

Strategy to Increase the Leadership Quality in Government Schools Based on Need of the Hour

Nafees Fatima, T.K. Jain



Abstract: *As per Gen Colin Powell, the leadership is solving problems. The day soldiers stop bringing you their problems is the day you have stopped leading them. They have either lost confidence that you can help or concluded you do not care. Either case is a failure of leadership. In this article, we focused to understand the requirement of future School leaders is recognized by one and all as an important wind of change in the overall realm of affairs. The factors, external or internal are going to suggest out pathway towards redefining future Indian School Leaders. To that end, the concept presented in this article has been an effort to reiterate, reinvent and also to discover new areas of focus.*

Keywords : *School Education System, Quality Analysis, Leadership Assessment, Government School.*

I. INTRODUCTION

Many a book, paper, article and research paper have been written on the interesting topic of Leadership since years. School Leadership too has gained attention of many and the subject has been given due importance off late in India. But as time changes, the face of Education has also changed continuously and consequently the leadership requirements have also undergone plethora of transitions. Needless to say, few changes would be peculiar to a State and few generally applicable to the School leadership as such.

Given the importance of professionalism, it might be thought that the government regularly analyses it. The fact is, it has done so only episodically and that too only when confronted with a crisis. Since the subject undergoes transformation with time it would be prudent to carry out yet another study to assess the leadership requirements as they stand today to build future school leaders peculiar to Indian Education System.

A. Aim

The aim of this paper is to redefine the Leadership requirements of future School Leaders.

B. Scope

The paper analyses the subject under the following heads :-

- Changing Socio Political Environment.

- Requirement of changing future School leaders.
- Challenges within Existing System and Recommendations.

II. CHANGING SOCIO POLITICAL ENVIRONMENT

We cannot completely isolate our schools from the changing social, political and economic reforms that are happening throughout the world. It has been suggested without much skepticism by many that such factors alone may be largely responsible for shaking the natural dynamism of creating Leaders. The various societal and political and economic influences that posing serious challenges and threats to the education system today are as follows:-

A. Materialistic and Consumer Culture

In the fast paced world of booming economy and skyrocketing markets the profession of teachers has also felt the effects of such splurge of materialism and consumerism. For the Government Schools, the consequences are not so favourable and encouraging because the lucrative and profitable options in the International schools tend to prevent the potential bright young teachers who otherwise would have taken a call to join Schools in government sector.

Many who are not seeing a career progression may find themselves having no professional growth in turn gets disappointed with their current assignment and they begin to assume that grass greener on the other side. In private sector employees focus on improving the life style instead of getting into tough working conditions which has become a part of life for some working in the government, only to add on to the problem comes the things like postings and separation from family and frequent detainment for temporary duty like Election Duty or duty to do a survey or duty on polio day.

B. Media Revolution

In the last few years the schools have seen an exorbitant change with the role and involvement of Media in it. The awareness of the public has also increased tremendously in last few years. Our Schools were not prepared for the Media Revolution. They were taken by surprise with the increase in awareness. The increasing awareness levels has exposed the activities concerning that involves large sums of money.

Educational Reforms like the Right to Education Act (RTE), Right to Information (RTI) Act and Protection of Children from Sexual Offences Act (POCSO) have generated a curiosity leading to the rise in interest of public as these acts were made for the benefit for the needy.

Manuscript published on 30 September 2019

* Correspondence Author

Nafees Fatima*, Research Scholar, Department of International School of Business Management, Suresh Gyan Vihar University, Jaipur, Rajasthan, India. E-mail: nafees.iaf@gmail.com

T.K. Jain, Department of International School of Business Management, Suresh Gyan Vihar University, Jaipur, Rajasthan, India. E-mail: trilokkr.jain@mygyanvihar.com

© The Authors. Published by Blue Eyes Intelligence Engineering and Sciences Publication (BEIESP). This is an [open access](https://creativecommons.org/licenses/by-nc-nd/4.0/) article under the CC-BY-NC-ND license <http://creativecommons.org/licenses/by-nc-nd/4.0/>

All this exposure to media has caused the schools to appear less glamorous and more under scanner. The respect surrounding the profession of Teachers is also looked upon with a suspicion and it has been watered down by the intrusive media attention.

C. Impact of Civil Society on the School

The effects of social and financial transformation of our country can be most vividly seen in the comparison of recruitment of the past and present. The teachers of pasts came from rural background and belonged to populations leading in marital traditions and customs. Selection for a post of teacher was an admirable achievement for any young man or women. A complete change of mind set is visible amongst these youth who are more than willing to work for corporate sector.

