

CHAPTER – VI

DISCUSSION

6.0.0 Introduction

The present study is an intervention study and it aims at exploring the effectiveness of a mentoring strategy. Personal and academic growth of students as conceptualized in this study, depends on teachers. According to the humanists, the focus is not on the material to be learned but on the students. This implies that the learning situations are considerably more student-oriented. Therefore, the emphasis is not on teaching but on learning (Maslow, 1969). Learner is not an empty vessel which is to be filled (Hamilton, 1996). So, the responsibility falls on teachers who have to identify what the students need. While structuring the learning environment, the educator has to be aware of students' physical, emotional, social, spiritual as well as intellectual needs. In other words, education must enable students' total growth. Therefore, teachers must create a suitable atmosphere in the classroom and outside the class where students will be safe physically and secure psychologically to explore the world of ideas (Kotler, 1993). This is what is missing in most of our schools. Many people are beginning to realize that students are not suitably prepared for today or for their future as world citizens (Downey, 1994).

As the society is facing unpredictable changes, there is great demand for quality and competitiveness. At this juncture, the schools cannot be inactive. But there seems to be a big question mark regarding its quality (effectiveness) in today's context. On the other hand, the students with different background and capacity as well as individual difference, are

looking at teachers for help in different areas of life. It becomes difficult for every teacher to cope with the situations in the same manner. He needs to wear different hats at different times. It was in this light the present study was conceived in order to equip teachers with mentoring skills. The present study developed a mentoring strategy (Objective 1), implemented it on teachers, analysed the collected data, interpreted them and the discussions of the findings are presented in this chapter.

6.1.0 Objective 2(a) :

The study dealt with the effectiveness of the transformational mentoring strategy on teachers in terms of their self-awareness, their personality structure, interaction style and as well as their personal and professional satisfaction.

6.1.1 Enhancement of Self-awareness of Teachers :

The study aimed at enhancing the self-awareness of teachers regarding their personality structure using the TA model. The personality structure of each teacher was measured by Ego state scale. The analysed data obtained through the pre and post intervention administration of the Ego state scale (Table-5.1) revealed that there were significant difference between the mean scores of pre and post testing on Not OK behaviours namely: Controlling Parent at .05 level, Rebellious Child Ego state at .01 level and Compliant Child ego state at .01 level. The table showed that teachers were able to decrease their Not OK behaviour at significant level. The decrease of the frequency on these inappropriate behaviour would also mean that teachers were able to increase the frequency of the appropriate

behaviours namely, Nurturing Parent Ego, Adult Ego and Natural Child Ego state.

In the school atmosphere the Nurturing Parent behaviour encourages the students to feel free with their teachers. It is growth oriented. Teachers with Nurturing Parents ego state have genuine love, kindness, empathy understanding, trust, respect and forgiveness for their students. Adult behaviour gives the attitude to equity. Therefore, the relationship between a teacher and a student can be Adult-Adult. So, a teacher gives the students the opportunity to decide for himself. There is the sense of respect and dignity for each other. This helps in creating the conducive atmosphere for learning in natural setting where there is absence of fear and compulsion. The Natural Child behaviour of a teacher makes the learning a joyful experience, and therefore it creates interest for learning. On the contrary, the use of words like "must", "should", "otherwise", etc. makes students frightened of the teacher and her/his subjects as well because they become conditioned. They do not feel free to use their creativity and new ideas in learning.

The graphical presentation of the personality profile of individual teachers have been shown in percentage and thereafter summarized in an overall group profile. Comparing the individual profile with the group profile one can clearly see that except a few, most of the individual profiles are similar to the group profile. Teachers were able to decrease percentage scores of the inappropriate behaviours and increase the scores of appropriate behaviours. The individual profile have also shown that a few teachers have not been able to grow in the same direction as others on each dimensions. The reason for this may be the change of mood, personal

problems or occurrences of critical situation which may have made them behave in their usual way.

Interpersonal interaction style of teacher had been measured by style profile of interaction Role in Organization – SPIRO–M. Table–5.2 showed that there had been significant difference in the mean scores of all the OEQ scores of 6 dimensions. OEQ 6 (Resilient Vs. Sulking) had the highest mean scores in both pre and post test. This would mean that teachers showed creative adaptability and were ready to learn from each other by accepting ideas and show openness to change their approach when necessary. This is how they mentor each other so as to fulfill the goal in co-operation.

