CHAPTER – V
CONCLUSIONS AND SUGGESTIONS

5.1 INTRODUCTION

The previous chapter was devoted to analysis and interpretation of data. The analysis yielded some significant findings pertaining to the head teachers’ leadership style in relation to school effectiveness at the secondary stage in Mysore City, (India) and Shiraz City, (Iran). The present chapter aims at providing the major findings of the study, educational implications, limitations of findings and suggestions for future research.

5.2 MAJOR FINDINGS

The major findings are systematically presented in order of the objectives stated in Chapter I:

5.2.1 Findings Pertaining to the Leadership Styles of Secondary School Head Teachers

- The mean score on the leadership style of secondary school head teachers of Shiraz City is (82.97) which is higher than the score of secondary school head teachers of Mysore City (75.70).

- There is a significant difference in the leadership scores of secondary school head teachers in Mysore City and Shiraz City ($t=-4.307$ which is significant at the level of 0.01).
• The majority of secondary school head teachers of Shiraz City have transformational leadership style.

• The mean score on the transformational leadership style of the secondary school head teachers of Shiraz City (55.73) is higher than their Indian counterparts (36.81).

• There is a significant difference in the transformational leadership scores of the secondary school head teachers in Mysore City and Shiraz City (t=-7.185 which is significant at the level of 0.01).

• The majority of secondary school head teachers in Mysore City have transactional leadership style.

• The mean score on the transactional leadership style of the secondary school head teachers of Mysore City is (38.89) which is higher than the mean score on the transactional leadership style of the secondary school head teachers in Shiraz City (27.25).

• There is a significant difference in the transactional leadership scores of the secondary school head teachers in Mysore City and Shiraz City (t=8.304 which is significant at the level of 0.01).
5.2.2 Findings Related to the Head Teachers’ Leadership Style with Respect to Their Background Characteristics

5.2.2.1 Gender

- There is no significant difference in the leadership style of secondary school head teachers with reference to their gender in Mysore City and Shiraz City.\( \text{(t} = -0.279 \text{ and } -0.926 \text{ respectively).} \)

- There is no significant difference in the transformational leadership style of secondary school head teachers with reference to their gender in Mysore City and Shiraz City.\( \text{(t} = -0.029 \text{ and } 0.170 \text{ respectively).} \)

- There is no significant difference in the transactional leadership style of secondary school head teachers with reference to their gender in Mysore City and Shiraz City.\( \text{(t} = -0.259 \text{ and } -1.628 \text{ respectively).} \)

5.2.2.2 Age

- There is a significant difference in the leadership style of secondary school head teachers with reference to their age in Mysore City \( \text{(t} = -2.119 \text{) which is significant at 0.05 level. Secondary school head teachers who are above 40 years old have good leadership style in Mysore City.} \)

- In the case of Shiraz City, there is no significant difference \( \text{(t} = 0.488 \text{) in their leadership style of head teachers with respect to their age.} \)
• There is no significant difference in the transformational leadership style of secondary school head teachers with reference to their age in Mysore City and Shiraz City (t= -1.253 and 0.646 respectively).

• There is no significant difference in the transactional leadership style of secondary school head teachers with reference to their age in Mysore City and Shiraz City (t= 0.298 and -1.230 respectively).

5.2.2.3 Educational Qualifications

• There is a significant difference in the leadership style of secondary school head teachers with reference to their educational qualification in Mysore City (t= 2.484 which is significant at the level of 0.05). Secondary school head teachers with bachelor’s degree have better leadership style than those with master’s degree in Mysore City.

• There is no significant difference in the leadership style of secondary school head teachers with respect to their educational qualification in Shiraz City (t= 0.909).

• There is a significant difference in the transformational leadership style of secondary school head teachers with reference to their educational qualification in Mysore City (t= 3.917 which is significant at the level of 0.05. Head teachers having bachelor’s degree have good transformational leadership style than those with master’s degree in Mysore City.
• There is no significant difference in the transformational leadership style of secondary school head teachers with respect to their educational qualification in Shiraz City (t=0.113).

