CHAPTER-5

SUMMARY, FINDINGS, CONCLUSION, IMPLICATIONS, RECOMMENDATIONS AND SUGGESTIONS

Secondary education is an important stage where the desirable skills, attitudes and thinking patterns are to be promoted among children. In order to initiate desirable learning outcomes, a secondary school principal needs to be effective in his principalship. Effective principals are the central agents of change in the education system for improving school performance. An efficient and effective principal is a necessary precondition for an effective school. Present day education demands much more from the principals than simply supervising the school. In fact, a principal’s leadership qualities sets the tone of the school, the level of professionalism among teaching and non-teaching staff and the morale of the teachers and students, improving the educational curriculum, providing a conducive teaching-learning environment and developing good relations among teachers and students. The ability to use educational research, evaluation and planning process to improve performance of the students is something that all principals need to focus on. Principals need to possess all the traits of a good leader so that they can play an important role in creating a shared vision for change in schools in particular and society in general.

The quality of secondary education depends much on the effectiveness of the principals. Many factors contribute to the improvement of principals’ effectiveness. It is necessary to identify the factors that influence principals’ effectiveness. Recognising the importance of principals’ effectiveness in the arena of students’ achievements and school improvement the present study was carried out with the objectives to investigate the effectiveness of principals of secondary schools and to examine its relationship with the job satisfaction, work commitment, emotional maturity and hardiness, keeping in view some demographic variables like age, gender and length of experience. Quality of secondary education can be improved only when adequate measures take their place to improve those factors that are effective indicators of principals’ effectiveness. Gaps in the prior researches indicate the need for additional quantitative study on the present research topic.
This chapter gives an idea about the whole research work carried out by the investigator and results obtained by the investigator to provide the precise information to the reader about the work done. And summary of all the chapters is included in this chapter. This chapter is divided into five sections. The first section contains a summary of the study comprising the objectives, hypotheses, methodology and findings, while the second section contains conclusion, third section focuses upon the educational implications of the study based upon which the proposed recommendations for practice are discussed in section four, whereas suggestions for further research have been presented in the fifth section.

5.1) Summary of the study

The present research study analysed the relationship between the effectiveness of principals of secondary schools and their job satisfaction, work commitment, emotional maturity and hardiness and investigated the impact of job satisfaction, work commitment, emotional maturity and hardiness variables on the effectiveness of school principals and also the effect of three demographic variables i.e., age, gender and length of experience was analysed. The section comprises of objectives, hypotheses, methodology, and findings that are described as follows:

5.1.1) Objectives

The study is guided by the following objectives:

1. To study the difference between high effective group of principals and low effective group of principals on their job satisfaction.
2. To study the difference between high effective group of principals and low effective group of principals on their work commitment.
3. To study the difference between high effective group of principals and low effective group of principals on their emotional maturity.
4. To study the difference between high effective group of principals and low effective group of principals on their hardiness.
5. To find out the relationship between principals’ effectiveness and their job satisfaction.
6. To find out the relationship between principals’ effectiveness and their work commitment.
7. To find out the relationship between principals’ effectiveness and their emotional maturity.
8. To find out the relationship between principals’ effectiveness and their hardiness.
9. To study the combined and individual effects of selected independent variables viz., job satisfaction, work commitment, emotional maturity and hardiness on the effectiveness of school principals.
10. To find out the difference in principals’ effectiveness in relation to age.
11. To find out the difference in principals’ effectiveness in relation to gender.
12. To study the effectiveness of principals in relation to their length of experience.
13. To find out the difference in job satisfaction of male and female principals.
14. To find out the difference in work commitment of male and female principals.
15. To find out the difference in emotional maturity of male and female principals.
16. To find out the difference in hardiness of male and female principals.

