

DATA ANALYSIS

4.0 DATA ANALYSIS

The previous chapter dealt with the methodology adopted for the present study, selection of sample, tools used in the investigation, administration of tool and the procedure followed in the collection of data. The analysis and interpretation of data is the most important part of research report as the material presented here represents the investigators contribution to the advancement of knowledge. The present chapter deals with the analysis and interpretation of the data. Available data have been analyzed and have been reported here.

For the purpose of data collection investigator prepared a scale for Teachers and Trustees. For the purpose of data collection from students, perception scales test was administered to 1000 Teachers and 200 Trustees of Secondary School from Surat city. All the 1200 scales were received back duly responded in by the investigator. The analysis of tool had been presented in the following pages.

4.1 ANALYSIS AND INTERPRETATION OF PERCEPTION SCALE

In analyzing the data, the objectives and hypothesis have been kept in view. The process of analysis has been carried out accordingly. According to the objectives and design of the study Mean, Median, standard Deviation (S.D.), Skewness, Kurtosis and analyzing Variance (ANOVA) were used for analysis of data.

Analysis of variance is an extension of 't' test. By using 't' test the difference between two groups only can be studied at that mean. The effect of only one independent variable can be studied at a time. In analysis of variance more than two variables can be studied. It is useful in the sense that apart from

main effects interaction effects also can be studied. The analysis of variance gives its results in the form of 'F' ratio.

For the present study, data analysis was carried out using computer S.P.S.S. package on computer. It was used in computation work from Dept. of Computer Science & Management, Maliba Campus, Bardoli. The analysis of the data was carried out keeping in view the objectives and hypothesis.

TABLE: 4.1
MEAN, MEDIAN, STANDARD DEVIATION, SKEWNESS AND KURTOSIS OF PERCEPTIONS OF TEACHERS TOWARDS LEADERSHIP QUALITIES

Number of (n)	1000
Mean Achievement	1.89
Median	2.00
Standard Deviation	0.950
Skewness	1.678
Kurtosis	10.209

As seen in Table 4.1, mean and median fall at different points in the distribution and the balance (centre of gravity) is shifted to left. It can be said that the distribution is positively skewed. Skewness has been found out to be 1.678. The value of skewness is positive, so the perceptions of teachers towards Principals leadership qualities are normal. Kurtosis has been found out to be **10.209**. The value of Kurtosis is more than **3.00**, so here the nature of distribution is leptokurtic.

4.2 MAIN EFFECT AND INTERACTION EFFECTS ON LEADERSHIP QUALITIES OF PRINCIPALS OF SECONDARY SCHOOLS PERCEIVED BY SECONDARY TEACHERS.

To study the main effect, two way interactions, the three way interaction and four way interaction on perception of leadership qualities with respect to Gender, Types of School, Qualification and Years of Experience, ANOVA was applied for following null hypothesis.

Analysis of variance is a parametric test. It requires certain assumption to be taken care of. In the present study, sampling was done with randomization. Also score available was in internal scale. So ANOVA was applied.

TABLE: 4.2
SUMMARY OF ANOVA FOR PERCEPTION OF TEACHERS TOWARDS
PRINCIPALS' LEADERSHIP QUALITIES.

Source of Variance	Sum of Square	Df	Mean Square	F	Significant 'F'
A	27.60	1	27.60	31.37	S
B	59.03	1	59.03	67.08	S
C	8.93	3	2.98	3.38	S
D	62.09	5	12.42	14.11	S
A X B	20.19	1	20.19	22.94	S
A X C	30.782	3	10.26	11.66	S
A X D	24.59	5	4.92	5.59	S
B X C	47.01	3	15.67	17.81	S
Source of Variance	Sum of Square	Df	Mean Square	F	Significant 'F'
B X D	119.94	4	29.98	34.07	S
C X D	147.68	12	12.31	13.98	S

A X B X C	32.34	3	10.78	12.25	S
A X B X D	30.05	3	10.02	11.38	S
A X C X D	199.264	10	19.93	22.64	S
B X C X D	158.37	8	19.80	22.50	S
A X B X C X D	45.70	6	7.62	8.65	S

1. It can be seen from table 4.3 that in case of main effects, 'F' ratio of **31.37** for Gender is **significant** at both (0.01 and 0.05) levels. So the hypothesis No. one is not accepted. It means that there is significant difference between the mean Perceptions of teachers with respect to gender towards Principals' leadership qualities.

TABLE : 4.3

DEPENDENT VARIABLE : LEADERSHIP QUALITIES (GENDER)

Gender	Mean	Std. Error	95% Confidence Interval		"F" ratio
			Lower Bound	Upper Bound	
Male	1.922	.009	1.904	1.941	31.37
Female	1.806 ^a	.010	1.787	1.825	

Mean of male teachers and Female teacher on the perception scale reflects 1.922 and 1.806 respectively. The difference is in favour of Male teachers. So, it could be concluded that male teachers have shown higher perception towards leadership qualities of Principals than the female teachers.

2. It can be seen from table 4.4 that in case of main effects, 'F' ratio of **67.08** for Types of School is **significant** at both (0.01 and 0.05) levels. So

the hypothesis No. two is not accepted. It means that there is significant difference between the mean perceptions of teachers with respect to Types of School towards Principals' leadership qualities.

TABLE: 4.4
DEPENDENT VARIABLE: LEADERSHIP QUALITIES
(TYPE OF SCHOOL)

Type of School	Mean	Std. Error	95% Confidence Interval		“F” ratio
			Lower Bound	Upper Bound	
Non Grant in Aid	1.779 ^a	.009	1.761	1.796	67.08
Grant in Aid	1.952 ^a	.010	1.932	1.971	

Mean of Grant in Aid teachers and Non Grant in Aid teachers on the perception scale reflects 1.952 and 1.779 respectively. The difference is in favour of Grant in Aid teachers. So, it could be conclude that teachers working in Grant in Aid schools have shown higher perception towards leadership qualities of Principals than self finance school teachers.

3. It can be seen from table 4.5 that in case of main effects, ‘F’ ratio of **3.38** for Work Experience is **significant** at both (0.01 and 0.05) levels. So the hypothesis No. three is not accepted. It means that there is significant difference between the mean perceptions of teachers with respect to experience towards Principals' leadership qualities.

TABLE: 4.5
DEPENDENT VARIABLE: LEADERSHIP QUALITIES
(WORK EXPERIENCE)

Work Experience	Mean	Std. Error	95% Confidence Interval		“F” ratio
			Lower Bound	Upper Bound	
Less than 1 Year	1.849 ^a	.014	1.821	1.878	3.38

1-5 Year	1.831 ^a	.012	1.807	1.855	
6-10 Year	1.948 ^a	.015	1.919	1.977	
More than10 Years	1.852 ^a	.013	1.827	1.877	

Mean of less than 1 year, 1-5 years, 6-10 years and more than 10 Work Experience of teachers is 1.849, 1.831, 1.948, 1.852 on the perception scale respectively. The difference is in favour of those teachers who have got 6 to 10 years of work experience. So it could be conclude that teachers having 6- 10 years work experience have shown higher perception towards leadership qualities of Principals than other stated experienced teachers in the statement.

4. It can be seen from table 4.6 that in case of main effects, ‘F’ ratio of **14.11** for Educational Qualification is significant at both (0.01 and 0.05) levels. So the hypothesis No. four is not accepted. It means that there is **significant** difference between the mean perception of teachers with respect to Educational Qualification towards Principals’ leadership qualities.

TABLE: 4.6
DEPENDENT VARIABLE: LEADERSHIP QUALITIES
(EDUCATIONAL QUALIFICATION)

Educational Qualification	Mean	Std. Error	95% Confidence Interval		“F” ratio
			Lower Bound	Upper Bound	

PTC	1.845	.008	1.829	1.861	14.11
Graduate + B.Ed.	1.885	.005	1.874	1.895	
Post Graduate + B.Ed.	2.087 ^a	.029	2.030	2.144	
Doctorate	1.785 ^a	.017	1.752	1.818	
Post Graduate + M.Ed.	1.764 ^a	.045	1.676	1.851	
Others	1.878 ^a	.019	1.842	1.915	

Mean of teachers' qualifications having P.T.C, Graduate + B.Ed., Post Graduate + B.Ed., Doctorate, M.Ed. and others on the perception scale reflects 1.845, 1.885, 2.087, 1.785, 1.764 and 1.878 respectively. The difference is in favour of those teachers who have qualifications Post Graduate + B.Ed. So it could be concluded that teachers having Post Graduate + B.Ed. qualifications have shown higher perception towards leadership qualities of Principals.

5. It can be seen from table 4.7 that in case of two way interaction, 'F' ratio of **22.94** for Gender and Type of school is **significant** at both (0.01 and 0.05) levels. So the hypothesis No. five is not accepted. It means that there is significant difference between the mean perception of teachers with respect to Gender and type of school towards Principals' leadership qualities.

TABLE: 4.7
DEPENDENT VARIABLE: LEADERSHIP QUALITIES
(TYPE OF SCHOOL & GENDER)

Type of School &	Mean	Std. Error	95% Confidence Interval	"F" ratio
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Gender				Lower Bound	Upper Bound	
Non Grant in Aid	Male	1.862 ^a	.012	1.838	1.886	22.94
	Female	1.679 ^a	.013	1.654	1.705	
Grant in Aid	Male	1.985 ^a	.014	1.957	2.014	
	Female	1.918 ^a	.014	1.890	1.946	

The difference of mean is in favour of male teachers in Grant In Aid schools (**1.985**) on the perception scale, which indicates significance. So, it can be concluded that male teachers in Grant In Aid schools show higher perceptions towards leadership qualities of Principals.

6. It can be seen from table no **4.8** that in case of two way interaction, ‘F’ ratio of **11.66** for Gender and work experience is significant at both (0.01 and 0.05) levels. So the hypothesis No. six is not accepted. It means that there is significant difference between the mean perception of teachers with respect to Gender and work experience towards Principals’ leadership qualities.

TABLE: 4.8
DEPENDENT VARIABLE: LEADERSHIP QUALITIES
(WORK EXPERIENCE & GENDER)

Work Experience	Gender	Mean	Std. Error	95% Confidence Interval		“F” ratio
				Lower Bound	Upper Bound	
Less than 1	Male	1.879 ^a	.021	1.839	1.920	11.66

Year	Female	1.815 ^a	.020	1.776	1.855
1-5 Year	Male	1.827 ^a	.018	1.791	1.862
	Female	1.836 ^a	.016	1.804	1.867
6-10 Year	Male	2.099 ^a	.021	2.058	2.141
	Female	1.775 ^a	.020	1.735	1.815
More than 10Years	Male	1.906 ^a	.016	1.874	1.938
	Female	1.792 ^a	.020	1.753	1.831

The difference of mean is in favour of male teachers with 6-10 years of work experience (**2.099**) on the perception scale, which indicates significance. So, it can be concluded that male teachers with 6-10 years of work experience show higher perceptions towards leadership qualities of Principals.

7. It can be seen from table no **4.9** that in case of two way interaction, ‘F’ ratio of **5.59** for Gender and education qualification is **significant** at both (0.01 and 0.05) levels. So the hypothesis No. seven is not accepted. It means that there is significant difference between the mean perception of teachers with respect to Gender and education qualification towards Principals’ leadership qualities.

TABLE: 4.9
DEPENDENT VARIABLE : LEADERSHIP QUALITIES
(EDUCATIONAL QUALIFICATION & GENDER)

Educational Qualification	Gender	Mean	Std. Error	95% Confidence Interval		“F” ratio
				Lower Bound	Upper Bound	
PTC	Male	1.916	.010	1.896	1.937	5.59
	Female	1.774	.012	1.749	1.798	

Graduate + B.Ed.	Male	1.934	.007	1.920	1.948
	Female	1.836	.008	1.821	1.850
Post Graduate + B.Ed.	Male	2.162 ^a	.035	2.094	2.230
	Female	1.899 ^a	.055	1.792	2.006
Doctorate	Male	1.828 ^a	.023	1.783	1.873
	Female	1.742 ^a	.025	1.694	1.790
Post Graduate + M.Ed.	Male	1.902 ^a	.058	1.788	2.015
	Female	1.557 ^a	.071	1.418	1.695
Others	Male	1.835 ^a	.027	1.782	1.887
	Female	1.916 ^a	.026	1.865	1.966

The difference of mean is in favour of male teachers with Post Graduation + B.Ed. (**2.162**) on the perception scale, which indicates significance. So, it can be concluded that male teachers with post graduation + B.Ed. show higher perceptions towards leadership qualities of Principals.

8. It can be seen from table no **4.10** that in case of two way interaction, ‘F’ ratio of **17.81** for type of school and work experience is **significant** at both (0.01 and 0.05) levels. So the hypothesis No. eight is not accepted. It means that there is significant difference between the mean perception of teachers with respect to type of school and work experience towards Principals’ leadership qualities.

