

## **CHAPTER V**

### **CONTENT ANALYSIS & DISCUSSION OF DATA**

To find out the various leadership approaches and their effect on school environment the researcher conducted in-depth interviews with school principals and conducted participants observation in every school. On the basis of the observations, interviews and the researcher categories the field notes (of interviews with school principal) into five domains. These domains were also at par with the questionnaire on leadership approach constructed by R.N. Singh and used by researcher for quantitative analysis. These domains are:

- I. Alertness/Activeness:
- II. Motivation
- III. Democratic approach
- IV. Delegative approach
- V. Harmonious

#### **Research question:**

#### **5.1 In what ways do the principal leadership approach effect school environment?**

To find out the effect of principals leadership approach on school environment, researcher conducted in-depth interviews with all school principals of government and private schools and on the basis of interviews and participants observation categorized them in five domains described earlier. School wise analysis of principal approach is given below:

#### **Domain 1. Alertness/Activeness**

Alertness is a very effective domain. In the present study it relates to the alertness of school principal. If the leader is alert, the whole environment will be active including teachers, students, parents and other members of the school. Alertness is a positive quality of a leader. This quality shows the enthusiastic approach of a leader who can change the whole environment of a school by this quality.

***Effect of Principal Leadership Approach on School Environment: A Mixed Perspective***

While deliberating upon observation and feedback of teachers, principals of Government school Narnaul, said that

*“I personally visits the classes daily and sometimes check the homework of students and diary of teachers myself. In this way by observing students’ performance, I come to know teachers’ performance”.*

He further said that he regularly takes meetings of staff members to find out the solution of problems. He also told that it is a government school, so there is no facility of CCTV cameras. Principals of government school of Nizampur, Bhagwadi, Bhungarka and Mandhana also have the similar point of view regarding feedback and observation of teachers in their schools. Most of the principals of government school said that they don’t have CCTV cameras and it impact their observation which affects the alertness of principal. The principal of Arohi model school, Mandhana showed a register in which the record of all students of the whole session was available. He said that

*“I take stock of the progress of each student and if a teacher fails to achieve the target then I suggest him or her, a right way or methodology”.*

He told that he regularly observes the monthly progress of the students through his register. The researcher too observed that the principal was very active. Besides the academics, the principal of government school of Bhungarka said that

*“We give career counselling to the students.”*

He said that he is very conscious about the future of his students. He told that he takes 2-3 meetings in a month. There is biometric machine in school to maintain the punctuality of the teachers. He said that

*“I believe in quality not in quantity if once school runs successfully students will come”.*

During the observation and interaction with teachers in school, researcher found that most of the staff members were apprehensive about his interfering nature and harsh attitude. The principal of Saraswati Senior Secondary school said that

*“I watch the activities of teachers through CCTV cameras. Occasionally I visit*

*the classes and take the feedback from students”.*

The principals of Bala ji Senior Secondary School, Shree Krishna Public School, Shiwalik Shiksha Niketan have the similar opinions. The principal of Saraswati School told that there are primary head, elementary head and principal and chairman. All these visit the classes to watch the learning environment. He told that they hold different types of meetings - sometimes only for primary teachers, sometimes for elementary teachers and sometimes for all teachers. He said that he takes meetings time to time and various heads can also take meetings according to their need. DPE also observes the classes and discipline. He said that

*“Observation of teachers is not the duty of only principal, the powers are shared and delegated”.*

This shows democratic and person oriented nature of school principals. The principal of Yaduvanshi Siksha Niketan said that

*“I visit regularly and watches classes and I sit sometimes in classroom as a student and take feedback from the students”.*

When his staff members were consulted, it was found that the principal is very active and alert. After he joined the school, a lot of change has been seen by teachers in the school. His teachers told that students have passed NTSE because of his leadership. Before this, there were no selections in NTSE from the school.

The alertness of the school principals affects the learning outcome of students. Structural equation models (SEM) can be helpful for the observation of students by school principals. The SEM models reveal both direct and indirect effects of leadership on a range of school and classroom processes that in turn predicted changes (improvements) in schools' academic performance. The SEM models also suggest certain instructional strategies for school principals which can help in enhancing students learning outcome (Sammons, Gu, Day, Ko, 2011).

## **Domain II- Motivation**

Motivation is one of the most frequently used words in psychology. It refers to the factors which move or activate the organism. We infer the presence of motivation when we see that people work towards certain goals. For example, we might observe that a student works hard at almost every task that comes to him/her; from this we infer that the person has a motive to achieve. All human behaviour appears to arise in response to some form of internal (physiological) or external (environmental) stimulation. The behaviours, however, are not random. They often involve some purpose or goal. It is often held that behaviours take place as a result of the arousal of certain motives. Thus motivation can be defined as the process of activating, maintaining and directing behaviour towards a particular goal. The process is usually terminated once the desired goal is attained by the person.

