CHAPTER I

INTRODUCTION

1.1 PROLOGUE:

As I see it, through the glass dimly (if not darkly), we learn with the aim to live more fully, to become, simply to contribute--whether personally, communally, or "organizationally"--more for the world.

We learn to live more fully simply to contribute more for the world.

We learn better in communion I think generally than we do alone--communion with the whole world and beyond the world that we can see and touch and know personally.

In learning in communion We have the simple hope perhaps the real promise of doing more for the world by being more in communion with the world, and more.

And speaking personally, as I see it, that's why.

The process of learning begins from the womb and continues throughout life. It is a continuous process wherein the individual tries to live life to the fullest. Learning involves new ways of doing things. There is no limit to adopting these ways and means. The individual, in this learning process tries to achieve personal gains, along while contributing to the society and the world at large.

Visible and vital changes have occurred with the onset of the 21st century. There is a paradigm shift from the Industrial age to the Information Age. The information made available to an individual at the press of a button is inexhaustible. The shift from mere information giving to construction of knowledge is also noticeable. Individuals prefer learning through experiences and experimentation, want to contribute and be recognized in the global scenario. Hence, it is vital that organizations keep abreast with the changing needs of the time in order to develop into learning organizations.

Learning Organization is a concept that is becoming extremely popular, important and essential. It is becoming an increasingly widespread philosophy. It influences all arenas of life right from multinational companies to the smallest ventures. In this fast paced world, there is a need for every organization to become a learning organization. According to this concept, an organization must learn and encourage learning from different sources available among its people. A learning organization therefore needs to have clear and well-defined goals.

In order to meet the challenges of the current and next millennium, a learning organization must allow learning and creativity to flow from its members. “Learn! Change! Improve” is the motto of every learning organization. A learning organization fosters inquiry with dialogue so that individuals are free to share ideas and can take
risks safely. Such institutions are continually learning and aware of the changes that take place in the environment, and adapts continually to the changed environment.

Senge Peter, (1990) rightly defines a learning organization, “as organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspirations are set free and where people are continually learning to learn together.”

Pedlar (1999) supports Senge by stating that the learning organization has a vision of what might be possible. This is only possible by the training of all the individuals in the organization.

Watkins and Marsick (1992), Dixon Nancy (1994), Karash Richard (1994-98), Leithwood Kenneth and Aitken (1995) regard a learning organization as a group of people pursuing common purposes, continually increasing their capacity to produce results, weighing the value of those purposes, modifying them to make sense and striving hard to find efficient ways in order to accomplish them.

Kerka (1995) suggests that a learning organization must provide continuous learning opportunities to its members so that learning can be used to reach the goals. This helps in improving individual performances and results in increase of organizational performances too.

Senge Peter in his exhaustive and extensive research on a learning organization developed five disciplines essential for learning organizations wherein he focuses on

1. Team learning
2. Shared vision
3. Mental model

4. Personal mastery

5. System Thinking

In a learning organisation, the team and not the individuals are fundamental learning units. The learning ability of the group is greater, than the learning ability of any individual in the group. Shared vision is important in order to create a single image of the future. With this shared vision, people do things because they want to, not because they have to. Each individual has an internal image of the world. The team can thus create a shared mental model for the team where the members constructively challenge each other’s ideas and assumptions. The members of the team need to be valued and recognized. This develops self-esteem and creates the confidence to tackle new challenges. Recognition and rewards is one way to develop the self esteem of individuals belonging to the team. Members of the team must realize that they are part of the system and that they must see the bigger picture, the interrelationship among each other.

It is a concept that is rapidly creeping into the educational institution too, which keeps the institutional goals as the paramount. The school, as a learning organization constantly promotes exchange of information between students and teachers by providing ample scope and opportunities for interaction among its members and hence creates a more knowledgeable workforce. This will help in developing a very flexible organization where people of the institution, accept and adapt to new ideas and changes through a shared vision. This will thus help in the fulfillment of individual and institutional goals which in turn helps in societal development.
The changing environment is also influencing the educational set up. The school as a learning organization too needs to change its strategies and take into account its members if it wants to survive. The school as a learning organization must employ a process of environmental scanning, develop shared goals, and establish co-operative and collaborative teaching. The learning environment will encourage initiative, risk taking, regularly reviewing of all aspects related to and influencing the work of the school, recognizing and reinforcing good work and providing opportunities for continuous professional development which will help in fulfilling the societal expectations. The school as a system receives inputs in terms of human, finance and other physical and material infrastructure. The process or interactions of human and non human inputs are affected by the environment of the system. The product which is created by the school depends on these interactions.

For the school, it is important to think in a holistic manner as various factors in schools are interdependent. The healthy human interaction helps in developing a sense of togetherness, and promotes team work. The sharing of thoughts ideas promotes good interpersonal skills which are required for arriving at a shared vision. It is feeling of living and working together which encourages individuals learning and reduces feelings of insecurity and jealously.

The school is an organization developed by society so as to fulfill its needs. Education and society are interdependent. The common goal is the development of the individual. School as a learning organization must therefore develop in accordance with the needs of the society. Teachers are the backbone of the school. It is the teachers who bring the vision into reality. It is therefore very essential for the institution to encourage teachers to improve their skills and qualities so that the teachers can develop their potentials.
This will help the teacher to grow and simultaneously be an asset to the society at large.

The team of teachers working for a common goal with enthusiasm and proper interpersonal skills makes it easier for the organization to face any problems. The teacher as an important human resource must be developed by the leader in a systematic way. Hence the role of the leader is very important in developing the capacities of teachers.

1.2 The Concept of Leadership

The credit belongs to those who
Are actually in the arena, who strive
Valiantly, who know the great
Enthusiasms, the great devotions
And spend themselves, in a worthy cause
Who at the best, know the triumph
Of high achievements, and who,
At the worst, if they fail, fail
While daring greatly, so that their
Place shall never be with those cold
And timid souls who know neither
Victory nor defeat

Theodore Roosevelt

(cited in Leaders for Today Hope for Tomorrow –Empowering and Empowered Leadership, p.91)
It is the principal who must strive hard to devote his/ her life to make the school a learning organization. Principals must dare to try, to initiate change, to crystallize their vision into action so that they make a difference to the institution, community, nation and world at large. Leadership has to be learned, it is not based only on a charisma.

In pre-historic times, man was pre-occupied with his personal security, maintenance, protection and survival. In today’s world man spends most of his waking hours working for some organization. Man’s need to identify with the community that provides security, protection, maintenance and feeling of belongingness, continues unchanged from pre-historic times. This need is met by the informal organization and its emergent or unofficial leaders. Leaders emerge from within the structure of informal organization. Their personal qualities, the demands of the situation or a combination of these factors attract followers who accept their leadership within one or several overlay structures. Instead the authority of position held by an appointed head or chief, or the emergent leaders depends on how he/ she wield influence or power.

The world would be a poorer place without leaders. It is the leaders who give people a sense of direction and point to what is not yet. Leaders stimulate and awaken the masses to the possibilities ahead and motivate people to dream the impossible dream, to fight the unbeatable foe, to dare where the brave dare not go, to reach the unreachable star. Having seen the power and significance of leadership, it is necessary to understand the nature of leadership in terms of characteristics, the perception of its followers and the impact on the lives of others.

Word Net Dictionary and Collins English Dictionary define ‘leadership as the ‘ability to lead’. For Roach and Behling leadership is defined as ‘the process of influencing the activities of an organized group toward goal achievement.'
In the ‘Dictionary of Education’ second edition, C.V Good defines leadership as ‘the ability and readiness to inspire, guide, direct and manage others. For Howard Gardner, a leader is an individual or a group of individuals who significantly affects the thoughts, feelings and or behaviour of a number of individuals. The ultimate powers to change is and has always been in the heads, hands, and hearts of the educators who work in the schools. Sirotnikand Clak (1988)

Leadership can be examined in different arenas, in the field of politics, economics, religion, education and society at large. As educators continue to restructure schools to better the needs of the society, the principal’s effective leadership practices become paramount.

1.2.1 Leadership qualities

The role of the principal is to provide educational leadership and to bring about change in the institution keeping the institutional goals in mind. The principal should view the school as a learning organization. Principals thus have a multi-faceted role to play in order to make the school environment a conducive, productive workplace for teachers and a vibrant learning environment for children. Educational leadership has three dimensions namely valuing the professional contribution of the staff, ability to relate to people, fostering collaborative relationship. School principals must not only consider the contribution of employees in determining and realizing the vision, but must also have the interpersonal skills that help them to relate with others and thus develop collaborative relationships. The principal must generate work processes that facilitate the organizations collective efforts and contributions in the realization of the organization’s vision.
The growing demands of an effective school automatically give rise to the importance to the role of the principal. The principal plays a pivotal role for the success or failure of the school. The principal’s performance is a very strong determinant for the growth of the school as a learning organization. Evidence suggests that the school leadership strongly affects student learning. The principal’s abilities are central to the task of building schools that promote powerful teaching and learning for all students. The role of the principal has swelled to include a staggering array of professional tasks and competencies. Principals are now expected to become educational visionaries, instructional and curriculum leaders, community builders, public relations and communication experts, budget analysts, facility managers, and special administrators.