TABLE: 4.10
DEPENDENT VARIABLE: LEADERSHIP QUALITIES
(WORK EXPERIENCE & TYPE OF SCHOOL)

Work Experience	Type of School	Mean	Std. Error	95% Confidence Interval		“F” ratio
				Lower Bound	Upper Bound	
Less than 1	Non Grant in Aid	1.699 ^a	.018	1.663	1.734	17.81

Year	Grant in Aid	2.019^a	.023	1.974	2.064
1-5 Year	Non Grant in Aid	1.761 ^a	.016	1.730	1.793
	Grant in Aid	1.919 ^a	.019	1.882	1.955
5-10 Year	Non Grant in Aid	1.929 ^a	.015	1.900	1.958
	Grant in Aid	1.965 ^a	.024	1.917	2.013
More than 10Years	Non Grant in Aid	1.761 ^a	.020	1.721	1.801
	Grant in Aid	1.920	.016	1.888	1.952

The difference of mean is in favour of Grant in Aid school teachers with less than 1 year of experience (**2.019**) on the perception scale, which indicates significance. So, it can be concluded that Grant In Aid school teachers with less than 1 year of experience show higher perceptions towards leadership qualities of Principals’.

9. It can be seen from table no **4.11** that in case of two way interaction, ‘F’ ratio of **34.07** for type of school and education qualification is **significant** at both (0.01 and 0.05) levels. So the hypothesis No. nine is not accepted. It means that there is significant difference between the mean perception of teachers with respect to type of school and education qualification towards Principals’ leadership qualities.

TABLE: 4.11
DEPENDENT VARIABLE: LEADERSHIP QUALITIES
(TYPE OF SCHOOL & EDUCATIONAL QUALIFICATION)

Type of School	Educational Qualification	Mean	Std. Error	95% Confidence Interval		“F” ratio
				Lower Bound	Upper Bound	

Non Grant in Aid	PTC	1.797	.010	1.777	1.816	34.07
	Graduate + B.Ed.	1.804	.007	1.791	1.818	
	Post Graduate + B.Ed.	2.235 ^a	.045	2.147	2.324	
	Doctorate	1.477 ^a	.026	1.426	1.528	
	Post Graduate + M.Ed.	1.767 ^a	.071	1.628	1.906	
	Others	1.793	.020	1.754	1.831	
Grant in Aid	PTC	1.893	.013	1.868	1.918	
	Graduate + B.Ed.	1.965	.008	1.950	1.981	
	Post Graduate + B.Ed.	1.975 ^a	.038	1.900	2.050	
	Doctorate	2.016	.022	1.974	2.059	
	Post Graduate + M.Ed.	1.761 ^a	.058	1.648	1.875	
	Others	2.015 ^a	.037	1.943	2.087	

The difference of mean is in favour of teachers with post graduate + B.Ed. in Non grant in aid schools (**2.235**) on the perception scale, which indicates significance. So it can be concluded that teachers with post graduate + B.Ed. in Non grant in aid schools show higher perceptions towards leadership qualities of Principals’.

- It can be seen from table no **4.12** that in case of two way interaction, ‘F’ ratio of **13.98** for work experience and educational qualification is **significant** at both (0.01 and 0.05) levels. So the hypothesis No. ten is not accepted. It means that there is significant difference between the mean

perception of teachers with respect to work experience and educational qualification of teachers towards Principals' leadership qualities.

TABLE: 4.12
DEPENDENT VARIABLE: LEADERSHIP QUALITIES
(WORK EXPERIENCE & EDUCATIONAL QUALIFICATION)

Work Experience	Educational Qualification	Mean	Std. Error	95% Confidence Interval		“F” ratio
				Lower Bound	Upper Bound	
Less than 1 Year	PTC	1.783	.022	1.739	1.827	13.98
	Graduate +B.Ed.	1.886	.015	1.858	1.915	
	Post Graduate + B.Ed.	1.920 ^a	.100	1.724	2.116	
	Doctorate	1.804	.031	1.744	1.864	
	Post Graduate + M.Ed.	1.966 ^a	.100	1.770	2.162	
	Others	1.885 ^a	.039	1.808	1.963	
1-5 Year	PTC	1.853	.015	1.824	1.882	
	Graduate +B.Ed.	1.940	.008	1.923	1.956	
	Post Graduate + B.Ed.	^b	.	.	.	
	Doctorate	1.690	.024	1.643	1.736	
	Post Graduate + M.Ed.	1.767 ^a	.071	1.628	1.906	
	Others	1.875	.030	1.817	1.933	
Work Experience	Educational Qualification	Mean	Std. Error	95% Confidence Interval		“F” ratio
				Lower Bound	Upper Bound	
6-10 Year	PTC	1.862	.014	1.833	1.890	
	Graduate +B.Ed.	1.835	.010	1.816	1.855	
	Post Graduate + B.Ed.	2.301 ^a	.053	2.198	2.404	
	Doctorate	2.122 ^a	.061	2.002	2.242	
	Post Graduate + M.Ed.	^b	.	.	.	
	Others	1.644 ^a	.031	1.583	1.705	
More than 10 Years	PTC	1.881	.011	1.859	1.903	
	Graduate +B.Ed.	1.878	.007	1.864	1.892	
	Post Graduate + B.Ed.	1.928 ^a	.027	1.874	1.982	

	Doctorate	1.694	.032	1.632	1.756	
	Post Graduate + M.Ed.	1.659 ^a	.071	1.520	1.798	
	Others	1.993	.041	1.914	2.073	

The difference of mean is in favour of teachers with 6-10 years of experience with post graduation + M.Ed. (**2.301**) on the perception scale, which indicates significance. So, it can be concluded that teachers with 6-10 years of experience with post graduation + M. Ed. show higher perceptions towards leadership qualities of Principals’.

11. It can be seen from table no **4.13** that in case of three way interaction, ‘F’ ratio of **12.25** for gender, type of school and work experience is **significant** at both (0.01 and 0.05) levels. So the hypothesis No. eleven is not accepted. It means that there is significant difference between the mean perception of teachers with respect to gender, type of school and work experience of teachers towards Principals’ leadership qualities.

TABLE: 4.13
DEPENDENT VARIABLE: LEADERSHIP QUALITIES
(WORK EXPERIENCE, TYPE OF SCHOOL & GENDER)

Work Experience	Type of School	Gender	Mean	Std. Error	95% Confidence Interval		“F” ratio
					Lower Bound	Upper Bound	
Less than 1 Year	Non Grant in Aid	Male	1.794 ^a	.026	1.743	1.846	12.25
		Female	1.579 ^a	.024	1.531	1.627	
	Grant in Aid	Male	1.986 ^a	.033	1.922	2.050	
		Female	2.052 ^a	.033	1.988	2.116	
1-5 Year	Non Grant in Aid	Male	1.790 ^a	.022	1.746	1.833	
		Female	1.733 ^a	.023	1.688	1.778	
	Grant in Aid	Male	1.873 ^a	.030	1.815	1.932	
		Female	1.964 ^a	.022	1.921	2.007	
6-10	Non Grant in	Male	2.114 ^a	.021	2.072	2.155	

Year	Aid	Female	1.683 ^a	.021	1.642	1.723
	Grant in Aid	Male	2.085 ^a	.036	2.014	2.156
		Female	1.845 ^a	.032	1.782	1.908
More than 10 Years	Non Grant in Aid	Male	1.801 ^a	.027	1.749	1.854
		Female	1.710 ^a	.032	1.648	1.772
	Grant in Aid	Male	1.993	.020	1.953	2.033
		Female	1.846	.025	1.797	1.896

The difference of mean is in favour of male teachers of Grant In Aid schools with 1- 5 years of experience (**2.114**) on the perception scale, which indicates significance. So, it can be concluded that male teachers of Grant In Aid schools with 1- 5 years of experience show higher perceptions towards leadership qualities of Principals’.

12. It can be seen from table no **4.14** that in case of three way interaction, ‘F’ ratio of **11.38** for gender, type of school and educational qualification is **significant** at both (0.01 and 0.05) levels. So the hypothesis No. twelve is not accepted. It means that there is significant difference between the mean perception of teachers with respect to gender, type of school and educational qualification of teachers towards Principals’ leadership qualities.

TABLE: 4.14

DEPENDENT VARIABLE: LEADERSHIP QUALITIES

(TYPE OF SCHOOL, EDUCATIONAL QUALIFICATION & GENDER)

Type of School	Educational Qualification	Gender	Mean	Std. Error	95% Confidence Interval	“F” ratio
					Lower Bound	
Non Grant in Aid	PTC	Male	1.924	.011	1.902	
		Female	1.669	.017	1.637	
	Graduate + B.Ed.	Male	1.862	.009	1.843	
		Female	1.746	.010	1.727	
	Post Graduate + B.Ed.	Male	2.235 ^a	.045	2.147	
		Female	^b	.	.	

	Doctorate	Male	1.473 ^a	.029	1.415	11.38	
		Female	1.481 ^a	.043	1.396		
	Post Graduate + M.Ed.	Male	1.807 ^a	.100	1.611		
		Female	1.727 ^a	.100	1.531		
	Others	Male	1.827	.030	1.767		
		Female	1.759	.025	1.710		
	Grant in Aid	PTC	Male	1.908	.018		1.874
			Female	1.878	.018		1.842
		Graduate + B.Ed.	Male	2.006	.011		1.984
			Female	1.925	.011		1.903
Post Graduate + B.Ed.		Male	2.052 ^a	.053	1.947		
		Female	1.899 ^a	.055	1.792		
Doctorate		Male	2.094	.033	2.029		
		Female	1.938	.028	1.884		
Post Graduate + M.Ed.		Male	1.949 ^a	.071	1.810		
		Female	1.386 ^a	.100	1.190		
Others		Male	1.850 ^a	.053	1.746		
		Female	2.125 ^a	.050	2.027		

The difference of mean is in favour of male teachers with graduation + B.Ed. in Non grant in aid schools (**2.235**) on the perception scale, which indicates significance. So, it can be concluded that male teachers with post graduation + B.Ed. in self finance schools show higher perceptions towards leadership qualities of Principals’.

13. It can be seen from table no **4.15** that in case of three way interaction, ‘F’ ratio of **22.64** for work experience, educational qualification and gender is **significant** at both (0.01 and 0.05) levels. So the hypothesis No. thirteen is not accepted. It means that there is significant difference between the mean perception of teachers with respect to gender, work experience and educational qualification of teachers towards Principals’ leadership qualities.

TABLE: 4.15

DEPENDENT VARIABLE: LEADERSHIP QUALITIES

**(WORK EXPERIENCE, EDUCATIONAL QUALIFICATION
& GENDER)**

Work Experience	Educational Qualification	Gender	Mean	Std. Error	95% Confidence Interval		“F” ratio
					Lower Bound	Upper Bound	
Less than 1 Year	PTC	Male	1.906	.028	1.852	1.961	22.64
		Female	1.661	.035	1.591	1.730	
	Graduate + B.Ed.	Male	1.904	.021	1.863	1.946	
		Female	1.868	.020	1.829	1.908	
	Post Graduate + B.Ed	Male	1.920 ^a	.100	1.724	2.116	
		Female	.	.	.	.
	Doctorate	Male	1.869	.041	1.789	1.949	
		Female	1.739	.046	1.649	1.828	
	Post Graduate + M.Ed.	Male	1.966 ^a	.100	1.770	2.162	
		Female	.	.	.	.
	others	Male	1.668 ^a	.050	1.570	1.766	
		Female	1.994	.053	1.890	2.099	

Work Experience	Educational Qualification	Gender	Mean	Std. Error	95% Confidence Interval		“F” ratio
					Lower Bound	Upper Bound	
1-5 Year	PTC	Male	1.886	.021	1.846	1.927	
		Female	1.820	.021	1.779	1.861	
	Graduate + B.Ed.	Male	2.000	.012	1.976	2.024	
		Female	1.879	.012	1.856	1.902	
	Post Graduate + B.Ed.	Male	.	.	.	.
		Female	.	.	.	.
	Doctorate	Male	1.639	.030	1.580	1.697	
		Female	1.741	.037	1.669	1.812	
	Post Graduate + M.Ed.	Male	1.807 ^a	.100	1.611	2.003	
		Female	1.727 ^a	.100	1.531	1.923	
	others	Male	1.792	.052	1.690	1.894	
		Female	1.958	.029	1.901	2.015	
6-10 Year	PTC	Male	1.833	.018	1.797	1.869	
		Female	1.890	.022	1.846	1.934	
	Graduate + B.Ed.	Male	1.932	.012	1.909	1.955	
		Female	1.738	.016	1.707	1.769	

Work Experience	Educational Qualification	Gender	Mean	Std. Error	95% Confidence Interval		“F” ratio	
	Post Graduate + B.Ed.	Male	2.571	.061	2.451	2.691		
		Female	1.761 ^a	.100	1.565	1.957		
	Doctorate	Male	2.398 ^a	.100	2.202	2.594		
		Female	1.847 ^a	.071	1.708	1.985		
	Post Graduate + M.Ed.	Male	. ^b	.	.	.		
		Female	. ^b	.	.	.		
	others	Male	1.726 ^a	.038	1.652	1.800		
		Female	1.563 ^a	.050	1.464	1.661		
	More than 10 Years	PTC	Male	2.039	.015	2.009		2.068
			Female	1.724	.016	1.691		1.756
Graduate + B.Ed.		Male	1.898	.010	1.879	1.917		
		Female	1.857	.011	1.836	1.878		
Post Graduate + B.Ed.		Male	1.874	.035	1.806	1.942		
		Female	2.036 ^a	.045	1.949	2.124		
Doctorate		Male	1.692	.037	1.620	1.763		
		Female	1.696	.052	1.594	1.798		
Post Graduate + M.Ed.		Male	1.932 ^a	.100	1.736	2.128		
		Female	1.386 ^a	.100	1.190	1.582		
Others		Male	2.015	.053	1.911	2.119		
		Female	1.972	.061	1.852	2.092		

The difference of mean is in favour of male teachers with post graduation + M.Ed. having 6-10 years of experience (**2.571**) on the perception scale, which indicates significance. So, it can be concluded that male teachers with graduation + B.Ed. having 6-10 years of experience show higher perceptions towards leadership qualities of Principals’.