On the discussion of motivation of teachers the principal of government school of Narnaul told that he motivates the teachers by praising them in morning assembly and meetings. He said that

*“This is a government school so it is the responsibility of the higher officials to reward the teachers who do well.”*

He expressed his helplessness as he was bound by the directions from his senior bosses. At his statement all principals of government schools have similar opinions. The researcher observed that his body gestures were looking very cold. When other teachers were consulted, they gave almost the similar response and echoed what the principal had said. Motivation can bring a very good change in the attitude of teachers and it affects the outcome of students.

The principal of government school Bhungarka told that he gives rewards to the teachers in Gram Panchayat or in annual function. He also told that he tests the knowledge of teacher and if a teacher is good in some other subject also, he gives him the responsibility of teaching that subject also besides his main subject. He said that

*“In our school an English teacher is taking the classes of Social science because I was not satisfied with the work of Social Science teacher.”*

### ***Effect of Principal Leadership Approach on School Environment: A Mixed Perspective***

He said that he made use of the knowledge of teachers because the school does not have sufficient teachers.

The principal of Shiwalik Shiksha Niketan said that

*“We motivate the teachers by praising the individual teacher and by giving extra increments to such teachers occasionally”.*

The statements of all principals of private school were similar. But the teachers did not support this claim of the principal and it was found that increments were not given even at the good performance of a teacher. If a particular teacher demands or warns to leave the school only then they give him increment because it is not easy for them to find his substitute. But after consulting with the teachers it was found that in private school it was not easy to get salary on the basis of good performances. This type of thing shows the exploitation of teachers by private institution. A very few schools give increment on good performance.

If the personality traits exhibited by the principal are harsh then it demotivate their subordinates. Subordinates must be involved while taking vital decision. There should be free flow of information to every teacher. (O. Adegbesan, 2013).

Motivation affects the principals own potential and teachers and students academic performance. Principals did not want to be held accountable themselves, because there were too many factors outside their control. (Jan Heystek, 2015).

While discussion the principal of government Senior Secondary School told that to update the knowledge of teachers he suggests them to keep in touch with latest technology, and they should attend seminars and conferences if they get any chance to attend. They should read books and newspapers. His suggestions are good. It was observed by the researcher that some teachers were not happy with the principal because of the biased attitude he adopts in certain matters. In spite of this they appreciated his quality of punctuality and discipline. All principals of government and private schools almost gave similar statement on the suggestion or advise to update the knowledge of teachers. All were included the use of newspapers, internet, social sites etc. their suggestions.

### ***Effect of Principal Leadership Approach on School Environment: A Mixed Perspective***

Besides giving suggestion the principals can arrange these types of group discussions. The principal of Shree Krishna Public School said that

*“I organize refreshment courses, counselling by senior teachers on holidays”.*

During such type of courses teachers can upgrade their knowledge.

The principal of Yaduvanshi Siksha Niketan told that teachers to keep in touch with internet and social network sites. These types of things update the knowledge of teachers. He said that

*“Our school arranges newspapers of English every day for each student and each teacher. Smart classes are also organized for teachers and students to update their knowledge. Teachers are motivated to learn how to teach in smartclasses”.*

After the teachers were consulted, it was found that if a teacher does well the management gives a big increment in his salary. To motivate students he organizes many co-curricular activities and gives a chance to face stage so that the fear of stage can be removed from the student. Shared and instructionally focused leadership are complementary approaches for improving schools. Various leadership variables are positively associated with positive outcome of students. (Louisa, Dretzkea & Wahlstrom, 2010).

### **Domain III. Democratic approach**

Democratic leadership involves a team guided by a leader where all individuals are involved in the decision-making process to determine what needs to be done and how it should be done. The group's leader has the authority to make the final decision of the group. Every human being is unique and different and has some special quality and this type of quality comes out when a leader gives him or her chance to prove loyalty.

