FINDINGS AND SUGGESTIONS

5.0   INTRODUCTION

In this chapter, the investigator has analyzed details based on the Perception scale administrated on secondary school teachers and trustees. Here, the investigator has given certain findings related to the study, discussed the key areas, suggestions to principals and also possible future research in related areas. From the major findings and conclusions based on the parents study were drawn out and were presented by the investigator as under.

5.1   MAJOR FINDINGS BASED ON TEACHERS AND TRUSTEES PERCEPTION TOWARDS PRINCIPALS' LEADERSHIP QUALITIES.

Major findings and conclusion based through the perception scale administered on secondary teachers and trustees of Surat city towards principals' leadership qualities were drawn out and were categorized by the investigator as under.

5.1.1   PERCEPTION OF SECONDARY TEACHERS TOWARDS PRINCIPALS' LEADERSHIP QUALITIES.

1. The mean achievement of male teachers and female teachers is 1.952 and 1.845 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. Type of school whether Grant in Aid or non grant in aid is significant at both the levels. It is observed that teachers working in grant in aid schools have shown significantly higher perception towards Principals' leadership qualities.

3. The mean of teachers whose work experience is between 6-10 years showed significantly higher perception towards Principals' leadership qualities than those teachers whose work experience is between 1-5 years and more than 10 years of work experience. It has shown that having experience in school for first five years perceive leadership qualities towards Principals' significantly.

4. The educational qualifications of teachers have shown significance while perception leadership qualification. Teachers who have post graduation and B.Ed. perceive Principal's leadership quite significantly. So, teachers who were highly qualified and trained were keen to perceive leadership qualities.

5. Gender and Types of schools were significant at both the level. It was observed that male teachers of grant in aid schools had shown higher perception towards leadership qualities of Principals'.

6. It can be seen that in care of two way interaction, 'F' ration of 11.66 for gender and work experience is significant at both levels. Those male teachers who have work experience more than 6-10 years showed higher perception towards leadership qualities of Principals'.

7. Gender and qualifications are jointly significant at both the levels. Teachers having graduation and B.Ed. qualifications perceived Principals' leadership qualities significantly.

8. There was significant difference between the mean perceptions of teachers with respect to type of school and work experience towards Principals' leadership qualities. Newly appointed teachers of grant in aid schools having one year work experience have perceive Principals' leadership qualities significantly.

9.   There was a significant difference in the mean perception of teachers with post graduation and M.Ed. in non grant in aid schools had shown significantly higher perception towards leadership qualities of Principals'.

10.   There was a significant difference between the mean perception of teachers with respect to work experience and educational qualification. Teachers with 6-10 years of work experience with post graduation + M.Ed. had shown higher perception towards leadership qualities of Principals'.

11.   In three way interactions, there was a significant difference between the mean perception of teachers with respect to gender, type of school and work experience. Male teachers of Grant in Aid schools with 1-5 years of experience had shown significantly higher perception towards Principals' leadership qualities.

12.   In three way interaction, there was a significant difference between the mean perception of teachers with respect to gender, type of schools and educational qualifications of teachers. Male teachers with post graduation and M.Ed. in non grant in aid schools had shown significant higher perception towards leadership qualities of Principals'.

13.   There was a significant difference among the mean perception of teachers with respect to gender, work experience and educational qualification of teachers towards principals' leadership qualities. Male teachers with post graduation and M.Ed. having work experience 6-10 years had shown higher perception towards leadership qualities of Principals'.

14.   There was a significant difference between the mean perception of teachers with respect to type of schools, work experience and educational qualifications of teachers towards principals' leadership qualities. Teachers of Non grant in aid schools with 6-10 years of experience with

post graduation and M.Ed. had shown higher perception towards leadership qualities of Principals'.

15. There was a significant difference between the mean perception of teacher with respect to gender, type of schools, work experience and educational qualification of teacher towards principals' leadership qualities. Male teachers of Non grant in aid schools with 6-10 years of experience and post graduation with M.Ed. had shown higher perceptions towards leadership qualities of Principals'.

5.2 FINDINGS BASED ON LEADERSHIP COMPONENTS AS PERCEIVED BY TEACHERS.

1. Most of teachers (88.20%) strongly perceived principals as academic leaders.

2. Teachers perceived principals taking keen interest in curricular development and monitoring in the classroom day-today activities.

3. Teachers perceived principals as visionary from academic side who can understand need of institute and students. They were flexible to make necessary changes.