• There is a significant difference in the transactional leadership style of secondary school head teachers with reference to their educational qualification in Mysore City (t=4.851 which is significant at the level of 0.05). Head teachers having master’s degree have good transactional leadership styles in Mysore City.

• There is no significant difference in the transactional leadership style of secondary school head teachers with respect to their educational qualification in Shiraz City (t=1.077).

5.2.2.4 Academic Stream

• There is no significant difference in the leadership style of secondary school head teachers with reference to their academic stream in Mysore City and Shiraz City (t=1.926 and 0.289 respectively).

• There is no significant difference in the transformational leadership style of secondary school head teachers with reference to their academic stream in Mysore City and Shiraz City (t=-1.199 and 0.527 respectively).

• There is no significant difference in the transactional leadership style of secondary school head teachers with reference to their academic stream in Mysore City and Shiraz City (t=0.272 and 0.310 respectively).
5.2.2.5 Experience

- There is no significant difference in the leadership style of secondary school head teachers with reference to their experience in Mysore City and Shiraz City (t=-0.761 and -0.605 respectively).

- There is no significant difference in the transformational leadership style of secondary school head teachers with reference to their experience in Mysore City and Shiraz City (t=-1.034 and 0.182 respectively).

- There is no significant difference in the transactional leadership style of secondary school head teachers with reference to their experience in Mysore City and Shiraz City (t=1.147 and -1.172 respectively).

5.2.3 Findings Related to School Effectiveness at the Secondary Stage

- The mean scores on school effectiveness in the City of Mysore and the City of Shiraz are 570.41 and 573.51 respectively which indicates a “High” school effectiveness when comparing with the norms.

- There is no significant difference in the scores on school effectiveness at the secondary stage in Mysore City and Shiraz City (t=-0.481).

- There is no significant difference in the school effectiveness at the secondary stage based on teachers’ perception in Mysore City and Shiraz City (t=1.596).
• There is a significant difference in the school effectiveness at the secondary stage based on parents’ perception in Mysore City and Shiraz City ($t=-3.373$ which is significant at the level of 0.01). The parents from Shiraz City had a higher mean score on school effectiveness than their counterpart Mysore teachers.

• There is no significant difference in the school effectiveness at the secondary stage based on students’ perception in Mysore City and Shiraz City ($t=-0.416$).

5.2.4 Findings Related to the Relationship between Head Teachers’ Leadership Styles and School Effectiveness at the Secondary Stage

• There is a ‘low’ negative correlation ($r=-0.266$) between the head teachers’ leadership style and school effectiveness at the secondary stage in Mysore City.

• There is a ‘high’ positive correlation ($r=0.628$) between the head teachers’ leadership style and school effectiveness at the secondary stage in Shiraz City.

• There is a ‘moderate’ negative correlation ($r=-0.371$) between the head teachers’ transformational leadership style and school effectiveness at the secondary stage in Mysore City.
• There is a ‘very high’ positive correlation \((r = 0.715)\) between the head teachers’ transformational leadership style and school effectiveness at the secondary stage in Shiraz City.

• There is a ‘moderate’ positive correlation \((r = 0.420)\) between the head teachers’ transactional leadership style and school effectiveness at the secondary stage in Mysore City.

• There is a ‘moderate’ negative correlation \((-0.338)\) between the head teachers’ transactional leadership style and school effectiveness at the secondary stage in Shiraz City.

5.2.5 Findings Related to the Prediction of School Effectiveness at the Secondary Stage

• A predictor variable i.e. head teachers’ leadership style yielded correlation coefficient of the order of -0.266 and 0.628 and accounted for about 7.1% and 39.4% of variance in the criterion variable of the school effectiveness at the secondary stage for Mysore City and Shiraz City respectively.