The principal of government school of Narnaul told that he takes a meeting when he feels its need. But after consulting his teachers it was found that he takes meetings only when some special issue is to be discussed or the principal wants to give certain information or the instructions. At the matter of taking suggestions from the teachers in decision making, he told that

***Effect of Principal Leadership Approach on School Environment: A Mixed Perspective***

*“Mainly I take the suggestions from some senior teachers because they are experienced and they can understand things better.”*

He takes meetings if he is in a dilemma or faces any problems and takes the suggestions from teachers. The outcome of this questioning clearly hinted that the principal does not adopt a democratic approach. He is somewhat biased in approach towards a few and overlooks the others. He does not involve all his teachers and staff members in decision making. The principal of government school of Nizampur told that he takes meetings for a particular issue and not very frequently. At the question of suggestions, he told that he involved all teachers and staff members and discussed the issues with them. Teachers can give their suggestions. The principal of Arohi Model School said

*“I take suggestions from teachers to improve the learning level of students. In meetings we discuss the problems and all teachers suggest the solution. At last I take a final decision on which all agree”.*

Principals of government told that they take meetings when they feel its need and take suggestions from all teachers. The principal of Bala ji Public School told that he calls all staff members and takes suggestions from individual teachers in all matters and in these meetings he gets a feedback to check the learning level of students from teachers. In the matters of meetings he holds two meetings a month. In these meetings, the teachers can tell their problems if they have any. He stressed that

*“Teachers have to submit the report of students to the principal in meetings”.*

The principal of Shiwalik Siksha Niketan said that

*“The teachers can give suggestions but if I think their suggestions are not good or irrelevant then I ignore their suggestions”.*

They can suggest in all matters but it is the choice of the principal whether to take them seriously or not. His statement shows that he is task oriented leader.

The principal of Yaduvanshi Siksha Niketan told that he calls all teachers and tells the agenda of meeting. The principal takes suggestion from teachers and other

staff members only in limited areas mainly related to the improvement of learning level of students. Their suggestions are always welcomed if they give good suggestions. In meetings, management discusses the ways as to how teachers can improve the learning level of students. It was found by the researcher that in decision making the principal is very autocratic. The principal of Saraswati Senior Secondary School he told that in meetings the principal takes suggestions of teachers in the matter of welfare of children and school. In meetings, the chairman tells them the agenda of meeting. In the beginning of the session, they talk about session planning. Teachers can suggest something and can raise their problems. Mainly chairman speaks in meetings and teachers listen. This is an institution run by private management, so there is not much freedom for teachers.

At the matter of autonomy of teachers the principal of government school, Narnaul told that he does not provide them full autonomy to his teachers because his school is a government run school and he cannot provide them full freedom. Syllabus is provided to them by Board of School Education, Haryana, so the teachers have to follow that strictly. But his teachers use the methods of their own choice in their classes and they are free to choose any method but that should be latest and the students should feel comfortable with his methodology. When staff members were questioned in this regard, it was found that they can adopt any method of teaching in their classrooms. He told that he likes democratic approach. The principal of government school, Nizampur told that each and every type of autonomy is provided to the teachers regarding curriculum implementation. Fully democratic environment has a right of all.

*“But in some cases I have to decide personally in critical situations”*

While discussing regarding leadership quality or style is liked or preferred by him, he replied that he likes democratic leadership style and respects the feelings and rights of every teacher and student of the school.

After talking with him and from his body language it was observed by researcher that he takes suggestions from teachers in decision making and time management.

The principal of government school, Bhagwadi told that

*“I make them enjoy full autonomy but I want that the results must be satisfying”.*



### *Effect of Principal Leadership Approach on School Environment: A Mixed Perspective*

On the matter of meetings, he told that he takes the suggestion from teachers and if they give good suggestion he gives a due consideration to that suggestion. In the view of principal democratic style is the best. In this style, all people feel comfortable. He said that he involve other staff members also in his decisions. After his staff members were consulted, it was found that sometimes he involves them in decision making and sometimes not. The principal of Arohi Model School told that teachers are free to choose any method. In some matters, they follow the rules and regulations which they receive from the government. He allowed the researcher to talk to his teachers about him in his absence. He said that they can give their suggestions. In the point of view of the principal a leader should be democratic and he should take suggestion from all staff members. There should be democratic atmosphere. The principal of government school of Bhugarka told that meetings that he takes suggestions of teachers in all matters. He takes meetings from time to time and welcomes the suggestions of all staff members. On the matter of autonomy he told that he has given full freedom to his teachers but it does not mean that they do what they want. The teachers have to follow rules and regulations. He said that he also takes suggestion from other staff members whenever he feels the need of their suggestions. In the point of view of principal a leader should be democratic but a leader should be strict as well. There is a biometric machine in school to maintain the discipline. He said that

*“I believes in quality not in quantity”.*

The principal of Bala Ji public school told that at the matter of what type of meetings he organizes

*“I take 2-3 meetings in a month and take suggestions from all teachers”.*

At the matter of autonomy the principal has not given full freedom but they teach freely and adopt the methods of their choice. But the method must be new. In the principal view a leader should be democratic and autocratic both. He said that democratic style is best.