As far as the profiles are concerned, majority of teachers showed increase in the OEQ scores in post-intervention. Increase in OEQ means showing increase in appropriate interaction style against decrease in inappropriate interaction style of the dimension. Besides, self-perceived data collected through administering questionnaire on SPIRO–M, classroom teaching learning of each teacher was observed before and after intervention programme. This was done to identify the difference in their interaction style. Classroom observation table of each teacher showed that all had been able to increase the frequency of the appropriate interaction styles and reduce the frequency of inappropriate interaction styles after intervention. There have been a few shifts from +CP to +NP after intervention. Majority of the teachers have shown their development in the same dimensions. The interaction style profiles and classroom observation tables are showing the development of teachers in the same directions. In the school set up when the teacher encourages a student to find the correct answer or solution of the problem instead of telling the answer is his/her

supportive style of interaction. Besides encouraging, showing patience in learning about the problem of the student and have empathy with him/her would be supportive style against the Rescuing style. Teacher who perceives student as incapable and immature interacts in Rescuing style. Such interaction style makes students dependable. School education aims at making the individuals independent who can take decision for themselves and act with full responsibility. Therefore, it is teacher's responsibility to make students independent persons by giving opportunity to see, judge and act. Teachers with Normative style are interested in developing norms of behaviour for students and help them to understand why norms are important for them. On the other hand the teacher with prescriptive style are critical about the behaviour of students and others so develop rules and regulations imposing it upon them. They make quick judgment and insist that every student in the class to follow the norms made by them. They would express this style in their saying like "This is the way you should do". The prescriptive interaction style limits the students. It does not give freedom to be creative and find new ways and means of learning. Teacher blocks their growth by prescribing and giving direction.

Teachers with problem solving style are more concerned about solving problems. The main focus of these teachers is on dealing with and finding out solutions to problems. In this process, they involve the student to find solution to the problem by giving freedom to decide and do not use Rescuing style but choose supportive style. Against the problems solving style teachers with task obsessive style are more concerned with task and are not concerned with feelings. Such teachers, therefore, are insensitive to the emotional needs and personal problems. The students are perceived as related to the task. Teacher with innovative style are enthusiastic about their

ideas so that they result in concrete action. Against the innovators, teachers with Bohemian style are very active and creative. They have lots of ideas. Therefore, they go on changing the experiments and new approaches just like a fun. Such teachers therefore confuse the students.

Teachers with confronting style are concerned with the exploration of the problems. Such teachers confront situations, persons, or organizations to get things done for their students. They also are sensitive and respect the feeling of students. On the other hand, teachers with aggressive style are fighters. Their aggressiveness make the students avoid them. As it has been mentioned above, teachers with resilient style, show creative adaptability to new ideas and new approaches. But against the Resilient style teachers with sulking style keep the negative feelings to themselves, and find it difficult to share them with others. Therefore such teachers instead of confronting problems, avoid them, feel bad about the situation, but do not express the feelings openly. Therefore, a teacher needs to develop the OK interaction style and become supportive, Normative, Problem solving, Innovative, Confronting and Resilient against the Not OK interaction styles as Rescuing prescriptive, task obsessive Bohemian, Aggressive and Sulking. Whatever the style the teacher may be using to interact but it has direct influence on the students.

6.1.2 Teacher's Satisfaction :

The investigator used unstructured interview with teachers to identify their personal and professional satisfaction being a member of the school. As the table-5.3 showed 9 out of 17 teachers felt they were valued and recognized for their talents. 12 of them experienced the group support in performing the works. This would mean that these teachers experience their