5.1.2) Hypotheses

In order to achieve the above objectives, following hypotheses are formulated in null form:

Ho.1: There is no statistical significant difference in job satisfaction of high effective group of principals and low effective group of principals.
Ho.2: There is no statistical significant difference in work commitment of high effective group of principals and low effective group of principals.
Ho.3: There is no statistical significant difference in emotional maturity of high effective group of principals and low effective group of principals.
Ho.4: There is no statistical significant difference in hardiness of high effective group of principals and low effective group of principals.
Ho.5: There is no statistical relationship between principals’ effectiveness and their job satisfaction.
Ho.6: There is no statistical relationship between principals’ effectiveness and their work commitment.
Ho.7: There is no statistical relationship between principals’ effectiveness and their emotional maturity.
Ho.8: There is no statistical relationship between principals’ effectiveness and their hardiness.
Ho.9: There are no combined and individual effects of selected independent variables viz., job satisfaction, work commitment, emotional maturity and hardiness on the effectiveness of school principals.

Ho.10: Principals of different age groups do not differ significantly in their effectiveness.

Ho.11: Principals of different genders do not differ significantly in their effectiveness.

Ho.12: There is no statistical significant difference in the principals’ effectiveness in relation to their length of experience.

Ho.13: There is no statistical significant difference between the job satisfaction of male and female principals.

Ho.14: There is no statistical significant difference between the work commitment of male and female principals.

Ho.15: There is no statistical significant difference between the emotional maturity of male and female principals.

Ho.16: There is no statistical significant difference between the hardiness of male and female principals.

5.1.3) Methodology

The complete methodology and procedures to carry out the present research study have been described in detail in chapter 3. The present study was based on descriptive survey design. A sample of the 2500 school teachers and 500 school principals was selected from CBSE affiliated schools at secondary level of Districts Aligarh and Ghaziabad of Uttar Pradesh (U.P.) and New Delhi. Purposive sampling technique was used for the selection of principals and out of total teachers of a sampled school, five teachers were selected randomly, who evaluated a school principal. Hence, 2500 teachers evaluated 500 principals. Keeping in view the purpose of research endeavour, the investigator utilised five standardised scales viz. 1) Principal Effectiveness Scale developed by Dr. Shaheen Usmani in 1988 and Reliability and Validity verified by investigator in 2010 on 104 subjects. 2) Job Satisfaction Scale developed by Dr. Amar Singh and Dr. T. R. Sharma (2009), 3) Work Commitment Scale developed by Dr. Imtiaz Nasheed (2000), 4) Emotional Maturity Scale developed by Dr. Yashvir Singh and Mahesh Bhargava (2010), 5) Singh
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Psychological Hardiness Scale developed by Dr. Arun Kumar Singh (2008) and 6) Personal Data Sheet For School Principal (2010) developed by the investigator himself. These tools were reliable and valid. These tools were administered on the selected sample. The data recorded was categorised into two samples, one indicating the principals’ effectiveness as shown by the five teachers of each school and the other indicating the principals’ job satisfaction, work commitment, emotional maturity, hardiness, age, gender, and length of experience as shown by the principals’ themselves on five questionnaires meant for the school principals of each sampled school. For the first sample an average score was calculated from the five scores obtained on the scale, “Principal’s Effectiveness Scale”, as given by five randomly selected teachers of each school. This score contributed to the principals’ effectiveness of each school. These teachers evaluated their principal on the scale i.e., Principal Effectiveness Scale (PES) provided to them. Out of these five teachers, there were three teachers who were having an experience of at least seven years and two teachers having an experience of at least two years. Thus, the total number of teachers consulted amounted to two thousand five hundred (2500).

The second sample giving scores of job satisfaction, work commitment, emotional maturity and hardiness of principals were tabulated against the average scores of principal effectiveness respectively. The High Effective Group of Principal (HEGP) and Low Effective Group of Principal (LEGP) were drawn by employing Extreme Group Technique of 27% above and below. As such, from the principals’ effectiveness score arranged in increasing order, the above 27% i.e., 135 school principals possessing high scores were identified as high effective group of principals (HEGP) and below 27% i.e., 135 school principals were identified as low effective group of principals (LEGP) and the middle scores were left out. The data obtained were subjected to appropriate statistical techniques such as mean, standard deviation, correlation, t-test, multiple regression analysis (step wise), one way analysis of variance (ANOVA) and Scheffe’s test for post hoc analysis. Chapter 4 contains a description analysis, interpretation of data and a detailed discussion of the results and along with necessary tables.

