wood's Despatch. It gave an initiative to the voluntary organizations and private bodies, to establish new schools.

The principles adopted for sanctioning the grants-in-aid are both the 'proportionate grant' system and the 'deficit formula'. According to the proportionate grant system, a certain proportion of total expenditure incurred is made available to the institutions. The deficit grant is based on the differences between the total approved expenditure minus the total resources of the institution.

The Kothari Commission, 1964-66 has recommended that "With regard to non-recurring costs, we think that the management of private schools should bear a fair share of the total expenditure. By and large, the grant-in-aid should, therefore, be limited to 30 to 50 percent of the total non-recurring expenditure. In special cases, such as poorer localities or girl schools, the proportion of grant-in-aid may be increased. It should also vary from one type of institution to another."

1.8.3 INITIATIVES BY THE EDUCATION DEPARTMENT (GUJARAT)

Under the aegis of Sarva Shiksha Abhiyan, a series of programs and activities have been initiated by the Education department. It includes programs like

- **GIS** - school mapping
- **Gunotsav**- for quality education is an online instructive course for educators, auxiliary instructors for quality accreditation.
- **Matrix** for grievance redressal
- **Gyankunj video** tutorials
- **SMA** School Monitoring App
- **CTS** Child tracking system based on adhaar DISE
- **G Shala** Gujarat students' Holistic Adaptive learning App.

1.8.4 SCHOOL ADMINISTRATIVE SOFTWARE

School Headmaster are involved in an array of nonacademic activities like payroll management, managing service books of the staff members, regular updating of the same, updating school infrastructural details etc. Considering their non-teaching workload, Head teachers are allowed to take 18 periods per week while other teachers have to take 45 periods per week. The Education department has utilized technological advancement for easing the work of all concerned. An integrated web application platform for all the schools has been launched for carrying out the aforesaid functionalities.

1.8.5 ONLINE COURSES FOR TEACHER PROFESSIONAL DEVELOPMENT

GCERT in association with NCERT and National Initiative for School Heads' and teachers' Holistic Advancement (**NISHTA**)has launched **DIKSHA PORTAL** online courses for headteachers, teachers, BRCs (Block resource centers and CRCs. (Cluster resource centers) The modules are structured in a systematic manner. These modules deal with

- (a) Basics of disaster management
- (b) Curriculum and inclusive classrooms
- (c) Teaching Learning and Assessment
- (d) Art Integrated Learning
- (e) Personal-Social Qualities for Holistic Development
- (f) Understanding Secondary stage Learners
- (g) Vocational Education
- (h) Health and Well-being
- (i) School Leadership

1.9 INSTITUTIONAL FRAMEWORK

The institutional framework for the education sector has evolved into a complex structure with responsibilities spread across various offices. Department of Education has the responsibility to frame the entire structure and provide proper direction to the designated offices which have been entrusted with specific duties and responsibilities to implement the entire program. The overall development and administration of the education sector are governed by the Department of Education headed by the Education Minister. The minister of State supervises the primary, secondary and adult education which is carried out and administered by the Principal Secretary.

1.10 POLICY PERSPECTIVES:

Secondary Education Commission (1952-53)

The Secondary Education Commission which is popularly known as the Mudaliar Commission was established on the 23rd of September. Dr. Lakshmanaswamy Mudaliar was the chairman of the commission. The central advisory board to the government of India felt that there was a need for the formation of secondary education. The aims and objectives of the recommendations were (a) to produce ideal citizens (b) To develop capacity for earning (c) develop leadership quality (d) to develop human virtue (e) to develop personality (f) to improve vocational efficiency.

National Education Commission (1964-1966)

National Education Commission was also well known as **Kothari Commission**. It was formed under the leadership of Daulat Singh Kothari on 14 July 1964. It tried to cover every field and every aspect of the entire educational system. It is believed that education is the most powerful instrument of national development which is clearly indicated in the opening sentence of the commission “The destiny of India is being shaped in her classrooms”. The commission has strongly recommended certain aspects with regard to school Headmasters. Wide powers and greater freedom to the headmasters be given for the proper school functioning and administration. Apart from that special training courses should be organized for headmasters. (10.38) Kothari commission recommendation. It also recommends short induction courses for those freshers who are newly inducted as headmasters.

National Policy on Education – 1986

The National Policy on Education (NPE 1986) was adopted by Parliament in May 1986 . A committee was set up under the chairmanship of Acharya Ramamurti. Its main objective was to provide education for all the sections of the society especially the scheduled caste, scheduled tribes, other backward classes, and women. One of its main features was to emphasize the training of educational planners, administrators, and heads of institutions which also focussed on establishing the District Institute of Education and Training (**DIET**) and Colleges of Teacher Education (**CTE**)

POA (1992)

This Policy has recommended regular and recurrent training of educational planners and administrators with a view to enhancing the pedagogical aspects. Apart from training the commission also recommended promoting and including action research in relation to planning and management of education. This includes the school Headmasters and principals who are to manage the entire activities related to the proper functioning of the schools.