self worth in the team. When there is group support, the members would be ready to take risk to initiate creative work or an experiment in the school. 13 out of 17 expressed that they had been able to mentor students and they showed improvement. 15 out of 17 felt trusted and respected by the principal. Trust and respect are the values, which can be experienced. Trust begets trust. Therefore, when an individual experiences respect and trust from other person, they develop good rapport and communication becomes easy. It becomes easy to work together. 9 out of 17 have expressed that their suggestions and ideas are valued and accepted. If the teachers feel so, they are ready to co-operate and involve themselves in the group work or any meeting. Feeling of acceptance makes people at home and have sense of belongingness. The table also shows that 10 out of 17 teachers felt that they were able to use their ability and talents for school. This would mean that more than half of them felt recognized, esteemed and empowered which gave them satisfaction. 13 out of 17 teacher felt they were appreciated and loved by their students and colleagues. Every human being wants to be appreciated and loved. The persons become motivated to do more for which she/he is being appreciated. 12 out of 17 said that they had the freedom and support to use their creativity to make students' learning or creative any co-curricular activity an effective one. This would mean that teachers are not directed or prescribed by the authority to use the techniques or methods that have been approved. This reflects teachers' empowerment so as to give the best they have to student. This kind of autonomy motivates the individual to do more.

The table revealed that there were two aspects for which teachers expressed their dissatisfaction. 9 out of 17 had said that the classes were too crowded which prevented them from giving personal attention to students. 8

out of 17 expressed their dissatisfaction regarding giving admission to a big crowd in English Medium school. One of the reasons which may be responsible for this is the lack of other schools nearby. Being a Hindi and Bangla speaking area, all the children come from Hindi and Bangla background. Therefore, whether children are capable or not, every one is forced to learn English in the school. Thus, one may conclude from this unstructured interview (table-5.3) that the majority of teachers have agreed that they are satisfied being in the school, as teachers.

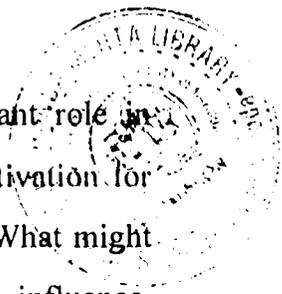
6.2.0 Objective 2(b) :

Objective 2(b) was to study the effectiveness of the transformational mentoring strategy on students in terms of their Motivation for Schooling, Individual Development, their Attitude towards teachers and their Academic Achievement.

6.2.1 Motivation for Schooling :

The students' motivation for schooling was measured by junior measured by Junior Index of Motivation – JIM Scale. As the result showed, there was significant difference in students' motivation of classes VI, VII and IX at .01 level. Class VIII showed increase in the mean scores of post-intervention test but had not at significant level. This would mean that the programme for teachers had good impact on students. The awareness on their personality structure and the interaction style helped them to motivate their students toward school.

When one talks about motivation of students, it should be remembered that students are not in the school for all the twenty four hours.



Their family background and peer group also play a significant role in boosting up or deteriorating their motivation. But so far as motivation for schooling is concerned, the school does play a significant role. What might have motivated students could be school climate, peer group influence, teacher behaviour like encouragement, unconditional positive regard and empathy, school norms, discipline and the affection and warmth that they receive from their classmates and other friends in the school. They do contribute very significantly to their academic achievement.

There are instances when students dislike the teachers for different reasons and even leave the school. Teachers are seen beating students with stick, punishing them, turning them out of the class, ridiculing them and giving them name. These behaviours make the students either leave the school or stay in the school and grow as an Adapted Child. In this situation, students will either be aggressive or compliant. When teachers come with poor preparation or go on reading from the textbooks, sitting in one place, makes the class so boring. It makes the students demotivated towards school. Students dislike these teachers and also their subjects. This poor motivation may be due to teachers who themselves are not motivated. They blame the administration, the parents and students for different things. Such are the teachers who are found to be absent from the school many times, who are unco-operative and feel highly disengaged, who lack in initiative and who are always lagging behind in the scheduled work (Johnson, 1940). Here again the responsibility falls on the principal to create conducive atmosphere among the staff and maintain good relationship with them. The good human relationship contributes to the development of healthy and inspiring climate of the school. Teachers are motivated. The motivation and high morale of teachers will percolate down to the students. They try to

create a learning atmosphere in the classroom and make their learning possible in natural set up. The students then may develop liking for the school. When the students have liking for their school, they will develop a sense of belongingness, like to come to school and there may be less absenteeism and dropouts.

This ultimately may lead to academic motivation and high academic achievement. Nevertheless, things are not so easy and simple. Nothing can be done overnight. It requires persistent and consistent efforts on the part of those who are involved in the progress of education of the future generation.