The principal of Shiwalik Shiksha Nikentan said on the matter of meetings that other staff members can give their suggestions and problems in meetings. In the matter of autonomy, the principal told that he has not provided

any type of freedom, he guides them and they teach according to the directions of the principal. Teachers and other staff members can suggest but he is not bound to take their suggestions seriously. In the point of view of the principal, a leader should be very strict and should use **autocratic style** otherwise there will be chaos in the whole system. According to him

*“Strict discipline is very much important in private sector, otherwise a private institution cannot run successfully”.*

Though many leadership styles are in vogue but autocratic style dominates. The principal of Saraswati Senior Secondary School told on the matter of autonomy, that teachers are free to choose any teaching method; they can exchange their classes if they have any problem. The principal told that he does not involve other staff members in meetings and decision making because this is a private institution. The principal told that the principal should be democratic with teachers and students. He said that

*“A principal should take suggestions from all teachers because all teachers have some qualities”.*

In the matters of taking major decisions, the school does not involve teachers and other staff members because all important decisions are taken by the chairperson and the management. The teachers told that in some matters he is autocratic and some other matters, he is democratic. His decisions are also influenced by the chairperson. The principal of Shree Krishna Public School, on the discussion of what type of meetings he organizes said that in meetings the principal takes suggestions from teachers when their suggestions are needed. For example, while making time table he take suggestions. On the matter of autonomy to teachers, he said that he has given full freedom to his teachers in all matters. In meetings, he speaks and teachers listen. He notes down all problems and suggestions. He takes advice of other staff members also. The principal told the researcher that the principal should be democratic. He thinks that education should be child-centered. But after consulting with his teachers and parents it was found that he is very autocratic type of leader and he does not involve his all teachers in his decisions. In the matters of freedom to teachers the

principal of Yaduvanshi Siksha Niketan told that this is a privately run institution and that is why not much freedom is given to teachers. But they are free to apply new ideas or methods in their teaching methodology. The suggestions of other staff members are taken where their suggestions are needed. The principal said that he believes that a principal who holds all power in his hands himself can prove to be a good administrator. Strict discipline is very necessary. He believes in autocracy and a leader has to be perfect and biased less. Education should be child - centered and if the students are not happy with a teacher then teacher has to leave the school. It was found that there is autocratic atmosphere in this school.

Principals use 50.9% autocratic leadership style, 36.3% use democratic while 12.8% use laissez faire leadership style. Majority of principals are using autocratic leadership style to manage their schools (Linnet Afandi Budohi, 2014).

#### **Domain IV. Delegative approach**

The principal of government Senior Secondary School, Narnaul told that he delegates responsibility to his teachers. He told that he has formed many committees like SMDC (School Management Development committee), SMC (School Management Committee), PTA (parents teachers association) etc. SMDC suggests new ideas to develop the school and for its improvement. PTA involves parents where they find a platform to provide important inputs and suggestions. The participant principal told that he made committees whenever he faced any problem. Each committee involves 5 members at least. When his teachers were consulted, it was learnt that there were many committees which were delegated with power. This is transformational type of quality. If all teachers find chances to improve they feel good and they feel satisfied. The principal of government school Nizampur told that he has delegated his powers to his teachers. He said that he has made many committees like School Management Committee, Intuitional Planning Committee, School Development Committee, Quality Improvement Committee, School Discipline Committee, Sports and Cultural Committee. He told that he seeks help for these committees from students of different houses and teachers. Teachers join committees according to their interest and comfort. The principal of government school, Bhagwadi told that that he

makes committees when he feels its need and teachers are the members of these committees. The principal of Arohi Model School told that there were many committees like sexual harassment committee, purchase committee, PTM committee etc. In these committees all teachers are the members. The work is given according to the interest and talent of the teachers. After talking with his staff members it was found that he is very delegative in his approach.

The principal of government school Bhungarka told that he has made many committees like discipline committee, other one is construction committee etc. In these committees, parents are also involved. But when his staff members were asked, it was found that the principal is very dominant and not delegative.

The principal of Bala Ji Senior Secondary School told that

*“Here is only one committee and its name is Shre Shyam Committee and I am the chairperson of this committee”.*

In this school, the posts of chairperson and principal are occupied by the same person. He does not delegate his powers to others. It shows his autonomy.

The principal of Shiwalik Siksha Niketan told that there is not any committee. Principal himself monitored the whole work. He takes the help of other teachers if their need is required. It was learnt from the staff members that he does not involve his staff members in any activities because he wants to keep all powers in his hands. He himself is the principal and chairperson of the school.

The principal of Saraswati Senior Secondary School told that there are many committees like sports, cultural, examination, programs etc. Teachers are the members of these committees. It was observed by the researcher that he follows transformation style of leadership.

The principal of Shree Krishna Public School told that there are no committees in school. This thing shows that he does not delegate his powers and this shows his autocratic behavior.