4. Teachers perceived principals having good report with well known educationalists and generally having academic discussions with such intellectuals.

5. Teachers perceived principals observing teaching methodology in the classroom and were ready to give necessary suggestions for improvement.

6. Teachers perceived principals' constant efforts to improve ideas evaluation pattern for students.

7. Teachers approximates (11.80%) did not perceive principals as academic leaders.

8. Teachers did not perceive principals analysing students' academic weakness and strength.

9. Teachers did not perceive principals evaluating teachers' daily planning which suppose to be executed in the classrooms.

10. Teachers did not perceive principals encouraging remedial classes for weak students.

11. Teachers did not perceive principals encouraging kids to take part in co-curricular activities.

12. Teachers did not perceive principals often meeting parents and teachers to discuss about students' performance in the school.

13. Teachers did not perceive principals adopting new courses and technologies for students and teachers.

14. Most of the teachers (84.66%) perceived principal as a strong role model.

15. Teachers perceived principals being punctual in completing different activities in school.

16. Teachers perceived principals emotionally stable.

17. Teachers perceived principals having a non-biased point of view.

18. Teachers perceived principals having strong values and morale.

19. Teachers perceived principals having a respectable, dignified name in the society.

20. Teachers perceived principals being energetic at every stage of life.

21. Teachers perceive principals developing hobbies and interest.

22. Teachers (15.44%) did not perceive principals leadership qualities as a strong role model.

23. Teachers did not perceive principals having a pleasant personality.

24. Teachers did not perceive principals having a quest for knowledge and attaining it.

25. Most of the teachers (86.12) perceived principals' leadership qualities as an effective communicator.

26. Teachers perceived principals effectively sharing goal, vision and policies of school.

27. Teachers perceived principals as a strong link among teacher-student and trustees.

28. Teachers perceived principals addressing PTA meeting effectively.

29. Teachers perceived principals involving each stake holder at the process of decision making.

30. Teachers perceived principals creating climate of trust.

31. Teachers perceived principals maintaining transparency and consistency in governance.

32. A few teachers (13.88%) did not perceive principals as an effective communicator

33. Teachers did not perceive principals assigning duties clearly and providing guidance for it.

34. Teachers also did not perceive principals listening everyone's point of view to develop team building.

35. Most of the teacher (85.45%) perceived Principals as a Human Resource Manager.

36. Teacher perceived principals acting as a bridge between teachers and trustees.

37. Teacher perceived principals could analyze strength and weakness of teachers.

38. Teacher perceived principals as an expert knowing top down model of MIS.

39. Teacher perceived principals being competent in maintaining harmonies working atmosphere.

40. Teacher perceived principals motivating all to perform to utmost perennial.

41. Teacher perceived principals as an expert of career counselling for teacher.

42. A few teachers (14.65%) did not perceive principal for setting a fair recruitment policies procedure for all employers.

43. Teachers did not perceive principals having quality of sharing HR policies to each stakeholder of school.

44. A few teachers did not perceive principal competent enough to solve grievance of the organization.

45. Most of the teacher (84.93%) perceived principals as a mentor and motivator.

46. Teacher perceived principal having ability to create career awareness for teachers and students.

47. Teacher perceived that principals have knowledge of technology in teaching and learning practices.

48. Teachers perceived that principals encourage teachers to improve professional studies.

49. Teacher perceived that principals encourage teachers to take initiative in curricular and co-curricular activities.

50. Teachers perceived that principals have ability to write inspirational articles.

51. Teachers (15.07) did not perceive principal as a mentor and motivator.

52. A few teachers did not perceive principals appreciating anyone for extra ordinary work or achievement.

53. A few teachers did not perceive principal making speech clearly to work enthusiastically.

54. A few teachers did not perceive principals providing extra time and resource like books and internet surfing for teachers' development.

55. All most all the teachers did not perceive significantly Principals as a Visionary Leader.

56. All most all the teachers did not perceive significantly Principals as a Life Long Learner.

57. All most all the teachers did not perceive significantly Principals as a Community Leader.

58. All most all the teachers did not perceive significantly Principals as a Care Taker.

59. All most all the teachers did not perceive significantly Principals as an Administrator and Technocrat.

5.3 TEACHERS' PERCEPTION SCHOOL & SVS WISE.

1. Teachers from SVS-2 (Vashista) perceived leadership qualities as a whole very effectively.

2. Teachers from Grant in Aid schools perceived leadership qualities effectively.

3. Teachers from Grant in Aid (T & T.V. Sarvajanik High School Nanpura, Surat) with mean (3.54) perceived very effectively in compare with all the schools.