Leadership demands wisdom, vision, courage, sacrifice, motivation, inspiration and service to people. Leadership requires both emotional and intellectual competence. The emotional competence includes both personal and social competence. The personal competencies include achievement, commitment, initiative, self-awareness, self confidence, self control, selflessness, patience, faithfulness and kindness. The social competencies include communication, influence, networking, political awareness, empathy, building bonds, teamwork the capacity to inspire and develop people.

According to D’Souza Anthony, the qualities a leader should possess can be broadly divided into three categories namely intellectual, psycho social and personality traits.

**Intellectual qualities** include the entire mission related skills. The principal needs to have a mission and a vision and must strive hard to achieve it. The principal needs to have a realistic vision for the school and plan to achieve it with the help of the teachers, parents and students. Developing and pursuing a “vision for school success is a crucial part of effective educational leadership.” The principal must be able to see the big
picture, think creatively and plan strategically to inspire the shared vision. The belief system of the principals plays a focal role in creating a proper climate or culture.

**Psycho social qualities** determine how one handles relationships. It is the people related skills. It includes communication, influence, networking, political awareness, empathy, building bonds, team work, inspiring others and developing people. Leaders must excite peoples’ imagination and appeal to their emotions to satisfy basic human needs to achieve, to belong, to learn and to live up to one’s ideals. Society is fraught with innumerable people. There is an ever-increasing rate of terrorism, corruption, molestation and suicides. There is a need to bring about positive changes in the society. School as a formal agency can bring about this transformation. This change can be brought about almost instantly if there is an effective leader who is more positive and outgoing, more emotionally expressive and dynamic, warmer and more sociable that is empathetic, friendlier and more democratic, more cooperative, more likeable, humorous and fun to be with, more appreciative and trustful, kinder and gentler.

The school is an organization which works with human beings and for human beings. Therefore for an educational leader the psychosocial qualities are very important. The understanding of people helps in maintaining a conducive environment which motivates people to work and sustain their enthusiasm to work in a team pursuing a common vision.

**Personality traits** include all the effectiveness related skills. It determines how one manages oneself. It includes achievements, commitment, initiatives, self-awareness and self-confidence, self-control, selflessness, patience, faithfulness and kindness. The confidence of leader in tackling problems, handling critical situations, making decisions and taking actions are the acts which help others to learn various things. The
democratic leaders provide fair treatment to each teacher, respect teachers as individuals and trust them which help in the development of healthy interactions in the institution.

Amongst the varied range of the qualities principals should have, the researcher has selected the above three broad categories for the research purpose.

Effective principals are those who are able to bring out the best in the teachers. Such principals articulate teacher expectations, change their thinking and behavior. Effective principals give autonomy to teachers to enhance their development. Principals are able to use formal authority effectively when it is done not for personal reasons.

Principals can bring about changes if they have a broad vision, believe that the schools are for learning, value human resources, communicate and listen effectively, are proactive and risk takers. Such leaders or principals are successful in bringing about institutional change.

The leader must have the innate ability to have vision. A vision refers to a future state that does not presently exist. A leader operates on a vision which is based on values, commitment, and aspirations. Successful leaders do a lot of asking and listening. Two-way communication is established to gain access to these ideas. A great deal of time needs to be spent interacting with people. Three sources from which to seek guidance include the past, present, and alternative image of future possibilities. Reflection of past experiences from one’s self as well as others assist in building a mental picture of what did and did not work. Present practices give similar insight. To acquire vision for the future and allow spontaneous leadership requires much research for ideas. A vision cannot be implemented by edict or by coercion. It is more an act of
persuasion, of creating an enthusiastic and dedicated commitment to a vision because it is right for the times, right for the organization, and right for the people who are working in it (Bennis & Nanus, 1985).

Principals must acknowledge the good points of each and every member of the group so that others may incorporate them and the weakness must also be talked about and constructive feedback should be provided so that others do not repeat the mistakes.

Principals must encourage teachers to draft a vision so that the teachers feel empowered and they will do things not because they have to do but because they want to do. Members of the school should share their mental model so that constructive thinking takes place. Principals must develop the self esteem of the staff so that the teachers are confident enough to take up new challenges and make constructive decisions. The decision about setting shared goal/ vision will help in the development of good interpersonal relationship. When teachers get importance and appreciation their self esteem is boosted. This motivates them to work with more enthusiasm towards successful completion of goals.

If the principal take each teacher into consideration and create a sense of team among teachers then the teachers work as a team. The deliberate efforts put by leader to form teams naturally develop self esteem of teachers, sustain their morale and fosters good communication.

The freedom provided to teachers to participate in making decisions, makes them more confident. Teachers must be empowered if they are to give their best. Empowerment can be seen from various angles but for present study the researcher focused on self esteem, team work, teacher morale, communication skills and decision making as these
aspects are thought to be important from the teachers professional development point of view and the school as a learning organization.

1.3 The Concept of Empowerment

“The beauty of empowering others is that your own power is not diminished in the process.” - Colorose Barbara

The term empowerment has gained currency in the last decade and has often been synonymously used with development, upliftment, participation and conscientization. The term empowerment is derived from Paulo Freire’s theory of conscientization which is the process of awakening the oppressed to reality as it really exist.

Empowerment is a process that strengthens the abilities, increases the confidence, analyses the power of the excluded people and organization so that they can challenge unjust and authoritarian power relations. Empowerment is a process that challenges the way things are and can be. It challenges the basic assumptions about power, helping, achieving and succeeding. Empowerment helps people both as individuals and as members of groups. It helps people to understand how power operates in their lives and to explore their own sources of power and inspiration.

Empowerment allows people, individually and in groups, to use their talents and knowledge to make decisions that influence their work. Empowerment is the process of enabling or authorizing an individual to think, behave and to take action, and control work and decision making in autonomous ways. It is the capacity to take control of one’s own destiny.
Empowerment is giving the subordinates the resources, both psychological and technical, to discover the varieties of power they themselves have and/or can accumulate and use on another’s behalf. Empowerment is a process of risk taking and personal growth, it involves the creation of a work environment which allows each individual to work to his highest capacity. An empowered workplace is a safe climate for employees to work together, with freedom to take initiatives, to create, to solve problems and to take responsibility for completing tasks. Empowerment refers to processes of giving employees the authority to decide and to act on their own initiatives, so that the added responsibility and authority is shared with the lowest possible in the organization. It allows the employees the opportunity to assume both managerial and staff responsibilities.

Webster’s Encyclopedia Unabridged Dictionary of the English Language New Revised Edition (1989) defines empowerment as “to enable or permit, to give power and authority to”.

By Bush and Folgers’ definition, “empowerment means the restoration to individuals of a sense of their own value and strength and their own capacity to handle life’s problems.

Rinehart, Short, Short and Eckey (1998) propose a complex definition of empowerment that captures six dimensions gleaned from the literature: decision-making, professional growth, status, self-efficacy, autonomy and impact.

For Rubino (2007), “Empowerment is a process of unleashing the human potential and enhancing the human ability to effect and maintain societal growth.”
Empowerment does not mean that principals relinquish power or that teachers must continually challenge authority. Empowerment is defined as teacher liberation, meaning the teacher is free from the "unwarranted control of unjustified beliefs" (Prawat, 1991, p. 749).

Although the definitions of empowerment have emerged from the corporate world, the concept of teacher empowerment parallels employee empowerment in a business. Empowerment has entered into the educational sphere too.


Bolin (1989) defined empowerment as investing teachers with the right to participate in the determination of school goals and policies and to exercise professional judgment about what and how to teach. Lucas, Brown, and Markus (1991) defined teacher empowerment as “a function of the readiness of building-level administrators to share their autonomy with those whose commitment is necessary to make the educational program function at the highest degree of efficiency.” Lee (1991) shared this outlook by defining teacher empowerment as “the development of an environment in which the teachers act as professionals and are treated as professionals.”

Paramount is the role a principal plays in faculty empowerment and teacher leadership. It is essential that a principal creates an environment conducive to empowerment, demonstrates empowerment ideals, encourages all endeavors toward
empowerment, and applauds all empowerment successes. The successful schools will be the ones where leaders are best able to apply the creative energy of teachers toward constant improvement. An effective approach to adopt constant improvement as a way of life is through empowerment and teacher leadership. Teachers can be uplifted through empowerment; this encouragement will allow them to flex those muscles that perhaps have been allowed to atrophy.