Findings of the Study

The main findings emanating from the present investigation are as follows:
1. A significant difference was found between the job satisfaction of high effective group of principals (HEGP) and job satisfaction of low effective group of principals (LEGP).
Job satisfaction and job dissatisfaction have differential effect on the effectiveness of school principals. More specifically, job satisfied principals were more effective than job dissatisfied principals.

2. A significant difference was found between the work commitment of high effective group of principals (HEGP) and work commitment of low effective group of principals (LEGP).
More specifically, principals who were committed towards work were more effective as compared to the principals who were not committed towards their work.

3. A significant difference was found between the emotional maturity of high effective group of principals (HEGP) and emotional maturity of low effective group of principals (LEGP).
Emotional maturity and emotional immaturity have differential effect on the effectiveness of school principals. More specifically, principals’ effectiveness of emotionally mature principals was found much superior than that of emotionally immature principals. Emotionally mature principals were more effective than the emotionally immature principals.

4. A significant difference was found between the hardiness of high effective group of principals (HEGP) and hardiness of low effective group of principals (LEGP).
Hardiness variation had a significant impact on the effectiveness of school principals. More specifically, hardy principals were more effective as compared to their non hardy counterparts.

5. A significant positive relationship was found between principals’ effectiveness and their job satisfaction. This shows that principals’ effectiveness increases with the increase in job satisfaction.

6. A significant positive relationship was found between principals’ effectiveness and their work commitment. This shows that principals’ effectiveness increases with the increase in work commitment.

7. A significant positive relationship was found between principals’ effectiveness and their emotional maturity. This shows that principals’ effectiveness increases with the increase in emotional maturity.
8. A significant positive relationship was found between principals’ effectiveness and their hardiness. This shows that principals’ effectiveness increases with the increase in their hardiness.

9. The four independent variables, job satisfaction, work commitment, emotional maturity, and hardiness in combination contributed significantly and accounted around 65.2% variance in the dependent variable, principals’ effectiveness. Emotional maturity ($\beta = -0.501$) was found to be the most potential predictor of principals’ effectiveness followed by work commitment ($\beta = 0.408$), hardiness ($\beta = -0.098$), and job satisfaction with a $\beta$ weight of 0.080. Emotional maturity had affected the principals’ effectiveness. Around 50% of the variance in dependent variable, principals’ effectiveness is explained by independent variable, emotional maturity. Work commitment had affected the principals’ effectiveness. Around 14.20% of the variance in dependent variable, principals’ effectiveness was explained by the independent variable, work commitment. Hardiness had affected the principals’ effectiveness. 0.70% of the variance in dependent variable, principals’ effectiveness was explained by independent variable, hardiness. And also job satisfaction had affected the principals’ effectiveness. Around 0.30% of the variance in dependent variable, principals’ effectiveness is explained by independent variable, job satisfaction.

10. Principals of different age groups differ significantly in their effectiveness. More specifically, principals of above 45 years of age were found to be more effective as compared to principals who were up to 45 years of age. Age had an influence on the effectiveness of school principals.

11. No significant difference was found in the principals’ effectiveness on the basis of their genders. More specifically, gender had no influence on the effectiveness of school principals.

12. There was a significant influence of length of experience on the effectiveness of school principals. The effectiveness of school principals having 21 and above years of experience was found to be much higher than principals having 11-20 and 0-10 years of experience.

13. A significant difference was found between the job satisfaction of male and female principals. More specifically, male principals were more job satisfied as compared to their female counterparts.
14. A significant difference was found between the work commitment of male and female principals. More specifically, male principals were more committed towards their work as compared to their female counterparts.

15. A significant difference was found between the emotional maturity of male and female principals. More specifically, male principals were emotionally immature as compared to their female counterparts.

16. A significant difference was found between the hardiness of male and female principals. More specifically, female principals were more hardy as compared to their male counterparts.