*Effect of Principal Leadership Approach on School Environment: A Mixed Perspective*  
The principal of Yadhuvanshi Siksha Niketan told that there are many

committees in the school like management committee, NTSE committee (National Talent Search Committee). The principal makes committees for different areas where it is needed (Science committee, maths committee etc.). Work is distributed according to the talent of teachers. Here principal uses transformational leadership style. In this approach teachers feel comfortable. Transaction and transformation leadership style are in trend these days. Transaction leadership style, transformational and laissez-faire has a positive and significant impact on teachers' job satisfaction. Teachers feel easy and satisfied with their job when their principal uses these leadership styles. (Ali Yassin Sheikh Ali & Abdulkadir Mohamud Dahie, 2015). Transformational leadership is a necessary but insufficient condition for instructional leadership. When transformational and shared instructional leadership coexist in an integrated form of leadership, the influence on school performance, measured by the quality of its pedagogy and the achievement of its students, is substantial. (Helen M. Marks & Susan M. Printy, 2003).

**Domain V. Harmonious**

For a cool and healthy environment this is again a very effective domain. It is a responsibility of a leader to have or maintain healthy relations of all members. At the matter of how the principal interacts with parents and students, the principal of government school Narnaul told that he meets his students in morning assembly and addresses them. The students can come to him any time if they have any problem. Teachers are also free to come to him and tell their problems. To interact with parents the participant held Parents Teachers Meetings. Parents can come to him any time and tell their problems. Teachers also corroborated the same.

The principal of Government Senior Secondary School, Nizampur told that he meets his students in morning assembly and students can come to him any time.

*“And parents meet me in PTM and they come to me any time”.*

On the matter of how he interacts with the students and parent the

***Effect of Principal Leadership Approach on School Environment: A Mixed Perspective***

principal of government school Bhagwadi told that he interacts with the students in morning assembly and in classrooms. Besides this, they can come to

him any time for the solution of their problems. Parents also can come to him any time. It was found that parents have the freedom to visit him any time. On the matter of how he interacts with students and parents the principal of Arohi Model School told that the principal arranges PTM meetings, Parents come and interact with him and tell their problems. They can come any time and if school finds the need of their presence then school calls them. They send messages to the parents and even telephonically interact with them. If a child is not coming to school then they call at his or her home. Students are also free to come to the principal and tell his or her problem to him. Sometimes he speaks in assembly also. On the matter of how he interacts with the parents and students, the principal of government school Bhungarka told that he interacts with students in morning assembly. He meets the parents of students in PTM and he can call them directly if he feels any need. He said that

*“I also organize Beti Bachao, Beti Padhao Abhiyan and Legal Literacy day with my students to keep in touch with parents and society”.*

He holds SMC meetings twice a month. But the staff members countered and said that he is not friendly with them and is an autocratic type of leader. After the interview with him, the researcher herself came across a matter related to a computer teacher. A lot of hue and cry had been raised in this matter. It proved that his relations with his teachers are not good. His staff members told that he has got involved in altercation many times with teachers and he has been facing inquiries in such matters.

# कंप्यूटर शिक्षक की ज्वाइनिंग करवाने डीईओ पहुंची स्कूल, प्राचार्य ने बैरंग लौटाया

आनन-फानन में रविवार को बुलाई एसएमसी की बैठक, शिक्षक के खिलाफ प्रस्ताव पर करवाए हस्ताक्षर

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भुंगारका स्कूल में कंप्यूटर शिक्षक का मामला शांत नहीं हो रहा। गुरुवार को डीईओ संतोष तंवर कंप्यूटर शिक्षक की ज्वाइनिंग करवाने स्कूल पहुंची। लेकिन ज़िद पर अड़े कार्यवाहक प्राचार्य ने इंकार कर दिया। करीब दो घंटे माथापच्ची के बाद जिला शिक्षा अधिकारी बैरंग वापस नारनौल खाना हो गईं। डीईओ की तानाशाही के खिलाफ कंप्यूटर शिक्षक यूनिनन ऑनलाइन की रूपरेखा बनाने में जुट गई है। इस मामले में उचित कार्रवाई को लेकर कंप्यूटर शिक्षक यूनिनन से स्कूल में तालाबंदी की तावनी दी थी।

बता दें कि सरकार द्वारा स्कूलों में प्यूटर शिक्षा अनिवार्य कर दी गई। जिसके ए निजी कंपनी के साथ करार किया गया कंप्यूटर शिक्षकों को प्राचार्य की देखरेख कक्षा लेनी होगी ताकि विद्यार्थियों को पुनिनन तकनीकी शिक्षा मिल सके। इन राजकीय सीनियर सेकेंडरी स्कूल नुका के कंप्यूटर शिक्षक 29 फरवरी से नौकरी कर दिया गया। रितीव लेटर में नौकरी नहीं होने का तर्क दिया गया। प्राचार्य ने शिक्षा निदेशक कक्षा पंचकुला में अपील दायर कर दी। शिक्षक ने डीईओ को तुरंत ज्वाइनिंग करके लिखित निर्देश दिए। डीईओ