Teacher empowerment is giving powers to the teachers. Empowerment can be either self initiated or initiated by others. Empowerment is the process of enabling teachers to set their own work related goals, make decisions and solve problems within their spheres of responsibility and authority.

Principals feel that the teachers lack the ability to make or take correct decisions and end up taking decision themselves. Decision making does not happen in a vacuum. Decisions can be best made when the individual has sufficient information to weigh the possible consequences of various choices. Teachers lack adequate information and thus make impulsive choices and this confirms their inadequacy. Principals must therefore encourage teachers and give them access to information. Empowered teachers must be given a wide range of options from which they can make choices. Meaningful choices can be made only if a wide range of options are put forward. Empowered teachers are able to state one’s wishes and stand for them. Empowered teachers have the freedom to take their own decisions.

For teachers to work successfully, the principal must be truly committed to allow teachers to make decisions. Building decision-making teams is often most important in teacher empowerment as it allows teachers and principals to contribute ideas towards directing the institution. It is extremely important that the principal realizes
and believes that teacher empowerment is needed. Strong leadership and accountability helps in teacher empowerment. It is only when the entire organization is willing to work as a team that the real benefits of teacher empowerment is realized. For any organization to practice and foster teacher empowerment the principal must trust and communicate with teachers.

Principals must respond to teacher empowerment. Without empowerment and teacher leadership, neither side wins. As pointed out by Covey (1989), the win/win situation is the ultimate goal. As research has shown time and time again, in schools where principals lead with the opinion that they must be in total control, the education system suffers considerably. Covey (1989) suggested that effective leadership requires leading by example.

For any organization to be empowered the leader must diligently work to create the work environment where it is obvious to all that teacher empowerment is desired, wanted and cultivated.

Empowered teachers demonstrate assertiveness, the ability to make a difference and optimism. Such teachers believe that future change and improvement is possible. Teachers who are empowered make constant efforts to bring about this change. This attitude is possible only if ‘hope’ to change is from within. These teachers think critically, they do not see different things, but see things differently. Teachers who are empowered bring change in their own lives as well as in the community. This change does not merely have a personal change but a group dimension. Principals get amazed at the skills teachers portray when they are given freedom to express themselves. So opportunity must be provided to teachers to learn new skills.
Empowered teachers have high self esteem. They are confident people. They are self initiated and they continuously look forward to growth and change that is never ending. This helps teachers to enhance self image. The confident teacher takes up responsibility with full trust in his/ her own capacities and can identify the strengths and weakness. Teachers with high self esteem can interact better with others.

Role clarity leads to a better understanding of role expectations. It reduces role conflict and helps in the perception of one’s own role from different perspectives. The clarity in thought about the various roles makes a person goal focused and helps in deciding strategies to achieve the goal.

The favourable attitude towards self role and others help in developing team work ability. When the principal takes deliberate efforts to build a team, then the institute achieves goals at a faster pace. The sense of togetherness helps in developing feelings of security and belongingness. This in turn leads to greater enthusiasm in task performance. Group recognition helps in nurturing creativity.

Good interpersonal and communication skills are the foundations of team building. Open communication reduces the fear of failure and increases confidence. Good communication in an organization is the key component in creating conducive environments required for professional development. The freedom and responsibility, power and responsibility cannot be isolated from each other. The teacher is responsible for many things in the school but her utilization of freedom decides the completion of quality tasks. The teachers are given academic freedom in most of the schools and therefore they should enjoy this freedom with responsibility.
These components of empowerment are thought to be important for teachers as well as the school.

The principal plays a vital role in teacher empowerment. The principals’ worlds and actions demonstrate that he/she values people. The facial expression, body language, words expressed shows the teacher how much the principal appreciates them. Principals must never fail to value the employees as human beings no matter how the teachers do the task in hand. This can be done by appreciating the person’s unique traits. People feel that they are part of something bigger when the principal shares the institution’s overall mission, vision and strategic plans for the institute. A sense of direction is provided to the group when the goals of the institution are shared by the principals. Continuous and constructive feedback frequently given helps teachers to continue to develop their knowledge and skills. When problems occur, there is a need to check out what went wrong with the system that caused people to fail and not what is wrong with the people. The principal must provide the space for people to communicate by listening to them and asking them question. Guidance is necessary rather than telling grown up people what to do. Generally people have the right answers if they have the opportunities to produce them.

Empowering teachers as leaders is essential to put teachers at the centre of the reform movement, to keep good teachers in education, to entice new teachers into the profession, and to reverse a general trend toward treating them as employees who do specific tasks planned in detail by other people. By introducing these new paradigms, the teaching profession will become a truly rewarding experience.
The need to develop teacher self esteem, encourage team work, enhance morale, increase their communication skills and decision making abilities are closely associated with the development of teachers as professionals and schools as learning organisation.

1.4 The Concept of Self esteem

‘No one can make you feel inferior without your permission”

- Roosevelt Eleanor

Self esteem is a widely used concept both in popular language and in psychology. The word ‘esteem’ is derived from the latin word which means ‘to estimate’. Thus self esteem is how one estimates oneself. It is how much one values oneself, and how important one thinks one is. It is how a person views him/herself and how he/she feels about his/her achievements.

Self esteem is not bragging about how great one is, or thinking that one is perfect but knowing one’s worth, knowing that one is worthy of being loved and accepted.

Rosenberg (1965) described self esteem as a favourable or unfavourable attitude towards the self.

Blascovich and Tomaka (1991) refer it as an individual sense of his or her worth or value or the extent to which a person values, approves or appreciates, likes himself or herself.

Coopersmith (1967) defines it as ‘a personal judgment of worthiness that is expressed in the attitude that the individual holds towards himself.
According to Nathaniel Branden, “Self esteem is a confidence in our ability to think, to cope with the basic challenges of life and confidence in our right to be successful and happy.”

Don Simmermacher regards self esteem as having a positive image of self.

For Diane Frey and Jesse Carlock, “Self esteem is an evaluation of the emotional, intellectual, and behavioural aspects of the self-concept”.

Connie Paladino regards self esteem as a state of mind. It is the way you feel and think about yourself and others, and is measured by the way you act.

Self esteem develops and evolves throughout the life, as one has an image of self through the experiences with different people and activities. The self esteem of an individual depends on childhood experiences which play an important role in the shaping of basic self esteem. Our successes and failures, how one is treated by the members of the immediate family, teachers, coaches, peers all contribute to the creation of basic self esteem. It is an important component of psychological health. Self esteem has been related both to socio-economic status and to various aspects of health and health related behavior.

Self esteem is crucial to an individual and is a cornerstone of a positive attitude towards living. If an individual wants success in life, individual has to first work on his self esteem. Self esteem is based on the attitude of the person on how one value self, the job undertaken, the achievements, the purpose of life, perception of others, strengths and weakness, the interpersonal relationships and dependency level.
Self-esteem is one of the key building blocks of school success. Also referred to as self-worth, self-esteem is not a measure of a person’s capabilities, but rather the evaluation of those capabilities. It reflects feelings of being accepted and valued by others, a perception of how one measures up to others and confidence in the ability to cope with challenges. In short, it represents one’s satisfaction with oneself.

The individual’s poor self image leads to low self esteem. Low self-esteem is the result of a gap between the way a person would like to be - the ideal self and the way one perceives oneself -the perceived self. The teacher with low self-esteem feels that she cannot do anything right. Perceptions are often distortions of the truth. Such a person tends to be always negative even if something goes well and often misinterprets the comments of others as negative and critical. Such teachers may often experience social and emotional problems. They never perceive mistakes as a normal part of learning. This leads to putting in little effort, resulting in poor performance, which reinforces the expectation of failure.

The common behaviours exhibited by teachers with low self esteem are shying away from academic challenges, discouragement with failure, and timidity in relating to peers, belief that success is impossible even with hard work. An individual with low self esteem has difficulty in concentrating and gives up easily when frustrated and hesitates to ask for help when confused. Such teachers are sensitive to judgments of others, approach new situations with anxiety and many a times are at increased risk of dropping out of the profession.

On the other hand, when an individual is confident, happy, highly motivated and has the right attitude, the self esteem as high. High self-esteem empowers individuals to take on life’s challenges. Teachers with healthy self-esteem are comfortable with and
confident in their abilities. Such teachers are optimistic about the future; believe that obstacles can be overcome. High self esteemed teachers may have short comings, but do not get affected. They may experience disappointments, but are not deterred from achieving their goals. Frustration sets in but the inner strength motivates and helps them to strive harder. In this sense, self-esteem helps to inoculate the teacher against despair-and even depression-that can accompany low self-esteem.

