

## CHAPTER - VI

### RESEARCH FINDINGS AND IMPLICATIONS

"The purpose of a training programme in administration is to assist the potential of practicing administrator in developing and exercising a philosophy and practice of administration that is both internally consistent in terms of Knowledge and also meaningful for him."

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## 6.0 Introduction

Several attempts had been made in the past to make Secondary Education more meaningful and useful <sup>the</sup> in context of the changing pattern and the life needs of the Indian people. In the post- Independence period also attempts were made at curricular revisions, better methods of teaching, examination reforms, nationalization of text books, *revamping* of teacher training programmes, inservice courses, provision of better service conditions and improvement in salary scales to the staff, to ensure better functioning of the Secondary Schools. The implementation of the 10 + 2 + 3 structure of education in the 70's is mainly intended to achieve the long-standing need of the vocationalization and strengthen the base of science and technical education at the lower levels. The Educational Planners had a tough time in providing the middle level crafts men and technicians through appropriate vocational courses in order to cater to the growing needs of industrialization, especially in the face of the overwhelming traditional demand for academic type of education suited to white collared jobs. The explosion of knowledge in the fields of science and technology is another problem that required qualitative and quantitative curricular inputs to raise the School standards.

From 1978 Tamil Nadu State has adopted the 10 + 2 + 3 system of education in its schools and colleges. In making the 10 + 2 experiment a success, the principals or the heads of these Secondary and Higher Secondary schools have a vital role to play. The much publicised quality improvement and flexibility in secondary education can materialize only if the principals showed appropriate behavioural modifications in their administration and leadership to move the school system towards progressive reduction of closedness; by keeping it open; stimulating the teacher group to heightened performance by constantly attending to their legitimate needs; providing impetus for teaching-learning in school by dynamic and creative supervision and effecting transformation in traditional schools to make them gradually into progressive schools. It implies that it is not just the finances and the curriculum alone that can make the new system (10 + 2) a success. It is the quality of the administration and management that these school principals provide that is going to decide its future. The present research is therefore focussed on the administrator behaviour in the Secondary Schools of Tamil Nadu, the quality of leadership provided, its influence on the organizational climate of the schools, morale of teachers, achievement in teaching and learning and traditional or progressiveness of schools to

assess its potential for securing success to the scheme.

This Chapter is divided into two Sections: A and B. Under Section A, major findings of the research derived from hypotheses are included. Each finding is based on the analysis and interpretation of the data that was available. Also, every finding is at the end, is supported by the research conclusion related to the topic.

Under Section B, implications of the study are outlined. They aim at throwing light on the educational policy, planning, procedures and such other themes as are of paramount importance to the Study. For the sake of clarity and convenience they are divided into two parts - one dealing with suggestions and the other recommendations.

#### 6.1 Section - A: Major Findings:

(1) The present study has categorised the administrator behaviour into superior, average and inferior on the basis of the perceptual ratings given by the teachers, which served to highlight that school principals possessing superior or effective administrator behaviour exhibited leadership characterised by high initiative structure and high consideration and school principals possessing low or ineffective administrator behaviour exhibited low initiative

structure and low consideration. Those rated to have average administrator behaviour exhibited a mixed trend on the two dimensions of administrative leadership behaviour (refer Hypothesis 5.5 at page.322). This finding has considerable significance for the qualitative improvement of the school system.

(2) Administrator behaviour of secondary school principals has been found to be insignificantly related to the organizational climate of the schools. The Correlation Coefficient is found to be .18 which is definitely very low. The mean differences between the HH Pattern and LL Pattern of administrator behaviour in the open, intermediate and closed climate schools were also found to be not significant indicating that HH Pattern of administrator behaviour existed not only in open climate schools but also in closed climate schools. Similarly the LL Pattern of administrator behaviour is noticed in open climate schools also besides the closed climate schools. (refer: Hypothesis 5.1 at page 307). This points out to the disappointing fact that administrator behaviour of the school principal is not influencing the school climate in any significant manner in the Tamil Nadu State.