The educated unemployed youth is turning towards teaching profession for acquiring early financial and social independence. The average Educational qualification of a teacher is graduate with Bed degree. So the average population of teachers today are educated with good awareness knowledge and some are even ambitious and are conscious of their rights like any other citizen. The label of less educated and not aware about the rights for a teacher is now a thing of the past.

D. The Ethics Deficit

With the number of growing scandals, scams and corruption in the environment where we are living and working, the schools are also affected. The culture focused on being consumer centric, being materialistic where there is an increase in crimes and many incidents of fraudulence and fake admission. It is becoming very difficult to monitor and supervise the people who have an access to plastic money, electronic cash transfers and high-tech communication technology.

The rising inclination of teachers towards share-market has transformed the popular teaching culture of saving and exercising financial prudence. In the year 2011 in, Maharashtra State of India, was shaken by one of the biggest scams worth Rs. 1,000 crores. A survey was conducted by the state government. It discovered that 1.4 lakh out of the 7 lakh students in 3,500 schools did not even exist. It was the result of the survey conducted in Nanded district of the Maharashtra state. Faking the number of students taking admission, these government schools got extra money from the state government.

E. Separation

Separation of the teachers from their spouse and children for various reasons and for duration is an integral feature of their life. In the Government Sector, various factors such as frequent postings, deployments to far flung places, unaccompanied temporary duties, training courses and non-availability of accommodation can lead to separation from the family.

Managing the separation stress can be an intense and painful experience for many families including the ones having small children. Continued separations can lead to many problems like marital discord. These days the concept of joint families is also on a verge of getting disappeared. The

rate of separation is only on the rise with recurrent field duties. Hence the need to systematically treat the issue of separation induced due to number of transfers is real.

III. REQUIREMENT OF CREATING NEW AGE SCHOOL LEADERS

With the growing number of international and private schools in India, it may seem that the education system of India is healthy. However, In reality only 29% of children are sent to the private schools, while the remaining 71% head for government or state funded education. So, to get the true picture of Indian education system it is better to look beyond the gates of government schools in the country.

Article 21-A, (Eighty-sixth Amendment Act, 2002) of Indian constitution states free and compulsory education for children between six to fourteen years of age as a fundamental right. In the year 2009, the consequential legislation of Article 21 of Indian Constitution was represented as The Right of Children to Free and Compulsory Education Act also known as RTE Act, that states right to full time elementary education in a formal school with certain rules and regulations, for all children.

When children in rural India join schools with the expectation of quality education to become better citizens of the nation and to get educated, the scenario alters. Either they stop coming to school after few days and pause their education in between due to family pressure or problem, making them lag behind when compared to private school students.

The requirement of new Generation School Leaders is the need of the hour because of the fast changing dynamics of our Nation in terms of socio and economic both. In addition to such obvious transformation of the society there are some critical changes within the system which dictate the system be transformed as such.

The real-time issues that is making the Indian education system lag behind in standards and are required to be corrected at the earliest are as follows :-

A. Lack of monetary funding

Though the RTE Act came in the year 2009, three consecutive budgets of 2013, 2015 and 2017 did not allocate enough budget for implementation of the RTE Act. In budget 2017, increase of Rs. 1305 crores for the National Education Mission and Rs 300 crores in mid-day meals was grossly insufficient for a significant change. In 2019, it has been announced that "Allocation of National Education Mission is being increased from 32,334 crore in 2018-19 to Rs 38,572 crore in 2019-20. Though the Kothari Education Commission (1964-1966) recommended 6% of GDP to be used in the government education but at present only 3% of it is used. This reveals the lack of monetary funding that the government is continuing to do over the education sector and hence, there stands no scope of improvement.

B. Lack of Academic Resources

The limited funds lead to a crunch in availability of academic resources in case of government schools. Basic resources which are to be available in a classroom like blackboards, books, stationery, desks are not available when compared to the roll strength in each school.

During inspections, the school authorities arrange the resources for short time span and the rest of the year the scenario remains pitiful for government school students. Infrastructure, electricity, toilet are in a very poor state within the premises of a government school. It all acts as a hindrance in teaching learning process.

C. Lack of teachers/trainers

The most important and a constant deprivation that the government schools struggle is the unavailability of trained teachers and trainers to train them further. Because of the Lack of funds it all leads to compromise on teaching abilities of teachers. Some schools have one teacher teaching all subjects for all classes. This is one of the real challenges that Indian government schools are facing, yet no important action is taking place for changing the current situation.