It is extremely important to have high self esteem because it helps an individual to hold his head high, feel proud of himself. It gives courage to try new things and the power to believe in self. It makes one respect self even when one makes mistakes. Good self esteem is also the ticket to making good choices about your mind and body. It helps one to make good decisions.

“If you improve a teacher's self-esteem, confidence, communication skills or stress levels, you improve that teacher's overall effectiveness across the curriculum.”
MacDonald Elaine

Teacher self-esteem is found to play a central role in the complexity of the learning process. Self esteem not only affected the teachers’ teaching and their ability to cope, but also their ability to interact effectively with adults and children and finally, the institution at large. Self-esteem is not inborn, but rather learned and the building blocks for it are laid as teachers feel loved and valued. They begin discovering more about themselves as a result of the feedback they receive from important people in their lives.

Teachers having good self esteem will act independently, assume responsibility, be proud of accomplishments, exhibit a broad range of emotions, are tolerant to frustration, approaches new challenges with enthusiasm and are capable of
influencing others. The teachers self esteem will thus eventually increase. (Coopersmith, (1967); Coombs, (1969); Burns, (1989), cited in Burns, (1991). Burns (1989), cited in Burns, (1991) for example, claimed that teachers with higher self-concepts tended to espouse more pupil-centred and less teacher-directed approaches. Teachers who had high self esteem effectively taught, they received positive feedback, they felt positive about their teaching ability and then felt positive about themselves, which in turn led to further positive “performances”. However, this did not mean that they are free of doubts and anxieties.

Teachers with their disempowered position, suffered from constant attacks on their self-esteem. This lowered self-esteem affected the teaching, ability to cope, interpersonal communication skill and learning. Low self esteem has a detrimental effect on the teachers’ self-esteem, which in turn affected their teaching performance. Feelings of insecurity and anxiety had a direct result on the teaching. Teachers as human beings have their own insecurities, worries and concerns too. Teachers with low self esteem reported more stress symptoms, were less competent, were less integrated socially, were absent more often and had more emotional problems in their lives.

Calderhead (1991: 533) identified that there is a close link between the personal and professional dimensions of the teacher’s role. According to him, the task of teaching exposes one’s personality in a way that other occupations do not. As a teacher, there must be constant feedback both explicit and implicit about one’s performance of the task and also about oneself as a person. This helps to increase their self esteem.
Researches indicate that high self-esteem enables people to be less depressed, more independent of conformity to pressures and more persistent at difficult tasks. Self-esteem and self-concept are at the very core of the communication process. They affect communication because according to (Bassett and Smythe, 1979: 27) “we behave in ways consistent with our self-views and because we interpret the behaviour of others in ways consistent with our self-images”.

Teacher felt empowered when they were involved in a project which valued their thoughts and opinions and where they believed they had some control of their learning. They are able to clarify what was particularly significant for them in their learning and why this was so. They feel valued as learners, and as a result, came to value themselves. Their self-esteem was enhanced which resulted in them enhancing their own learning.

The principal plays a vital role in promoting feelings of confidence and competence. While they can foster the teacher’s self-esteem through supportive words and actions, they can also cause self-esteem to plummet by their lack of support and negativism. Teacher’s perceptions of being accepted by peers and their ability to get along effectively with them help to shape their feelings of self-worth. In particular, their success in school plays a crucial role in how they perceive themselves.

Principals play a leading role in boosting the self esteem of teachers. Principals must provide opportunities so that teachers are able to work independently. Teachers should give freedom to take their own decision regarding academic activities. Principals should motivate teachers to take up new challenges. Innovative and
creativity of the teachers should be fostered. Principals must appreciate teachers openly. This will encourage teachers to do better and their self esteem increases. The principal must advance the talents effectively and exhaustively. Teachers who feel valued in the institution they belong to like to work harder. So, principals must value teachers and this must be continuously done.

Principals must encourage teachers to communicate new ideas openly, weigh the ideas expressed by the teachers and value them. This makes teachers feel worthy. The principal must permit mistakes from teachers. Principals usually give up when teachers venture into something new and it does not work out well. Patience is required on the part of the principal to give the teacher another opportunity to try.

When the principal motivates teachers the self esteem is raised, and the teachers approaches new challenges with greater enthusiasm. Teachers with high self esteem are not easily frustrated and can manage stress well. Principals must permit teachers to take their own decisions regarding different teaching methodologies, teaching competencies, thus making them accountable for the decisions taken. Then they work with utmost sincerity and honesty.

Teachers should not be blamed for weaknesses but should be constantly reinforced. The school environment should make teachers feel safe and comfortable. High teacher self esteem helps in academic success, which will be beneficial to teachers and the students and in turn leads to organizational happiness.

The challenge for the principal is to restore their belief in themselves so that they persevere in the face of academic challenges. Principals must not only express confidence in their ability to success, but also arrange instruction so they experience
success. While principals generally recognize the importance of promoting self-esteem, they have not always agreed on the best way to do this. Though one cannot teach teachers to feel good about themselves, principals can nurture their self-esteem through a continual process of encouragement and support. At its most basic, it demands that principals must show appreciation for the things teachers do well and express confidence that they will improve in the areas they don’t do well.

1.5 The Concept of Teamwork

“It is possible to achieve almost anything as long as you are not worried about who gets the credit.” —Truman Harry S.

Teamwork can be defined as the ability to work cooperatively with others and work together as opposed to separately or competitively to achieve a common goal. Teamwork is a term used to describe a group of people that are working together to accomplish a specific goal or complete a project. Teamwork consists of every team member performing their duties, combining their qualities into one. Teamwork is the act of a group of people putting their ideas and skills into one project or task. Teamwork can provide faster results, better quality, and easier assembly.

If any organization has to survive, all members of the organization have to work as a team. They manifest complete trust in each other. Dr. Lacey in his book Leadership and Business regards trust as being a key attribute in the development of teamwork. Once trust is created one automatically believes in that person and readily relies on his/her integrity, strength, ability and surety.
The concept of teamwork is extremely important to the success of any team. All coaches talk about working as one unit, as a unified team. Teamwork and unselfishness create the backbone of a great team, without them a team cannot realistically compete. Chances of a team being successful would be dim if the members of the team do not work as a unit. The team working as one cohesive unit is the key to success.

A productive team has players that share common goals, a common vision and have some level of interdependence that requires both verbal and physical interaction. Teams come into existence through shared attitudes about a particular goal. Teams may come together for a number of different reasons, but their goals are the same - to achieve peak performance and experience success. The ends may differ but the means by which one gets there is the same - teamwork. Every member of the team is accountable when it comes to teamwork.

The benefits of teamwork are undeniable; when employees work well together, the company as a whole benefits. Some managers consider teamwork building sessions a waste of time, and it is true that some activities geared toward team building can be ridiculous or ineffective. However, when successful teamwork is fostered, the improved communication, coordination and morale results in happier, more productive employees. In order to promote real, tangible teamwork one must focus on improving efficiency, where the tasks are allotted and communicated to the employees, so that they are motivated to keep up the team spirit. Teachers who work well together will be happier and will boost their morale. Team work will help to make the work place more pleasurable and increase employee retention. Team work helps in the sharing of valuable information which will eventually help in cutting
down on time spent learning valuable information for a new employee which the former employee has understood well.

Successful teamwork caters to innovation. Thus the principal should work together, brainstorm for solutions with teams. One of the most valuable benefits of teamwork is the sense of unity that accompanies a positive work environment. By fostering this sense of unity, one also promotes a sense of "all for one and one for all," which is good for the whole company.

Individuals have different skills, knowledge and personal attributes. By utilising all of these different aspects in a team, more ideas can be generated. As more ideas are generated, more creative solutions are generated, leading to better results. Individuals working together as a team to achieve a common goal are continually developing. As they interact more energy and enthusiasm is created. When this energy is utilised, it produces results which positively impacts motivation and leads to even more success. Even the best qualified individual cannot have all of the skills to do everything. Some people excel at coming up with the ideas. Others love the detail, while there are those that focus on the big picture. There are others who can be counted on when it comes to implementing and following through of a plan.

When a team works together, it has a huge range of skills available that it can utilise to deliver extraordinary results. If one person is allocated a task, it could take months and maybe years to make it happen. By splitting up the project, work can move forward in parallel and the ultimate goal achieved faster. It is difficult for an individual to figure out what is the best option from a variety of options. In a team situation, other team members can act as a sounding board, allowing us to cut through the options and get on with those most likely to achieve the desired goal. It is amazing
the amount of camaraderie that is created in teams, especially when the going gets tough. People will often go to what seems like extreme lengths when they know that they can rely on the support and encouragement of the team. Never underestimate the significance of this in achieving results.