6.2.2 Individual Development :

Individual development of students was measured by self-esteem scale. Table-5.5 reveals that there was no significant difference in the mean scores of pre and post-testing of the self-esteem of classes VI and VIII through in post-testing the mean scores have increased. Students of classes VII and IX show significant difference in the mean scores of pre and post-testing of their self-esteem at .05 and .01 level respectively. This would mean that the students of classes VII and IX were able to gain high self-esteem compared to students of classes VI and VIII. The reason for this could be the better academic performance of students of classes VII and IX. Researches have proved that students of high academic performance have self-confidence and they also have high self-esteem than others who have low academic performance.

Giving strokes to students also has its impact on the individuals in developing positive self-concept or negative self-concept. Teacher's

facilitative interpersonal skills therefore, empower students to be themselves. As a result, they develop a positive self-concept. Therefore, teachers need to be cautious while interacting with them because every negative stroke gives the message of discounting the person and degrades him/her. It chips away a part of his/her self-esteem. Every individual has a personal concept of self, formed partially from his or her own perceptions and partially from the feedback received from others. Researches have also constantly shown that the high esteem individuals will be less influenced by a failure experience, owing to their tendency to use avoidance defenses, whereas low self-esteem individuals will be more influenced by failure experiences (Burgoon, 1978). Therefore, teachers need to take caution in delivering negative feedback to their students when they fail or show their inability. Self-esteem is a personality variable that greatly affects the way a person receives and reacts to a message. Low self-esteem persons are conformists by nature, with little confidence in their opinion and so are easily persuaded by someone else's ideas. On the other hand, individuals with high esteem have greater confidence in their opinion and find it easier to challenge the ideas of others. This makes them less susceptible to persuasion (Burgoon, 1978).

Teachers heavily influence self-concept of students if they treat them as able, valuable and responsible as well as irresponsible (Purkey, 1984). There are many students in schools who feel that they are consistently overlooked, seldom encouraged to participate in school activities. They rarely play on a team or belong to any club. They are never selected to participate in school cultural programme or are even called on in the class. In the school, students do not need any important gesture from teacher, but

just taking special notice of students' speech or their work or non-verbal smile, nod or pat or wink is enough to give a feeling of self-esteem.

6.2.3 Students Attitude towards their Teachers :

A teacher plays an important role in the life of a student. There are thousands of eyes fixed on the teacher observing his behaviour in the classroom and outside. A teacher does not teach only in the classroom but more than this through his/her own life. Students watch if there is congruence between what he/she speaks to them and what he/she does. In fact, what he/she is, has more impact on the students than what he/she says or does before them. Presented in table-5.6 is the descriptive summary of students' attitude towards their teachers. It reveals what the students have to say about their teachers. From the table it is clear that students attitude towards their teachers has changed in positive direction in post-intervention phase.

Table-5.6 showed that majority of the students accepted their teachers as kind, understanding and caring like their parents who corrected their mistakes when needed. When a student experiences the genuine love and understanding of the teacher, he/she feels close and becomes open to him/her. There is acceptance, trust and respect in their relationship. The late President Dr. Zakir Hussain said, "The relationship between the teacher and the pupil must be that of a parent and the child, because a teacher takes the place of parents (Loco-parentis)".

In teaching learning process, having positive attitude towards the teacher is important. Once the students develop positive attitude towards their teachers, they start liking them. It becomes easy for the teachers to

teach and also easy for students to learn because of the free communication that they develop. There is understanding between students and teachers and there is learning atmosphere in the classroom as well as outside the classroom. Students like the teachers who are honest in their duties and responsibilities, show genuine interest in them, give time to them and are creative and resourceful.

Students also have expressed their dissatisfaction regarding the teaching style of some teachers, who read from the textbooks and do not explain the lesson well. They keep sitting in one place in the class and teach them. Communication, whether it is non-verbal or verbal cannot exist if there is no one around to receive the signals (Burgoon, 1978). In the classroom situation when students do not listen to what teacher is trying to communicate, there is no communication at all. When students are not interested, they do not value the presence of the teacher and his/her teaching. During the time of classroom teaching-learning observation, students in the class of some teachers, were found either sleeping, playing or talking among themselves. It may be because they did not feel that teacher was interested in them. There was no involvement on the part of students because teacher did not involve them. There was hardly any interaction between teacher and students. Students were passive and the class seemed to be dull. There was no relationship between teacher and the students because each was busy in his/her own. Students during interview had expressed that they were afraid of some teachers because they gave cutting remarks, passed comments on them when they could not give right answer in the class. Such situations also make the students disinterested and demotivated. As it has been mentioned earlier that, if students start disliking

the teachers they dislike even their subjects and ultimately their academic performance may be negatively affected.