(3) It has been found that the organizational climate of the schools tended more towards closedness than openness

in the secondary schools of Tamil Nadu as 68.5% of the schools sampled are found in closed climate, 14.5% in open climate and 16.9% in the intermediate climate (refer Table 4-27 at page 260). The mean standard scores on the eight dimensions of school climate under closed and open climate schools show a very narrow range of divergence as shown below:

<u>Climate dimensions</u>	<u>Open</u>	<u>Closed</u>
Disengagement	48	51
Hindrance	49	52
Esprit	52	49
Intimacy	50	50
Aloofness	51	51
Production emphasis	49	50
Thrust	53	48
Consideration	52	49

However, the mean dimension scores in respect of the two negative dimensions of teacher behaviour, namely, "Disengagement" and "hindrance" are found to be smaller under open climate than in closed climate. Similarly, the two positive dimensions of teacher behaviour namely "Esprit" and "intimacy" are higher in open climate schools. On the negative dimensions of the principals' behaviour namely "aloofness" and "production emphasis" the mean standard scores are smaller than those in the closed climate schools. So also the two positive dimensions of the principals'

behaviour, that is, "thrust" and "consideration" are higher in open climate schools than those in the closed climate schools. Even though the range is narrow, the trend is present and it is in the desired direction. (Refer Figure 4.1 )

In most of the studies done in India, though the trend towards closedness in the organizational climate of the secondary schools was perceived, the difference between the open and closed climates was well-marked. In the present study such well marked difference is absent. Even the openness of open climate is too close to closed climate for comfort.

(4) The study has revealed that there was close and significant relationship between climate of the schools and morale of the teachers. The correlation between the two was found to be  $-.22$ . It was also noticed that the mean morale score was significantly higher in the open climate schools than the mean morale score in the closed climate schools. It therefore confirms the belief that open climate is influential in keeping the morale of the teachers at a high level, while closed climate depressed the teacher moral (refer Hypothesis 5-2 at page 311).

(5) It was also found that no significant relationship existed between the morale of teachers in the global

sense and the teacher behaviour dimension of "Esprit" in the organizational Description questionnaire, though a positive trend is noticed (refer Hypothesis 5.3 at page.314).

(6) The results of the present study pointed out to be the fact that in Tamil Nadu only 16.2% of the secondary schools can be said to have high teacher morale; teacher morale is average in 59.5% of the Schools and low in 24.3% of the schools. (refer Table 4-35 at page.295).

It is also found that as compared to teacher morale in schools, the morale of the principals fared better. 47.3% of the schools have principals with high morale, 40.3% have average morale and only 12.2% possessed low morale. The school principals appear to be happier and contented in regard to job satisfaction, social need requirements and identification with and involvement in the organization's activities.

(7) It was found from the results that there is close relationship between the HH Pattern of administrator behaviour of the school principals and their supervision work resulting in high achievements of teaching-learning as indicated by the Correlation Coefficient which is .44 (refer Hypothesis 5-8 at page.329). This trend indicates that "effective" school principals with high initiating structure and high consideration are found to provide



superior kind of supervision work leading to improvement of teaching-learning in the schools. Similarly the less effective administrators with LL Pattern of behaviour are found to show low achievements of supervision work. The mean difference in the achievements of supervision work in the schools having principals with HH Pattern of administrator behaviour and schools having principals with LL Pattern of behaviour was found to be significant.

(8) It was seen that the mean achievement score in the progressive schools showed significant upward trend in comparison with the mean achievement score in the Traditional schools (refer Hypothesis 5-9 at page 334). It implies that the performance of the following activities by the school principal has an impact on the improvement of teaching-learning performance in the school: (1) Provision of opportunity to students to learn by doing; (2) extensive use of instructional materials and aids, besides school text-books, (3) motivation of teachers instead of issuing directions to them, (4) recognition of individual differences among pupils by teachers (5) encouragement for establishing hobby clubs for pupils, (6) consultations with teachers and students on important academic issues (7) faith in entrusting work to pupils without supervision, (8) frequent staff meetings for free discussion on matters pertaining to school,

(9) self evaluation by teachers, (10) use of teaching methods which stimulate pupil- reasoning and self-learning, (11) frequent in-service programmes to teachers, (12) facilities for teacher growth on the job.

The significant high mean difference found in the achievement scores of the progressive schools also point to the fact that the teachers of progressive schools view achievements of supervision work by the school principal as more valuable than teachers in traditional schools.

(9) Another important finding of the study was that the administrator behaviour of the school principal could influence the traditional or progressive character of a school. On account of his official status, as well as his instructional and administrative leadership, the school principal has the potential to initiate activities which involve experimentation, and adoption of new methods in teaching and other worthwhile curricular changes. Innovative changes occurring elsewhere may catch his perceptive eye and teachers encouraged to try them in the class room.

The present study confirmed this expectation. A comparison of the mean scores of administrator behaviour of the school principals in progressive and traditional schools revealed that the principals' mean score in progressive schools is significantly higher than their mean score in

traditional schools (refer Hypothesis 5-10 at page 336).