Team work benefits teachers. The decision making power is enhanced in a team as members of the team brainstorm before coming to a consensus. Hundred percent participation and involvement exists in good teams. When team members work in partnership with others, efforts can get an additional boost. One is more accountable to the team and can also get additional ideas from team mates. While individual workers can also do that, team relationships are well-defined and can help people expect help from their teammates. There is equal distribution of workload among the team members. Individual members are not under pressure. Individual members carry on the part of the work assigned to them. The overall output of individuals is multiplied when individuals start working in teams. Individual members have unique talents and in the team their talents are utilized and maximized. Team work helps in reinforcing individual talents. Principals must recognise the efforts taken and the things done by the teacher. This helps in boosting the morale of the team and will push individual members of the team to push harder.

Different ideas are used in different circumstances depending upon the situation. Such a collective memory in the team can help achieve better results and continuous accountability within the organization. Each member is thus satisfied as they have contributed something to the team. Such an attitude can then spill over to the rest of the organization. Work is done at a much faster rate when the work is divided among
team members. Individuals can ask for help from their team mates in times of difficulties.

Some of the very important characteristics for a good team are listed below. If the team has these attributes one can rest assured that the organization would reach greater heights in terms of success.

**Proper distribution of tasks**

A good team knows all about the distribution of tasks to achieve a streamlined process for the same. A good environment is possible when all the team members are aware of their responsibilities and do the needful in the stipulated time. A well-managed team knows the targets or what is expected from it. It is always a step ahead in their achievements of the same.

**Clear communication among group members**

A good team would always have clear communication amongst its team members. For a team to function properly, the tasks have to be explained clearly. The environment should be open and should be free enough for problems to be resolved. Good communication between team members would only facilitate the work process and bring about better results for the company.

**High levels of integrity**

A team cannot be complete without the team members displaying high levels of integrity for the organisation. Any organisation would always prefer to invest their time and money into people who are honest and dependable in the long run. An excellent team is only possible when all the members of the team can be relied upon for the
particular tasks. The team members awareness of their responsibilities makes them approach to concerned member in case of problem.

**Proper focus and a clear vision**

When team members are aware of their tasks and fulfill the same in due course of time, it would only reduce time and effort spent in explaining the same. The knowledge of clear vision helps team members to formulate strategy for achieving goals.

**Skills that complement each other**

When a person reflects on the characteristics that are needed for a good team, the team member’s skill sets should also be taken into consideration. Team members in this case should have specific skill sets that help to complement with each other’s skills. A good team manager can therefore work on these skill sets and help to balance out the team. A balanced team would then produce better results.

**Passion for work**

A passion for excellence only helps to enhance the performance. A motivated team would only get positive results. An optimistic approach would keep the whole team happy.

For teamwork to work, however, there must be a visionary transformational leader who works in encouraging the team members and connects the efforts of the individuals with each other. That way, the benefits of teamwork can be fully harnessed by the organization. Principals need to have the ability to inspire a team. They should be responsible and dependable. It is very important that a team leader
can recognize and acknowledge the contributions and ideas of their team members and that they can celebrate the accomplishments of their team.

One of the most important aspects of effective teamwork is effective leadership. Creation of a proper working culture that is positive is one of the most important jobs of the principal. This positive approach to work motivates and inspires team members. A high level of commitment is developed.

The Principal must not only focus on the purpose and direction of the team, but also makes sure that the other members of the team share this focus. When supported and valued, a high level of morale is developed amongst team members.

Communication is a vital factor of interpersonal interaction, and the very term ‘teamwork’ represents interpersonal interaction. Principals must permit free and open communication amongst the members of the institution. The key aspects of effective teamwork is open communication, wherein it enables the members of the team to articulate their feelings, express their plans, share their ideas, and understand each other’s viewpoints. Grappling with and sorting out the complexities involved in communication is thus one of the challenges of developing and sustaining effective teamwork.

It is necessary for the Principal to make the teams know clearly the purpose, the role each member of the team has to play, their responsibility, the resources available and the goals to be achieved. Principals must realize that no matter how good a team may be, conflicts will inevitably occur some time or the other. The best way to counter this is to have structured methods of resolving them. Team members should have a way of expressing their opinions without fear of causing offense to anyone.
confrontation can also be allowed in a moderated manner, so that matters that may have been simmering can be aired out and cleared. Conflicts can be sorted out by open communication between the members. Conflicts can actually be used as a chance to reveal underlying problems that may be in existence within the team.

Effective teamwork can only come about when the principal sets a good example, which can be emulated by the team members. In order to keep the team committed, positive, and motivated, Principals have to have all the qualities necessary for effective team work. After all, the principal is the person the team looks to for support, direction and guidance, hence, any cynicism or negativity on his/her part is picked up by the team and is reflected in their teamwork. It is important to maintain a supportive and positive attitude always.

1.6 The Concept of Teacher Morale

“Morale is self-esteem in action” - Avery Weisman

In order to enhance the performance of teachers they must be motivated. According to Evans, (1997) Hunter Boykins and Evans, (1995), the fundamental way to bring about success in a school is by increasing the motivational level of the teacher. This in turn will bring about a conducive environment. Teachers develop ‘We’ feeling towards the institution. Teachers play a very important role in bringing about vital changes in the institution they work in as well as the students with whom they are dealing with throughout the day.

So, when teachers feel good about their position i.e their morale has increased they have a tremendous positive influence on the students and the school. However, if these feelings are reversed, i.e, they have low morale; their influence on the school and the
students with whom they come in contact too is also negative. Teachers thus have the power as a group and as individuals to greatly influence the school environment. Developing teacher morale is an important factor in teacher empowerment.

Collins dictionary, 10th edition (cited in dictionary.reference.com/browse/morale) defines morale as the ‘degree of confidence or hope of a person or group’.


Bentley and Rempel(1980); Hoy and Miskel (1987) conceptualized teacher morale as the professional interest an individual shows when they feel good about each other and the feeling of sense of accomplishment from their jobs.

It is therefore high time that school principals become aware of this fact and do something to increase the morale of the teachers. This will benefit the teachers, the school and student achievement too. If the teachers feel worthy in the institution they belong, they will automatically be willing to do anything for the institution. Teachers will make school their home and work with utmost sincerity.

Teachers in the past, drew greater intrinsic rewards from helping children develop, receiving community and parent respect. Such teachers felt ethically fulfilled. Teaching has become more demanding, kids are harder and more difficult to teach, high expectations from parents who want to get the best from the fees they pay. The teachers of today are less respected in the community. They are looked down upon as compared to other professionals and thus because of their diminished rewards, the teachers are forced to turn to higher expectations and higher rewards.
Teachers of today feel that they are not treated as professionals. Teachers feel that they are not appreciated, are overworked. This in turn causes low teacher morale. When teachers have high morale, credit is given to the principal for being very supportive.

The Principal has the power to influence the teacher morale in their school by their actions or daily practices they exhibit. Along with teaching, teachers also mentor students. This makes them frontline social workers.

There is a paradigm shift from what teachers teach to how the teachers teach. Learning now is recommended beyond the four walls of the classroom. The teacher is no longer expected to follow a set of structured criteria as prescribed in the textbook; rather the teacher is expected to facilitate learning whereby the student must not only grasp information but must apply it to daily life situations. Learning must be skilled oriented too. They must teach students not only from examination point of view but how to apply information to sort out daily life experiences which they face.

This shift of teacher’s role from an information giver to a facilitator of knowledge keeping in mind to cater to all three domains that is the cognitive, psychomotor and affective has placed upon the teacher’s shoulder a greater responsibility and burden. Such pressures and demands can be very burdensome, exhausting and extremely tiring which could directly or indirectly affect or lower the teacher morale and at times even make them reach the extent of forcibly leaving the profession. It is therefore important that principals make the teachers feel supported in order to keep quality teachers in the profession and maintain morale in the demanding field of education.

Support from parents too helps in increasing teacher morale. Teacher morale is also affected by their perception of their students and the way they learn. Teachers identify
students as the primary and central factor that has an impact on both professional enthusiasm and discouragement. Teachers feel good when students enthusiastically interact. Stenlund (1995) stated that teachers almost universally treasure students’ responsiveness and enthusiasm as a vital factor in their own enthusiasm.

Stress also affects morale. It results in emotional and physical fatigue which in turn results in lack of work, motivation, involvement and satisfaction. Excessive stress can result in erosion of enthusiasm and sense of purpose.

Teacher morale is essentially important as teachers are said to be the makers and shapers of the destiny of the future citizens of the country and it is very important that they are constantly motivated and boosted. It is therefore the duty of each and every principal to see that teacher morale is high so that they can become an asset to the institution. Increasing teacher morale is important as this helps in making learning more meaningful and joyful. This makes an impact on student achievement. A teacher’s health is at its best when teacher morale is high.