6.2.4 Students' Academic Achievement :

“Education is developing the whole person”. It means the development of the cognitive as well as affective domain of the individual. The researchers like Dave (2001), Pond (1995) and Mortimore (1991) have perceived the academic achievement of students as one of the criteria to measure the school effectiveness. The present study also attempted to measure the academic performance of students by taking the account of pre and post-intervention school examinations. The result (Table-5.11) showed that students of class IX showed significant difference in their performance at .01 level in many subjects. The result also showed that the mean scores of classes VI, VII and VIII in post-intervention examination had decreased in many subjects. However, there had been few subjects like English, Hindi and Civics, which showed significant difference at .01 level. It looks as if there had not been any significant impact on the students of classes VI, VII and VIII in their academic performance. As there is no measurable impact on academic performance of students, further studies on mentoring is needed. Coming to class VI is a transition period for the students. Many students take new admission from other schools and find problem with English as medium of instruction. The students step into higher section from junior section where teachers are changed. Another reason for decrease in scores may be the lengthy syllabus. Marks of post-intervention examination were from the Annual Examination for which students had to study the whole syllabus of one year whereas the examination prior to intervention was from 2nd terminal when students had a limited syllabus to study. In class VII also many new admissions are taken and these students

also face the same problems as new students of class VI. In this class, the promotion is controlled to lessen the number in higher classes. Low performance in class VIII may be due to the same reasons as class VI and VII. Some good students go to other schools in urban area either after class VII or VIII. In many cases, their parents get transferred, so they leave the school. This is one of the reasons why a few new admissions are taken in class VIII, where the syllabus becomes vast. For example, Physics, Chemistry and Biology are studied as separate subjects, Hindi is studied as two papers and History and Civics becomes one paper. General knowledge is out from the syllabus. Due to this reason, there may be much load on them and so students of class VIII got low marks in post-intervention examination. Other reasons could be the lack of mastery in English to be able to understand the questions well. They do not have strong foundation in Maths and Science as the parents expressed their concern during the time of interview (Table-5.36). Low marks in these subjects may also be due to the lack of practice on the part of students and depending on the teacher or the tutor to solve the sums. As parents acknowledged, they cannot help their children in their studies due to their inability to speak English, except they can give money to go for tuition. Classroom atmosphere is one of the most important factors, which has either positive or negative impact on students. As students have said earlier, they are afraid of being ridiculed by some of their teachers. They feel scared to ask their teachers to clear their doubts or ask them to repeat the explanation.

In spite of all these reasons the teacher can help to bring improvement in their performance if he/she is committed to his/her mission. The influence of teachers' attitude on student achievement continues to receive considerable attention (Purkey, 1984). The research findings

support the view that students are more than likely to perform if their teachers think they will (Brophy and Good, 1974). From their extensive research, they concluded that when teachers had high expectations for students, they actually produced higher achievement in those students than in students for whom they had lower expectations.

6.3.0 Objective 2(c) :

It was to study the effectiveness of the transformational mentoring strategy on School Ethos.

6.3.1 School Ethos :

The smooth running of the school depends on the atmosphere within the school and certain values and beliefs that are operating among the members. In the present study 'OCTAPACE' profile had been used to measure the school ethos. Table-5.11 revealed that there was no significant difference between pre and post-testing. However, there has been increase in the mean scores of post-testing on all dimensions except "Trust" and "Collaboration". The investigator feels that 6 months is a short period of time to develop these 8 values together, when each individual teacher has her/his own values and beliefs. Developing values or have change in values is not possible overnight. It is a gradual process. It also cannot be demanded on somebody to develop or change certain values. In spite of all these, the truth is that these values (OCTAPACE) are essential in any organization like school which deals with human being.