Acharya Ramamurthy Committee (1990)

This commission prepared an extensive report which was a review of National Policy on Education 1986. It had a strong view of the need to create a healthy environment in schools for the holistic development of students and effective implementation of various programs and activities at different levels. All these will be possible by the continuous effort of the school heads. The proper and effective implementation of various activities will be carried out provided the school heads initiate. Thus there was the need for proper training and direction for the school headmasters and principals. It has strongly recommended preparing teacher educators for the leadership role. It asserted that the teachers, teacher educators, and the training institutions must be involved in all aspects like in the making of education policy, planning, strategy formulation, implementation, and monitoring. And this is an essential aspect of the change in the education system. (13.8.1).

National Curriculum Framework (2005)

The National Curriculum Framework for School Education (NCFSE -2000) was reviewed and revised on the basis of the report, 'Learning without Burden'(1993) under the chairmanship of Prof. Yashpal. This report stresses academic leadership in schools and school monitoring. It reports that by and large the Headmasters are seen as the administrative authority within the school, but unfortunately, there is a dearth of able leaders who can exercise control ensuring regular school functioning. It was often found that they neither have the capacity nor the authority for taking decisions with regards to the school management. "Headmasters (and teachers) need to be able to identify the specific supports that they require for their schools, articulate their expectations regarding the content of training and school visits from the cluster and block personnel, and participate in the process of monitoring and supervision" (5.1.2)

NISHTHA – National Initiative for School Heads’ and Teachers’ Holistic Advancement

A marathon initiative for improving the learning outcomes at the school level was launched on 21st August 2019 through an Integrated Teacher Training Programme called NISHTA NISHTHA – National Initiative for School Heads’ and Teachers’ Holistic Advancement. This program aims to skill and train around 42 lakh teachers and Heads of Schools, faculty members of SCERTs and DIETs and Block Resource Coordinators, and Cluster Resource Coordinators.

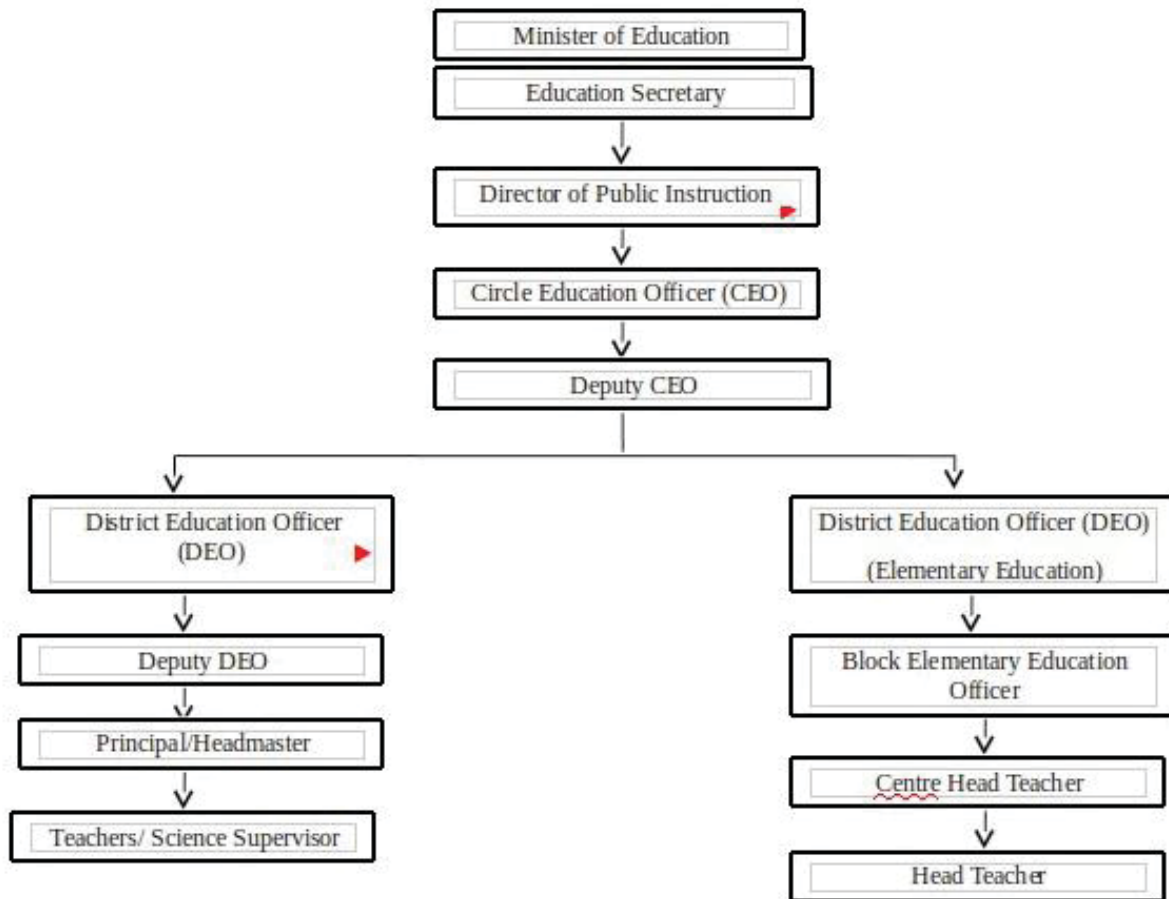
This attempt is one of its kind conducted under the aegis of 100 days program of the government. It is implemented with the help of training modules developed in collaboration with NCERT. It is mandatory for all the teachers to undergo the training which covers a vast area including topics highlighted in NEP 2020 (Press Information Bureau, the government of India, yearend review, 2019, department of school education. 3rd January 2020)