## स्कूल तालाबंदी की चेतावनी पर बुलाई एसएमसी की बैठक

कंप्यूटर शिक्षक द्वारा स्कूल तालाबंदी की चेतावनी मिलने के बाद प्राचार्य ने रविवार को एसएमसी की बैठक बुलाई। सदस्यों को तालाबंदी के खिलाफ प्रस्ताव की जानकारी देकर शिक्षक के खिलाफ प्रस्तावों पर हस्ताक्षर करवा दिए। जिसमें विभिन्न संघीय अंग्रेज लक्षण। डीईओ द्वारा सदस्यों से पुछताछ की गई, जिसमें बोलत प्रस्ताव की पुष्टि हो गई।

## प्राचार्य के आरोप बेबुनियाद कार्रवाई करंगी : डीईओ

जिला शिक्षा अधिकारी संतोष तंवर ने बताया कि चर्कलौड नहीं होने के कारण शिक्षक को रितीव किया गया है। जिन्हें बेबुनियाद आरोप के आदेश विदेशक ने जारी कर दिए। प्राचार्य द्वारा लगाए गए आरोपों की छानबीन कर चुकी इस दौरान एसएमसी कमेटी व शासीणों ने सभी आरोप बेबुनियाद करार दिए। प्राचार्य के खिलाफ आन्वयक कार्रवाई की जाएगी।

निर्देश दिए। लेकिन प्राचार्य कवर सिंह ने उच्चाधिकारियों के आदेशों पर रोक लगा दी। विभिन्न कमियां निकालकर शिक्षक को हाजिरी नहीं लगाने दी।

पॉइंट अध्यापक ने जिला शिक्षा अधिकारी को प्राचार्य के रुख से अवगत कराया। इसके बाद डीईओ स्वयं ज्वाइनिंग करवाने स्कूल पहुंची। उन्होंने प्राचार्य को तलब कर स्पर्टीकरण मांगा। शुरुआती

## कंप्यूटर शिक्षकों का नहीं फालट : हेडमास्टर

स्कूल के हेडमास्टर जयवंत सिंह ने बताया कि डीईओ द्वारा शिक्षक के खिलाफ आरोपों की जांच की गई थी। जिसमें वे निर्दोष साबित हुए। इसके बावजूद प्राचार्य ज्वाइनिंग नहीं करवाने की ज़िद पर अड़ा हुआ है। एसएमसी कमेटी का चार्ज मेरे पास है, मुझे रविवार को बैठक की जानकारी नहीं दी गई। प्रस्ताव में प्रथम के हस्ताक्षर नहीं हैं। इस मामले को लेकर पूरे दो घंटे तक माथापच्ची के बाद जिला शिक्षा अधिकारी बैरंग वापस नारनौल खाना हो गईं। डीईओ की तानाशाही के खिलाफ कंप्यूटर शिक्षक यूनिनन ऑनलाइन की रूपरेखा बनाने में जुट गई है।

## दोष में प्राचार्य द्वारा चरित्र संबंधित आरोप किसी और को ज्वाइनिंग करवाना चाहते हैं प्राचार्य

कंप्यूटर शिक्षक यूनिनन के जिला प्रथम अमित यादव ने बताया कि प्राचार्य ने कम वर्कलौड का झूठा तर्क देकर शिक्षक को रितीव कर दिया। अब कभी उपकरण छोटी, कभी चरित्र व लापरवाह के आरोप लगाने शुरू कर दिए। सचवाई यह है कि डीईओ किसी अन्य को ज्वाइनिंग करवाना चाहता है। जिसके खिलाफ यूनिनन द्वारा रेष-प्रदर्शन किया जाएगा।

लगाए गए। लेकिन स्टॉफ ने पक्ष में गवाही नहीं दी। आरोप झूठे साबित होने पर प्राचार्य को शर्मिंदगी का सामना करना पड़ा। लेकिन उन्होंने किसी भी सूत्र में ज्वाइनिंग करवाने से इंकार कर दिया। परिणाम भुगतने की चेतावनी व जल्द ज्वाइनिंग का आश्वासन देकर डीईओ खाना हो गईं।