(10) An important finding of this study related to the close relationship found between the dogmatism of the school principal and his administrator behaviour pattern as shown by the negative correlation between the two variables (refer Hypothesis 5-11, page 338). Highly dogmatic individuals are considered to be "closed minded" people. Conversely, low dogmatic people are credited with open-mindedness. The interaction of principals manifesting high dogmatism with teachers and pupils may result in rigidities which bring down the quality of administrator behaviour. Similarly, a principal manifesting low dogmatism will be able to project a better picture of himself by exhibiting HH Pattern of administrator behaviour. The present study has confirmed this expectation. Among the principals manifesting low dogmatism, a very large percent (77.8%) exhibited high initiative structure and high consideration in their administrator behaviour. Only a very few principals (22.2%) exhibited the LL Pattern. The mean difference in the HH and LL Pattern of the principals' behaviour under this category was also found to be highly significant at .01 level (Table 5-17 at p. 343). This result proves that low dogmatism indicating open-mindedness in School principals; can significantly influence the principals' administrator

behaviour to HH Pattern on the two dimensions of initiating structure and consideration, justifying the negative correlation found between dogmatism of the principals and their administrator behaviour.

(11) Another finding of the present study referred to the negative relationship noticed between the dogmatism of school principals and teacher morale (refer Hypothesis 5-12 at page.343) which indicates that in schools having principals who manifest high dogmatism, the morale of the teachers will be low; and in schools where the principals' scores on dogmatism are found to be low, the morale of the teachers will be high. However, it was found in the present study that the mean differences in the morale score of teachers in high dogmatism schools and low dogmatism schools was not significant.

(12) It was found from the study that the administrator behaviour of school principals did not show any significant relationship with their experience in years of school administration (refer Hypothesis 5-13 at page.346). It means that the school principals' experience in years of service does not play an important role in influencing superior administrator behaviour in them. Yet, it is known, that the appointing authorities set in great store the experience

of a candidate as an important criterion for selection. It is based on the belief that young people with fewer years of experience would lack maturity, confidence, self control and management ability to handle the staff. However, the result of the present study proved that there is no basis for such an assumption as it was found that there is no association between greater number of years of experience and effective administrator behaviour.

(13) Urban, semi-urban or rural location of schools was found to have no significant influence on the quality of administrator behaviour of school principals. The Chi-square value of 2.10 was not significant (refer Hypothesis 5-15, at p. 350).

(14) Sex of the school principals was also found to have no significant influence on their administrator behaviour pattern. The Chi-square value of 1.68 was not significant, (refer Hypothesis 5-15, at page 349).

(15) It was found from the present study that there was significant relationship between the administrator behaviour of the secondary school principals and the types of school management in which they functioned. It was found that mean score of the principals' administrator behaviour in the four types of schools (Government, Public Trust, Private Society and Missionary schools) differed substantially

giving rise to the notion that management variable can play a significant role in boosting administrator behaviour to HH Pattern or down grade it to LL Pattern. Since the school principals are the functionaries answerable to the management which possess the power of appointment and dismissal, there is some justification in thinking that their behaviour pattern is determined by the amount of trust and freedom they enjoy in relation to their managements.

The mean score of the administrator behaviour of principals was found to be the highest in the Public Trust Schools, less in Missionary and Government Schools and least in the Private Society Schools (refer Hypothesis 5-6 at page 324).

The mean difference in the scores of administrator behaviour of principals in Public Trust Schools and Private Society Schools was found to be significant at .05 level, indicating that administrator behaviour in the Private Society Schools, is the lowest among the four types of school managements, and highest in the Public Trust Schools.

The present study also found that there was no relationship between the teaching experience and morale of teachers (refer Hypothesis 5-16 at page 351). In order to identify teacher morale, experience of teachers is divided into

4 classes: below 10 years; between 11 and 20 years; 21 and 30 and above 31 years. These four categories of teaching experience were studied with reference to the high, average and low morale of teachers. The results indicated that all the 3 categories of morale were present in all the four categories of experience in different proportions. 17.5% of the teachers with various years of experience were found under high morale category; 61.1% of teachers of different years of experience under average morale and 21.4% of teachers of different years of experience under low morale category.

This indicates that whatever the years of experience most teachers in Tamil Nadu have only average morale. Not even one-fifth of the Sample studied exhibited high morale.

(17) It was found by the present investigation that teacher morale in schools run by different managements (Government, Public Trust, Missionary and Private Society) did not show any significant difference (refer Hypothesis 5-17, at page 354).