5.2) Conclusion

With 2500 teachers and 500 principals in 500 secondary schools of Districts Aligarh and Ghaziabad of Uttar Pradesh (UP) and New Delhi participated in the present research study, a comprehensive range of responses were collected to assess the impact of different demographic variables like age, gender and length of experience on principals’ effectiveness. Effect of job satisfaction, work commitment, emotional maturity and hardiness on principals’ effectiveness was also studied. This is also a study of relationship of principals’ effectiveness with independent variables like, job satisfaction, work commitment, emotional maturity and hardiness. To test the hypotheses, the purposive sampling technique was employed for the selection of school principals and the school teachers were selected randomly. Then collected data were analysed with the help of appropriate statistical techniques like mean, standard deviation, co-efficient of correlation, ‘t’ test, multiple regression analysis (step wise), One-way Analysis of Variance (ANOVA) and Scheffe’s test for post hoc analysis.

The findings of the present research study have revealed that job satisfied principals are more effective principals than job dissatisfied principals. It means that the happier the principal is with his/her job the better he/she is discharging his/her duties. Likewise work committed principals are found to be more effective than those who are not committed towards work. Moving towards emotional maturity the results are also in the expected direction reporting emotionally mature principals more effective than the emotionally immature principals. Similarly, hardy principals are found to be more effective than the non hardy principals.
Results of the stepwise multiple regression analysis (SMRA) revealed that the four independent variables job satisfaction, work commitment, emotional maturity and hardiness are significant predictors of principals’ effectiveness with a good prediction ability of about 65.2% and revealing them as significant predictors of principals’ effectiveness irrespective of the demographic variables taken under consideration. Overall the findings of the present study emphasise the role of psychological and personal variables that certainly make a difference in the effectiveness of school principals.

By investigating the impact of demographic variables on the effectiveness of principals, results indicated that demographic variables exhibited varied influence on principals’ effectiveness. Gender does not affect the effectiveness of school principals, while age and length of experience as a principal did influence the effectiveness of school principals. Principals above 45 years of age were found to exhibit higher levels of effectiveness as compared to the principals upto 45 years of age. Similarly, the principals having 21 and above years of experience were found to exhibit higher levels of effectiveness as compared to principals having 11-20 and 0-10 years of experience. Male principals were more job satisfied than their female counterparts. Male principals were more committed towards their work than their female counterparts. Male principals were less emotionally mature than their female counterparts and female principals were more hardy than their male counterparts.

Arising from the findings of this study, one major conclusion that could be drawn is that personality characteristics of secondary school principals such as age and length of experience significantly influence their effectiveness. This finding is in line with the day to day experience of many administrators and educationists. No significant difference existed in the effectiveness of principals based on their genders. It is assumed that these findings have some implications for practice and for further research. One important implication of the present research study is the finding that principals’ length of experience positively determined the effectiveness of a secondary school principal. This observation requires the attention of educational policy makers in the country. Many years of experience could be perceived as an asset to principals’ effectiveness. The findings of this investigation may afford the school higher authorities the need to place high emphasis and priority on length of experience in the appointment of secondary school principals. Such awareness could
also help the authorities to develop strategies and mechanisms for developing effective principals in the school system. However, it may be recommended that in as much as length of experience is a necessary criterion for deploying and promoting teachers to the position of principalship, the management and higher authorities should not consider experience in isolation, experience should be considered along with age. Gender factor should be de-emphasised in the appointment of secondary school principals as no significant differences existed between male and female principals in their effectiveness. All these factors should be complemented with appropriate training in leadership and supervisory functions of secondary school principals. This is required to fill the present gap observed between the competencies of experienced and inexperienced principals. With the results of the present study, it seems imperative to appoint principals of above 45 years in age to leadership positions in the school system for better outputs.

5.3) Educational Implications of the Research

Educationists all over the world have emphasised that principal’s quality is the most important school related factor influencing students’ achievement and performance of school teachers with whom they work in the school setting. In this perspective, the observations and findings of the present study may have strong and useful educational implications in the existing educational set up of our country. Findings of the present research study contribute to the existing knowledge on the principals’ effectiveness. In addition to providing empirical data to fill in the gap in the literature, this study provides useful information that may be of value to researchers.