Once teacher morale is raised it is extremely important to maintain and sustain the teacher morale. This can be done effectively by communicating openly with teachers to find out reasons for low morale. Healthy interaction should be encouraged and suggestions given should be appreciated. Teachers should be fully involved in the decision making, their expertise should be acknowledged. Principals must actively stand behind teachers. Authority to develop discipline codes, assist them with matters considering student discipline should be given by the principal. The vision of the school made clear to teacher helps them to do their work efficiently. Teacher should be made aware that whatever decision they take, student should be at the centre.
Although teachers can take steps individually to preserve professional satisfaction and morale, they must be nurtured and valued by the broader school community. When teachers are provided with what they need to remain inspired and enthusiastic in the classroom, students as well as teachers will be beneficiaries.

1.7 The Concept of Communication Skills

The most basic of all human needs is the need to understand and be understood. The best way to understand people is to listen to them.

-Ralph Nichols

The process of communication begins right from birth, yet man faces problems in communicating his wants and needs to others. Every individual needs to be well equipped with the tools to communicate effectively, whether it is on the personal front, or at work. Communication skills are the ability to use language (receptive) and express (expressive) information.

Communication skills are the set of skills that enable a person to convey information so that it is received and understood. Communication skills refer to the repertoire of behaviors that serve to convey information for the individual.

Ram Nath Sharma’s Dictionary of Education defines communication skills as “skills in spoken, written and visual wherein man tries to express and exchange his ideas with others.”

Communicating is thus an art. The complexities of modern life, demands that individuals have a mastery of both oral and written communication skills.
According to the experts one can communicate effectively when they understand the stages of interpersonal communication, which are explained below:

**The phatic stage:** This is the initial exploratory stage, which determines the course of the conversation. This begins with the greetings and accompanying gestures such as eye contact, the smile, etc. In a formal encounter there is more distance between the individuals, as compared to in the case of an informal encounter. This stage is also known as the warming up stage. There is a no meaning and intention, but just the setting for the next level of the conversation.

**The personal stage:** This is the second stage in which the individuals bring a more personal element into the conversation. During this stage one generally brings down their social guard and begin to interact more openly. They are ready to let the others involved in the conversation more about themselves and the hesitation decreases. Interpersonal interactions generally move into a third stage. Otherwise professional interactions are generally confined to this stage.

**The intimate stage:** This stage is mainly meant for conversations between friends, family and relatives, where those involved in the conversation share a higher level of intimacy with each other. This stage of communicating usually entails opening one's heart and sharing rather intimate details, which is not a part of professional conversations.

Individuals, as a part of an organisation expect certain things or behaviour from people. The professional socialization of teachers depends on the extent of the friendly environment provided by the leader and other members in the school. When the teacher
is welcomed in the organisation with warmth, along with the orientation of the organisation it provides a secured feeling to the individual.

The comfortable feeling helps in inculcating conversation slowly, the socialization continues and the individual is accepted as a part of the organisation.

Therefore it is very important that a leader should deliberately put in efforts for professional socialization. When the leader and teacher are clear about their thoughts, it helps in proper understanding of each other. The clarity in thought helps in bringing clear understanding of the institutional aims, objectives of the institution and the teaching and planning the various strategies for the organisation develop in general and the student development in particular.

In the educational arena, it is therefore imperative that teachers posses very good communication skills. It is very important that teachers are given freedom to express themselves on various issues. The most important thing that a principal must posses for effective communication skills is positive motivation. The principal’s motivation for interaction helps in establishing communication at various levels in the organisation. The encouragement provided by the principal, emphasizes an establishing dialogue rather than monologue helps in solving problems amongst teachers and also develops trust.

Ineffective or poor communication is frustrating for employees, and becomes a source of a conflict. The principals inability to clearly express thoughts, ideas and demands leads to employees' inability to perform well, according to the institutional demands. Such a situation may take place when teachers are not truly aware of what is expected of them. This decreases the satisfaction an employee gets from the job. The school
environment should be conducive so that teachers feel free to approach the principal to discuss individual student needs. Constructive suggestions given by teachers in the curricular planning should be listened to and necessary changes should be made accordingly if appropriate.

Communication should include a shared vision for success, clear performance expectations of the school community and regular updates on emerging policies and initiatives shaping education. Effective communication helps teachers professionally. They can put forward their view in front of their colleagues and principal effectively and without any hesitation. Teachers must feel free to give their opinion and provide constructive suggestions on matters pertaining to self or any academic issues. Empowered teachers find no difficulty in admitting mistakes if committed and try to do better day by day. Teachers must be able to understand the other person’s opinion and never seek to blame or criticize.

The school principal must permit and encourage constructive thinking amongst teachers. Suggestions for improvement and staff growth should be put forward by the principal. The atmosphere of the school should enable teachers to express their views to their colleagues openly and they too find interest in what others have to say.

Skill in the art of communication is crucial to a leader's success. Principals need to understand the importance of communication skills in order to increase the effectiveness of internal communication between management and staff. It is also the principal’s role to remove any fear and inhibitions so that teachers are constantly motivated. Principals should encourage open communication. They should emphasize on cultivating a dialogue rather than a monologue. So, when solving any kind of problems amongst teachers it is always wise to hear the opinions of both the teachers.
If a principal is able to communicate his ideas clearly, so that employees definitely know what is asked of them, the subordinates will, consequently, perform their jobs correspondingly. In contrast, an aggressive behavior results in making the employees’ getting more and more frustrated. A good style of management, as well as a positive approach to communication, ensures that an employee and a supervisor understand each other, and are more effective at the workplace. Poor communication is often a reason that employees quit jobs or look elsewhere to find other opportunities. Misunderstanding what is being said at work can lead to increased stress and job frustration. Communicating clearly is a vital part of optimizing worker - and employer - satisfaction. Principals must never underestimate the importance of communication skills in the workplace. They must speak directly so that teachers can understand what is being said. Similarly, teachers must not speak indirectly to the principals, if they want to be correctly heard. In contrast, hesitant, garbled or indirect language can not only create confusion and frustration but keep the intended message from getting through.

Effective communication in the workplace provides teachers with a clear understanding of what is demanded from them, with knowledge of what to do and what to expect. For organizations, such a communication style creates effective performance of the staff, and, consequently, increases teacher loyalty. Principals should make sure that their communication style is positive and effective.
1.8 The Concept of Decision Making

“Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity.” Patton General George S.

Decision making is a vital component in every part of a person’s life. In everyday life we often have to make decisions fast, without enough time to systematically think about a situation. In such situations the most effective decision making strategy is to keep an eye on the goals and then let intuition make the right choice.

Each and every individual has to take decisions in their lives, but it becomes especially important as an individual moves into progressively greater leadership roles. As a leader, one has to make use of every resource to make the best decisions. Decision-making is an essential skill for operational team leaders.

Decision making can be hard. Almost any decision involves some conflicts or dissatisfaction. The difficult part is to pick one solution where the positive outcome can outweigh possible losses. Avoiding decisions often seems easier. Yet, making decisions and accepting the consequences are the only way to stay in control of time, success, and life.

Decision making can be regarded as the mental processes (cognitive process) resulting in the selection of a course of action among several alternatives. Every decision making process produces a final choice. The output can be an action or an opinion of choice.

Decision making is the process of selecting one course of action from several alternative actions. It involves using what you know, (or can learn) to get what you
need. Developing decision-making abilities can give more freedom and control over life, and increase chances of being satisfied with the decisions made. A skilled decision-maker develops more alternatives from which to choose, and has a better chance of achieving the goals desired. The key factor in making things happen “instead of just letting things happen” is skilled decision-making.

Decision-making is a dynamic process because decisions are often interrelated and interdependent. Decisions made at one time affect (and are affected by) other decisions.

Ram Nath Sharma’s Dictionary of Education defines decision making as a “volitional act resulting in a sequence of actions leading to achievements of a goal through transforming initial information in an uncertain situation.”

Robert Harris in ‘Introduction to Decision-making, rightly defines it as a “study of identifying and choosing alternatives based on the values and preferences of the decision maker.”

Decisions can be taken individually or in a group. The steps in the decision-making process are similar, regardless of whether the decision involves a group or individual.

The decision-making process begins with recognizing the need for change. It might be helpful if the problem is actually written down. Analysis of the situation helps to study the situation carefully. The goals considered should be in accordance with values. Facts can be combined with values and emotions to reach the decision. This should be done keeping the societal goals in mind. As many alternatives as possible to solve the problem must be looked for. This may include creative thinking, reading or even talking to people. Decisions can only be as good as the alternatives that are
identified. Considering the consequences helps to predict the outcomes of the decision taken.

Selection of the best alternatives should be done keeping the values, the goals and the resources that are available. At times there may be no best alternative, so the problem can be sorted by compromising or combining some of the possibilities. Making a decision does not end with choosing the best alternative.