National Education Policy 2020

NEP (2020) covers a vast area of leadership. It asserts on capacity building of the school principals. It stresses having school complexes. The school principals and school complex leaders will have modular leadership/management workshops and continuous development opportunities and platforms to develop and improve their own leadership and management skills. This will help them to share and implement best practices with each other. They need to participate in 50 hours of CPD modules per year covering leadership and management, as well as content and pedagogy for the teaching and pedagogy-leadership aspects of their jobs with a focus on preparing and implementing pedagogical plans based on competency and outcome-based education (Source NEP 2020 5.16)

STRUCTURE OF EDUCATIONAL ADMINISTRATIVE SET UP OF SCHOOL EDUCATION AT STATE GOVERNMENT LEVEL

Chart 1.2



(State And Education Administration)

1.11 RESPONSIBILITIES OF THE STATE GOVERNMENT REGARDING SCHOOL EDUCATION:

- (a) Establishment and maintenance of educational institutions.
- (b) Providing grants to schools managed by private governing bodies(grant-in-aid)
- (c) Formulating laws for different types of school education
- (d) Monitoring and supervising schools through DEOs and Block level supervisors
- (e) Recruitment and placement of teachers
- (f) Formulation of school boards to conduct examinations.
- (g) Prescribing syllabus and supplying books and reading materials

- (h) Providing special assistance to poor and backward students.
- (i) Structuring and scheduling training programs for teachers and supervisors.
- (j) To initiate action against teachers and schools in case of any lapse
- (k) Maintaining records and feeding records to the center about schools.

1.12 THEORIES OF LEADERSHIP:

Because of increasing growth of management concepts in education and its related activities, the area of leadership has gained much importance in the present era. A number of leadership theories have been emerged which have their own point of view. These leadership theories help in understanding the leadership styles of the leaders in a given situation. These theories are

- (A) Trait theory
- (B) Behavioural theories
- (C) Situational theories
- (D) Transformational leadership theories.

There are two theories based on persona, The Great Man Theory, and The Trait Theory.

The Great Man theory: This theory was propounded by Herbert Spencer in 1860. This theory believes that effective leaders are born with certain attributes and because of which they are leaders. These leaders assume their positions of power and authority due to the traits they possess. The leaders are born in such societies and because they are great men they can be effective leaders.

The Trait theory: This theory was created by Gordon All port (1897-1967). He organized traits into a hierarchy of three levels, cardinal traits, central traits, and secondary traits. According to this theory, leaders are born with certain in born traits that make them successful leaders.

(B) The Behavioural Theory of Leadership: Behavioural theory of leadership believes that leadership capability can be learned, rather than being inherent. It believes that leaders are made, not born. Any individual can be trained to be a leader. It contradicts the trait theory which claims leaders are born.

(C) Path-Goal Leadership Theory

“Path-Goal Leadership Theory is a theory based on specifying a leader’s style or behavior that fits the employee and work environment in order to achieve a goal” (Mitchell et al 1974). The path-goal theory was first introduced by Martin Evans (1970) and later developed by House in 1971. This theory is based on specifying a leader’s style or behaviour that best fits the employee and work environment in order to achieve a goal. (House, Mitchell,1974)

(D) Situational theory of leadership: This theory as the term suggests propounds that there is no leadership style as best it always depends on the situations. The most effective leader is one who can adapt to the changing situation. This theory was originally created by Dr. Paul Hersey author of ‘The situational leader’ and Kenneth Blanchard author of ‘One minute manager’.