(18) The present study revealed that 76.3% of the schools sampled are progressive schools and only 23.7% are traditional schools. With such high percentage of progressive schools one expects that morale of the teachers would be high in these schools, as progressiveness connotes superior administrator behaviour of HH Pattern of leadership

by the principals which permits greater freedom and less restrictions on the teachers in the performance of their work. But this expectation proved to be false. The difference between the mean score of teacher morale in progressive schools and traditional schools was found to be not significant eventhough teacher morale score under progressive schools is slightly higher than that in the traditional schools (refer Hypothesis 5.18 at page.357).

(19) It was observed from the present study that the teacher morale is high in schools where the achievements of supervision work by the principals was found to be high and vice-versa. It denotes that significantly more teachers with high morale are found in schools shown to have high mean score of achievements of supervision work and significantly more teachers with low morale are found in schools whose mean score of achievements of supervision is noted to be low (refer Hypothesis 5-19, at page 360). This finding confirms the view that the school principals' instructional supervision done on progressive lines promotes growth, freedom, creativity and initiative in the teacher group and raises their morale.

(20) It was found from the present investigation that there is significant relationship between the size of the school and achievements of supervision work by the



school principals. The Chi-square is 7.13, which is significant at .01 level (refer Sub-hypothesis 5-20(1) at page 364). It means that achievements of supervision work were significantly greater and more in number in small schools than in big schools.

(21) Another finding of the Study is that there was no significant relationship between the urban-rural location of the schools and achievements of teaching-learning due to the supervision work of the school principal (refer Sub-hypothesis 5-20(2) at page 366).

(22) It was found that the Sex of the school principals did not bear significant relationship with the results of their supervision work. (refer Sub-hypothesis 5-20(3) at page 367 ).

(23) From the present study it was found that there is significant relationship between the age of the school principal and his achievements of supervision work directed towards improving teaching learning in the school. To explain this relationship the principals were categorised under three classes namely, below 40, between 41-50 and 51 and above and achievements of supervision were studied with reference to these age categories. The mean score of the supervision work of the school principals whose age is

below 40, was found to be higher than the mean scores of supervision work of the principals between 41 and 50 years and above 51 years (refer Sub-hypothesis 5-20(4) at page 368). It means that school principals younger in age are capable of better supervision and achievements in instructional programmes than older principals.

(24) The study also revealed that achievements of supervision work by the school principals did not bear significant relationship with the percentage of time spent by them on this activity (refer, Sub-hypothesis 5.20 (5) at page 371).

(25) Yet another finding of the present study was that there is no significant relationship between the climate of the school and the traditional or progressive character of the School. When mean climate scores relating to the traditional and progressive schools were compared, it was found that the differences as noted by the 't's were not found to be significant at .05 level (refer Hypothesis 5-4 at page 316).

(26) The present study also revealed that the administrator behaviour of the secondary school principals is closely related to the morale of the teachers. The correlation between the two variables was found to be .43 which is quite high and positive. It was also found that

the mean morale of the teachers differed significantly between schools with principals exhibiting HH Pattern of administrator behaviour on the two dimensions of initiating structure and consideration and the HL, LH and LL Patterns of administrator behaviour on these dimensions as in all these cases the 't' was found to be significant at .01 level. (refer Hypothesis 5-7 at page.326).

(27) It was also revealed from the present study that there is no significant difference between the perceptions of the teachers about the administrator behaviour of their principals (real-staff) and the perceptions of the principals about their own administrator behaviour (real self) (refer Hypothesis 5-21 at page.373).

(28) It was also found that there is no significant difference between the school principals' perceptions about his administrator behaviour as measured on the Administrator Behaviour Description Scale and the Self Rating Scale (refer Hypothesis 5-22 at page.376).

#### 6.1.1 Some other Ancillary Findings:

The study also throws light on some other related facts which have relevance to administrator behaviour of Secondary School Principals, they are:

- (1) Around 50% of the teachers belong to the age group of 31-40 years; 37% to 41-50 and 23% to above 51 years. The average age of the school teacher in the sample is 40.1 years.
- (2) Among the teachers, men predominate. Male teachers form 59% and Female teachers 41%. Among the principals, it is 70% Males and 30% Females.
- (3) More than 50% of the teachers have experience between 11 and 20 years, and a little more than 20% each in the categories below 10 years and above 20 years of experience. The mean teaching experience of the teachers sampled is slightly less than 20 years, with Standard deviation of 5.84.
- (4) There are more School principals with administrative experience below 10 years, than between 11 to 20 years, or above 20 years. The ratio of distribution is 6:3:1. The average administrative experience of the principal is 9 years.
- (5) The income per month for the majority of the teachers is around Rs.800/- over 73% of the teachers enjoy a monthly income between Rs.500-800; 20% between 801 and 1000 and 5% above Rs.1,000/-.
- (6) Teachers hailing from backward castes are found in a majority, followed by forward castes and scheduled

castes. Percentagewise, they are, 54% from back-ward castes, 44% from forward castes and 2% from Scheduled castes. Among the principals, 55% are from the backward castes, 41% from forward castes and 4% from scheduled castes.