D. No examination pattern

There is no exam pattern that is followed in the government schools. Students have to be promoted every academic year to the next class without any written or oral exam. The pattern of not taking exam continues because most of the students leave school by fifth or sixth standard. The students who continue till class ten are then registered to with the local boards. It not only hinders the quality of education in Indian government schools but also becomes one of the primary reasons for the government schools to stand away from private institutes.

E. Over admission than usual roll strength

None of the government schools conduct entrance test for the students and students are given admission without any entrance test. They admit students as they come in and request for education, not maintaining the student teacher class ratio. The over population of a class, results in adverse academic results. Large number of students are taught by relatively less number of teachers which is another step where Indian government schools really need to change.

F. Increase in Student Dropout rates

India is a home of largest population of illiterate adults in the world – 287 million, amounting to thirty seven percentage of the global total. According to the Ministry of Human Resource Development (MHRD), 62.1 Million children are out of School in India. They represent those who left school before completing secondary education. This, of course, reveals the massive dropout rates that the government schools face every year.

The country failed to meet the Millennium Development Goal in the year 2015. Official data confirms 63 lakh children aged between six to seventeen years physically work hard for over 180 days in a year to earn income for their family. Whether the reason is family pressure or economic crunch, the huge rate of drop out in Indian schools should be altered to minimize the rate of illiteracy.

The future of our country can only be shaped when the

government schools are looked after. The schools in the rural India are brought up to certain standard in terms of Infrastructure and Education and it all catered at its best to children. The need of the hour is to change the current situation, it may take decades but its high time to begin the initiative so as to make the nation a real literate one.

IV. CHALLENGES WITHIN EXISTING SYSTEM AND RECOMMENDATIONS

It is high time we realise that some essential alterations in approach and policy are required to be done on priority to streamline the current system. The challenges are diverse in nature and are complex. However, without wasting time and without complicating the whole issue, we need to find out the main areas and the needs of the next Generation leaders that can take care of most of the problems. Some of them are covered in the succeeding paras below:- .

A. Psychological, Physical and Mental Connect with the Teachers

Nothing may ever replace the connect and bond between the Leaders and the Followers. If both are linked with each other psychologically, physically and mentally then most of the other requirements can be fulfilled smoothly. This would require time sharing by Education officers, Principal and Teachers, that's why the endeavor and initiative lies with the head of the School himself. There should not be a CATCH 22 situation where in both the parties are waiting for the other to respond and keep on waiting till eternity.

Sense of belongingness for an Organization dictates that followers will adapt themselves to their leaders, particularly in the 'appointative' leadership pattern that is followed in the Institute. However, the feeling of belongingness is dying for the Leaders and for the Organization. The leaders are not able to make a connect with the followers and vice versa. The onus of changing and adapting now equally lie on the leaders who have to calibrate his or her leadership style to suit the new-age teachers. This requires modern leaders to understand the aspirations of the new class of Teachers joining the School. Attitudinal changes are imperative in this regard.

B. Gen Next Teachers

As seen in the recent years that new entrants, be it the Principal or the head of the School or teachers, all are well educated, well informed and are aware than those of yesteryears or the teachers in the past. Therefore, the rise in the awareness level and in education has increased the desires, expectations and hopes.

Traits of Character

Bearing, Confidence, Courage, Integrity, Decisiveness, Justice, Endurance, Tact Initiative, Coolness, Maturity, Improvement, Will, Assertiveness, Candor, Sense of Humor, Competence, Commitment, Creativity, self-discipline, Humility, Flexibility, Empathy/Compassion.

Future leaders have to seriously address this issue. The change will not be easy for the schools which are deep-rooted in culture and set of principles which govern them. Adaption of latest technology will definitely help them in evolving. It will not only help in relieving the man hours involved in unavoidable mundane work but it will also train them on use of technology as the need of the future is to be on the real job, focus on adaptation of latest technology, hone professional skills of an Individual and to interact with the students.

C. Physical Fitness

Physical Fitness will always remain a key area of focus for Individuals who wants to remain fit. The importance of fit leaders leading a pack of fit team cannot be overemphasized. Seepage of lethargy in social life style has also crept in the general outlook of modern day teachers which is easily picked up by students. A physically fit and competent person exudes confidence and is bound to create followers and the opposite is also true. Therefore, the core requirement of importance of physical fitness will remain a primary quality in next generation's Teachers.

D. Training Requirements

Training Requirements for the future leaders may be one of the more complex tenet of the whole issue of transformation. First, in our context it has to be brought down clearly as to what our Schools aspires to do and to be in the 21st Century. With that knowledge one will set upon the task of affording such opportunities to the heads so as to able to achieve the required qualities of future leaders. Indian School are currently involved in multifaceted and varied assignments and roles. It is also doing efforts to gauge its role to analyze future requirements.