4. Teachers from Non Grant in Aid school (Kalakunj Vidhyalaya) with mean (1.11) did not perceive principals' leadership qualities effectively.

5. Over all 80% Grant in Aid teachers from SVS-1 to 6 perceived principals as an effective educational leader.

6. 20% Non Grant in Aid schools perceived principals' leadership qualities effectively.

5.4 PERCEPTION OF TRUSTEES TOWARDS PRINCIPALS LEADERSHIP QUALITIES

1. Findings show that Gender is not significant at both the levels. So, there is no significance difference in the mean perception of trustees towards Principals' leadership qualities.

2. Type of schools, whether grant in aid or non grant in aid is significant at both the levels. It is observed that trustees of Grant in Aid schools have shown higher perceptions towards leadership qualities of Principals'.

3. The mean of trustees work experience in between 11-15 years showed higher perception towards Principals' leadership qualities than those trustees whose work experience is in between 1-10 years and 16 years onwards.

4. The educational qualifications of trustees with graduation and more have shown higher significance in perception of Principals' leadership quality. Trustees who have educational qualification of graduation plus perceive Principals' leadership qualities significantly.

5. Gender and type of schools jointly are significant at both the levels. Female trustees of Grant In Aid schools show higher perceptions towards leadership qualities of Principals'.

6. Gender and work experience are not significant at both the levels. So, there is no significance difference in perception of trustees towards Principals' leadership qualities.

7. Gender and educational qualification of trustees are significant at both the levels. Female trustees with educational qualification of graduation plus shows higher perception towards leadership qualities of Principals'.

8. Type of school and work experience is not significant at both the levels. So, there is no significance difference in perception of trustees towards Principals' leadership qualities.

9. Type of school and educational qualification are not significant at both the levels. So, there is no significance difference in perception of trustees towards Principals' leadership qualities.

10. Work experience and educational qualification are significant at both the levels. Trustees with 11-15 years of experience and educational

qualification of graduation plus show higher perception of trustees towards leadership qualities of Principals'.

11. Gender, type of school and work experience is significant at both the levels. Female trustees of Grant In Aid schools with 16 years onwards of experience show higher perceptions towards Principals' leadership qualities.

12. Gender, type of school and educational qualification is not significant at both the levels. So, there is no significance difference in perception of trustees towards Principals' leadership qualities.

13. Gender, work experience, and educational qualification is significant at both the levels. Female trustees with graduation plus having 11-15 years of experience indicates higher perceptions towards Principals' leadership qualities.

14. Type of school, work experience and education qualification is significant at both the levels. Trustees of Grant In Aid schools with 11-15 years of experience and educational qualification of graduation plus indicates higher perceptions towards leadership qualities of Principals'.

15. Gender, type of school, work experience and educational qualification is not significant at both the levels. So, there is no significance difference in perception of trustees towards Principals' leadership qualities.