Openness among the members would mean there is spontaneous expression of feelings and thoughts among staff members without any

defensiveness. School institution where there is confrontation, all the members involve themselves taking up challenges of the school. No one thinks of escaping from problems. So, whenever there is any problem in the school, the staff members face the problem working jointly with one another to find a solution to the problem. The school where there is trust among the members, there is confidentiality of information shared by colleagues and students without misusing it. This is one of the most important qualities of a mentor. The staff members also need to be authentic in what they feel, say and do. Therefore, there is no distortion in communication of teachers, with other staff members and their students. When the students experience there is lack of congruence in their teacher, they lose their respect for them and do not take their words seriously. For example, when a teacher says, "Study this lesson and come, I will give you a test in next class". But the teacher never gives any test. Students may start taking his/her words for granted. It is also needed that the staff members should be proactive. This would mean that each member is able to take initiative at the level of feeling, thinking and action. So, there is pre-planning and preventive action as well as members must be calculating pay offs before taking action. This helps them in solving problems.

Autonomy is another important factor that the teacher should experience. Autonomy in the school gives enough freedom to plan and act in their area of work especially in teaching learning process in the classroom. Autonomy also would mean when a teacher is given responsibility, he/she should be given autonomy to decide, plan and act for the good of students. This results in willingness to take up the responsibility and to be creative. School where there is collaboration, individuals feel free to help and ask for help. There is sharing, proper communication and

involvement. The members have the synergistic experience in working together to solve any problem. Experimenting is another important factor, which is possible only when the principal and other staff are open to changes and creative ideas. So, teachers are encouraged and motivated by the principal to be innovative and creative in their daily work in order to leave the traditional practices of the classrooms and of the school activities so as to bring some newness. For this reason school can have the feedback for improvement, evaluate the school activities together and take a fresh look at things. Kaufman (1993) in his book "Quality Management Plus" expressed that all quality improvement occurs when working with others. Therefore, empowering relationships among the team members are essential.

Teachers had also been interviewed during the first and second phase of data collection to identify how they perceive the school ethos and to find if there is any difference in their perception. Table-5.13 shows that there has been increase in the frequency on positive responses and decrease in negative responses in the post-intervention phase. The majority of teachers have responded in the same direction regarding the school environment, to say that there is conducive working environment in the school. Nevertheless, all the 17 of them expressed their dissatisfaction about the active participation of each teacher in staff meetings. The reason for not being active in staff meeting may be that teachers in the meetings are from junior and senior sections. So, it is quite natural to feel inferior to speak out in the group. Therefore, to have the active participation, there could be separate staff meetings for both the sections to be able to get the opinion or suggestions from each individual in the staff.

One may conclude that the result of the statistical data and the interview data are in the same line though statistical data in post-testing

does not show significant difference but there have been increase in the mean values. To have all the values and beliefs in the school organizations sounds to be ideal yet not easy to achieve within a short period of time. The values that are attached to the school environment must come from within. It cannot be demanded upon. Therefore, there should be some courses or seminars on self-awareness, values and group building for the teachers of the schools today.

6.4.0 Objective 2(d) :

Objective 2(d) was to study the effectiveness of the transformational mentoring strategy on the Principal's Leadership.

6.4.1 Principal's Leadership :

In essence, principal's leadership involves accomplishing goals with and through people (Pilania, 1991). This indicates that the principal alone cannot attain the goal but needs other people with him to strive towards the goal achievement. Since he manages the human beings, his behaviour and relationship with teachers as well as his knowledge of the administrative works play an important role to lead and animate the individuals. School effectiveness is dependent on the principal as a first person of the school organization. Its effectiveness depends on his/her leadership style. The present study attempted to identify if there is any difference in the leadership style of the principal. Leadership Behaviour Description Questionnaire was employed on teachers to identify the difference in their perception about their principal both in pre and post-intervention. The result (Table-5.14) showed no significance between the two tests. This would mean that teachers have not been able to perceive much difference in