As the present research is primarily concerned with the principals’ effectiveness, it therefore contributes information in the area of principals’ evaluation by the teachers and in turn is useful for the improvement in principalship by helping principals to identify their weaknesses and strengths for further professional development and growth and in identifying the effective and ineffective principals thereby protecting the schools from incompetent principals by bringing structured assistance to ineffective principals and accordingly may also serves as a process of rewarding and penalizing the individual principal.

The present research may also help making principals more accountable towards their profession by ensuring that principals perform at their best to enhance schools’
effectiveness and in turn the students’ performance by holding principals accountable for their performance by associating it with promotion, task assignments, tenure considerations and to a range of consequences for their career.

By providing the information about the effectiveness of principals, this research may help in monitoring the organisation’s employment decisions and in assessing and improving the school effectiveness because principals are at the helm of the affairs in a school who are responsible for better outcomes of students that in turn reflects the effectiveness of the schools. It may also give evidence of the quality of services rendered by principals and therefore, justify the community for the investment of public funds in educational institutions.

The present study explored the differential effects of some of the personality variables on the effectiveness of school principals and the findings would be beneficial in understanding the role of job satisfaction, work commitment, emotional maturity and hardiness in enhancing the performance of school principals. The information generated could be utilised by the principals to frame better professional identities and to tackle the degradation of their principalship on account of personal variables. Further the results help in suggesting better ways of training including professional as well as personal skills. Based on the findings of the study it would be beneficial if stress management components can be incorporated not only for in-service principals but also for prospective school principals. Therefore, it is proposed that there is a need to plan personality grooming programmes for in-service as well as prospective principals in order to help them develop a sound and balanced personality that do contribute in making and developing an effective principal and in turn productive outcome in our schools.

Findings of the job satisfaction suggest that school higher authorities need to develop strategies to deal with the needs of those principals who experience less job satisfaction and to facilitate their commitment through proper incentive plans which would help in reducing absenteeism and retaining effective principals. As we know that in order to motivate principals for better performance, motivation factors are needed. The results of the study may be useful in identifying the motivational factors required for principals’ effectiveness. It should be clearly known to higher authorities of schools that what principals personally find satisfying or dissatisfying about their
jobs. It is extremely important to identify the factors that lead to job dissatisfaction for secondary school principals. When these factors are known then practices can be put into place that will enable management to maximise job satisfaction and reduce the job dissatisfaction among school principals.

The results of work commitment suggest that school authorities at the helm of affairs should provide such type of environment in the schools, where school principals may involve and devote themselves completely and may achieve the desired outcome of principals’ effectiveness.

Findings of emotional maturity levels related to principals’ effectiveness would help in generating emotional labour rules and integrating emotion regulation skills in principal preparation programmes. Effective leadership of a school principal requires a wide range of skills. Emotional intelligence, which is one of the dimensions of emotional maturity, is one skill that may assist secondary school principals as they strive to more effectively meet the needs of the present day’s students. There is a need to develop and hone this very important skill of a principal. There is a need to implement the training programmes for school principals to develop these skills.

Moreover, the results of hardiness variation on principals’ effectiveness assist in the development of stress management programmes for in-service principals emphasising the cultivation of hardy skills of commitment, control and challenge to face the pressures encountering while delivering the services in the ever changing environment of the schools.

This study also helps in understanding the dynamics of principals and teachers relationship in their educational context that has been increasingly recognised as a means to enhance the effectiveness of secondary school principals.

Novice school principals have to be prepared to face all aspects of their new job of principalship. They have to be prepared for short deadlines, to deal with stress, financial problems, security issues and other tasks and problems which are difficult to deal with. Principals need good skills in leadership, management, communication and the decision making process. Thus, if we want to attract competent people into school administration, we must ensure that the job meets the needs of principals.
This study provides important information for understanding the job satisfaction, work commitment, emotional maturity and hardiness of CBSE affiliated school principals in the Districts Aligarh, and Ghaziabad of Uttar Pradesh (UP) and New Delhi. This information will assist concerned officials and persons at the helm in developing and enhancing mentoring programmes for principals leading to greater retention of effective principals in the CBSE affiliated secondary schools.