5.5   FINDINGS BASED ON LEADERSHIP COMPONENTS AS PERCEIVED BY TRUSTEES

1. Most of the trustees (65.49%) perceived principals as a strong role model.

2. Most of the trustees perceived principals being punctual in completing different activities in school.

3. Most of the trustees perceived principals having strong values and morale.

4. Most of the trustees perceived principals having a respectable, dignified name in the society.

5. Most of the trustees perceived principals being energetic at every stage of life

6. Most of the trustees' perceived principals having a quest for knowledge and attaining it.

7. A few trustees (44.51%) did not perceive Principals as a strong role model

8. A few trustees did not perceive principals' as emotionally stable.

9. A few trustees did not perceive Principals having pleasant personality.

10. A few trustees did not perceive Principals holding non-biased point of view.

11. Few trustees did not perceive Principals develop hobbies and interest.

12. Most of the trustees (58.75%) perceived Principals' as a community leader

13. Trustees perceive that Principles are able to identify the needs of society.

14. Trustees perceived that Principals encourage teachers and students to work for society.

15. Trustees perceived that Principals always seek extra fund to reach to the deprived section of society.

16. Trustees perceived that Principals organize events that help in community development.

17. Trustees perceived that Principals make strong linkages with NGO and different institutions working for community.

18. Trustees perceived that Principals encourages every stakeholder to work for society.

19. A few trustees (41.25%) did not perceive Principals as Community Leader.

20. Trustees did not perceive Principals having knowledge of major current issues of society.

21. Trustees did not perceive Principals having good social and political relations.

22. Trustees did not perceive that Principals encourage teachers and students to visit NGO's.

23. Trustees did not perceive that Principals are sensitive towards social issues.

24. Most of the trustees (64.55%) perceived Principals leadership quality as a Care Taker.

25. Trustees perceived that principals provide guideline to balance between job and social life.

26. Trustees perceived that principals ensure that satisfaction and commitment of all stakeholder at large.

27. Trustees perceived that principal conduct induction programmes for newly appointed teachers.

28. Trustees perceive that Principals have ability to utilize available resources optimally.

29. Trustees perceived that Principals promote the name of institution in the society.

30. Large number of trustees (35.45%) did not perceive Principal as a Care Taker.

31. Trustees did not perceive that Principals take keen interest for maintenance and development of infrastructure.

32. Trustees did not perceive that Principals have interest for the welfare activities of faculty members.

33. Trustees did not perceive Principals ensuring health and safety measures of teachers and students.

34. Trustees did not perceive Principal competent enough to establish an appropriate disciplinary procedure for students and teachers.

35. All most all the Trustees did not perceive significantly Principals as a visionary leader.

36. All most all the Trustees did not perceive significantly Principals as Life Long learner.

37. All most all the Trustees did not perceive significantly Principals as an academician.

38. All most all the Trustees did not perceive significantly Principals as Effective Communicator.

39. All most all the Trustees did not perceive significantly Principals as Mentor and Motivator.

40. All most all the Trustees did not perceive significantly Principals as H. R Manager.

41. All most all the Trustees did not perceive significantly Principals as Administrator and Technocrat.
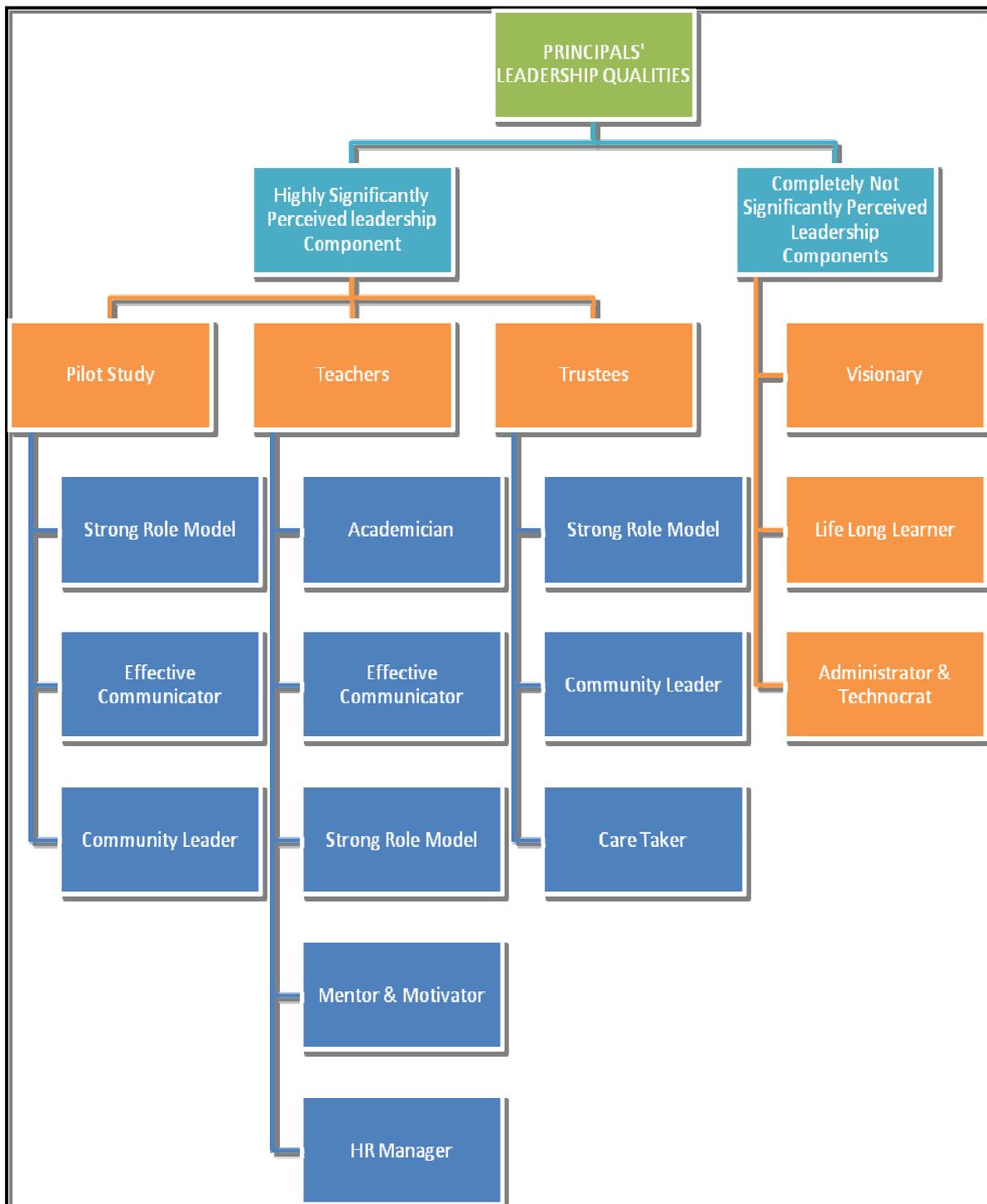
5.6 TRUSTEES' PERCEPTION SCHOOL & SVS WISE.