14. It can be seen from table no **4.16** that in case of three way interaction, ‘F’ ratio of **22.50** for type of school, work experience and educational qualification is **significant** at both (0.01 and 0.05) levels. So the hypothesis No. fourteen is not accepted. It means that there is significant difference between the mean perception of teachers with respect to type of school, work experience and educational qualification of teachers towards Principals’ leadership qualities.

TABLE: 4.16

DEPENDENT VARIABLE: LEADERSHIP QUALITIES

(WORK EXPERIENCE, TYPE OF SCHOOL & EDUCATIONAL QUALIFICATION)

Work Experience	Type of School	Educational Qualification	Mean	Std. Error	95% Confidence Interval		“F” ratio
					Lower Bound	Upper Bound	
Less than 1 Year	Non Grant in Aid	PTC	1.729	.028	1.674	1.783	22.50
		Graduate +B.Ed.	1.861	.018	1.827	1.896	
		P.Gradu+B.Ed.	1.920 ^a	.100	1.724	2.116	
		Doctorate	1.407	.046	1.318	1.497	
		P.Gradu+M.Ed.	^b	.	.	.	
		Others	1.686	.031	1.625	1.748	
	Grant in Aid	PTC	1.838	.035	1.769	1.907	
		Graduate +B.Ed.	1.912	.024	1.865	1.958	
		P.Gradu+B.Ed.	^b	.	.	.	
		Doctorate	2.201	.041	2.121	2.281	
		P.Gradu+M.Ed.	1.966 ^a	.100	1.770	2.162	
		Others	2.284 ^a	.100	2.088	2.480	
1-5 Year	Non Grant in Aid	PTC	1.785	.012	1.761	1.808	
		Graduate +B.Ed.	1.869	.009	1.851	1.887	
		P.Gradu+B.Ed.	^b	.	.	.	
		Doctorate	1.562	.028	1.507	1.617	
		P.Gradu+M.Ed.	1.767	.071	1.628	1.906	
		Others	1.824	.020	1.784	1.864	
	Grant in Aid	PTC	1.921	.027	1.869	1.974	
		Graduate +B.Ed.	2.010	.014	1.982	2.038	
		P.Gradu+B.Ed.	^b	.	.	.	
		Doctorate	1.817	.038	1.742	1.892	
		P.Gradu+M.Ed.	^b	.	.	.	
		Others	1.926	.056	1.817	2.036	
6-10 Year	Non Grant in Aid	PTC	1.934	.018	1.899	1.968	
		Graduate +B.Ed.	1.722	.015	1.693	1.751	
		P.Gradu+B.Ed.	2.903 ^a	.071	2.765	3.042	
		Doctorate	^b	.	.	.	
		P.Gradu+M.Ed.	^b	.	.	.	
		Others	1.644	.031	1.583	1.705	
	Grant in Aid	PTC	1.790	.023	1.745	1.834	
		Graduate +B.Ed.	1.948	.013	1.923	1.974	
		P.Gradu+B.Ed.	2.000	.071	1.861	2.139	
		Doctorate	2.122	.061	2.002	2.242	
		P.Gradu+M.Ed.	^b	.	.	.	
		Others	^b	.	.	.	

Work Experience	Type of School	Educational Qualification	Mean	Std. Error	95% Confidence Interval		‘F’ ratio
					Lower Bound	Upper Bound	
More than 10 Years	Non Grant in Aid	PTC	1.740	.020	1.701	1.778	
		Graduate +B.Ed.	1.764	.012	1.740	1.787	
		P.Gradu+B.Ed.	1.883 ^a	.058	1.769	1.996	
		Doctorate	1.462	.058	1.349	1.575	
		P.Gradu+M.Ed.	. ^b	.	.	.	
		Others	2.017	.061	1.897	2.137	
	Grant in Aid	PTC	2.023	.011	2.002	2.043	
		Graduate +B.Ed.	1.992	.008	1.976	2.007	
		P.Gradu+B.Ed.	1.951	.029	1.893	2.008	
		Doctorate	1.925	.026	1.874	1.977	
		P.Gradu+M.Ed.	1.659	.071	1.520	1.798	
		Others	1.969	.053	1.866	2.073	

The difference of mean is in favour of teachers of Non-grant in aid schools with 6-10 years of experience with post graduation + B.Ed. (2.903) on the perception scale, which indicates significance. So, it can be concluded that teachers of Non-grant in aid schools with 6-10 years of experience with post graduation + B.Ed show higher perceptions towards leadership qualities of Principals’.

15. It can be seen from table no 4.17 that in case of four way interaction, ‘F’ ratio of 8.65 for gender, type of school, work experience and educational qualification is **significant** at both (0.01 and 0.05) levels. So the hypothesis No. fifteen is not accepted. It means that there is significant difference between the mean perception of teachers with respect to gender, type of school, work experience and educational qualification of teachers towards Principals’ leadership qualities.

TABLE: 4.17

DEPENDENT VARIABLE: LEADERSHIP QUALITIES

(WORK EXPERIENCE, TYPE OF SCHOOL, EDUCATIONAL QUALIFICATION & GENDER)

Work Experience	Type of School	Educational Qualification	Gender	Mean	Std. Error	95% Confidence Interval		F Ratio	
						Lower Bound	Upper Bound		
Less than 1 Year	Non Grant in Aid	PTC	Male	1.918	.024	1.870	1.965	8.65	
			Female	1.540	.050	1.442	1.638		
		Graduate + B.Ed.	Male	1.901	.027	1.849	1.953		
			Female	1.821	.023	1.776	1.866		
		Post Graduate + B.Ed.	Male	1.920	.100	1.724	2.116		
			Female	.a	.	.	.		
		Doctorate	Male	1.564	.058	1.451	1.678		
			Female	1.250	.071	1.111	1.389		
		Post Graduate + M.Ed.	Male	.a	.	.	.		
			Female	.a	.	.	.		
		Others	Male	1.668	.050	1.570	1.766		
			Female	1.705	.038	1.630	1.779		
		Grant in Aid	PTC	Male	1.895	.050	1.797		1.993
				Female	1.781	.050	1.683		1.879
	Graduate + B.Ed.		Male	1.908	.033	1.842	1.973		
			Female	1.915	.033	1.850	1.981		
	Post Graduate + B.Ed.		Male	.a	.	.	.		
			Female	.a	.	.	.		
	Doctorate		Male	2.174	.058	2.061	2.287		
			Female	2.227	.058	2.114	2.340		
	Post Graduate + M.Ed.		Male	1.966	.100	1.770	2.162		
			Female	.a	.	.	.		
	Others		Male	.a	.	.	.		
			Female	2.284	.100	2.088	2.480		
1-5 Year	Non Grant in Aid		PTC	Male	1.888	.016	1.856	1.920	
				Female	1.681	.018	1.647	1.716	
		Graduate + B.Ed.	Male	1.921	.013	1.895	1.946		
			Female	1.818	.013	1.792	1.843		
		Post Graduate + B.Ed.	Male	.a	.	.	.		
			Female	.a	.	.	.		
		Doctorate	Male	1.408	.033	1.342	1.473		
			Female	1.716	.045	1.628	1.804		
		Post Graduate + M.Ed.	Male	1.807	.100	1.611	2.003		
			Female	1.727	.100	1.531	1.923		
		Others	Male	1.925	.028	1.870	1.979		
			Female	1.723	.030	1.664	1.782		
		Grant in Aid	PTC	Male	1.885	.038	1.811	1.959	
				Female	1.958	.038	1.884	2.032	
Graduate +	Male		2.080	.021	2.039	2.121			

		B.Ed.	Female	1.940	.019	1.902	1.978		
		Post Graduate + B.Ed.	Male	. ^a	.	.	.		
			Female	. ^a	.	.	.		
		Doctorate	Male	1.869	.050	1.771	1.967		
			Female	1.765	.058	1.652	1.878		
		Post Graduate + M.Ed.	Male	. ^a	.	.	.		
			Female	. ^a	.	.	.		
		Others	Male	1.659	.100	1.463	1.855		
			Female	2.193	.050	2.095	2.291		
		5-10 Year	Non Grant in Aid	PTC	Male	1.955	.022	1.911	1.998
					Female	1.913	.028	1.858	1.967
				Graduate + B.Ed.	Male	1.872	.017	1.839	1.905
Female	1.573				.024	1.525	1.620		
Post Graduate + B.Ed.	Male			2.903	.071	2.765	3.042		
	Female			. ^a	.	.	.		
Doctorate	Male			. ^a	.	.	.		
	Female			. ^a	.	.	.		
Post Graduate + M.Ed.	Male			. ^a	.	.	.		
	Female			. ^a	.	.	.		
Others	Male			1.726	.038	1.652	1.800		
	Female			1.563	.050	1.464	1.661		
Grant in Aid	PTC		Male	1.711	.029	1.655	1.768		
			Female	1.868	.035	1.799	1.937		
	Graduate + B.Ed.		Male	1.993	.016	1.961	2.025		
			Female	1.904	.020	1.864	1.944		
	Post Graduate + B.Ed.		Male	2.239	.100	2.043	2.435		
			Female	1.761	.100	1.565	1.957		
	Doctorate		Male	2.398	.100	2.202	2.594		
			Female	1.847	.071	1.708	1.985		
	Post Graduate + M.Ed.		Male	. ^a	.	.	.		
			Female	. ^a	.	.	.		
	Others		Male	. ^a	.	.	.		
			Female	. ^a	.	.	.		
More than 10 Years	Non Grant in Aid	PTC	Male	1.936	.027	1.883	1.988		
			Female	1.544	.029	1.487	1.600		
		Graduate + B.Ed.	Male	1.753	.016	1.722	1.785		
			Female	1.774	.018	1.739	1.809		
		Post Graduate + B.Ed.	Male	1.883	.058	1.769	1.996		
			Female	. ^a	.	.	.		
		Doctorate	Male	1.447	.058	1.334	1.560		
			Female	1.477	.100	1.281	1.673		
		Post Graduate + M.Ed.	Male	. ^a	.	.	.		
			Female	. ^a	.	.	.		
		Others	Male	1.989	.100	1.793	2.185		
			Female	2.045	.071	1.907	2.184		
	Grant in Aid	PTC	Male	2.142	.014	2.114	2.169		
			Female	1.904	.016	1.873	1.935		
	Graduate +	Male	2.043	.010	2.022	2.063			

	B.Ed.	Female	1.940	.012	1.917	1.963
	Post Graduate + B.Ed.	Male	1.865	.038	1.791	1.939
		Female	2.036	.045	1.949	2.124
	Doctorate	Male	1.936	.045	1.849	2.024
		Female	1.914	.028	1.860	1.969
	Post Graduate + M.Ed.	Male	1.932	.100	1.736	2.128
		Female	1.386	.100	1.190	1.582
	Others	Male	2.041	.035	1.972	2.110
		Female	1.898	.100	1.702	2.094

The difference of mean is in favour of male teachers Non-grant in aid schools with 6-10 years of experience and post graduation + M.Ed. (**2.903**) on the perception scale, which indicates significance. So, it can be concluded that male teachers of Non grant in aid schools with 6-10 years of experience and post graduation + M.Ed. show higher perceptions towards leadership qualities of Principals’.

TABLE: 4.18

MEAN, MEDIAN, STANDARD DEVIATION, SKEWNESS AND KURTOSIS OF PERCEPTIONS OF TRUSTEES TOWARDS LEADERSHIP QUALITIES

Number of (n)	200
Mean Achievement	2.36
Median	2.00
Standard Deviation	1.219
Skewness	0.881
Kurtosis	3.170

As mean and median fall at different points in the distribution and the balance (centre of gravity) is shifted to left as visible from the above mentioned table : 4.18, it can be said that the distribution is positively skewed. Skewness has been found out to be **0.881**. The value of Skewness is positive, so the perceptions of trustees towards principal leadership qualities are normal.

Kurtosis has been found out to be **3.170**. The value of Kurtosis is more than 3.00, so here the nature of distribution is leptokurtic.

4.3 MAIN EFFECT AND INTERACTION EFFECTS ON LEADERSHIP QUALITIES OF PRINCIPALS OF SECONDARY SCHOOLS PERCEIVED BY TRUSTEES.

To study the main effect, two way interactions, the three way interaction, the four way interaction on perception of leadership qualities with respect to Gender, Types of School, Qualification and Years of Experience, ANOVA was applied for following null hypothesis.

Analysis of variance is a parametric test. It requires certain assumption to be taken care of. In the present study, sampling was done with randomization. Also score available was in internal scale. So ANOVA was applied.