- (7) In regard to qualifications, 46% of the teachers possess B.A. Degree, 35% B.Sc. degree and a small percentage have B.Litt or B.Com. degrees. A little more than 18% of the teachers have post-graduate qualifications.

Among the principals, a majority of them have B.A. Degree. Only 18% have B.Sc. qualification. 23% of the Principals have also a post-graduate qualification like the M.A. Degree.

Almost all the teachers and principals have the professional qualification of B.T. or B.Ed., except for a few B. Com. graduates and some post-graduates with M.A. or M.Sc. degrees employed on an emergency basis for teaching at the newly started +2 level. 5.2% of the teachers have also M.Ed. degree qualification. Among the principals 9% have M. Ed. degree.

- (8) Schools with small enrolment of students (below 1,000) constitute 29%; 59% have medium enrolment (between 1000 and 2000). 12% of the schools show huge enrolments going beyond 2000.

- (9) Around 68% of the schools in Tamil Nadu (at the time of the study) are found to be higher secondary with 10 +2 facility; while 32% are high schools providing 10 standards of education. It is expected that the remaining high schools also would provide higher secondary course as soon as resources could be found for the upgrading process.
- (10) More than 48% of the sampled schools are located in semi-urban areas; 40% in urban areas and 12% in rural areas.
- (11) Out of the sampled schools, around 30% are Government schools 19% missionary schools and 14% are Public Trust schools.
- (12) The majority of the principals spent more than 25% of their time on administrative work, while only a few spent more than 25% of time on supervision. This means that most of the school principals gave only secondary importance to supervision work.

The above findings give rise to some worthwhile suggestions and recommendations for acting upon by the educationalists, planners and other Governmental agencies.

## 6.2 SECTION - B

### Suggestions:

- (1) The study revealed that administrator Behaviour of principals of secondary schools had very little

influence on the organization climate of the school. This calls for investigation into other factors responsible for the closedness of the school climate. It is possible that the policies of the school management, governmental regulations, political pressures; parents, students and teacher militancy are more intimately related to the school climate than the administrator behaviour of the principal. It is, therefore, suggested that a more suitable tool is developed that could measure the various other factors influencing the school climate like the views of the inspectorate and the managing boards, besides the administrator behaviour of the principals. It would then be possible to get a clear picture of the extent to which school administrator's behaviour is responsible in shaping the climate of the school. Further studies on this issue should be able to provide a conclusive answer to the question.

- (2) In view of the strong tendency towards closed climate noticed in the schools of Tamil Nadu, it is suggested that school authorities and the various other agencies connected with the school should make determined and sustained efforts to remove the obstacles in the way of opening the climate of the school. Principals should feel free to exercise more consideration towards teachers while providing structure to the task of teaching-learning in the school.
- (3) Since teacher morale is found to respond favourably to open climate and negatively to closed climate it is suggested that efforts should be made at all levels to bring the organisational climate in the schools nearer to openness so as to influence.

positively the morale of the teachers which will improve teaching-learning in the school. Communication channels should be kept open, so that information is not only passed on from above but transmitted from below, so that direct relations are established between the principal and the teachers.

- (4) Even though morale of the teachers was found to have been influenced by the organizational climate of the school as indicated by the low correlation noticed between the two variables, no significant relationship was found to exist between the morale of the teachers and the teacher behaviour dimension of "Esprit" as measured on the OCDQ. It is possible that with a larger sample high morale may be found to be associated with high esprit. It is, therefore, suggested that the experiment should be tried on a larger sample.
- (5) As the present investigation revealed that most of the secondary schools in Tamil Nadu have teachers with average or low morale, it is suggested that every effort should be made by school principals in a planned and systematic way to improve teacher morale in schools by attending to their social and emotional needs. In their desire to extract work from the teachers to achieve best results to the school, the school principals are known