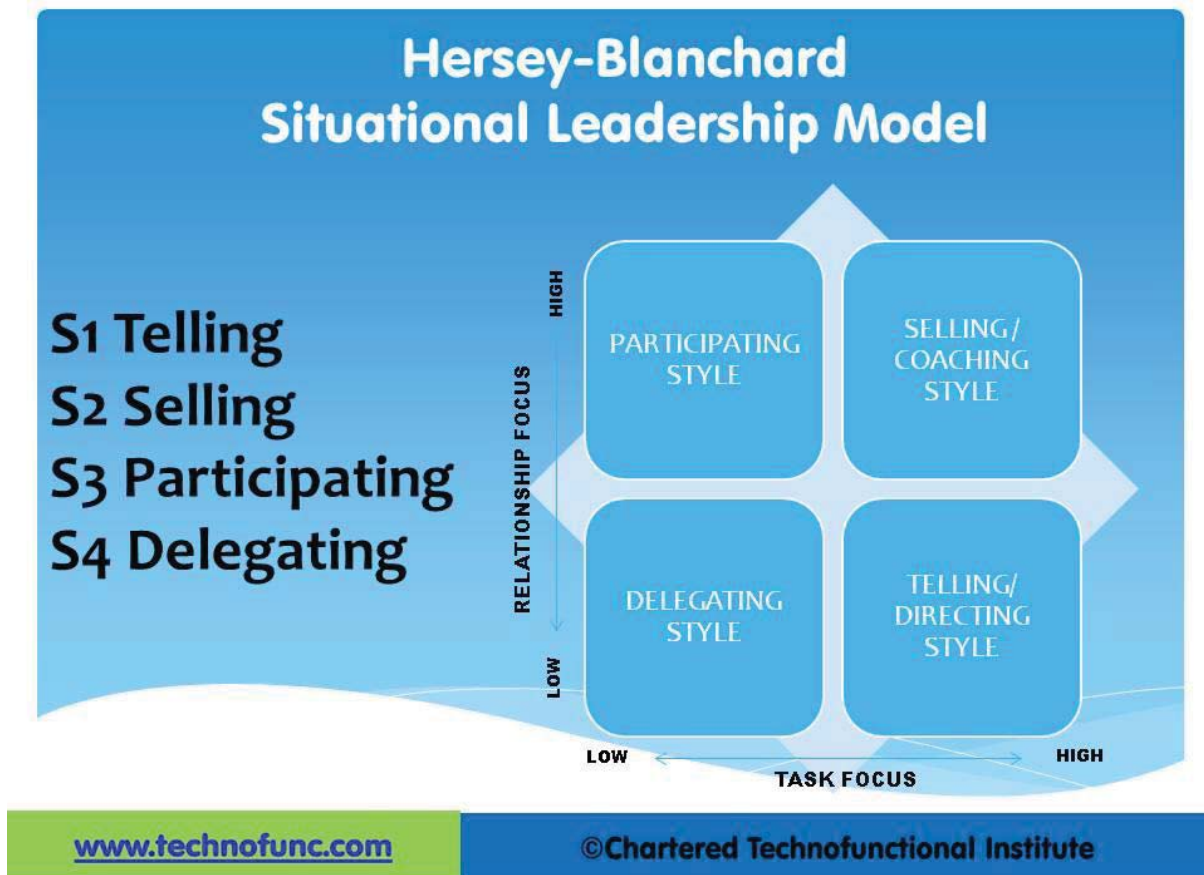
1.12.1 THE HERSEY BLANCHARD SITUATIONAL LEADERSHIP THEORY

Situational Leadership theory was originally created by Dr. Paul Hersey and Kenneth Blanchard. This theory explains that a leader should not depend on one leadership style to fit in different situations. It further states that there is no one best leadership style, leaders must be flexible in their leadership styles in order to get the best out of their teams and individuals.

Chart no. 1.3

S1	Telling	Leader defines the roles of the individual or group and provides the what, how, why, when and where to do the task
S2	Selling	While the leader is still providing the direction, he or she is now using two-way communication and providing the socio-emotional support to "sell" their message to get people on board.
S3	Participating	Leader shares decision-making about aspects of how the task is accomplished and the leader is providing less task behaviors while maintaining high relationship behavior
S4	Delegating	Leader is still involved in decisions; however, the process and responsibility has been passed to the individual or group. The leader stays involved to monitor progress

Fig.1.3



Source- technofun.com

1.12.2 THE THEORY IDENTIFIES FOUR MAIN LEADERSHIP APPROACHES OR STYLES:

- **Telling (S1):** Directive and authoritative approach. In this style the leader takes all the decisions and tells employees/followers what to do.
- **Selling (S2):** The leader is still the decision maker, but he communicates and works to persuade the employees rather than simply directing them. Here the leader sells the ideas and buys the followers to get into the process.
- **Participating (S3):** In this style, the leader offers less direction and allows the followers to be active and come up with their ideas and take decisions. The leader works with the team members to make decisions together. He supports and encourages them and is more democratic.