**TABLE: 4.19
SUMMARY OF ANOVA FOR PERCEPTION OF TRUSTEES TOWARDS
PRINCIPALS' LEADERSHIP QUALITIES.**

Source of Variance	Sum of Square	Df	Mean Square	F	Significant 'F'
A	0.003	1	0.003	0.002	N.S
B	311.84	1	311.84	221.16	S
C	101.07	2	50.54	36.84	S
D	58.79	2	29.40	20.85	S
A X B	38.98	1	38.98	27.64	S
A X C	0.48	1	0.48	0.34	N.S
A X D	45.31	2	22.65	16.07	S
B X C	7.260	2	3.63	2.57	N.S
B X D	5.49	2	2.74	1.95	N.S

C X D	109.86	2	54.93	38.96	S
A X B X C	71.42	1	71.42	50.65	S
A X B X D	.030	1	0.34	0.33	N.S
A X C X D	92.13	1	92.13	65.34	S
B X C X D	50.32	2	25.16	17.84	S
A X B X C X D	0.43	1	0.76	0.45	N.S

1. It can be seen from table **4.19** that in case of main effects, 'F' ratio of **0.002** for Gender is **not significant** at both (0.01 and 0.05) levels. So the hypothesis No. one is accepted.
2. It can be seen from table **4.20** that in case of main effects, 'F' ratio of 221.16 for Types of School is **significant** at both (0.01 and 0.05) levels. So the hypothesis No. two is not accepted. It means that there is significant difference between the mean perception of trustees with respect to Types of School towards Principals' leadership qualities.

TABLE: 4.20
DEPENDENT VARIABLE: LEADERSHIP QUALITIES
(TYPE OF SCHOOL)

Type of School	Mean	Std. Error	95% Confidence Interval		"F" ratio
			Lower Bound	Upper Bound	
Non Grant in Aid	2.022 ^a	.023	1.976	2.068	221.16
Grant in Aid	2.803 ^a	.028	2.748	2.858	

Mean of Grant in Aid trustees and Non Grant in Aid trustees on the perception scale reflects 2.022 and 2.803 respectively. The difference is in favour of Grant in Aid trustees. So it could be conclude that trustees

of Grant in Aid schools have shown higher perception towards leadership qualities of Principals than Non grant in aid school trustees.

3. It can be seen from table **4.21** that in case of main effects, ‘F’ ratio of 35.841 for Experience is **significant** at both (0.01 and 0.05) levels. So the hypothesis No. three is not accepted. It means that there is significant difference between the mean perceptions of trustees with respect to Experience towards principals’ leadership qualities. Mean of 1-10 year, 11-15 years, 16 year onwards of trustees is 2.020, 2.461 and 2.403 on the perception scale respectively.

TABLE: 4.21
DEPENDENT VARIABLE: LEADERSHIP QUALITIES
(YEARS OF EXPERIENCE)

Work Experience	Mean	Std. Error	95% Confidence Interval		“F” ratio
			Lower Bound	Upper Bound	
1-10 years	2.020 ^a	.063	1.896	2.144	35.841
11-15 years	2.461 ^a	.028	2.406	2.517	
16 years onwards	2.403 ^a	.018	2.368	2.439	

The difference is in favour of those trustees who have got 11-15 years of work experience. So it could be conclude that trustees having 6- 10 years work experience have shown higher perception towards leadership qualities of Principals than other stated experienced trustees in the statement.

4. It can be seen from table **4.22** that in case of main effects, ‘F’ ratio of 20.848 for Educational Qualification is **significant** at both (0.01 and 0.05) levels. So the hypothesis No. four is not accepted. It means that there is significant difference between the mean perception of trustees

with respect to Educational Qualification towards principals' leadership qualities. Mean of trustees qualifications having primary, secondary & higher secondary, graduation plus on the perception scale reflects 2.144, 2.305 and 2.532 respectively.

TABLE: 4.22
DEPENDENT VARIABLE: LEADERSHIP QUALITIES
(EDUCATIONAL QUALIFICATION)

Educational Qualification	Mean	Std. Error	95% Confidence Interval		“F” ratio
			Lower Bound	Upper Bound	
Primary	2.144 ^a	.035	2.076	2.212	20.848
Secondary & Higher Secondary	2.305 ^a	.030	2.248	2.363	
Graduation Plus	2.532 ^a	.029	2.475	2.589	

The difference is in favour of those trustees who have qualifications Graduate plus. So it could be concluded that trustees having Graduate plus qualifications have shown higher perception towards leadership qualities of Principals.

5. It can be seen from table 4.23 that in case of two way interaction, ‘F’ ratio of **27.644** for Gender and Type of school is **significant** at both (0.01 and 0.05) levels. So the hypothesis No. five is not accepted. It means that there is significant difference between the mean perception of trustees with respect to Gender and type of school towards Principals' leadership qualities.

TABLE: 4.23
DEPENDENT VARIABLE: LEADERSHIP QUALITIES
(TYPE OF SCHOOL & GENDER)

Type of School	Gender	Mean	Std. Error	95% Confidence Interval	“F” ratio
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				Lower Bound	Upper Bound	
Non Grant in Aid	Male	2.124 ^a	.022	2.081	2.166	27.644
	Female	1.904 ^a	.044	1.818	1.990	
Grant in Aid	Male	2.690 ^a	.028	2.636	2.745	
	Female	3.066 ^a	.067	2.936	3.197	

The difference of mean is in favour of female trustees in Grant In Aid schools (**3.066**) on the perception scale, which indicates significance. So, it can be concluded that female trustees in Grant In Aid schools show higher perceptions towards leadership qualities of Principals’.

6. It can be seen from table no **4.19** that in case of two way interaction, ‘F’ ratio of **0.343** for Gender and work experience is **not significant** at both (0.01 and 0.05) levels. So the hypothesis No. six is accepted.
7. It can be seen from table no **4.24** that in case of two way interaction, ‘F’ ratio of **16.066** for Gender and education qualification is **significant** at both (0.01 and 0.05) levels. So the hypothesis No. seven is not accepted. It means that there is significant difference between the mean perception of trustees with respect to Gender and education qualification towards Principals’ leadership qualities.

TABLE: 4.24
DEPENDENT VARIABLE: LEADERSHIP QUALITIES
(GENDER & EDUCATIONAL QUALIFICATION)

Gender	Educational Qualification	Mean	Std. Error	95% Confidence Interval		“F” ratio
				Lower Bound	Upper Bound	
Male	Primary	2.275 ^a	.033	2.210	2.340	16.066
	Secondary & Higher Secondary	2.466 ^a	.033	2.401	2.530	
	Graduation Plus	2.499 ^a	.020	2.459	2.539	
Female	Primary	1.489 ^a	.127	1.241	1.737	

	Secondary & Higher Secondary	1.905 ^a	.063	1.781	2.029	
	Graduation Plus	2.554	.046	2.463	2.645	

The difference of mean is in favour of female trustees with Graduation plus education (**2.554**) on the perception scale, which indicates significance. So, it can be concluded that female trustees with graduation plus education show higher perceptions towards leadership qualities of Principals’.

8. It can be seen from Table **4.19** that in case of two way interactions, ‘F’ ratio of **2.574** for type of school and work experience is **not significant** at both (0.01 and 0.05) levels. So the hypothesis No. eight is accepted.
9. It can be seen from Table **4.19** that in case of two way interaction, ‘F’ ratio of **1.947** for type of school and education qualification is **not significant** at both (0.01 and 0.05) levels. So the hypothesis No. nine is accepted.
10. It can be seen from Table no **4.25** that in case of two way interaction, ‘F’ ratio of **38.956** for work experience and educational qualification is **significant** at both (0.01 and 0.05) levels. So the hypothesis No. ten is not accepted. It means that there is significant difference between the mean perception of trustees with respect to work experience and educational qualification of trustees towards principals’ leadership qualities.

TABLE: 4.25
DEPENDENT VARIABLE: LEADERSHIP QUALITIES
(WORK EXPERIENCE & EDUCATIONAL QUALIFICATION)

Work Experience	Educational Qualification	Mean	Std. Error	95% Confidence Interval		“F” ratio
				Lower Bound	Upper Bound	
1-10 years	Primary	1.420 ^a	.127	1.172	1.669	38.956
	Secondary & Higher Secondary	2.784 ^a	.127	2.536	3.032	
	Graduation Plus	1.938 ^a	.090	1.762	2.113	
11-15 years	Primary	2.316 ^a	.053	2.212	2.420	
	Secondary & Higher Secondary	2.165 ^a	.044	2.079	2.252	
	Graduation Plus	2.792	.048	2.697	2.887	
16 years onwards	Primary	2.248 ^a	.024	2.202	2.295	
	Secondary & Higher Secondary	2.286 ^a	.032	2.223	2.350	
	Graduation Plus	2.569	.030	2.509	2.628	

The difference of mean is in favour of trustees with 11-15 years of experience with graduation plus education (**2.792**) on the perception scale, which indicates significance. So, it can be concluded that trustees with 11-15 years of experience with graduation plus education show higher perceptions towards leadership qualities of Principals’.

11. It can be seen from Table **4.26** that in case of three way interaction, ‘F’ ratio of **50.654** for gender, type of school and work experience is significant at both (0.01 and 0.05) levels. So the hypothesis No. eleven is not accepted. It means that there is significant difference between the mean perception of trustees with respect to gender, type of school and work experience of trustees towards Principals’ leadership qualities.

TABLE: 4.26
DEPENDENT VARIABLE: LEADERSHIP QUALITIES
(WORK EXPERIENCE, TYPE OF SCHOOL & GENDER)

Work Experience	Type of School	Gender	Mean	Std. Error	95% Confidence Interval		“F” ratio
					Lower Bound	Upper Bound	
1-10 years	Non Grant in Aid	Male	1.420 ^a	.127	1.172	1.669	50.654
		Female	1.420 ^a	.127	1.172	1.669	
	Grant in Aid	Male	2.784 ^a	.127	2.536	3.032	
		Female	2.455 ^a	.127	2.206	2.703	
11-15 years	Non Grant in Aid	Male	2.132	.021	2.091	2.173	
		Female	1.980	.067	1.850	2.111	
	Grant in Aid	Male	2.978	.047	2.886	3.071	
		Female	3.341 ^a	.127	3.093	3.589	
16 years onwards	Non Grant in Aid	Male	2.350	.018	2.315	2.385	
		Female	2.031 ^a	.058	1.918	2.144	
	Grant in Aid	Male	2.371	.015	2.342	2.401	
		Female	3.403 ^a	.090	3.228	3.579	

The difference of mean is in favour of female trustees of Grant in Aid schools with 16 year onwards of experience (**3.403**) on the perception scale, which indicates significance. So, it can be concluded that female trustees of Grant in Aid schools with 16 year onwards of experience show higher perceptions towards leadership qualities of Principals’.

12. It can be seen from Table **4.19** that in case of three way interaction, ‘F’ ratio of **0.00** for gender, type of school and educational qualification is **not significant** at both (0.01 and 0.05) levels. So the hypothesis No. twelve is accepted.
13. It can be seen from Table **4.27** that in case of three way interaction, ‘F’ ratio of **65.341** for gender, work experience and educational qualification is **significant** at both (0.01 and 0.05) levels. So the hypothesis No. thirteen is not accepted. It means that there is significant difference between the mean perception of trustees with respect to gender, work

experience and educational qualification of trustees towards Principals' leadership qualities.

TABLE: 4.27
DEPENDENT VARIABLE: LEADERSHIP QUALITIES
(WORK EXPERIENCE, GENDER & EDUCATIONAL QUALIFICATION)

Work Experience	Gender	Educational Qualification	Mean	Std. Error	95% Confidence Interval	“F” ratio
					Lower Bound	
1-10 years	Male	Primary	1.420 ^a	.127	1.172	65.341
		Secondary & Higher Secondary	2.784 ^a	.127	2.536	
		Graduation Plus	. ^b	.	.	
	Female	Primary	. ^b	.	.	
		Secondary & Higher Secondary	. ^b	.	.	
		Graduation Plus	1.938	.090	1.762	
11-15 years	Male	Primary	2.730	.048	2.635	
		Secondary & Higher Secondary	2.437	.048	2.342	
		Graduation Plus	2.499	.037	2.427	
	Female	Primary	1.489 ^a	.127	1.241	
		Secondary & Higher Secondary	1.623 ^a	.090	1.447	
		Graduation Plus	3.085	.090	2.910	
16 years onwards	Male	Primary	2.248	.024	2.202	
		Secondary & Higher Secondary	2.335	.019	2.298	
		Graduation Plus	2.498	.018	2.462	
	Female	Primary	. ^b	.	.	
		Secondary & Higher Secondary	2.188 ^a	.090	2.012	
		Graduation Plus	2.639	.058	2.526	

The difference of mean is in favour of female trustees with graduation + and having 11-15 years of experience (**3.085**) on the perception scale, which indicates significance. So, it can be concluded

that female trustees with graduation plus education and having 11-15 years of experience show higher perceptions towards leadership qualities of Principals.

14. It can be seen from Table 4.28 that in case of three way interaction, ‘F’ ratio of **17.842** for type of school, work experience and educational qualification is **significant** at both (0.01 and 0.05) levels. So the hypothesis No. fourteen is not accepted. It means that there is significant difference between the mean perception of trustees with respect to type of school, work experience and educational qualification of trustees towards Principals’ leadership qualities.