1. Trustees from SVS-5 (Ved Vyas) perceived principals' leadership qualities as a whole very significantly.

2. Trustees from grant in aid schools perceived leadership qualities significantly.

3. Trustees from Grant in Aid (T & T.V. Sarvajanik High School Nanpura, Surat) with mean (3.60) perceived very effectively in compare with all the schools.

4. Trustees from Non Granted schools (Kalakunj Vidhyalaya) with mean (1.09) did not perceive principals leadership effectively.

5. Over all 80% Grant in aid trustees from SVS-1 to 6 perceived principals as effective leader.

6.   20% non granted school trustees perceived principals leadership qualities effectively.

FIGURE : 5.1

FINAL FLOW CHART OF PERCEIVED LEADERSHIP QUALITIES BY TRUSTEES AND TEACHERS

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                        PRINCIPALS'
                    LEADERSHIP QUALITIES


        Highly Significantly                    Completely Not
        Perceived leadership                 Significantly Perceived
            Component                             Leadership
                                                  Components


   Pilot Study      Teachers      Trustees         Visionary


   Strong Role Model  Academician   Strong Role Model   Life Long Learner


   Effective          Effective      Community Leader   Administrator &
   Communicator       Communicator                      Technocrat


   Community Leader   Strong Role Model   Care Taker


                      Mentor & Motivator


                      HR Manager
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It has been observed from Figure 5.1 that Principals leadership qualities were differently perceived at various stages by Teachers and trustees. More or less teachers and trustees perception towards Principals leadership qualities as strong role model was the same, whereas teachers perceived principals as effective communicator and mentor- motivator. Teachers also perceived

principals as a Human resource manager. Trustees perceived principals as a community leader as well as a care taker significantly.

The striking observation is that the teachers perceived principal as an academic leader whereas trustees did not perceive principal as an academic leader. Both, teachers and trustees neglected the principals leadership qualities as a visionary, life-lonf learner, administrator and technocrat.

5.7   DISCUSSION OF FINDINGS

This chapter is an overall design of the summary of the research undertaken by the investigator. It presents all the aspects of the present study in a nutshell and puts forward a few suggestions for further studies as well as highlights the educational implications of the present study. Here in this chapter the investigator has weaved in ideas from research studies and findings of the present study itself. This chapter shows the major findings, discussion, suggestion for the improvement and suggestion for further study. The investigator observed that there is a complete different perception towards principals' leadership qualities by teachers and trustees. Teachers' perception towards principals' leadership qualities was quite significant when two ways interaction for gender and work experience was studied. The similar kind of interaction by trustees did not find it significant. Teachers' perception was significant when type of school and work experience were together while trustees' perception did not have any influence of type of schools and work experience.

It was observed that the study of first phase as a pilot study indicated that teachers and trustees did not perceive principals' leadership quality significantly. The study revealed some of the new areas of academic leadership which are yet to be explored. It has clearly raised doubts about principals' leadership qualities through the perception of teachers and trustees.