- **Delegating (S4):** The leader assigns decision-making responsibility to team members but oversees their work. The followers have maximum involvement and take responsibility.

Style **S1** and **S2** are focused on getting the task done. Styles **S3** and **S4** are more concerned with developing team members' abilities to work independently. (Hersey and Blanchard)

The situational leadership model (Hersey and Blanchard 1969) explains the way one acts as per the situation. The significance of the leadership model has been on the higher side as per the changing scenario of the different working conditions and behavioral patterns emerging out of the evolving situations. Hersey and Blanchard's leadership model gives an illustration of different leadership styles as telling, selling, participating, and delegating.

1.12.3 HISTORY OF SITUATIONAL LEADERSHIP:

In 1969 Blanchard and Hersey developed situational leadership theory in their classic book "Management of Organizational Behaviour" This theory was first called the "Life Cycle Theory of Leadership" During the mid-1970s, it was renamed the situational leadership theory. In the late 1970s and early 1980s, the two developed their own styles. Blanchard's first book, "The One Minute Manager," came out in 1982. Hersey further developed the situational leadership model in his book "The situational Leaders". According to Hersey and Blanchard, there is no best leadership style, everything depends on the situation one encounter, situational leadership means choosing the right type of leadership style for the right people.

1.12.4 CHARACTERISTICS OF THE SITUATIONAL LEADERSHIP STYLE:

- (A) **Insight:** The leaders should have the insight to understand the needs of the followers and accordingly adjust his/her management style in order to meet those needs.
- (B) **Flexibility:** One of the most important characteristics of situational leadership style is to be flexible. A leader should have the potential to adjust according to the situation.
- (C) **Trust:** Like any other leadership style, in situational leadership style also trust is an important component required in a leader. The leader should be capable enough to gain the trust and confidence of the followers.

(D) **Coach:** The leader should be competent enough to evaluate the capability of the subordinates and apply the right strategy to enhance the follower and their personal character.

(E) **Problem Solving:** The leader must be able to solve the issues related to the job getting done using his best style.

1.13 IMPLICATION OF THE THEORY IN THE PRESENT STUDY:

The leadership model of Hersey and Blanchard (1969) highlights four different leadership styles based on the situation. The present study which was to identify the different leadership styles of women principals of grant-in-aid schools of Vadodara is based on this leadership model. The different situations in which the leader assigns different tasks to the followers for the smooth functioning of the school will enable the leader to adopt a certain style for accomplishing the pre-decided goals. The research will enable to the identification of the peculiar style the woman leader adopts in a given situation. Using this leadership model as a base the researcher has identified the four different leadership styles adopted by women leaders in the grant-in-aid schools of Vadodara.

1.14 RESEARCH CONTEXT

The present study was conducted in Vadodara the cultural capital of Gujarat. Vadodara has got an attribute “Sanskar Nagari”- a city of cultural heritage. Vadodara got its name from ‘Vad’- Banyan tree. As the Banyan tree provides shade and shelter to humans and birds alike, the city of Vadodara is home to metropolitan people. This city was once ruled by Sayajirao Gaekwad III from 1875 to 1939. He was a visionary and brought several modern changes to the princely state. It was he who understood the importance of education and opened public libraries and schools for students. He made the primary education of his state free of cost and also made it compulsory for everyone to attain. He opened eight schools for girls and a training college for women teachers in 1881. Maharani Chimnabai, also known as Chimnabai II, was the second wife of Sarajirao Gaekwad and Maharani of Baroda. She was a progressive woman and worked for girls’ education, purdah system eradication, and child marriage. In 1927 she became the first president of the All India Women’s Conference. The city has a rich heritage and culture of patronizing women as leaders. Here one more personality should be highlighted, Mrs. Hansa Mehta – India’s First Woman Vice-Chancellor. She was an educationist, freedom fighter, and advocate of women’s rights. It was due to her effort The

UN had to make changes in the opening lines of the Universal Declaration of Human Rights gender-neutral. She got the text of an article (1) changed from “ All men are born free and equal....” To “All human beings are born free and equal...” She was one among the fifteen women in India’s First Constituent Assembly which had 389 members in all. (Aditi Shah 2020) The present study is on the women leaders leading the mantle of education in the forefront. Identifying the Leadership styles of women principals in the grant-in-aid schools of Vadodara was the major objective.

1.15 RATIONALE FOR THE STUDY

“Cultivating leadership in others so that teachers and other adults assume their parts in realizing the school vision, improving instruction to enable teachers to teach at their best and students to learn to their utmost and managing people, data and processes to foster school improvement”. (From Wallace Foundation, 2013).

With a view to meeting the needs of the 21st century, the school principals in both the primary and secondary schools need to play a dynamic role more than an administrator of top-down rules and regulations.