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## नारनौल

# आदेशों की अवहेलना करने पर प्राचार्य से डीडीओ चार्ज छीना

नव नियुक्त प्राचार्य को चार्ज संभालने से पहले मिली चेतावनी, डीईओ से की शिकायत

भास्कर न्यूज़ | नागल चौधरी

वरिष्ठ माध्यमिक विद्यालय भुंगारका के प्राचार्य व डीईओ में टकराव खत्म नहीं हो रहा। उच्चाधिकारियों के आदेशों की अवहेलना करने पर प्राचार्य से डीडीओ चार्ज छीन लिया गया। नागल चौधरी स्कूल के प्राचार्य ओमप्रकाश मोरवाल को अतिरिक्त कार्यभार संभालने के निर्देश दिए गए हैं। लेकिन एक अनजान हॉल से चार्ज नहीं संभालने की धमकी मिलने के बाद उन्होंने कार्यभार नहीं संभाला।

बता दें कि सरकार द्वारा सीनियर सेकेंडरी स्कूलों में कंप्यूटर कक्षा गाने की योजना बनाई गई थी। बनना के मुताबिक विभाग द्वारा निजी हॉल से अनुबंध किया गया है। शिक्षक व सहायक नियुक्त कर दिए। प्राचार्य के दिशा-निर्देशों में कंप्यूटर कक्षा के मुताबिक भुंगारका स्कूल में शिक्षक व सहायक नियुक्त किया गया। लेकिन वर्कलौड नहीं होने का

तर्क देकर कार्यवाहक प्राचार्य ने 29 फरवरी को रितीव कर दिया। जिससे नाराज शिक्षक द्वारा निदेशक कार्यालय पंचकुला में अपील कर दी गई। निदेशक ने रितीव आदेशों को निरस्त कर दिया तथा डीईओ व प्राचार्य को तुरंत प्रभाप से ज्वाइनिंग करवाने के आदेश दिए। लेकिन प्राचार्य ने निदेशक के आदेशों पर रोक लगा दी। ज्वाइनिंग नहीं होने पर शिक्षक ने डीईओ कार्यालय में शिकायत दर्ज करवाई।

इसके बाद डीईओ स्वयं ज्वाइनिंग करवाने स्कूल पहुंची। इस दौरान प्राचार्य ने शिक्षक पर छात्राओं के साथ असभ्य बर्ताव के लगा दिए। जांच प्रक्रिया में विद्यार्थी, अभिभावक व स्टॉफ कमियों से पुछताछ की गई। जिन्होंने शिक्षक को निर्दोष करार दिया। इसके बावजूद प्राचार्य ज्वाइनिंग नहीं करवाने की ज़िद पर अड़ा रहा। स्कूल से बैरंग लौटी डीईओ ने उच्चाधिकारियों को अवगत कराया। उनके आदेशानुसार सोमवार की दोपहर प्राचार्य का डीडीओ चार्ज कैसिल कर दिया गया।

## स्कूल में प्रवेश नहीं करने की चेतावनी

संघीय आर्डर मिलने के बाद प्राचार्य ओमप्रकाश मोरवाल को मोबाइल पर धमकी मिली। मोबाइल धारक ने अल्टीमेटम दिया कि अन्य स्कूल के प्राचार्य को संस्था में नहीं घुसने देंगे। जिला उपायुक्त को स्थिति से अवगत कराया जाएगा। जिससे प्राचार्य ने डीईओ संतोष तंवर को अवगत करवा दिया है।

## जल्द ही जाएगी ज्वाइनिंग

डीईओ संतोष तंवर ने कंप्यूटर शिक्षक यूनिनन को बताया कि स्कूल के प्राचार्य कवर सिंह से डीडीओ चार्ज छीन लिया है। नागल चौधरी के प्राचार्य ओमप्रकाश को चार्ज संभालने के आदेश जारी कर दिए। उनकी फलाइनिंग में इयुटी लगी हुई है, इसलिए कंप्यूटर शिक्षक की ज्वाइनिंग में 2-3 दिन लग सकते हैं।

## सख्त प्राचार्य के नाम से विख्यात

ओमप्रकाश मोरवाल नागल चौधरी सीनियर सेकेंडरी स्कूल में बतौर प्राचार्य कार्यरत हैं। अनुशासनहीनता और अध्यापकों की लेटलसीपी उन्हें पसंद नहीं। विद्यार्थियों की मंथली प्रोसेस रिपोर्ट का स्वयं निरीक्षण करते हैं। जिससे अभिभावक व शिक्षक लापरवाह नहीं रहते। अपने तीखे तैवर के कारण वे सख्त प्राचार्य माने जाते हैं।