to be ruthless and inhuman towards the teachers. That this attitude towards teacher is not an accident is borne out by the fact that even the education department and school managements genuinely believe that kindness and consideration will be misunderstood as weakness and incompetence leading to slackness and non-performance on the part of the teachers. The many directives, rules and regulations periodically issued out from the State Education Department, if carefully examined can be found to possess instructions to the school administrators to get more and more things done quickly with minimum facilities and expenditure which finally result in harassment of the teachers. Very frequently the school principal hides behind the *massive* authority of his position and encouragement given by the higher-ups in exercising his production press, leaving very little chance for the average teacher to feel satisfied with his work; though it is not uncommon that a few by ingratiating themselves into the good books of the principal, manage to escape his sharp eye. The pervasive atmosphere of authoritarianism incideously corrodes the natural friendly feelings of even the democratically inclined school principals and make them turn into hard boiled authoritarians in a few years. This is one of the reasons perhaps, that even the open climate schools

in Tamil Nadu do not differ significantly from closed climate schools. As mentioned above the root cause for this malady is the fear of administrators that teachers would do poor work if their administrator's high initiative structure is followed by high consideration. Only education through training programmes and evidence of practical results can dispel these doubts and fears from the administrators' minds.

- (3) The potential of the school principal to transform schools into modern progressive institutions capable of absorbing the changes that are injected into the system from the larger social system outside, and maintain standards at a higher level should be supported by the other agencies of education, namely, the inspectorate of the schools, the Head-masters and Teachers' Associations, the Parent-Teacher Associations, the private school managements, planners and educationists. It is essential that their attitude to school administration should completely change. In place of their authoritarian and autocratic outlook, which is a legacy of the colonial past, they must strive to create a freer, happier and more open school system. Persistent and planned efforts to bring about the desired changes in the attitudes of people in responsible positions through education, is the only panacea to stop the continued support to traditionalism which might have been due to

- the fear of consequences of freedom after long years of bondage. It is therefore suggested that the people and institutions in the upper *echelons* should strengthen the hands of the principals to pursue progressive policies in administration in order that the changes introduced in the School System bear excellent results.
- (4) The present study indicated a trend that the morale of the teachers was negatively related to the dogmatism of the school principal, but the mean differences in the scores were not significant. Significant results relating to the dogmatism of the secondary school principals and morale of teachers might be expected, if the experiment is conducted on a larger sample.
- (5) Since principals in schools managed by public trusts were found to have exhibited superior administrator behaviour than any other type of management, it gives rise to the speculation that the managements in the Public Trust Schools are either non-interfering in the day-to-day school administration or they extend active support to the principal in exercising his administrative prerogative in the right direction, resulting in superior administrator behaviour. This aspect is worth studying in depth, so that, the resulting information can be disseminated among the other types of school managements for improving the principals' administrative behaviour.

- (6) Since no significant difference is observed in the administrator behaviour pattern of the principals on account of their Sex, it is suggested that more women candidates are trained and appointed to administrative positions in the School System on the basis of equality with men.
- (7) Teacher morale does not seem to be affected by the traditional or progressive character of the school as indicated in the present study. Morale scores of teachers in traditional schools was found to be not unduly depressed. Probably on account of the fact that teachers in traditional schools (as in progressive schools) work hard to achieve good results in the examinations and the popularity and good name enjoyed by such schools due to the high percentage of results in the public examination boosts their morale to as high a level as found in the progressive schools where teachers enjoy better facilities, treatment and freedom. In the traditional schools no doubt the "achievement press" is high, but when achievement becomes tangible in the form of high examination results, teachers feel proud and happy, because it is the fruit of their hard work. Since this kind of morale boost is a transitory phenomenon, as it does not satisfy the basic needs of the teachers every effort should be made by the school

principals to transform traditional schools to progressive schools, not only with respect to examination results, but in the direction of more openness, freedom and human consideration to fulfil the social need satisfaction of the teachers.

- (8) It was found from the present study that good supervision by the principals greatly influenced the morale of the teachers. This finding confirms the belief that the school principals' instructional supervision done on progressive lines promotes growth, freedom, creativity and initiative in the teacher group and raises their morale. School principals should therefore pay special attention to this aspect of their school work, instead of devoting their entire time to finances, office work and public relations activities.
- (9) Significant relationship was found in the present study between the size of the school and achievements of supervision work by the school principals. The achievements of supervision work were found to be more in small sized schools than in the large sized schools. It is therefore suggested that school authorities should try to put a break on the unweildy growth in the size of the secondary schools in the state. They should try to keep the enrolments in "secondary schools to an optimum level, so that they remain between 1000 and 1500 students.