5.4) **Recommendations for Practice**

The following recommendations are based on the major findings of this research study and the literature that complements this research.

The present study has revealed that job satisfaction is a significant predictor of principals’ effectiveness revealing that job satisfied principals are more effective than job dissatisfied principals. It means that there is a direct need for facilitating and improving job satisfaction of school principals. Based on this result it is recommended that the school higher authorities should strive to make their principals more satisfied with their jobs, and for achieving these, the following suggestions are proposed:

1) Proper incentives both in terms of rewards, fringe benefits and special allowances should help principals feel contented with their job.

2) Regular feedback should be provided to the principals through teachers as well as students regarding their principalship. This will provide encouragement and help the principals in understanding their weaknesses.

3) Factors contributing in job dissatisfaction of school principals should be identified and possible remedial measures to counter their effect should be properly spelt out by the policy makers.

4) Happy principals are satisfied principals. It is therefore recommended that the school ambience should cater the positivity and healthy relations among the principals, teachers, students and other supporting staff of the schools.

The results have revealed that work commitment is also a significant predictor of principals’ effectiveness and work committed principals are effective as compared to the principals not committed towards their work. Thus, it is essential that principals should be dedicated and committed to the cause of principalship. All the needed
facilities and conducive environment should be provided in the schools for the commitment and dedication of principals. For achieving these following recommendations are proposed:

1) Higher authorities should develop and maintain a positive enjoyable work climate in the school so that it is possible to nurture and retain effective principals who are committed to schools.

2) Policy makers should take necessary measures for the optimal provision of intrinsic and extrinsic job rewards to make school principals highly satisfied and committed.

3) Improving the climate of the school will be the first step in the improvement of the performance of the principals, teachers and students. Thus, this study will help school principals who for one reason or the other have not been effective in carrying out their duties and responsibilities.

The study has revealed that emotional maturity is also a significant predictor of principals’ effectiveness and emotionally mature principals are effective as compared to emotionally immature principals. Thus, it is essential that principals should be efficient enough in managing their emotions and using them wisely. As such emotional maturity cannot be learned but can be attained through learning emotional intelligence skills which can be learned since emotional intelligence ensures emotional maturity. For this purpose some recommendations are as follows:

1) Research has indicated that emotional intelligence can be developed and improved (Sala, 2001). So there is a need for incorporating emotional intelligence skills in principal preparation programmes. It is emotional intelligence which helps in understanding emotions and feelings of others and self and also helps in reacting appropriately to these emotions. School principals can benefit from learning how to deal with the emotions of others as well as their own. This will help principals in imbibing the necessary skills for emotion regulation.

2) Principals need to be assessed for their emotional maturity quotient. This will help in identifying the emotionally immature principals and accordingly counselling of the needy principals should be done to improve their emotional quotient.

3) Regular workshops, special lectures, seminars are to be organised on emotional maturity and emotional intelligence for school principals.
4) Orientation programmes for the in-service principals should be organised in which the importance of emotional maturity for school principals should be emphasised, thereby making principals realise that their emotional maturity level affects not only the outcomes of teachers and students but their own performance as well.

5) As we know that positive atmosphere leads to positive attitudes. Therefore, schools should strive to provide a healthy social-emotional atmosphere to the principals that allows the free expression of positive emotions of principals which will in turn help in sound emotional development of the students.

6) School higher authorities should clearly highlight the emotion labour rule to the principals at the time of principal’s recruitment.

Results from this study indicated that hardiness is also a significant predictor of principals’ effectiveness, revealing that hardy principals are more effective than non hardy principals. Therefore, efforts should be made for increasing and developing more hardy attitudes in the principals. Hardiness is a learnable trait and it can be learned (Maddi and Kobasa, 1984). Hardiness training not only increases hardy attitudes and actions, but also improves performance and health (Maddi, Kahn and Maddi, 1998) and hence hardiness training to the in-service and prospective principals can be provided. A complete training procedure that utilises the hardy training workbook or internet programme (Khoshaba and Maddi, 2001) is available. Principals should be given training in hardy attitudes based on this training workbook. Utilising weekly group sessions, hardiness trainers may help principals to engage in problem-solving coping with each of their specific stressors in turn and use the feedback from their efforts to deepen their hardy attitudes.