TABLE: 4.28
DEPENDENT VARIABLE: LEADERSHIP QUALITIES
(WORK EXPERIENCE, TYPE OF SCHOOL & EDUCATIONAL
QUALIFICATION)

Work Experience	Type of School	Educational Qualification	Mean	Std. Error	“F” ratio
1-10 years	Non Grant in Aid	Primary	1.420 ^a	.127	17.842
		Secondary & Higher Secondary	^b	.	
		Graduation Plus	1.420 ^a	.127	
	Grant in Aid	Primary	^b	.	
		Secondary & Higher Secondary	2.784 ^a	.127	
		Graduation Plus	2.455 ^a	.127	

Work Experience	Type of School	Educational Qualification	Mean	Std. Error	“F” ratio
11-15 years	Non	Primary	1.815	.066	
		Secondary & Higher Secondary	1.870	.048	

	Grant in Aid	Graduation Plus	2.483	.066	
	Grant in Aid	Primary	3.318 ^a	.090	
		Secondary & Higher Secondary	2.756 ^a	.090	
		Graduation Plus	3.101	.071	
16 years onwards	Non Grant in Aid	Primary	2.323 ^a	.035	
		Secondary & Higher Secondary	2.237	.047	
		Graduation Plus	2.157	.040	
	Grant in Aid	Primary	2.173 ^a	.032	
		Secondary & Higher Secondary	2.384 ^a	.027	
		Graduation Plus	2.980	.046	

The difference of mean is in favour of trustees of Grant In Aid schools with 11-15 years of experience with graduation plus (**3.101**) on the perception scale, which indicates significance. So, it can be concluded that trustees of Grant In Aid schools with 11-15 years of experience with graduation plus education show higher perceptions towards leadership qualities of principals.

15. It can be seen from Table **4.19** that in case of four way interaction, ‘F’ ratio of **0.00** for gender, type of school, work experience and educational qualification is **not significant** at both (0.01 and 0.05) levels. So the hypothesis No. fifteen is accepted.

4.4 COMPONENT WISE LEADERSHIP QUALITIES PERCEIVED BY TEACHERS

In the final perception scale there are 10 components as mentioned in Table 3.6. The scale was administrated on 1000 teachers of secondary school to perceive leadership qualities of principals from Surat city. The various

indication of factorability were good. The residual indicates that solution was good one. Five (05) components with Eigen values greater than 0.04 were found. The maximum Eigen value is **0.635** and minimum Eigen value is **0.042**. The higher the Eigen value, the higher is the value of variance explained by the factor. The Scree plot indicated 46 items. Looking at cumulative percentage the investigator found that 5 components extracted together account for 50% of total variance with Eigen values (0.635 - 0.042).

Component 1

Principal having leadership quality as an **Academician** with various loadings, total 5 items were found. The following are the numbers of items.

0.183, **0.501**, 0.108, 0.491, 0.197 in item number 3,

0.499, 0.105, 0.213, 0.412, 0.640 in item number 13,

0.140, **0.577**, 0.242, 0.290, 0.096 in item number 23,

0.496, 0.184, 0.158, 0.042, 0.237 in item number 63,

0.541, 0.243, 0.093, 0.249, 0.125 in item number 22 were found.

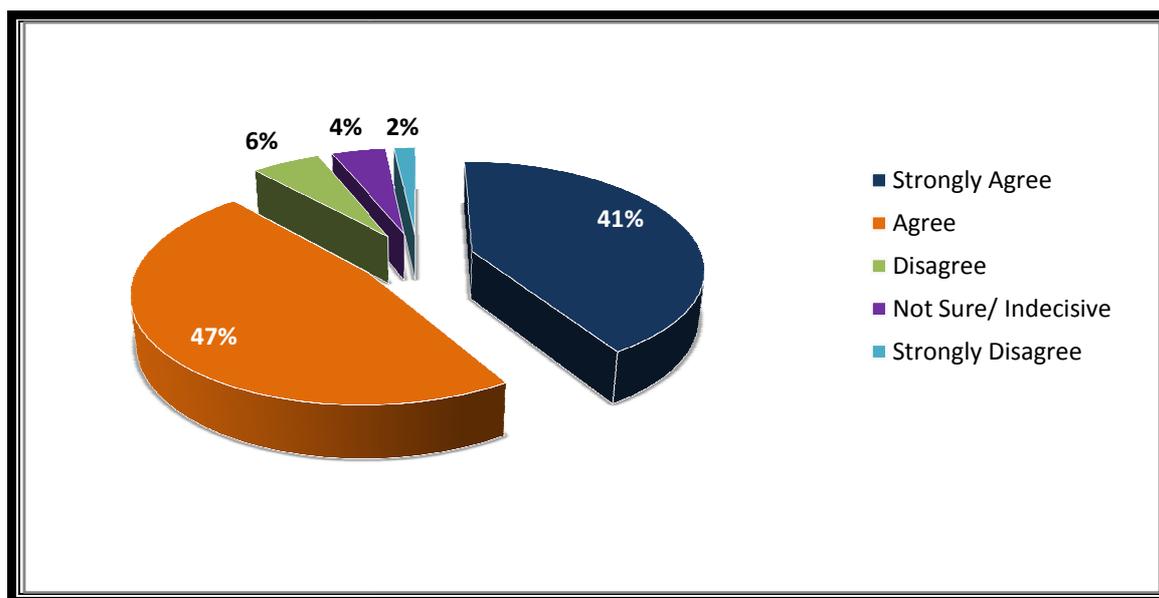
It can be observed from Table 4.29 that the loading on found items are displayed based on teachers' perception towards Principals' Leadership qualities as an **Academician**.

TABLE: 4.29
FREQUENCY TEST FOR VARIABLE: ACADEMICIAN

	Frequency	Percentage
Strongly Agree	4122	41.20
Agree	4706	47.10
Disagree	563	5.60

Not Sure / Indecisive	443	4.40
Strongly Disagree	165	1.70
Total	10000	100.00

FIGURE: 4.1
FREQUENCY TEST FOR VARIABLE: ACADEMICIAN



From the above statistical Table: 4.29, it can be stated that combining percentage of Agree and Strongly Agree calculated on frequency is 88.28%.

Component 1 : Principal as an Academician

Scale Item Number	Item
3	Taking keen interest in curriculum development and delivery in the class.
13	Visualizing academic needs of children and adapting to change.
22	Interacting educationists of repute.

23	Observing teachers classes and suggesting methods to improve classroom learning output.
63	Arriving at sound evaluation pattern for students.

Component 2

Principal having leadership quality as a **Strong Role Model** with various loadings, total 7 items were found. The following are the numbers of items.

0.105, 0.529, 0.161, 0.289, 0.14 in item number 5,

0.192, 0.564, 0.190, 0.043, 0.246 in item number 15,

0.338, 0.223, 0.129, 0.146, 0.518 in item number 35,

0.529, 0.448, 0.177, 0.040, 0.140 in item no 45,

0.505, 0.236, 0.283, 0.114, 0.209 in item number 55,

0.431, 0.530, 0.277, 0.404, 0.888 in item number 65,

0.232, 0.185, 0.496, 0.408, 0.115 in item number 81 were found.

It can be observed from Table 4.30 that the loading on found items are displayed based on teachers' perception towards principals' Leadership qualities as a **Strong Role Model**.

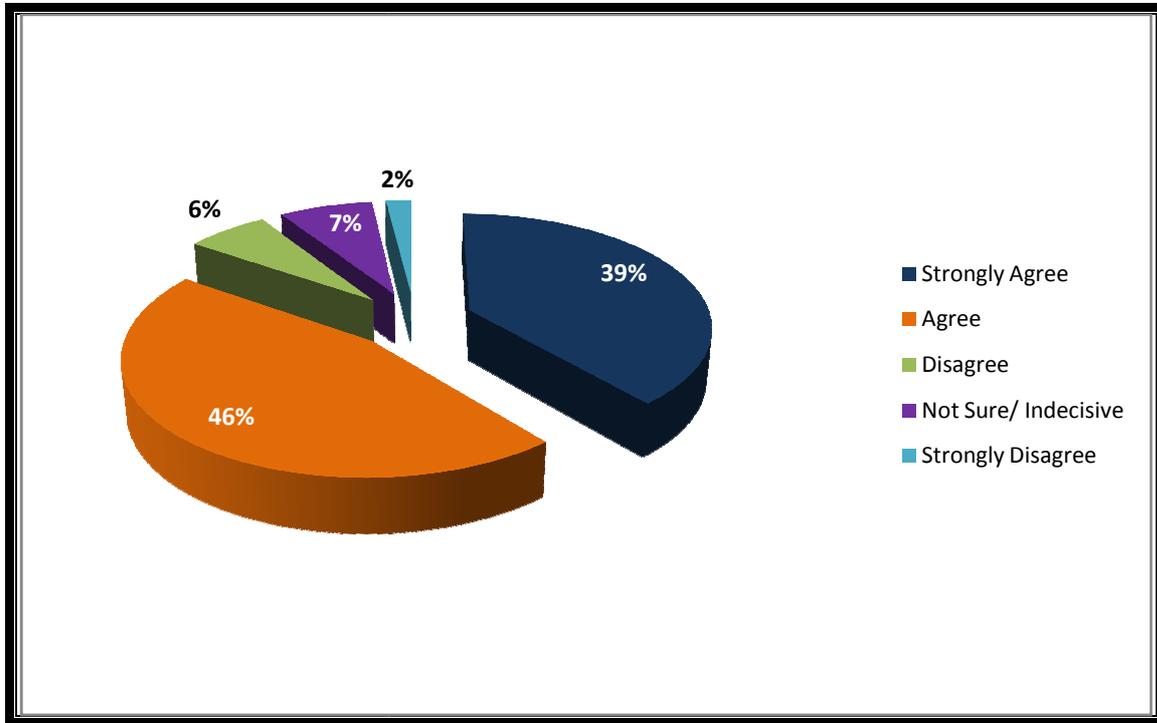
TABLE: 4.30

FREQUENCY TEST FOR VARIABLE: STRONG ROLE MODEL

	Frequency	Percentage
Strongly Agree	3497	38.90
Agree	4123	45.80
Disagree	567	6.30
Not Sure/ Indecisive	645	7.20
Strongly Disagree	168	1.90

Total	9000	100.00
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FIGURE: 4.2
FREQUENCY TEST FOR VARIABLE: STRONG ROLE MODEL



From the above statistical table 4.30, it can be stated that combining percentage of Agree and Strongly Agree calculated on frequency is 84.66%.

Component: Principal as a Strong Role Model

Scale Item Number	Item
5	Being punctual in completing different activities
15	Being emotionally stable.
35	Holding a Non-biased point of view.
45	Having strong values and morale.

55	Having a respectable, dignified name in society.
65	Being assertive at every field of life.
81	Developing hobbies and interests.

Component 3

Principal having leadership quality as an **Effective Communicator** with various loadings, total 6 items were found. The following are the numbers of items.

0.254, **0.635**, 0.137, 0.067, 0.430 in item number 4,

0.257, **0.505**, 0.100, 0.161, 0.201 in item number 14,

0.095, 0.439, 0.185, **0.491**, 0.219 in item number 24,

0.337, 0.197, 0.217, 0.126, **0.558** in item number 34,

0.552, 0.323, 0.277, 0.096, 0.112 in item number 54,

0.566, 0.215, 0.206, 0.083, 0.178 in item number 73 were found.

It can be observed from Table 4.31 that the loading on found items are displayed based on teachers' perception towards principals' Leadership qualities as an **Effective Communicator**.

TABLE: 4.31

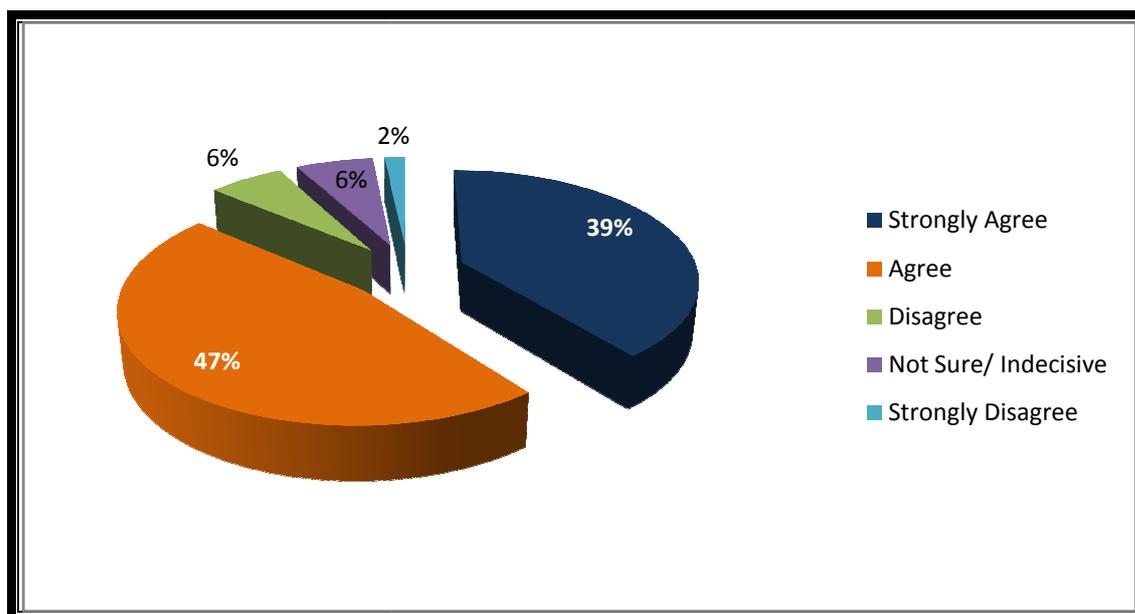
FREQUENCY TEST FOR VARIABLE: EFFECTIVE COMMUNICATOR

	Frequency	Percentage
Strongly Agree	3142	39.30
Agree	3747	46.80
Disagree	480	6.00

Not Sure/ Indecisive	499	6.20
Strongly Disagree	132	1.60
Total	9000	100.00

FIGURE : 4.3

FREQUENCY TEST FOR VARIABLE: EFFECTIVE COMMUNICATOR



From the above statistical table 4.31, it can be stated that combining percentage of Agree and Strongly Agree calculated on frequency is 86.12%.