## आज सरपंच ने रोक दिया, बुधवार को करंगा ज्वाइनिंग

प्राचार्य ओमप्रकाश मोरवाल ने बताया कि स्थानीय सरपंच ने मोबाइल पर दूसरी स्कूल के प्राचार्य को चार्ज नहीं संभालने देने की चेतावनी दी है। जिससे डीईओ को अवगत करवा दिया, अब बुधवार को ज्वाइनिंग करंगा। उन्होंने बताया कि स्कूल में अनुशासन बनाए रखना प्राथमिकता रहेगी।

At the matter of how he interacts with parents and students, the principal of Bala ji Public School told that parents can come to the principal at any time of the day. They don't call PTM because this school is located in rural area. If the teachers and the principal found any problem they call the parents telephonically. Parents are not much aware. So sometimes they don't come and respond positively at the calls of the principal. He said

*"We held PTM 2 or 3 times but these meetings failed because parents did not come and it was a waste of time and money. That is why we dropped the idea of PTM in the school".*

The principal interacts with the students in morning assembly and visits the classes. Besides this he takes classes himself and it was observed by the researcher that he took classes and he resorted to corporeal punishment. This is a very negative aspect of his leadership. He told that students can come to him if they found any problem.

On the matter of how he interacts with parents and teachers the principal of Shiwalik Siksha Niketan told that he meets the parents through parents' teachers meetings and also the parents can come to the principal at any time of the day. It was observed by the researcher that parents can come to the principal at any time. The researcher herself observed 2-3 parents having an interaction with the principal when she was interviewing the participant principal. They met the principal when they had come to deposit the fee. It was observed that they had the freedom to discuss their problems with the principal.

On the matter of how he interacts with the students and parents the principal of Saraswati Senior Secondary School told that the principal interacts with students in morning assembly and students can come to him any time. Parents can come and interact with him in PTM. Besides this he can call parents any time if the school finds any problem related to the student. Parents also come on functions which are organised by the school to motivate or encourage their students.

On the matter of how he interacts with the students and parents, the



principal of Shree Krishana Public School told that the participant interacts with students in morning assembly. He calls the parents at anytime. He sends messages to parents. PTM is also a way to connect the parents. But after consulting with the parents it was found that this school does not organize PTM now. After consulting with students and parents it was found that the principal himself gives physical punishment to the students. Physical punishment is allowed in his school.

On the matter of how he interacts with students and parents the principal of Yadhavnashi Siksha Niketan told that he interacts with students in assembly and through his regular classroom visits. He said that

*“I take the classes of students in the evening in the hostel. There I try to locate the problems of students and I enquiry about their problems if they have any”.*

Parents can meet in PTM and they can come at any time in school hours. Besides this school organizes many functions or programs and invites parents. Parents come and meet and give suggestion and problems if they have any. After observation, it was found that the school organizes many functions and calls parents. The researcher also attended a New Year Function being organized in the school and witnessed in newspapers and got confirmed from some parents.

Principal interaction with teachers, parents and students is necessary because they are interrelated with one another. There is a direct relationship between principal, students and society (Heather E. Price, 2015)

### **Generalization of the Interpretation**

**Domain I. Alertness/Activeness:** From the above interpretation it is found that all principals are alert and active. But the principals of private schools are more active. They observe classes and the school premises through CCTV cameras but government schools don't have this facility. Private schools take extra meetings while the government schools are lacking in this area.

**Domain II. Motivation:** On the matter of motivation, all leaders don't do much. The principals of government schools are bound by the directions and orders of

the higher officials and the policies of the government. The principals of private schools sometimes give increment in salary as a reward. On the matter of updating the knowledge of teachers, all principals advise their teachers to update their own knowledge, and advise them to keep in touch with latest technology. But no leader arranges any programme to update their knowledge. They don't take initiatives.

**Domain III. Democratic approach:** On the matter of meetings, the leaders of government schools are more democratic and they discuss all matters with their teachers. But the leaders of private schools take the suggestions of the teachers only in limited matters and they don't involve them in decision making because they are also bound by rules and directions of the management. In government schools, the principal is the highest person at the helm. He has the cudgels in his hands for taking instant decisions, but in private schools the principal is not the main person, he is merely a rubber stamp of the management in most of the matters. He has to look to the management for his decision making.

The principals of government schools prefer democratic style and the leaders of private schools prefer autocratic style directly or indirectly.

**Domain IV. Delegative approach:** On the issue of delegative approach, the leaders of private schools which belong to rural areas do not delegate their powers because these are not big names. But the principals of private schools which are in urban area, delegate their powers in certain matters. The principals of government school delegate their powers. All leaders interact with parents and students in the same way. The principals of private schools organize extra co-curricular activities more than the principals of government schools do.

**Domain V. Harmonious:** On the matter of harmony private schools are in better condition than government schools. They held PTM more frequently than government schools. They keep in touch with parents also.