A school principal is also a leader who has to have all the skills and capabilities of a leader. As the role of a principal is to provide strategic direction in the school system. Principals not only develop standardized curricula, assess teaching methods, monitor student achievement, but also encourage parent involvement, revise policies and procedures. they are responsible for the full development of students, where students learn to adapt and succeed in an environment where they feel safe and secure. The student should be encouraged to show a spirit of curiosity and learning. Every student should have his or her own benchmark to meet the targets that suit his or her strengths, as opposed to those set by peer pressure in society. Therefore, education must change not only to acquire knowledge but also to develop personality and skills.

The noteworthy quality of a successful leader is the ability to look beyond the happenings and visualize the future. Successful leaders possess the power and quality to lead and influence others to pursue common goals and achievements for the good of the group.

School forms a triangle where students, teachers, and principals come together working for a common goal. A principal is at the helm of affairs who has to bring together teachers, parents, and students in order to make the teaching-learning process successful.

Increasing awareness about the quality of education and the diminishing resources, the principal has a demanding role to play. Various policies and recommendations emphasize the need for competent leaders and principals in the schools but policy recommendations do not highlight the means and ways to enhance the skills and talents required to steer the school ship on a stormy sea. With the implementation of NEP 2020, there is a paradigm shift. Schools, especially principals, have a key role to play in the implementation of the NEP. The principal is responsible for leading this transformation, which requires them to move from purely administrative positions to becoming more active head teachers. In order to successfully deliver the NEP, principals need to be aware of the latest developments and international processes for playing the role of founder and leader. Level, ability, and character traits are an equally important part of education, ranging from the immediate intellectual to the inclusive and development of public schools. Leaders must support teachers to become change agents. Leaders should also focus on uncovering teachers' underlying leadership skills through empowering teacher training programs. As the epidemic puts all teaching power into e-learning, it is important to keep teachers informed of the technology in order to effectively use NEP. Teachers should focus on building characters while trying to integrate the ideas of teachers and students together. Effective school development is a process of illiteracy and re-learning. This is key to bringing about change in the work of teachers who have been practicing traditional teaching methods for a long time. Departing from the old route of meeting pre-defined standards and grading, teachers should learn to set flexible and focused individual assessment. Redefining education by building a larger think tank and utilizing greater teacher 39 in this process is essential for the NEP to reach its full potential. The present study will enable the researcher to identify and study the leadership styles transacted by the principals which help them to lead the school successfully adhering to the rules and regulations of the government. At times the interference of the education department on certain key aspects of the school activities and functioning of the school create hurdles and obstructions. Government and grant-in-aid school principals do not have freehand as far as certain administrative matters are concerned.

Here comes the role of a principal who has to have certain qualities of leadership which will enable her to abide and adhere to the government rules and policies and at the same time achieve the targets and goals of the institution. The success of a school is evaluated on the basis of the academic achievements and the overall functioning of the school which includes certain indicators like student achievement, discipline referrals, and teacher satisfaction.

Traditional role of a principal was different than what it is today. Today the principal as a leader has to be a facilitator, motivator, model and practical as well. The duties and responsibilities have become myriad. As the study is focussing on the women principals, the role has become all the more challenging since a woman has to balance her personal and professional life and cannot neglect one for the sake of other. Moreover this study will also enable the researcher to identify certain leadership styles and qualities of women principals which would help the future principals to carry out their responsibilities in a well-defined and successful manner.

Schools are not the same as it used to be in earlier times. Schools have become more diverse and have more requirements to meet. Along with that the role of a principal covers different areas including leadership, teachers' evaluation, students' discipline, role in developing, implementing and evaluating programmes, role in reviewing policies and procedures etc. Here comes the role of a principal who has to have certain qualities of leadership which will enable her to abide and adhere to the government rules and policies and at the same time achieve the targets and goals of the institution. This study will help the researcher to study the leadership style adopted and transacted by the women principals which enable them to carry out their duties and responsibilities in a successful manner. On the basis of the Situational Leadership model, the styles adopted and transacted by the women principals in the grant-in-aid secondary schools of Vadodara. The present scenario and functioning of the schools demand proficient skills and flexibility in the leaders. A leader has to adapt to the prevailing situation and change his/her leadership style as per the situation.

1.16 RESEARCH QUESTIONS

- (1) Which leadership styles help the women principals to sustain their position as leaders?
- (2) Which leadership style do they transact in the proper functioning of the school?
- (3) What are the educational and professional backgrounds of women principals?
- (4) What are the challenges faced by the women principals as administrators and how do they deal with those?

1.17 STATEMENT OF THE PROBLEM

Leadership is one of the most studied issues as far as educational research is concerned. The simple reason being that a leader is the soul of any school or institution. In a school situation we can imagine a principal as the leader. A principal is the motivator, mentor, guide, director, counsellor, mediator and above all a communicator who has an expertise in communication. Principal is the person who has myriad role to play and the success of any school mainly depends on the principal. Warren Bennis has rightly said that "Leadership is the capacity to translate vision into reality, a pioneer in leadership research, and it is generally a leader's responsibility to develop a vision for the people and institutions they direct".