It has been observed by the investigator that trustees and teachers did not perceive principals as an outstanding personality having desired good qualities in any leader. The data analysis of teachers and trustees who perceived principals' leadership qualities as a strong role model was highly significant. Teachers perceived principals as an academician, human resource manager, effective communicator, strong role model, mentor and motivator, while trustees had different perception. Trustees perceived principals as strong role model, community leader and care taker. The investigator strongly believes, based on the results, that teachers have significant perception towards principals' academic and administrative leadership qualities, whereas trustees have strong inclination towards principals' personal qualities. The investigator also believes that the role and responsibilities in the organization may have effective impression to perceive qualities. It is the major job profile of teachers to deal with academic related work, so perhaps teachers' perception could be influenced by this factor. Trustees' role in any educational organization is vital and they are public figures who are generally dealing with social, community welfare activities. Similarly, being trustees of a school is also a social activity. So, it could be concluded that there are many areas that make an individual to perceive leadership qualities differently.

The investigator also found out that teachers and trustees not only partly perceive principals leadership qualities, but also ignored principals as visionary, life long learner and administrator and technocrat leader. These qualities are a must among all the principals, as per the demand of time. These qualities are major part of the principals' job profile as these qualities highly make impact on entire organization and related stake holders. Principal, being visionary, can only lead the organization in the right direction as well future development. Thus, the perception by teachers and trustees raise a very big question mark on principals' leadership quality, especially as a visionary leader. Similarly, any

person or organization cannot last for long unless they prove and establish as constant learners. Principals' quality as a life long learner has not been perceived at all by teachers and trustees.

It raises a serious question about principals' individual ability. The very fact is that, no educational leader can lead without having thirst to gain knowledge, update and increase the knowledge boundaries to provide the best to the stake holders of the educational institutions. The use of technology in management is the key of success in today's highly developing society. The traditional methods of management are gradually changing. Still, neither trustees nor teachers perceived principals as leaders who have a good administrative skills and techno savvy attitude. No doubt teachers and trustees perceived many leadership qualities but the above mentioned three major qualities give challenges to principals as an educational leader. The investigator strongly feels that a scientific approach must be developed to study their neglected perceived areas in details for the betterment of educational organization.

It has been observed that the perception of teachers and trustees towards principals' leadership qualities is different. The teachers of SVS-2, Central zone perceived the principals having significant leadership qualities, whereas trustees of SVS-5 significantly perceived principals having leadership qualities.

It was also noted that most of the Grant in Aid school teachers perceived leadership qualities significantly. Similar way, trustees and teachers from Grant in Aid schools perceived leadership qualities equally to individual school. It showed that there was a significant perception towards leadership qualities.

Thus, it could be concluded that most of the previous researches have studied teachers' perception towards principals' leadership qualities and based on their findings, principals' were rated as effective or ineffective leaders, but it was less observed that each component of academic leadership from all the

angles were studied. So, the investigator strongly feels that each leadership component should be perceived independently. This study focuses on each leadership component independently as perceived not only by teachers but also by school trustees. Moreover, a very few studies have been done on trustees perception towards principals' leadership qualities. Thus, findings are specific and different than other studies.

SUGGESTIONS FOR FURTHER IMPROVEMENT

Principal as an educational leader is the guiding star of the organization. The principals' leadership qualities may highly influence all the stakeholders of the organization. The principal is the strongest link among trustees, teachers and students. So, perception by teachers and trustees has valuable importance in day today activities of any school. The researcher strongly suggests to the principals that the leadership areas, which are less significantly perceived by teachers and trustees, must be introspected. Those significant perceived leadership qualities must be analyzed and should go further to develop them if convinced by self analysis. The highly perceived leadership qualities may have correlations with other less significant leadership qualities components, too. So, an honest effort should be made by principals to work, think and analyze all their leadership qualities. The school management must arrange in house training programmes where teachers and trustees frankly discuss about principals leadership qualities and their views about them. This process will give room for improvement, reduces communication gap and surely make the school a better learning organization.

5.8   SUGGESTIONS FOR FURTHER STUDY

On the basis of the present study, the investigator felt that more studies should be carried out not only in perception towards principals' leadership qualities but also in the areas of challenges and requirement of leadership

qualities in upcoming time. The investigator would like to suggest some more topics for further research. Here are few suggestions.

- A self perception of principals' leadership qualities and teachers' expectation can be studied.
- Perception of parents and students towards principals' leadership qualities can be studied.
- The study related to principals' leadership qualities influencing students can be studied.
- The study related to Principals' leadership qualities as visionary can be studied.
- The study related to principals' use of technology and its relation with academic management can be studied.
- The study related converting organization as constant learning unit and principals' role can be studied.