Component: Principal as an Effective Communicator

Scale Item Number	Item
4	Sharing value, goals and policies of school.
14	Acting as a mediator between teachers-students, teachers-parents and trustees-teachers.
24	Addressing PTA meetings effectively.
34	Taking into account the views of all the stakeholders in the process of decision making.
54	Creating a climate of trust.

73	Maintaining transparency and consistency in governance.
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Component 4

Principal having leadership quality as a **Mentor and Motivator** with various loadings, total 6 items were found. The following are the numbers of items.

0.225, **0.544**, 0.097, 0.205, 0.570 in item number 7,

0.245, **0.603**, 0.153, 0.137, 0.067 in item number 17,

0.232, **0.549**, 0.182, 0.178, 0.860 in item number 27,

0.504, 0.224, 0.237, 0.333, 0.050 in item number 57,

0.619, 0.204, 0.128, 0.110, 0.139 in item number 67,

0.370, 0.201, **0.574**, 0.094, 0.280 in item number 83 were found

It can be observed from Table 4.32 that the loading on found items are displayed based on teachers' perception towards principals' Leadership qualities as a **Mentor and Motivator**.

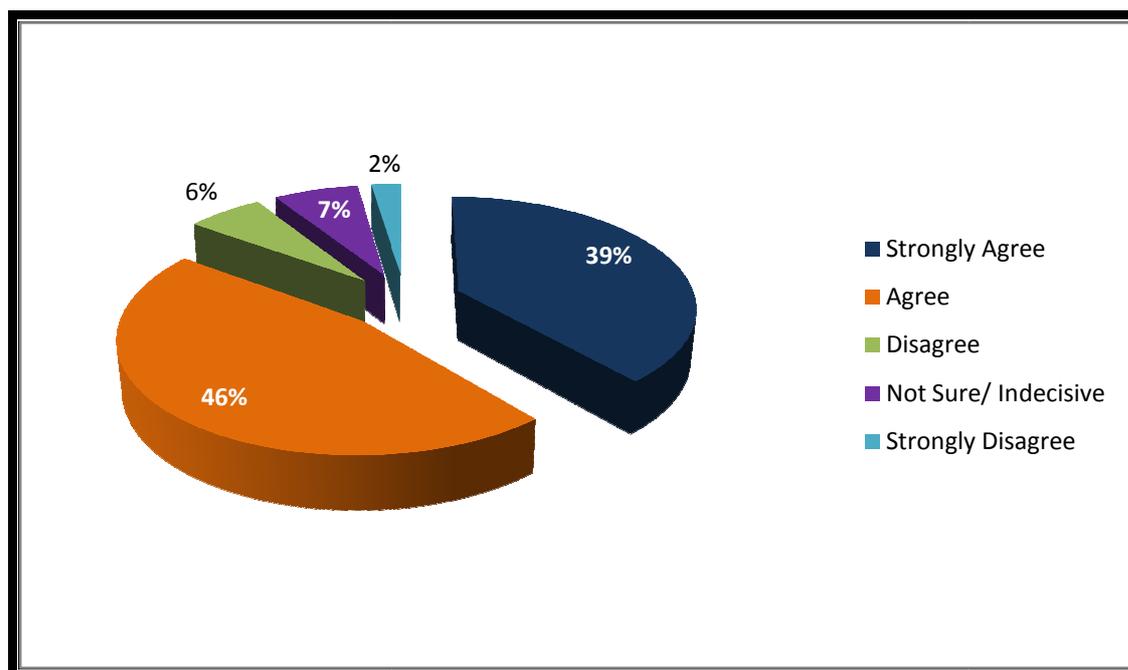
TABLE: 4.32

FREQUENCY TEST FOR VARIABLE: MENTOR AND MOTIVATOR

	Frequency	Percentage
Strongly Agree	3480	38.70
Agree	4164	46.30
Disagree	542	6.00

Not Sure/ Indecisive	603	6.70
Strongly Disagree	210	2.30
Total	9000	100.00

FIGURE: 4.4
FREQUENCY TEST FOR VARIABLE: MENTOR AND MOTIVATOR



From the above statistical table 4.32, it can be stated that combining percentage of Agree and Strongly Agree calculated on frequency is 84.93%.

Component: Principal as a Mentor and Motivator

Scale Item Number	Item
7	Creating opportunities and guidance for teachers and students career development.
17	Integrating knowledge of technology in teaching and learning.
27	Advising teachers to attend different seminars for their professional development.

57	Encouraging teachers to take initiative in curricular and co-curricular activities.
67	Involving teachers in decision making process.
83	Ability to write inspirational articles.

Component 5

Principal having leadership quality as a **Human Resource Manager** with various loadings, total 6 items were found. The following are the numbers of items.

0.290, **0.612**, 0.118, 0.106, 0.121 in item number 18,

0.220, 0.311, 0.211, **0.455**, 0.159 in item number 28,

0.175, 0.228, 0.319, 0.186, **0.545** in item number 38,

0.610, 0.287, 0.131, 0.191, 0.130 in item number 58,

0.621, 0.225, 0.220, 0.158, 0.146 in item number 68

0.521, 0.181, 0.347, 0.244, 0.069 in item number 77 were found.

It can be observed from Table 4.33 that the loading on found items are displayed based on teachers' perception towards principals' Leadership qualities as a **Human Resources**.

TABLE: 4.33

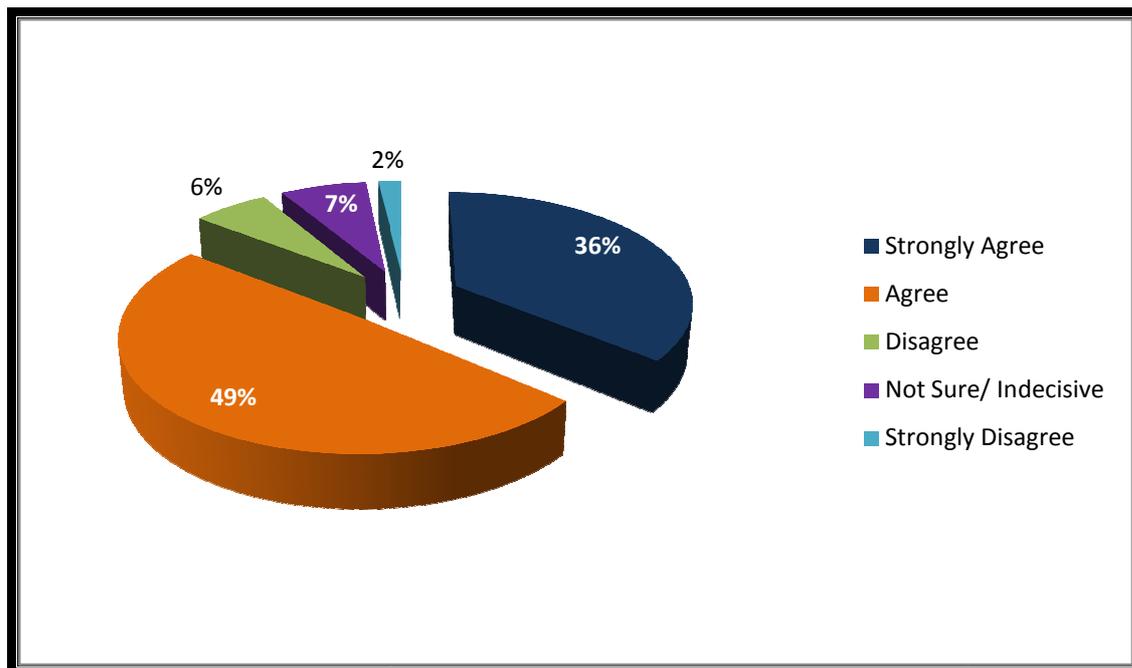
FREQUENCY TEST FOR VARIABLE: HUMAN RESOURCE MANAGER

	Frequency	Percentage
Strongly Agree	3246	36.10
Agree	4445	49.40
Disagree	543	6.00

Not Sure/ Indecisive	611	6.80
Strongly Disagree	115	1.70
Total	9000	100.00

FIGURE: 4.5

FREQUENCY TEST FOR VARIABLE: HUMAN RESOURCE MANAGER



From the above statistical table 4.33, it can be stated that combining percentage of Agree and Strongly Agree calculated on frequency is 85.45%.

Component: Principal as a Human Resource Manager

Scale Item Number	Item
18	Acting as a bridge between trustees, parents and teachers
28	Analyzing the strength and weakness of staff. and assigning the right task.
38	Aware about top-down model MIS (Management Information System)

58	Maintaining a harmonious working atmosphere.
68	Motivating all to perform to their utmost potential.
77	Ability to have a proper career planning and growth for all kind of teachers.

4.5 COMPONENT WISE PERCEIVED LEADERSHIP QUALITIES (TRUSTEES)

In the final perception scale there are 10 component as mention in table no 3.6. The scale was administrated on 200 Trustees of secondary school to perceive leadership qualities of principals from surat city. The various indication of factorability were good. The residual indicates that solution was good one. Three (03) components with Eigen values greater were found. The maximum Eigen value is **0.588** and minimum Eigen value is 0.042. The higher the Eigen value, the higher is the value of variance explained by the factor. The Scree plot indicated 22 items. Looking at cumulative percentage the investigator found that 3 components extracted together account for 25% of total variance with Eigen values (**0.588** - 0.042).

Component 1

Principal having leadership quality as a **Strong Role Model** with various loadings, total 5 items were found. The following are the numbers of items.

0.516, 0.136, 0.243, 0.110 in item number 5,

0.455, 0.054, 0.151, 0.229, 0.597 in item number 45,

0.403, **0.507**, 0.167, 0.067, 0.044 in item number 55,

0.566, 0.032, 0.223, **0.544**, 0.122 in item number 65,

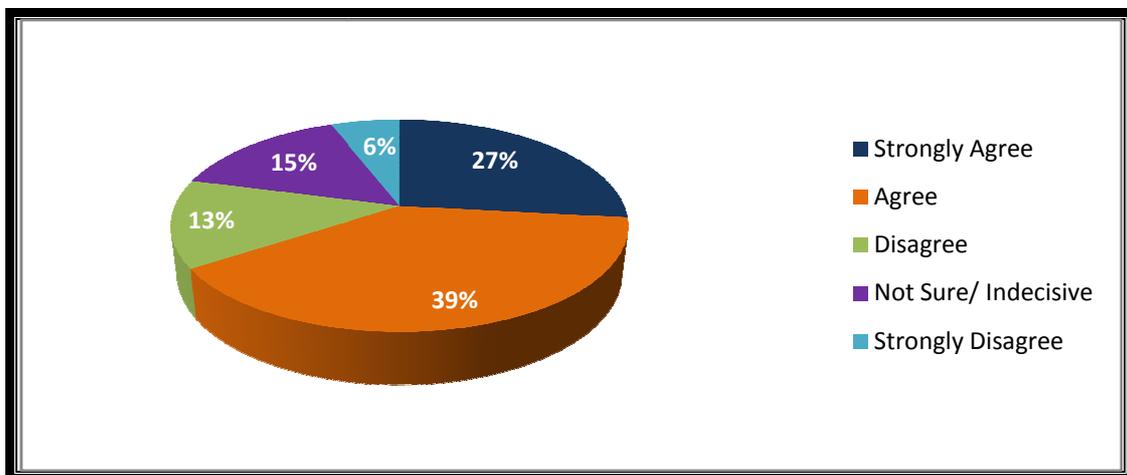
0.535, 0.200, 0.278, 0.425, 0.193 in item number 74 were found.

It can be observed from Table 4.34 that the loading on found items are displayed based on trustees' perception towards Principals' Leadership qualities as a **Strong Role Model**.

TABLE: 4.34
FREQUENCY TEST FOR VARIABLE: STRONG ROLE MODEL

	Frequency	Percent
Strongly Agree	480	26.5
Agree	698	38.6
Disagree	240	13.3
Not Sure/ Indecisive	270	14.9
Strongly Disagree	105	5.8
Total	1793	99.1

FIGURE: 4.6
FREQUENCY TEST FOR VARIABLE: STRONG ROLE MODEL



From the above statistical Table: 4.34, it can be stated that combining percentage of Agree and Strongly Agree calculated on frequency is 65.10%.

Component: Principal as a Strong Role Model

Scale Item Number	Item
5	Being punctual in completing different activities
45	Having strong values and morale.
55	Having a respectable, dignified name in society.
65	Being assertive at every field of life.
74	Having a quest for knowledge and attaining it.

Component 2

Principal having leadership quality as a **Community Leader** with various loadings, total 6 items were found. The following are the numbers of items.

0.371, 0.377, **0.482**, 0.191, 0.050 in item number 6,
 0.050, 0.321, **0.595**, 0.172, 0.244 in item number 26,
 0.270, 0.018, 0.052, 0.090, **0.569** in item number 36,
0.541, 0.051, 0.021, 0.187, 0.053 in item number 56,
0.468, 0.178, 0.137, 0.354, 0.138 in item number 75,
0.546, 0.046, 0.315, 0.232, 0.274 in item number 88 were found.