School principals' leadership performances have invited many researchers to probe through the various ways and means adopted by them to mould and motivate the teachers and various stakeholders resulting into various new styles. Many research studies have been conducted in this area which is related to women empowerment, entrepreneurship, management and leadership in the corporate world. Other than these the influence of women principals on the job satisfaction of teachers, work climate, challenges faced by the women principals were reviewed as a part of the present study. Still there remains a gap which inspired the researcher to conduct the present study. The dearth of enough research studies identifying the leadership styles of women principals in the grant-in-aid school motivated the researcher to conduct the present study. Women principals in the grant-in-aid schools have to coordinate multiple aspects and components other than government policies to lead the school on the path of success. Other than that she also has to balance her professional and personal life which is a challenge in itself.

The recent scenario in government-aided schools is entirely different than what it was in the past. Due to the technological advancement and digital world, the pace with the development takes place is worth mentioning. Apart from having leadership and management skills, knowledge of technology has become the need of the hour. Few components have been added to the list of leadership skills like digital knowledge, quick response, knowledge up-gradation, and instant remedies to certain issues. Today's leader has to be the amalgamation of all the above-said skills and components which is undoubtedly a challenging role to play. The present study encompasses all these aspects of a leader finally identifying the style adopted by women principals in the proper functioning of the school along with the achievement of the predetermined goals.

The statement of the present problem is “**A study of leadership styles of women principals of grant-in-aid secondary schools of Vadodara**”

1.18 OBJECTIVES OF THE STUDY :

The present study will be conducted with the following objectives:

- (1) To study the educational and professional backgrounds of women principals of secondary schools.
- (2) To identify the leadership styles reflected in the style of women principals based on the following components
 - (a) Administrative function
 - (b) Decision Making
 - (c) Team Work
- (3) To identify the challenges faced by the women principals while transacting the day to day affairs of the school
- (4) To develop case studies of a few successful women principals.

1.19 EXPLANATION OF THE TERMS

Leadership – the action of leading a group of people or an organization. In this study, the women principals play the role of leaders who guide and lead their subordinates in their respective schools.

Leadership style – leadership style is a leader’s method of providing direction, implementing plans, and motivating people. In this study, the women principal’s leadership styles have to be ascertained through study.

Grant-in-aid schools – schools funded by the government. In this study all the schools which are funded by the government and where there are women principals.

Secondary Schools – Secondary schools comprise standard 9th and 10th classes.

Co-curricular activities – an activity at a school or college pursued in addition to the normal course of study

Extracurricular activities – an extra academic activity that falls outside the realm of the normal curriculum of the school, college, or university education.

Karmayogi Calendar- Detailed schedule of the various curricular and extra-curricular activities to be conducted in an academic year.

New Normal situation -- a previously unfamiliar or typical situation that has become standard, usual or expected.

1.20 ORGANIZATION OF THE THESIS

The thesis is divided into five chapters. Chapter one introduces the conceptual framework of the study. This chapter explains the concept of the Role of a leader, the Influence of Educational and Professional Backgrounds on leaders, Effective leadership, Important traits of Effective leadership, Leadership Evolution, Forms of Leadership, Leadership style, Role of a Principal in school, Status of women, Position and Status of women across various religion and sect, Female leadership, Qualities of Women Leaders, Employment and Women Empowerment, National Policy for the Empowerment of Women, Women Principals, Eligibility Criteria for selection of school principals, Problems faced by Secondary school Principals, Institutional Framework, Policy Perspectives, Theories of Leadership. The chapter also explains the Hersey Blanchard leadership theory which is the base of the present study. The later part of this chapter deals with the Rationale, Research Questions, and Statement of the Problem and Objectives of the study.

Chapter two presents the review of related literature. The studies and the literature reviewed are based on four different aspects as follows

1. Studies based on women leadership
2. Studies based on the influence of leaders on the school climate and effectiveness
3. Studies based on relative variables
4. Studies based on gender difference