### 6.2.1 Recommendations:

- (1) As it was found from the present study that school climate in Tamil Nadu State is not influenced by the administrator behaviour of the principal, it is recommended that in order to improve school climate and move it towards openness, research should be undertaken by the University of Madras and the State Department of School Education, supported by finances and expertise of the NCERT to identify the factors responsible for the closed climate in the schools and ineffectiveness of school principals to free it from closedness and then search for ways and means of remedying the situation.
- (2) The present study indicated that administrator behaviour of principals does not show any significant relationship with their experience in years of service. This is an encouraging finding, because the educational authorities can plan in terms of employing teacher candidates possessing an additional qualification in Educational Administration than merely looking out for senior teachers or supervisors, whose minds are already clogged with out-moded views on school administration, who are timid, dull and conservative. It is recommended that the appointing authorities should begin now to experiment with younger blood to see if educational goals could be achieved better with this material by providing

ample opportunities and deputing them to inservice education programmes, continuing education courses or other similar courses organised by professional associations of teachers and Head-masters.

- (3) Even in the case of supervision work, directed towards improving teaching-learning in the schools, it was found that principals below the age of 40 were found to have done better than others in the age groups above 40.

This has once again emphasised the fact that the principle of age and seniority which is blindly followed in appointments and promotions to positions in school administration by the higher authorities is not sacrosanct. Opportunities for grooming younger people to responsible positions like school principalship and inspecting officers at the district and state levels should be provided increasingly to make use of their potential for achieving institutional and instructional objectives.

- (4) In view of the finding of the study, that teacher morale remained average or low in most of the secondary schools of the Tamil Nadu State, the principals of the schools should make conscious efforts to boost the morale of teachers. It is therefore recommended that educational planners should <sup>give</sup>~~bestow~~ serious thought on taking steps to:

- (1) Professionalize educational administration by opening a State level Institute of Educational Administration for preparing educational administrators at different levels.
- (2) Make the possession of a degree or diploma in Educational Administration, a condition for selection and promotion to posts of School principals and inspecting officers in the State's Educational service.
- (3) Institute for the present incumbents without any training, "on the job" training programmes ~~conducted~~ by the university education department.

A thorough induction into the behavioural changes and methods needed to be adopted by the dignitaries at the school and inspectorate level would help in moving the school system not only from the existing closedness to openness, but enable the teacher to live and pursue his profession with dignity, joy and efficiency which no doubt raises his morale.

- (5) As we find elsewhere in the world, like the Centre of Educational Research and Innovations, Paris (CERI) and the Centre of Advanced Study in Educational Administration, University of Oregon, Eugene (U.S.A.), there should be a Centre of Advanced Study in Educational Administration at the National level in our country, promoted under the educational developmental schemes, which are accepted and implemented by the Ministry of Education and Social Welfare, Government of India.

Such a centre would also be required to direct and coordinate the various academic research and professionalized training programmes undertaken by



the above mentioned State level Institutes of Educational Administration. A structure of the proposed national level centre of Advanced study in Educational Administration in outline is appended (Appendix.....).

- (6) There is a good deal of difference of opinion among the thinkers, researchers and educational administrators regarding the use of standardised tools measuring the various components of educational Administration. It is pointed out by them that the standardised tools on the OCDQ, LBDQ, Teacher Morale, administrator behaviour and many others, relate to the Socio-economic and educational conditions of the western World. The results obtained with these tools, at times do not bear relationship or represent the real conditions obtaining in India. This view is shared by the present investigator also. It is therefore recommended that the proposed State Institutes of Educational Administration in different States and the Centre of Advanced Study in Educational Administration should undertake the challenging programme of standardising the different tools used in Educational Administration for effective promotion of research in Educational Administration, Management and change.

### 6.3 Summary and Conclusion:

The discussions and findings arising out of the present study have as already pointed out, important implications for the school system and specially for the Secondary Schools of Tamil Nadu State. This state undertook the important step of introducing the 10 + 2 System of school education with expectations

of improving the standards and revamping the structure and direction of secondary education. In spite of the financial constraints, the educational agencies, both private and Governmental have done their utmost in equipping and staffing these institutions to face the new challenges. Better conditions of work, salary improvements, inservice training and other requirements have been given priority to uplift the teachers who are recognised as the prime-movers and front-line soldiers for the attack on low standards, educational waste and ineffectiveness in the schools. Yet, to make the system move in the direction of qualitative improvement and achievement of goals, one more ingredient is necessary. It is the administrative ability of the school principal who is officially designated as the head and his leadership behaviour. It is his administrator behaviour which is of vital importance to the effective functioning of the school system. He should be high on communication, representation, organization and integration. In order that he functions effectively as an administrator, he should be strong on both initiative structure and consideration. It underlines the need for insightful understanding on the part of the school principals into the activities they perform in the pursuit of goal achievement and group maintenance. If they show thrust behaviour and genuine interest in teachers'

problems; if they keep their door open for consultations and advice, the organizational climate would lose some <sup>of</sup> its rigidity and closedness we find so pervasively in the Tamil Nadu schools today. Again, if they allot more of their time for supervision of instruction which is creative and motivate teachers, it would lead to improved achievements in teaching-learning activities. By this they could transform traditional schools to progressive schools. This understanding of school life can be secured by suitable training programmes, which emphasise the development of administrative leadership in school principals.