• Head teachers’ transformational leadership style yielded correlation coefficient of the order of -0.371 and 0.715 and accounted for about 13.8% and 51.2% of variance in the criterion variable of the school effectiveness at the secondary stage for Mysore City and Shiraz City respectively.

• Head teachers’ transactional leadership style yielded correlation coefficient of the order of 0.420 and -0.338 and accounted for about 17.7% and 11.4%
of variance in the criterion variable of the school effectiveness at the secondary stage for Mysore City and Shiraz City respectively.

5.3 EDUCATIONAL IMPLICATIONS

No research effort can be said to be worthwhile if it does not emanate some important educational implications. Research in the area of head teachers’ leadership style and school effectiveness is catching the attention of many researchers. In Mysore City and Shiraz City, attempts made in this direction were very scanty. However, an attempt was made in the present piece of research work to investigate the secondary school head teachers’ leadership style in relation to school effectiveness in Mysore City and Shiraz City. The findings of the study have certain significant educational implications. These are systematically presented below.

- The results of the study reveal that transformational leadership style of head teachers were contributing more to school effectiveness. Therefore, head teachers should practice transformational leadership style to promote school effectiveness.

- The study reveals that the majority of head teachers of Shiraz City have got the transformational leadership style. However, head teachers in Mysore City follow a transactional leadership style. In-service training programs may be provided to head teachers to practice transformational leadership style.
• The study has revealed that head teachers above 40 years in Mysore City show good leadership styles. This calls for having induction training programs to the young head teachers while they are in job.

• The pre-service training curriculum of teacher education may provide sufficient inputs to develop good leadership styles amongst the teacher trainees.

• Training may be provided to newly recruited/promoted head teachers with special focus on developing good leadership styles.

5.4 LIMITATIONS OF FINDINGS

The study under reference has yielded several important and interesting findings. An effort was made to make the study as precise and scientific as possible. However, no research study can claim to be prescriptive and may not give final verdict on the phenomenon investigated upon. The findings of the present piece of research do suffer from unavoidable limitations arising out of the constrains of human and material resources and the time at the disposal of the researcher. Besides, the scope of the findings may be limited to the area chosen, tools, methodology employed, design followed and ultimately the approach utilized for analysis and interpretation of data. These would also be subject to the delimitations envisaged at the planning stage as stated in Chapter I as well.
5.5 SUGGESTIONS FOR FUTURE RESEARCH

No research is the last word in a particular field of study. Every research has its own limitations and also no research can give final verdict about the phenomenon and hence scope of future work is always there. The present piece of research is also no exception to it. However, it is hoped that the present piece of research would stimulate some researchers to take up studies on school effectiveness and various dimensions of leadership styles of head teachers. Having gained some experience by working on the secondary school head teachers’ leadership style and school effectiveness, the following suggestions for further research are offered:

- Similar studies may be replicated on larger samples and in other cities by taking the secondary school head teacher’s leadership style and school effectiveness from different programs so as to examine the phenomenon in further detail.

- A study may be planned and undertaken to predict school effectiveness by employing a fresh set of variables other than the variables included in the present study.

- It would be worthwhile to conduct more macro and micro level studies on the nature and characteristics of secondary school head teachers and their leadership styles for effective planning of the programs of education institutions.
• Studies may be conducted to identify factors contributing to effective leadership style of secondary school head teachers.

• Studies may be conducted to highlight relationship between school head teacher’s leadership style and school effectiveness at different stages (levels) of school education.

• Studies may be conducted to identify factors contributing to school effectiveness at the secondary stage.

• Studies may also be planned and executed to explore the influence of motivational factors effective to improve secondary school head teacher’s leadership style and school effectiveness.

The above mentioned suggestions do not represent an exhaustive list of future research works in the area of head teachers’ leadership style and school effectiveness. It is, however, a humble attempt to provide stimuli to motivated researchers who should identify research problems of their interest and may derive some basis from the present piece of research and projections made in the preceding paragraphs.