Decisions must be put into action. This choice then becomes a clear goal with an action plan. When a decision is made, accept both the responsibility for the decision and the consequences — without excuses. Plan to abide by the choice until changes or improvements can be made. Ability and willingness to do this will help an individual to realistically think about the decisions, and will provide a basis for improving them. The outcome or results of decisions, especially major ones, should be evaluated to determine their effectiveness. Even habitual decisions need to be examined periodically to be sure they are sound and still suit the current situation.

The following actions are involved in effective decision-making.

• Gather information before making a decision.
• Cross check information sources for agreement.
• Identify alternatives/contingencies so that possible solutions may be explored.
• Discuss consequences of decisions in an effort to enhance the decision-making process.
• Provide the rationale for decisions.
1.8.1 Some Decision Making Strategies

There are often many solutions to a given problem, and the decision maker's task is to choose one of them. The task of choosing can be as simple or as complex as the importance the decision warrants, and the number and quality of alternatives can also be adjusted according to importance, time, and resources and so on. There are several strategies used for choosing. Among them are the following:

1. **Optimizing.** This is the strategy of choosing the best possible solution to the problem, discovering as many alternatives as possible and choosing the very best. How thoroughly optimizing can be done is dependent on

   A. importance of the problem
   B. time available for solving it
   C. cost involved with alternative solutions
   D. availability of resources, knowledge
   E. personal psychology, values

2. **Satisficing.** In this strategy, the first satisfactory alternative is chosen rather than the best alternative. The word satisficing was coined by combining satisfactory and sufficient. For many small decisions, the satisficing strategy is perfect.

3. **Maximax.** This stands for "maximize the maximums." This strategy focuses on evaluating and then choosing the alternatives based on their maximum possible payoff. This is sometimes described as the strategy of the optimist, because favourable outcomes and high potentials are the areas of concern. It is a good strategy for use when risk taking is most acceptable, when the go-for-broke philosophy is reigning freely.
4. **Maximin.** This stands for "maximize the minimums." In this strategy, that of the pessimist, the worst possible outcome of each decision is considered and the decision with the highest minimum is chosen. The Maximin orientation is good when the consequences of a failed decision are particularly harmful or undesirable. Maximin concentrates on the salvage value of a decision, or of the guaranteed return of the decision. It's the philosophy behind the saying, "A bird in the hand is worth two in the bush."

Decision making is an essential skill necessary for teachers of today. In the educational field it is very important that teachers are given the freedom to choose alternatives from the various choices available to them. Opportunities should be given to teachers to select precise content for remedial teaching. To improve teacher’s decision-making skills, teachers must know themselves, their values and their abilities. Values reflect what one thinks is important in life. They are developed through experiences within the family, with friends, school, and community organization, and with society at large. Values give meaning to life by providing a basis for setting priorities, for deciding which goals or actions are more worthwhile and which ones are less important.

Knowing organisational values helps teachers establish goals, make the necessary decisions and take the needed actions to meet their goals. The values of individual teachers form the basis for the values of the institution, even though some individual differences and conflicts may have to be resolved. A decision-maker also must know something about the environment—its opportunities, its limitations and the possibilities for change.
Teachers as members of the group accept decisions more readily and carry them out more efficiently when they have been involved in the decision making process. Group decisions may be better if more alternatives are suggested and non productive options are identified earlier. Groups reach decisions in several ways, such as through:

1. Dominance/Submission (Win/Lose)—one person dominates the situation; others give in as a decision is made.

2. Conversion (sometimes Win/Win, sometimes Lose/Lose)—Additional facts are presented so one person persuades others to his or her view, or he or she gives up something to get something.

3. Integration (Win/Win)—Unanimity or a synthesis of ideas develops that everyone can agree on and support.

Empowered teachers are aware of personal and institutional values. They review what they want to accomplish before you begin comparing alternatives. Before taking the decision teachers seek ways of getting the facts and look at the situation in an unbiased way. Teachers review the information clearly and evaluate it objectively. Teachers consider both emotions and facts. Empowered teachers avoid making excuses or rationalizations. Teachers, who are given freedom to take decisions avoid making decisions when tired or under stress. Such teachers apply a systematic method to solve problems that is critical to team performance and the safety of operations. Team members share the responsibility for solving problems by contributing timely and valuable information to the team leader.

Decision Making depends on one’s knowledge about self and the professional field, the opportunity one gets and the desire one has to make decisions. In an organisation,
the leader provides an opportunity for making decision but the individual who has to make decisions should have the desire for it, for which one should be aware of one’s potentialities and the knowledge about the professional field. When the teachers are allowed to take decisions then their confidence can be enhanced which helps in problem solving skills. As a leader or manager one should make sure that people individuals are capable of taking proper decisions.

Great leaders and managers foster organizational decision making. They create dynamics and dialogues that cause intention to become attention and then action that is supported and understood. They help the people around them make things happen. Leaders must stay self focussed and on the people so that proper decisions are taken.

In the case of organizational decision making, principals should do the work necessary to install what is call a decision dialogue process, one that is appropriately rigorous and flexible for the types of decisions principals and teachers make. This will help in judging decision to find out the best out of the alternatives.

Principals must realise that it’s not possible to map the future with any degree of certainty, yet they have to move ahead. They need to see how decisions might link up, and how teachers might link them in ways they didn’t see, and then set their frame accordingly. Principals must build “future thinking” into decision dialogs. Identifying, understanding, talking about, and ultimately quantifying uncertainty are all part of good decision making.
Principals must help teachers find, understand risk and indentify ‘critical uncertainty’. Teachers should be taught how to test the alternatives by looking for information that disproves and disconfirms.

Teachers should be motivated to use new insights to reframe the decision, identify alternatives, and hone values so that one can with confidence choose a path, even though one is sure of the outcome.

In putting together decision teams, principals should think about risk tolerance. In the case of a large, consequential decision, principals might want to create a team of teachers with a broad risk profile. If principals look for breakthrough of ideas, they should load up the team with people willing to take personal risks. Principals should share worries with the staff to see what they have to say.

Having worked a decision to a choice, one must lock it down, and do what it takes to get it implemented. Harvest the learning, and then move to the next decision. It seems simple, yet most organizations, by the admission of the people running them, do a poor job of turning intention into action. All it takes is attention.

1.9 STATEMENT OF THE PROBLEM

The problem is stated as ‘A study of the relationship between empowerment of secondary school teachers and their perception about the leadership qualities of school principals’.
1.10 OPERATIONAL DEFINITIONS OF THE TERMS

The following are the operational definition for the variables used for the purpose of the study.

The Leadership Qualities are perceived as follows:

**Intellectual**: - This includes the ability of an individual to visualize future-set goal, solve problems and organize strategies to achieve the goals successfully.

**Psychosocial**: - This includes the ability of an individual to interact, to get along with people, to motivate, to understand, persuade, inspire the followers, and to communicate the vision.

**Personality traits**: - This includes some characteristic of an individual such as the courage to act, the willingness to self-sacrifice, spirit of unselfishness, readiness to set the example and be a role model.

**Empowerment**

It is the process of enabling or authorizing an individual to think, behave, take action and control work and decision-making in autonomous way. It is the state of feeling self-empowered to take control of one’s own destiny.

**Self-esteem**

Self-esteem is the feeling of worthwhileness in an individual in the institution to which he/she belongs.
Teamwork

Teamwork is defined as collaborative and cooperative working of the members of the institution towards the achievement and attainment of a common goal.

Teachers’ Morale

The interest and enthusiasm a teacher shows towards the attainment of personal and institutional goals.

Communication Skills

The ability of an individual to convey, convince, share and present his/ her idea to others, and also to listen to other’s ideas or thoughts.

Decision-making

The ability of an individual to analyze the problem/ situation, to frame alternatives and choose the best one to solve the problem.

1.11 NEED OF THE STUDY

Review of related literature revealed that studies conducted on leadership qualities deals with variables such as school effectiveness, academic achievements, administrators attitudes, leadership styles, teacher-administrator relationship, teacher attitudes, classroom environment, professional development, leadership qualities, administrators role, leadership responsibilities, role of principals, participative decision making, instructional leadership, self concept, administrative behavior, and self esteem.
Studies conducted on Empowerment deals with variables such as faculty development, teacher attitude, teaching skills, teacher empowerment, teacher leadership, teachers’ role, teacher-administrators’ relationship, teacher effectiveness, participative decision-making, and leadership styles.

Studies conducted on Self esteem reveals that the studies deals with variables such as academic failure, self evaluation, self concept, student teacher relationship; student teachers’ attitude towards teaching, teaching skills, teacher effectiveness, ethics, and moral development.

Studies conducted on teachers’ morale deals with variables such as teachers’ attitude, teachers’ motivation, work environment, and economic factor.

From the above, it can be seen that a lot of studies have been done on different areas of Leadership. The researcher could not come across any researches that deal with perceived leadership qualities on the basis of the three broad classification i.e. intellectual, psychosocial and personality traits.