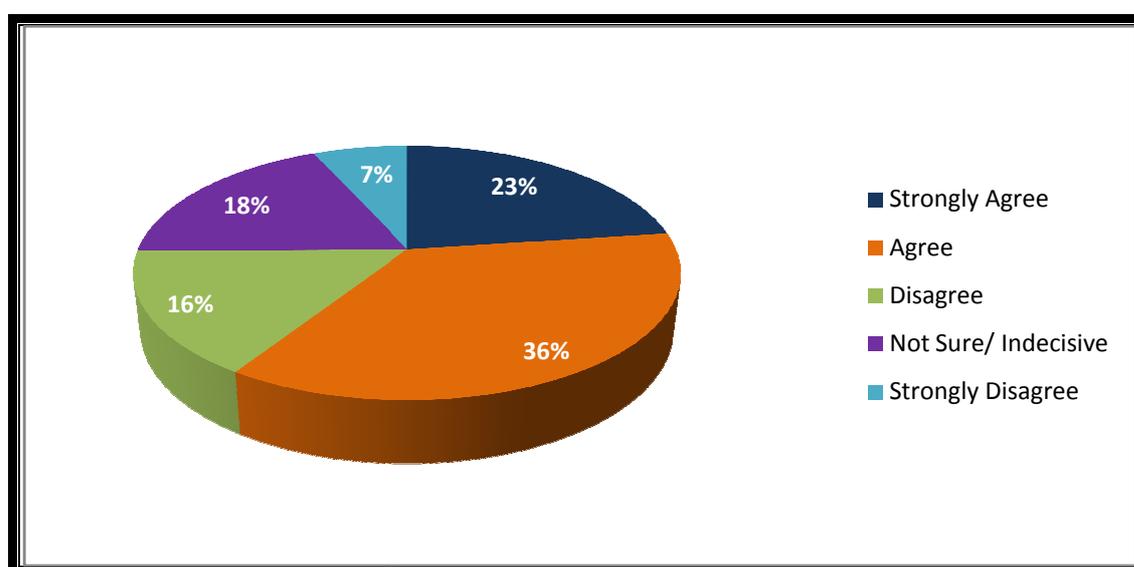
It can be observed from Table 4.35 that the loading on found items are displayed based on trustees' perception towards Principals' Leadership qualities as a Community Leader.

TABLE: 4.35
FREQUENCY TEST FOR VARIABLE: COMMUNITY LEADER

	Frequency	Percent
Strongly Agree	456	22.7
Agree	719	35.8
Disagree	314	15.6
Not Sure/ Indecisive	370	18.4
Strongly Disagree	133	6.6
Total	1992	99.1

FIGURE: 4.7

FREQUENCY TEST FOR VARIABLE: COMMUNITY LEADER



From the above statistical Table: 4.35, it can be stated that combining percentage of Agree and Strongly Agree calculated on frequency is 58.50%.

Component: Principal as a Community Leader

Scale Item Number	Item
6	Identifying the needs of society
26	Encouraging teachers and students to work for some social cause.
36	Seeking possible funds to reach the deprived sections of the society.

56	Organizing events that help in community development.
75	Making strong linkages with the NGO's and different institutions working for community.
88	Encouraging every stakeholder to work for society.

Component 3

Principal having leadership quality as a **Care Taker** with various loadings, total 5 items were found. The following are the numbers of items.

0.249, 0.472, 0.271, **0.585**, 0.112 in item number 19,

0.037, **0.538**, 0.190, 0.322, 0.322 in item number 39,

0.050, 0.208, 0.045, 0.130, **0.588** in item number 59,

0.541, 0.039, 0.152, 0.234, 0.347 in item number 69,

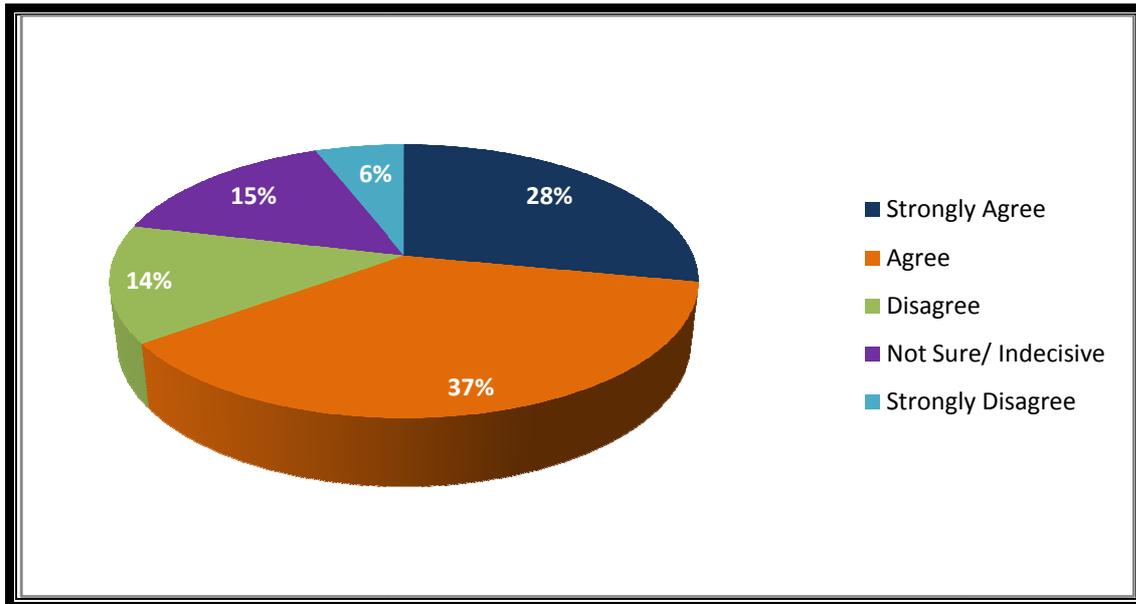
0.513, 0.155, 0.100, 0.278, **0.498** in item number 78 were found.

It can be observed from Table 4.36 that the loading on found items are displayed based on trustees' perception towards Principals' Leadership qualities as a Care Taker.

TABLE: 4.36
FREQUENCY TEST FOR VARIABLE: CARE TAKER

	Frequency	Percent
Strongly Agree	502	27.8
Agree	660	36.5
Disagree	247	13.7
Not Sure/ Indecisive	277	15.3
Strongly Disagree	105	5.8
Total	1791	99.0

FIGURE: 4.8
FREQUENCY TEST FOR VARIABLE: CARE TAKER



From the above statistical Table: 4.36, it can be stated that combining percentage of Agree and Strongly Agree calculated on frequency is 64.30%.

Component: Principal as a Care Taker

Scale Item Number	Item
19	Providing guidelines to balance between job and social life.
39	Ensuring the satisfaction and commitment of all stakeholders at large.
59	Conducting induction programme for newly appointed teachers.
69	Ability to utilize the available resources optimally
78	Promoting the name of the institution in the society.

TABLE: 4.37

LEADERSHIP QUALITIES (SVS WISE TRUSTEES)

SVS	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
SVS-1	4224	2.34	1.156	.018	2.30	2.37
SVS-2	4574	2.27	1.246	.018	2.24	2.31
SVS-3	3168	2.49	1.220	.022	2.45	2.53
SVS-4	1408	2.46	1.184	.032	2.40	2.52
SVS-5	2042	2.57	1.249	.028	2.52	2.63
SVS-6	2111	2.16	1.224	.027	2.11	2.21
Total	17527	2.36	1.219	.009	2.35	2.38

FIGURE: 4.9

LEADERSHIP QUALITIES AS PERCEIVED BY TRUSTEES ACCORDING TO SVS

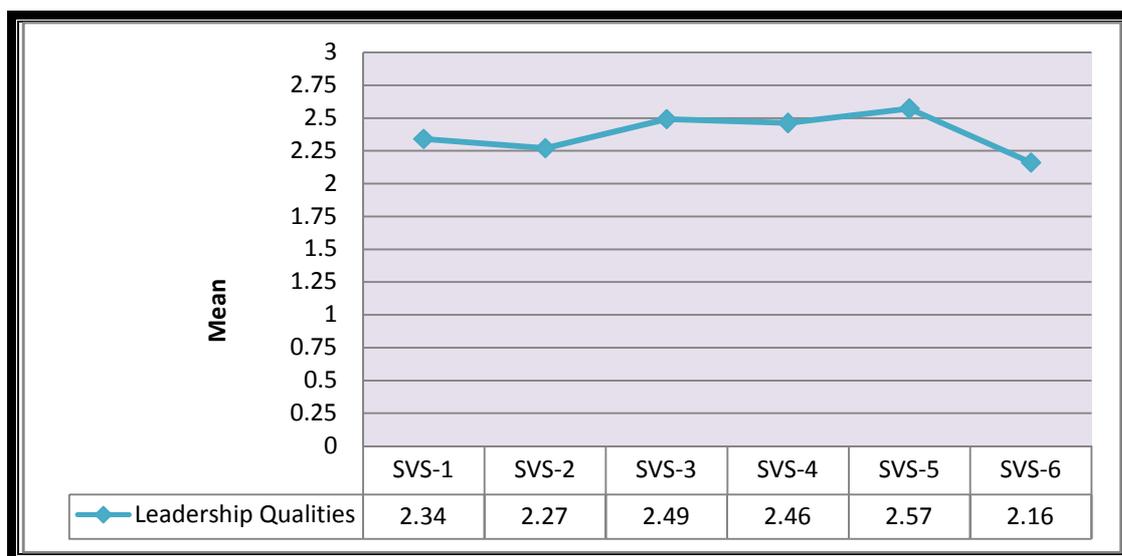


Table 4.37 and Figure 4.9 shows the perception of the trustees according to SVS. It shows that Trustees from SVS-5 (Ved Vyas) perceived principals'

leadership qualities as a whole very significantly. However significant difference was not found in the perception of trustees according to SVS. Thus, geographical location of the school did not affect the perception of the trustees.

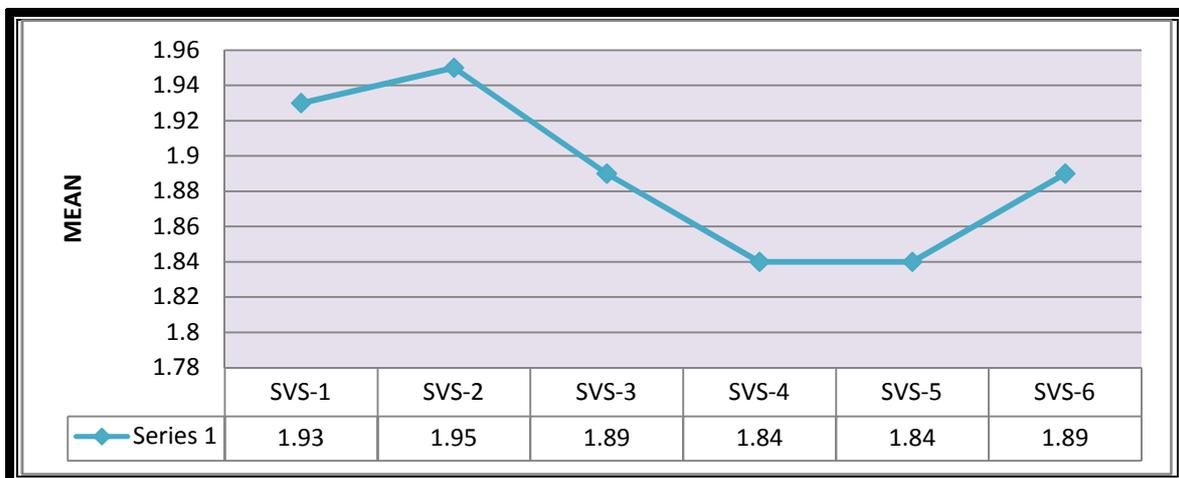
TABLE: 4.38

LEADERSHIP QUALITIES (SVS WISE TEACHERS)

SVS	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
SVS-1	21118	1.93	1.021	.007	1.92	1.95
SVS-2	22879	1.95	.951	.006	1.94	1.96
SVS-3	15839	1.89	.861	.007	1.88	1.91
SVS-4	7040	1.84	.929	.011	1.81	1.86
SVS	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
SVS-5	10559	1.84	.891	.009	1.82	1.86
SVS-6	10560	1.79	.933	.009	1.77	1.80
Total	87995	1.89	.944	.003	1.89	1.90

FIGURE: 4.10

LEADERSHIP QUALITIES: TEACHERS SVS WISE



To study the perception of teachers is another objective of this study. Table 4.38 and Figure 4.9 shows the perception towards principal's leadership qualities as perceived by the teachers according to SVS. It was seen that teachers from SVS-2 (Vashista) perceived leadership qualities of the Principal very effectively whereas teachers of SVS 6 (Jamadgni) could not perceive the leadership qualities significantly. Thus, there was a significant difference in the perception of teachers of schools of different geographical locations.