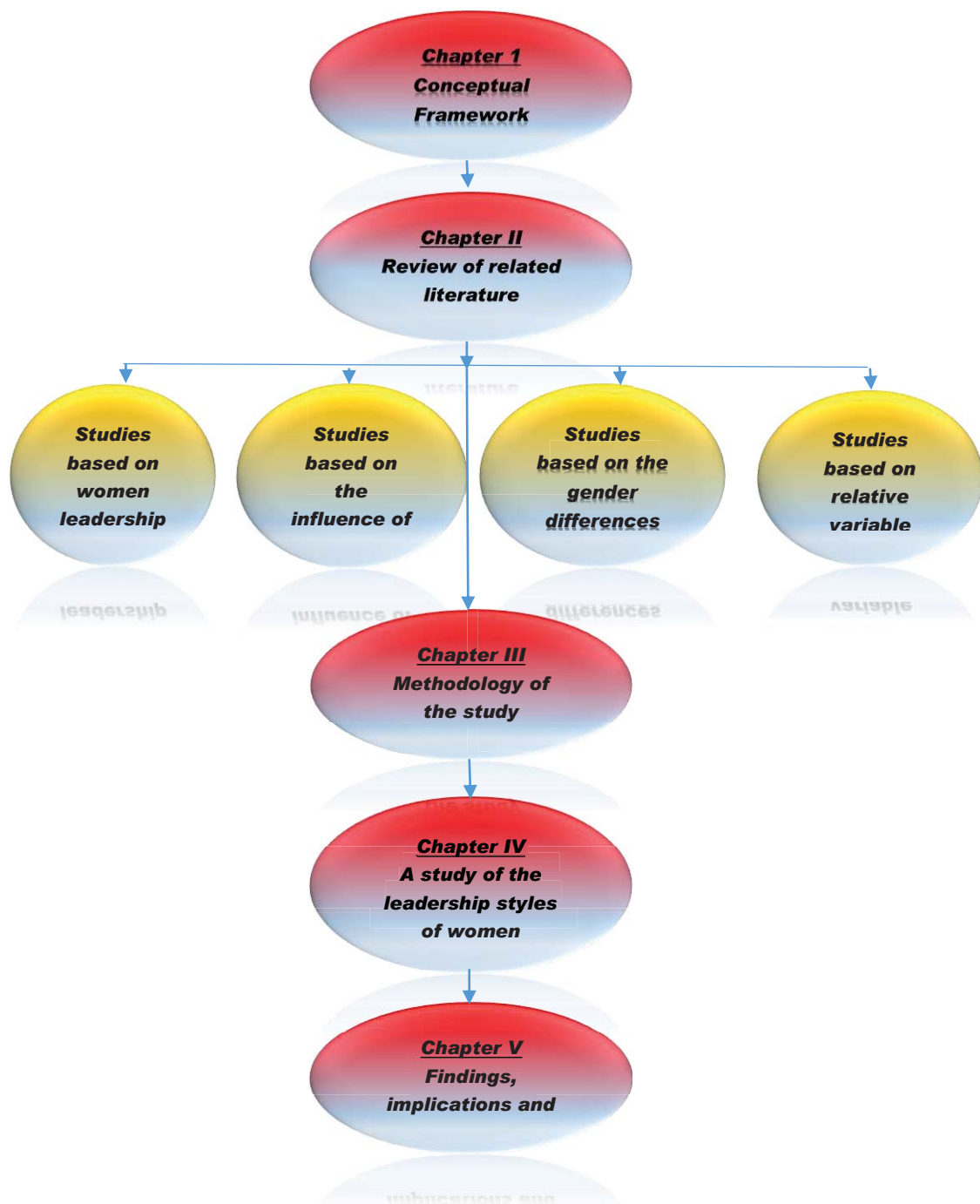
Chapter three explains the methodology of the study. It explains the selection of samples, the process of the different phases of data collection, the use of different tools, and the methods used for analyzing the data.

Chapter four presents results and interpretations.

Chapter five presents findings, implications, and conclusion.

1.21 CHAPTERIZATION

Chart 1.4



1.22 CONCLUSION

Knowing the basic leadership styles and the leadership behavioral patterns of secondary school principals is of utmost essential as qualitative improvement and holistic development of the students have become the need of the hour. It is the school head who can achieve institutional goals and targets with the combined effort of his/her efficient workforce. A study on leadership styles of women principals of secondary schools would certainly help educational authorities, teacher educators, and would also help the principals themselves for self-evaluation in their styles and proceedings. Thus the present study is carried out with the sole intention of identifying the leadership styles of women principals in grant-in-aid schools of Vadodara who are leading their groups towards a definite goal.

With the onset of **NEP 2020**, various changes and modifications are needed and expected in each and every aspect of school education. The principal is the leader has to take initiative and lead the revolution requiring them to move away from the pure administrator role to a more active senior educator. Principals will have to support teachers to become change agents and bring out latent leadership skills. Thus the principals have a significant role in the coming years. With the change in the education system over the years, many new challenges have cropped up. The National Policy on Education 2020 has highlighted certain key changes which demand change in the roles and duties of school leaders. Demands of the curriculum and rapidly changing world ask for updating of expertise and innovative transactional methodologies. This challenge has been addressed in the NEP2020 which mandates 50 hours of continuous professional development opportunities every year for both school leaders and teachers. It is the responsibility of the school leader to make provisions and opportunities to arrange for such refresher courses for the teachers.