With regards to empowerment the researcher has come across few researches on Teacher Empowerment but not with variables such as teamwork and communication skills. Just a few researches have been done with regards to variables such as self-esteem, decision-making and teachers’ morale. These researches too have not laid much emphasis on teachers’ self esteem, and teachers’ morale and importance of decision-making ability. The researcher felt that it was very important to deal with variables such as self esteem, teacher’s morale and decision making ability as they are
very important for the growth of the teacher, institution and the achievement of the students.

The present study was exploratory in nature. By taking the secondary school teacher the researcher wished to investigate the leadership qualities as perceived by them. The teachers thinking positively develop themselves thus it is important to study how do they perceive the qualities of principals and it is related to their empowerment.

It is very important for principals to introspect their qualities as perceived by their teachers. The principal will be aware of the expectations from her teachers and can change or plan different strategies for the smooth sailing of the institution. Principals can take by default that they have a strategic position to influence the climate, culture and direction of the school he or she is place in.

The present study therefore seeks to explore whether and to what extent, the principal will serve as an agent in helping in the empowerment of secondary school teachers; and how they help in creating a learning organization. This study tried to find out what are the perceived leadership qualities of school managers. The study examined the problem by adopting a co-relational approach and to find out whether there is any correlation between the perceived leadership qualities and the empowerment of secondary school teachers.

1.12 OBJECTIVES OF THE STUDY

The researcher has formulated the following specific objectives for the purpose of the study.

1) To prepare a tool that measures the
a. self esteem  
b. team work  
c. teacher morale  
d. communication skills  
e. decision making of secondary school teachers of Greater Mumbai.

2) To prepare a tool that measures the perceived leadership qualities of school principals in terms of
   i. intellectual  
   ii. psychosocial  
   iii. personality traits

3) To study the perceived leadership qualities of school principals namely
   i. intellectual  
   ii. psychosocial  
   iii. personality traits

4) To study the empowerment of secondary school teachers in terms of:
   a. self esteem  
   b. team work  
   c. teacher morale  
   d. communication skills  
   e. decision making

5) To ascertain the relationship between the perceived leadership qualities of the school principals and the empowerment of secondary school teachers.
6) To study the relationship between the perceived leadership qualities of the school principals and the empowerment of secondary school teachers with respect to:
   a. self esteem
   b. team work
   c. teacher morale
   d. communication skills
   e. decision making

7) To study the relationship between the perceived intellectual leadership qualities of the school principals and the empowerment of secondary school teachers with respect to:
   a. self esteem
   b. team work
   c. teacher morale
   d. communication skills
   e. decision making

8) To study the relationship between the perceived psycho social leadership qualities of the school principals and the empowerment of secondary school teachers with respect to:
   a. self esteem
   b. team work
   c. teacher morale
   d. communication skills
e. decision making

9) To study the relationship between the perceived personality leadership qualities of the school principals and the empowerment of secondary school teachers with respect to:
   a. self esteem
   b. team work
   c. teacher morale
   d. communication skills
   e. decision making

10) To study the difference in the empowerment of secondary school teachers on the basis of types of school namely- SSC, ICSE and CBSE.

11) To study the difference in the self esteem of secondary school teachers on the basis of types of school namely- SSC, ICSE and CBSE.

12) To study the difference in the team working ability of secondary school teachers on the basis of types of school namely- SSC, ICSE and CBSE.

13) To study the difference in the teacher’s morale of secondary school teachers on the basis of types of school namely- SSC, ICSE and CBSE.

14) To study the difference in the communication skills of secondary school teachers on the basis of types of school namely- SSC, ICSE and CBSE.

15) To study the difference in the decision making of secondary school teachers on the basis of types of school namely- SSC, ICSE and CBSE.
16) To study the difference in the perceived leadership qualities of school principal on the basis of the types of school namely- SSC, ICSE and CBSE.

17) To study the difference in the perceived intellectual leadership qualities of school principal on the basis of the types of school namely- SSC, ICSE and CBSE.

18) To study the difference in the perceived psycho-social leadership qualities of school principal on the basis of the types of school namely- SSC, ICSE and CBSE.

19) To study the difference in the perceived personality leadership qualities of school principal on the basis of the types of school namely- SSC, ICSE and CBSE.

1.13 HYPOTHESES OF THE STUDY

For the purpose of the research, the researcher formulated the following null hypothesis.

1. There is no significant relationship between the empowerment of secondary school teachers and the perceived leadership qualities of school principals.

2. There is no significant relationship between the perceived leadership qualities and the empowerment of secondary school teachers respect to……..

   a. self esteem

   b. team work
c. teacher morale

d. communication skills

e. decision making of secondary school teachers of Greater Mumbai.

3. There is no significant relationship between the perceived intellectual leadership qualities and the empowerment of secondary school teachers with respect to…

a. self esteem

b. team work

c. teacher morale

d. communication skills

e. decision making of secondary school teachers of Greater Mumbai.

4. There is no significant relationship between the perceived psychosocial leadership qualities and the empowerment of secondary school teachers and with respect to…

a. self esteem

b. team work

c. teacher morale

d. communication skills

e. decision making of secondary school teachers of Greater Mumbai.

5. There is no significant relationship between the perceived personality leadership qualities and the empowerment of secondary school teachers with respect to…

a. self esteem

b. team work
c. teacher morale

d. communication skills

e. decision making of secondary school teachers of Greater Mumbai.

6. There is no significant difference in the empowerment of secondary school teachers on the basis of types of school.

7. There is no significant difference in the self esteem of secondary school teachers on the basis of types of school.

8. There is no significant difference in the team working ability of secondary school teachers on the basis of types of school.

9. There is no significant difference in the teacher’s morale of secondary school teachers on the basis of types of school.

10. There is no significant difference in the communication skills of secondary school teachers on the basis of types of school.

11. There is no significant difference in the decision making ability of secondary school teachers on the basis of types of school.

12. There is no significant difference in the perceived leadership qualities of secondary school teachers on the basis of types of school.

13. There is no significant difference in the perceived intellectual qualities of secondary school teachers on the basis of types of school.

14. There is no significant difference in the perceived psycho-social qualities of secondary school teachers on the basis of types of school.

15. There is no significant difference in the perceived personality qualities of secondary school teachers on the basis of types of school.

1.14 SCOPE AND DELIMITATIONS OF THE STUDY
The researcher studied the leadership qualities of school principals as perceived by the secondary school teachers of Greater Mumbai. It studied the components of leadership qualities of school principals namely the intellectual, psychosocial and the personality traits of the educational managers. The researcher also studied the empowerment of secondary school teachers and looked into the different aspects of empowerment namely self-esteem, decision-making ability, teachers’ morale, teamwork and the communication skills. The research highlighted the relationship between the perceived leadership qualities of school principals on the empowerment of secondary school teachers.

The study is confined only to the school principals and secondary school teachers. The study was confined to the S.S.C, ICSE and CBSE boards only. It was also restricted only to English medium schools. The sample was also limited to Greater Mumbai.

1.15 SIGNIFICANCE OF THE STUDY

The study is significant to the field of education in that it builds upon the available body of knowledge relating teacher empowerment and leadership qualities of school principals.

The principals’ greatest challenge and primary responsibility is to develop a caring school community a place where strong characters emerges from shared purpose that encourages students to be successful learners, the study highlighted the need and importance for an effective leadership in an educational institution. It focused on the qualities of leadership as perceived by the school teachers. This will enlightened and create awareness in the educational managers of the essential qualities that are needed for the smooth sailing of the institution. Awareness of these leadership qualities as
perceived by their teachers will help principals to become more and more democratic in their dealing.

The principal is instrumental in bringing out changes and success to the institution if and only if they empower their teachers. With an empowering spirit they become an asset to the institution and the society at large. They can help in creating better and stronger individuals capable of handling difficult situations and making them emotionally intelligent. It will thus help the management committee to keep these perceived leadership qualities in front of them while selecting an individual for the managerial post. It will also help to organize workshops, seminars and other activities so as to develop leadership qualities at pre-service and in-service programmes.

Teachers are burdened with heavy workload. Overcrowded classrooms and large amount of syllabus to be completed within a limited time adds to their anxiety. The study will therefore help principals and educational planners to probe into the areas of empowerment. Uplifting teachers’ morale and self-esteem is of prime importance since they are regarded as moulders of the society. The study will therefore help to enlighten the educational planners, principals and the teachers themselves about the need for building the morale.

The awareness of team spirit will help educational managers to turn teachers into useful and productive asset to the institution.

The study will help to identify the area of empowerment of teacher required for the improvement of an organization. It may give an authority, ideas of planning various developmental programs in different areas. Various training programmes can also be organized for school managers so that the organization can function effectively.