Principles of Good Leadership

- Be tactically and technically proficient
- Know yourself and seek self-improvement**
- Know your people and look out for their welfare
- Keep your staff informed**
- Set the example
- Ensure the task is understood, supervised and accomplished**
- Train your teachers as a team
- Make sound and timely decisions**
- Develop a sense of responsibility in your subordinates
- Employ your human resource in accordance with its capabilities**
- Seek responsibility and take responsibility for your actions

Needless to say, all such complex operational scenarios puts a heavy burden on the future leaders to correctly position themselves and train for all such roles successfully. In an ever changing environment, this would entail conscientious effort with a Top down approach after understanding the requirements correctly. To address all subjects required to be learned by a leader, Training Capacities will have to be compared with Training needs. Also, a lot of weightage will have to be given to Non Structured Training vis a vis Structured Training owing to vast expanse of knowledge requirements.

E. Morals and Ethics

Indian Education System has always taken pride in their rich values, ethics and moral system. Indian Education history is full of instances where teachers have responded beyond the call of duty, sacrificed and displaying unusual moral and physical courage. Equally infamous are the examples of those who brought shame to the organization by their unethical acts. When it comes to reminding of morality and ethics, the real life role models always inspire and lead. Leaders have to make a conscious effort to showcase the hard work and the effort put by our great leaders and spread enthusiasm amongst the followers.

F. Technological Overtures

These are game changer in the landscape of education system. The technological revolution, a period in which one or more technologies is replaced by another in short span of time. This era has taken the world by storm. It focuses primarily upon changes in role of Technology in the field of Education. The future leaders will have to upgrade himself for the newer concepts in whatever manner they present themselves to the future and a better tomorrow.

The use of technology in individualistic terms has to do with personal up-gradation when it comes to the use of gadgets and devices which are the products of the information Technology revolution. A fine art of balancing act in management of technology is to be implemented by the new age leader to confirm that it positively contributes to the organizational goal and it does not become an impediment in human resource development.

G. Focus on Basics

It would be prudent to note that expectations of followers from their leaders remain largely same as they were. However, the above mentioned issues make it difficult for a head to choose the right path and balance between the contradictory requirements and approach. It may not be incorrect to carry out a reassessment of the so called CHANGE in the requirements of today's leader as such.

It is correct that few qualities have to be added to the leadership domain afresh, however most will continue to remain same. So may be there is a case in point not to complicate the already complex scenario and FOCUS ON BASICS be maintained without further ado. With that procedure, the deficiencies of the past will get addressed as also providing ample time and space to cater for the quest for the newer abilities.

V. CONCLUSION

Today Indian Education System is experiencing an upheaval towards its operational functioning and striving hard to conform itself to the new order of the day and thus stay relevant. The same changes are going through the society and therefore the nation itself. Change in the style of School leadership is also a significant part of it and is being viewed as such. The requirement of future School leaders is recognized by one and all as an important wind of change in the overall realm of affairs. The factors, external or internal are going to suggest out pathway towards redefining future Indian School Leaders. To that end, the concept presented in this article has been an effort to reiterate, reinvent and also to discover new areas of focus.

REFERENCES

1. D'Souza, A. 1993. Leadership, Better yourself Books. St. Paul Press. Bangalore
2. Derzo, M.T. 1988. Effective School Leadership: A test of an Adopted Model from a study of Principals and Teachers of Dade Country. Florida Schools.
3. Arijit Ghosh . Dec 2014. Indian School Education System An Overview.
4. NCERT.2012 Education for Values in Schools
5. Adams, E.A. 1993. Organizational Leadership and Its Impact on School Effectiveness: A case study of Sixty schools within a Suburban School District
6. Karthick, S. Semi supervised hierarchy forest clustering and KNN based metric learning technique for machine learning system." Journal of Advanced Research in Dynamical and Control Systems 9, no. 1 (2017): 2679-2690.
7. Sathish T., Periyasamy P., Chandramohan D., Nagabhooshanam N. Modelling K-nearest neighbour technique for the parameter prediction of cryogenic treated tool in surface roughness minimization. International Journal of Mechanical and Production Engineering Research and Development 2018, no. Special Issue (2018):705-710.
8. Sathish T., Chandramohan D. Teaching methods and methodologies used in laboratories. International Journal of Recent Technology and Engineering 7, no. 6 (2019): 291-293.