But unfortunately, the principals' potential for improvement of School System is found to be only partially utilized in the Tamil Nadu State. The principals are found to exercise little influence in building open climate in Schools which is crucial for the growth of educational standards. In spite of their high initiative structure and high consideration, the majority of the schools exhibited closed climate. This has only one implication. Either the teachers' perception of the Principals' administrator behaviour was unduly favourable and the high consideration of the principals was not genuine; or, the measuring tool (ABDS) used in the study is imperfect in not providing for elicitation of superior officers' views, which would have clearly indicated their share in influencing the organizational

climate of the school. This has to be investigated.

High consideration behaviour of school principals is looked upon with suspicion by the inspecting officers and other superior officials of education department and often equated with laxity in discipline resulting in poor performance by the teachers and low morale and indiscipline among the pupils. Therefore they would usually support high initiating structure behaviour in the school principals and not high consideration. This factor might have vitiated the influence of the principals' behaviour on the organizational climate of the schools.

In order that the inspecting and other officials of education department change their views, they should be suitably educated to permit the school principals to adopt administrative practices that would create open and congenial climate and raise staff morale. To realise this objective in the first place, the universities and the State institutes should develop competency based programmes of training for the benefit of school administrators as an immediate measure and those who would undergo this training course should be given preference in the appointments to posts in the Directorate of Education. An exposure to the modern methods of educational administration will convince them that the school principals require their active support in the effective exercise of their supervisory powers in

administrative functions. In this context, a reference to the Diploma course in School Management instituted recently by the Madras University for the benefit of senior teachers, school principals and state inspecting personnel is not out of place. A glance at the Syllabus (Appendix .10. ), however suggests that the course content under administrative leadership and personnel management is inadequate and weak. A more detailed mapping of the areas in which school principals can achieve effective organizational functioning and motivation of teachers should be attempted to bring about at least a limited amount of change in the present set up. For this purpose, research should be undertaken and a separate department of Educational Administration should be created in the university set up.

Secondly, it is found by researchers on educational administration (Patel, 1973) and in the present study too, that there is no justification in appointing to the posts of principalship, teachers on the basis of seniority and experience. Many of the experienced principals are found lacking ~~in~~ effective leadership potential necessary for building congenial school climate, improving staff morale, keeping the Communications channels free from obstruction, moving the organization and developing a spirit of mutual understanding among the teachers and ~~Share~~ a common concern for improved instruction and higher standards of education. Therefore, it is the

view of the investigator also that appointments to the posts of principals should be based on the professional qualification of the teachers, with special training in educational administration, instead of on their seniority or experience. As elsewhere mentioned, it is irrational to fix seniority as the criterion for promotion to school principalship. If standards of school education are to be raised and the 10 + 2 experiment yield rich dividends creating a new outlook towards education among people, schools must be staffed with effective principals who could give right directions to the teachers, plan the programmes and pursue them vigorously. Senior teachers not selected to principalship could be compensated with higher grade salary scales. But the selection to principalship should be made from those individuals, who show promise of providing effective leadership in school administration and who possess the necessary equipment and training for the post. Then only can we expect the school organization to work as an open system and teachers function with high morale resulting in desirable outcomes in students.

Conclusion:

A nation has a stake in providing an education system which suits the needs of its people. The 10 + 2 + 3 structure is envisaged to give a new direction to the education by the provision of vocational base and inculcation of desirable

attitudes, skills, knowledge, character and methods of thinking and solving problems, among the students. In order that these objectives are achieved at the secondary level, the men and women placed in charge of administration need to be chosen carefully on the basis of their specialized training and equipment, rather than on other considerations.

Additionally, they should be given support by the education department in general and Inspecting officers in particular in their endeavour to adopt good administrative practices that would create the climate necessary for the teachers to feel secure and venture out on new and exciting projects. That the Key to educational progress is a good teacher is at no time disputed, but it is a fact that few recognise that the mechanism works well only under a good school principal.

It is the superior administrator behaviour and leadership of the school Principal that sets in motion, the Train of educational progress on to its destination of desired changes and higher standards.