principal's behaviour on two dimensions, initiation and consideration. However, the mean scores of initiation is higher than consideration in both pre and post-testing. Therefore, one can conclude that the principal falls in the category of initiation. This would mean that teachers perceive her to be more initiating and less considerate. However, the unstructured interview (Table-5.15) revealed that teachers had been able to perceive their principal to be more human and considerate after intervention programme. Initiating structure refers to the principal's behaviour in delineating the relationship between herself and her staff, and in endeavouring to establish well defined patterns of organization. On the other hand, consideration refers to the principal's behaviour indicative of friendship, mutual trust, respect and warmth towards his/her staff (Halpin, 1964). Consideration is also related to empathy. This means the principal looks at things or situation through the other person's point of view. Thus, the initiating structure is more task oriented leader and consideration is relationship oriented. The person's leadership style involves some combination of either task behaviour or relationship behaviour (Pillania, 1991). In present study, teachers seem to put their principal as high task and low relationship quadrant.

The present study talks about transforming leadership, which is 'vision oriented'. She/he develops a new vision involving teachers, what the school can be, then mobilizes the school to change towards the new vision. She/he animates, inspires and transforms purpose into action. The principal as transforming leader motivates teachers to commit themselves to action by giving opportunities and freedom to use their talents and creativity. The transforming principal strives to achieve significant change that would reflect the interests of his/her, the teachers and students. This would mean

that he/she looks for continuous improvement, by involving every member and respecting their interest.

Therefore, a transforming principal needs both the leadership style “Initiating structure” as well as “Consideration” to bring change in the school. One of the remarkable quality of this principal is facilitating the environment which helps the members to enjoy working for the common goal transcending their own.

6.5.0 Personal benefits from intervention programme as reported by teachers :

All the participants in second phase of data collection reported that they had developed in their communication skills and were aware of their behaviour while dealing with different situations. The intervention programme helped them in classroom management. Giving positive strokes helped them to realize that it brings transformation and growth in the individuals. The participants also realized that scolding children and controlling them does not help in maintaining discipline in the class in any way. They realized that classroom learning and teaching becomes more enjoyable in natural setting when teacher facilitates opportunity to students to think, to speak and to be creative. Teacher needs to be humourous. When teacher is serious, the whole atmosphere in the class becomes monotonous and children become scared of the teacher. Teachers also said that they learnt to control their anger and short temper. When teacher is angry and short tempered, students close themselves and the classroom communication becomes one sided. Hardly there is any learning in such firey atmosphere. The programme could make the participant aware of their responsibility and commitment as teachers when one feels committed and responsible from

within one can be authentic and honest at his workplace, and in life. Students respect and like the teachers who are honest and do what they speak. Their action speaks louder than their words in the classroom and outside. Teachers also reported that they gained awareness of interdependence, which helped them to work as a team in the school. When there is a strong team, any difficult problem can be solved without much constraint upon one person because each member of the team takes the problem as one's own. Each person is proactive toward the problem of the team. They feel synergistic energy in the team.

6.6.0 Implementation of mentoring scheme :

Teachers had been involved in co-mentoring. So, they were asked to write personal and professional as well as organizational benefits noticed by them from co-mentoring [Appendix No. 2(a)]. All of them responded positively about the co-mentoring practice they had. The benefits mentioned by them are given in detail in table-5.33. The table revealed that the members in team learned much from the synergistic relationship with each other. It helped them in taking decisions, solving problems and to be aware of their strength and limitations that helped them to improve themselves and self-acceptance. Teachers also felt that co-mentoring provided them a climate of support in difficulties and struggle. When there is support of colleagues and the authority, one is encouraged to take risk and be creative at the work place. There is understanding, respect and acceptance where teachers feel free to share their sorrows and joys. Each member needs to understand and respect other individuals in the team. Where such an atmosphere is created, the team feels happy on the success of one member and the failure is shared. This gives self-confidence to the

members. Therefore, there is open communication and members are free from win-lose game among them. Bahrlich (1999) expressed that through mentoring both the parties (mentor and mentee) learn their role, admonish and are encouraged and acquire the needed skills.

In this way, mentoring develops a protege's professional life and helps the mentor reach his/her full potential through nurturing. All these again sound to be too ideal because the reality in most of the school teams are contrary to what the present study is searching for. For this reason the awareness of the synergistic power should be given to teachers and the principals of the schools. The experiential programmes would be more effective in this regard.