FIGURE: 4.11

SCHOOL WISE MEAN (TEACHERS)

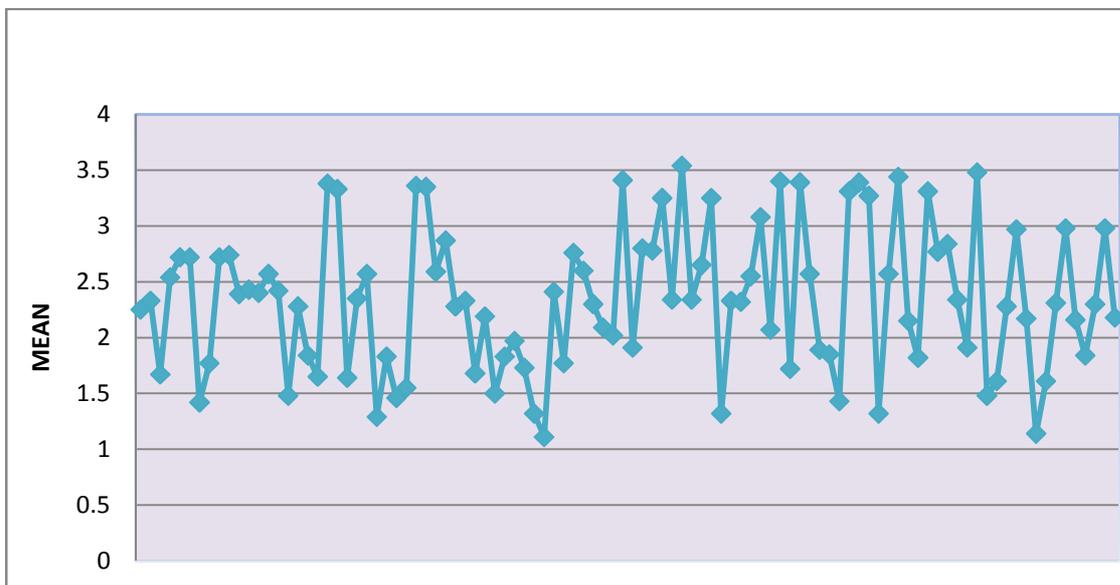


FIGURE: 4.12

SCHOOL WISE MEAN (TRUSTEES)

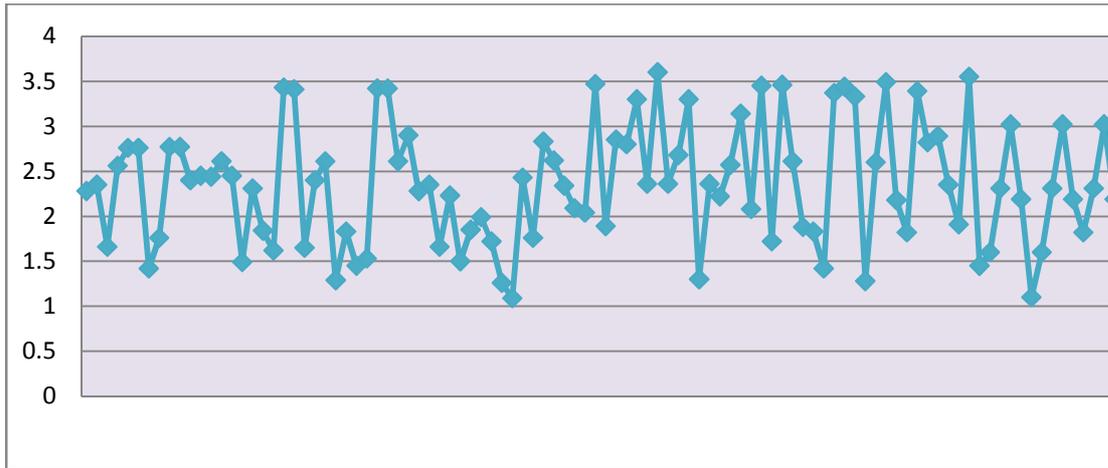


TABLE: 4.39

**COMPARISION OF MEAN AS PERCEIVED BY TEACHERS AND TRUSTEES -
SCHOOLWISE**

Sr. No.	Name of School	Mean (Teacher)	Mean (Trustee)
1	Saraswati Vidyalaya Honey Park Road, Adajan, Surat.	2.25	2.28
2	Navsarjan Vidyalay Palanpor Jakatnaka, Surat.	2.33	2.35
3	Saint Marks Adajan, Surat.	1.67	1.66
4	D.R.Rana School Palanpor Patia, Surat.	2.54	2.56
5	Boghra & Agrawal Sec. School Adajan, Surat	2.72	2.76
6	Sindhu Seva Samiti Sec. School Anand Mahal Road, Surat.	2.72	2.76
7	L.P.Savani School (Palanpor Branch) T.P.8, At. Palanpor, Surat.	1.42	1.42
8	Sardar Patel Vidhyalaya At. Pal, Dist. Surat.	1.77	1.76
9	Shantiniketan Vidyavihar Palanpor Patia, Surat	2.72	2.77
10	A.A.Mulla & M.A. Nana Girls High School MMP(Girls) Rander, Surat.	2.74	2.77
11	M.M.P. High School, (Boys) Rander, Surat.	2.39	2.40
12	Sanskar Bharti Vidhyalaya Palanpor Patia, Surat.	2.43	2.45

Sr. No.	Name of School	Mean (Teacher)	Mean (Trustee)
13	L.P.Savani Vidhyabhavan Adajan, Surat.	2.40	2.44
14	L.P.Savani International School Pal, Surat.	2.57	2.61
15	Vidhyakunj Eng. Med. School Palanpor Patia, Surat.	2.42	2.45
16	T.M.Patel Sec. School Gujarat Gas Circle, Adajan, Surat.	1.48	1.49
17	V.N.Godhani Kanya Vidhyalaya Karatgam, Surat.	2.28	2.31
18	Maruti Vidhyalaya Opp. Akhand Anand School, Ved Rd. Surat.	1.84	1.84
19	Lilaba Girl's High School Lal Darwaja, Station Road, Surat.	1.65	1.62
20	Smt. KLS Khandwala H. School (Balaji Girl), Balaji Road, Surat.	3.38	3.43
21	Shree H.J. Gajera Eng. Med. School Katargam, Surat.	3.33	3.41
22	Pramukh Vidhyalaya Singanpor, Surat.	1.64	1.65
23	Hansvahini High School Singanpor Road, Surat.	2.35	2.40
24	Swaminarayan Gurukul Vidhyalaya Ved Road, Surat.	2.57	2.61
25	Swaminarayan Gurukul Vidhyalaya Ved Road, Surat.	1.29	1.29
26	Nilkanth Kanya Vid. Singanpor Char Rasta, Ved Road, Surat.	1.83	1.83
27	Ankur Vidyabhavan Katargam, Surat.	1.46	1.45
28	I.P.Mission (Boys) Muglisara, Surat.	1.55	1.53
29	I.P.Mission (Girls) Muglisara, Surat.	3.36	3.42
30	Gautami Kanya Vidhyalaya Amroli, Surat.	3.35	3.42
31	R.N.Naik High School Udhna, Surat	2.59	2.61
32	Ratnasagar Jain High School Gopipura, Surat.	2.87	2.90

Sr. No.	Name of School	Mean (Teacher)	Mean (Trustee)
33	H.M.Bachkaniwala Sardar Eng. High School Palanpor Patia, Surat.	2.28	2.28
34	Akhand Anand Vidhyabhavan Ved Road, Surat.	2.33	2.35
35	R.C.M Punawala Sarvajanik Experimental School Athwalines, Surat.	1.68	1.66
36	Shree Krishna H Vid. Pandésara, Surat	2.19	2.23
37	Mansarovar Vidhyalaya Punagam, Surat.	1.50	1.50
38	Siddhikutir (Sadhna Vid.) Varacha Road, Surat.	1.83	1.85
39	Sahjanand Vidhyalaya Punagam, Surat.	1.97	1.99
40	Smt. L.P.D. Patel Sarvajanik Vidhyalaya Pugagam, Surat.	1.73	1.72
41	Jeevanjyot School Amroli, Surat.	1.32	1.26
42	Kalakunj Highschool Katargam, Surat.	1.11	1.09
43	Shah Gangabe Uderam Sec. School Kosad, Surat.	2.41	2.43
44	Madhavbaug Vidhyabhavan New Kosad Road, Surat.	1.77	1.76
45	Smt. S.H.Gajera High School Katargam, Surat.	2.76	2.83
46	M.T. Jariwala Sec. School Athwalines.	2.60	2.62
47	Shardayatan Eng. Med. School Piplod, Surat.	2.30	2.34
48	J.H.Ambani Dumus Road, Surat.	2.09	2.09
49	ST. Thomas Eng. Med. High School Bharthana, Vesu, Surat.	2.02	2.04
50	Ryan International School Dumus Road, Surat.	3.41	3.47
51	Shree R.D. Gheyal Jeevanbharti Se. School. Nanpura, Surat.	1.91	1.89

Sr. No.	Name of School	Mean (Teacher)	Mean (Trustee)
52	R.D.Contractor High School Nanpura, Surat.	2.80	2.85
53	C.C.Shah Sarvajanik Eng. High School (Experimental) Parle Point, Surat.	2.78	2.80
54	Sir VDT Girls High School (Vanita) Athwalines, Surat.	3.25	3.30
55	Symga High School Sagrampura, Surat.	2.34	2.36
56	T & T.V. Sarvajanik High School Nanpura, Surat.	3.54	3.60
57	Symga High School Sagrampura, Surat.	2.34	2.36
58	Karmaveer Sakalchand K Patel Uttar Guj. (KSP) Bhatar Rd., Surat.	2.65	2.68
59	Sir VDT Girls High School (Vanita) Athwalines, Surat.	3.25	3.30
60	P.R.Khatiwala Dumus Road, Surat.	1.32	1.30
61	Vidhya Bharti Hindi Vidhyalaya Bhatar Char Rasta, Surat.	2.33	2.36
62	Aadarsh Vidhyalaya L.H.Road, Surat.	2.32	2.22
63	MNJ High School Varachha, Surat.	2.55	2.57
64	Ramkrishna Vidhyalaya L.H.Road, Surat.	3.08	3.14
65	Anglo Urdu Highschool Sodagarwad, Surat.	2.07	2.08
66	K&M.P. Patel Sarvjanik Vid. Amroli, Surat.	3.40	3.45
67	MUS Amroli, Surat.	1.72	1.72
68	Pragna Vidhyalaya Dabholi Road, Surat.	3.39	3.46
69	Ratnasagar Vidhyalaya Amroli, Surat.	2.57	2.61
70	S.P.Zaveri Girl's High School Gopipura, Surat.	1.89	1.88

Sr. No.	Name of School	Mean (Teacher)	Mean (Trustee)
71	Kasturba Vidhyabhavan Ved Road, Surat.	1.85	1.83
72	I.P.Savani Katargam, Surat.	1.43	1.42
73	P.P.Savani Hirabaug, Surat.	3.31	3.37
74	M.G.Singapuri Gopipura, Surat.	3.39	3.44
75	Surat Diamond Asso. Girl's High School Nr. Kapodra Police Station, Surat.	3.27	3.33
76	T & TV Sarvajanic Vidhyalaya Gopipura, Surat.	1.32	1.28
77	SPB High School Amroli, Surat.	2.57	2.60
78	M.M.& M.C. Dhamanwala Girl's School Salabatpura, Surat.	3.44	3.49
79	Smt. M.P.Liliyawala Vidhyabhavan Parvat Patia, Surat.	2.15	2.18
80	Sharda Vidhyamandir Puna Gam, Surat.	1.82	1.82
81	Archana Vidhya Sankul L.H.Road, Surat.	3.31	3.39
82	Sararwati Hindi Vidyalay Bhestan, Surat	2.77	2.82
83	Sangrace School Udhna, Surat.	2.84	2.89
84	Sharda Vidhyalaya At. Icchapore, Ta. Choryasi, Dist.Surat.	2.34	2.35
85	DLK Shah Sanjivani High School At. Damka, Ta. Choryasi, Dist. Surat.	1.91	1.91
86	Lokmanya Vidhyalaya Rander, Surat.	3.48	3.55
87	Salabatpura High School Gopipura, Surat.	1.48	1.45
88	Vidhyakunj School Palanpur Jakatnaka, Surat.	1.61	1.60
89	Swaminarayan Secondary, School Ramnagar, Rander Road, Surat.	2.28	2.31
90	Bhulka Vihar Sec. School Bhatha, Hazira Road, Surat.	2.97	3.02

Sr. No.	Name of School	Mean (Teacher)	Mean (Trustee)
91	Presidency School Tadwadi, New Rander Road, Surat.	2.17	2.19
92	Noble Public School Puna gam, Surat.	1.14	1.10
93	Navsarjan Vidhyalaya G.H.Board, Pandesara Road, Surat.	1.61	1.60
94	SEM (Samiti) Udhna Gam, Surat.	2.31	2.31
95	Navdeep Vid. G.H.Board, Pandesara Road, Surat.	2.98	3.02
96	Sunshine (Matribhumi) Udhna, Surat.	2.16	2.19
97	G. & G.V. Kadiwala & M.V.Bunki Sarvajanic High School,Sagrampura, Surat.	1.84	1.82
98	Union High School Lalagate, Surat.	2.30	2.31
99	KM Jariwala Shahpore, Surat.	2.98	3.02
100	Gurukul Kanya Vidhyalaya Swaminarayan (Kanya) Kansanagar, Katargam, Surat.	2.18	2.19

Table 4.39, Figure 4.10 and 4.11 depict the perception of teachers and trustees, respectively, of various schools. It was observed that the mean perception of teachers and trustees ranged between 1 to 3.6. The teachers with mean of 3.54 and trustees with mean of 3.6 of T and TV school perceived the highest leadership quality of the Principal, whereas the teachers with 1.11 and trustees with 1.09 of Kalakunj high school perceived the lowest leadership qualities of the Principal. Thus, it can be inferred that the Teachers and trustees of grant-in-aid schools could perceive the principals' leadership qualities better than teachers and trustees of non granted schools.