In the second phase of data collection students were asked to write their personal as well as academic benefits that they experienced from teacher-student mentoring relationship [Appendix 2(a)]. Table-5.34 revealed that 54(30%) out of the total population (179) expressed that they had academic benefit from teacher-student mentoring relationship. Among 179 students only 3 students felt they did not feel free to talk with them and 2 students mentioned that they did not have mentoring relationship with their teachers because they did not have any problem which they needed to tell them. Thus, the majority of students experienced that they were helped in their personal life. This would mean that mentoring scheme in the school was more beneficial in affective aspects of students' life. It is obvious that when the physical social and emotional needs are fulfilled, an individual's academic performance will be enhanced.

The benefits of students seem to be very general and not so specific. Such general help can be offered by primary mentor (Wickman, 1997). The

primary mentor may address all possible areas suitable for mentoring. So, a teacher being a primary mentor can address one's career or profession, one's education, family, spiritual and physical health, fitness, financial goals, social graces, ethical questions, emotional well-being or even philanthropic questions (Wickman, 1997). Therefore, what a teacher needs to do is be aware of the physical, emotional social and spiritual as well as intellectual needs of students under his care and facilitate a favourable environment and relationship. This will help each one of them to develop in the line of their own interest.

Students' report on the usefulness of peer mentoring (Table-5.35) from their experience showed that the majority of them spoke positively about peer mentoring. Only seven students seemed to be indifferent towards peer mentoring. Two of them said that they did not feel free with their friends to share their problems because they felt their companions were not capable of helping them, as they were all inexperienced like them. Five of them felt their friends would not be able to keep confidence neither they would understand them. In fact, for personal sharing, respect and confidentiality towards other person is very essential. Trust from the part of the teller or the listener is also equally important. These values cannot be said in words but can only be experienced.

Academically peer mentoring seems to be very helpful for students. It is easy for them to approach their friends to clear their doubts. Slowly, it helps them to come close to each other and establish pupil-pupil relationship. When they associate with each other, they learn to give and take ideas, learn to tolerate the differences, manage conflicts in the group and thus learn to work together with others. Through peer mentoring children learn to live together by developing understanding for others and

appreciation of interdependence carrying out joint projects and learning to manage conflicts in a spirit of pluralism, mutual understanding (Delors, 1996). They also learn to take initiative, which prepares them for leadership. Bahryeh (1999) stated that leadership is the principal reason to become involved in a mentoring relationship. During a severe shortage of true leaders in our society, becoming a mentor places one in a much needed leadership role. Therefore, students in the school should be given group projects, group discussion and work shop etc. so that they get opportunity to use their talents, creativity and taking initiative.

Parents' report after the intervention phase showed (Table-5.36) that majority of them have positive opinion about the school and the change occurring in their children. Parents were happy with varieties of activities that the school conducts which facilitate the physical, intellectual, spiritual, social as well as emotional growth of students. Computer education in the school is a matter of happiness for parents in the age of science and technology because they cannot provide computer education being in a rural area. Parents also expressed their satisfaction about the 80% to 90% result that the students of this school show in ICSE examination.

However, they expressed their concern about a few aspects which may as a barrier with regard to school effectiveness like, lack of trained teachers to teach children English medium school in their beginning years, frequent change of teachers and children's foundation in subjects like Maths and Science. "Child is the father of the man". Therefore, what the child learns in his/her early age so he/she becomes. The future of the nation depends on today's children. A Chinese proverb says,

*"If you plan for a year, plant grain,
If you plan for a decade, plant trees,
If you plan for a century, plant men."* (Safay, 1964)

Therefore, the schools must have well qualified teachers who would participate in giving quality education to school children by giving proper environment and care in order to help them grow healthy in body, mind and soul.

Frequent change of teachers affects children's achievement and put them in confusion. It takes time for both the teacher and student to build rapport with each other. The relationship and the foundation that has been established gets disturbed. It has to rebuild and children's time passes in adjusting and understanding their teachers. This may be one of the reasons why students have low marks in Maths and Science. The poor foundation affects the academic performance in higher classes. Therefore, parents are obliged to send their children for tuition classes. Despite having the awareness of the above issues, the principal faces problem in providing well-qualified teachers in rural and Hindi speaking area. Appointment of qualified teachers is one of the major stresses of the principal.