The important features of hardiness training are given below:

1) Based on Khoshaba, & Maddi’s (2001) hardiness training workbook, hardiness training of principals should involve a pattern of group sessions guided by a trainer. This training procedure will include narratives on hardiness, inspirational examples, exercises and periodic checkpoints that emphasise exercising and developing hardy skills of coping, social support and self care and using the feedback obtained through these efforts to deepen the hardy attitudes of commitment, control and challenge (Jabeen, 2013).
2) Hardy coping should involve training in problem focused coping of the trainees that includes situational reconstruction approach, focusing and compensatory self improvement (Maddi, et al., 2009).

3) Social support component involves learning the ways of improving communication and listening approaches in resolving the conflicts. In replacing the conflicts with a mutual pattern of giving and getting assistance and encouragement, rather than falling into destructive competition or stultifying over protection, hardy coping is helpful.

4) Self care is the final aspect of hardiness training (Khoshaba & Maddi, 2001). This should help school principals in maintaining organismic arousal at an optimal level for carrying out problem-solving coping and socially supportive interactions, while avoiding health problems.

Training of hardy coping, social support and self care leads to strengthening of hardy attitudes in school principals thereby increasing their hardiness level. In a way such programmes aimed at developing effective coping strategies, realistic optimism and hardiness.

Based on the findings obtained from demographic data; it is recommended that gender factor should be de-emphasised in the appointment of school principals. Results of length of experience suggested that there is a need of a provision of systematic in-service training programmes for principals especially during the beginning years of their principalship.

5.5) Suggestions for Further Research

Research in any field is an ongoing process and no research in itself is considered complete, but it always opens the way for future endeavours. Every investigation lays down the foundation for a number of new researches. The present study also was delimited in terms of area of study, Districts Aligarh and Ghaziabad of Uttar Pradesh (UP) and New Delhi, type of school i.e. CBSE affiliated schools only and level of education i.e., secondary level only, to explore the relationship of principals’ effectiveness with job satisfaction, work commitment, emotional maturity and hardiness. Hence, studying the results obtained through the study, the investigator would like to make following suggestions for further investigations:
1) The study could be extended to other parts of country and different grades of educational institutions i.e., the primary, senior secondary or even at the college level to provide more comprehensive and generalisable results with wider perspective.

2) Since the present study was conducted on CBSE affiliated secondary school principals and teachers only, replication of this study with the inclusion of Government schools and principals and teachers of other boards’ schools in the sample is recommended.

3) Similar studies are needed to produce more information in this area. Such studies could consider changing the setting, population, sampling procedures, or data collection methods employed in the present study. For example, future researchers could examine principals from different disciplines, or a sample from a larger population in other parts of the country to provide more diversity and a wider perspective to the research.

4) In the present study regression analysis showed that the independent variables included in the present study explained around 65.2 % of the variance in principals’ effectiveness. Future research may include additional variables to account for the unexplained variance.

5) Teachers’ perceptions and evaluation of principals’ effectiveness can capture only some aspects of school leadership. Principals’ own perception regarding evaluation of his/her effectiveness may provide another perspective.

6) Since there is no clear definition of principals’ effectiveness and it is considered to be relative to the measuring tools, therefore research efforts should be made to develop indigenous tools of research to assess principals’ effectiveness in their own perspectives.

7) Based on the findings it was suggested that training should be provided to the in-service as well as prospective principals in emotion regulation skills and hardy attitudes. Therefore, the future researches could be conducted with an experimental approach assessing pre and post training effectiveness of principals to establish the usefulness of such types of trainings.

8) The purposive sampling technique was employed in selecting the sample of principals for the present study. Thus, future studies may employ the probability or random sampling methods.
9) The present study was done with four personality variables only. In order to clearly explain the role of principals’ personality on their effectiveness, it is desirable to conduct future researches with more number of personality variables.

10) Some more demographic variables, like marital status, type of school ownership, school location, qualification, teacher type (evaluation of principals by science and arts teachers separately) could be included in future study.

11) As the present study was conducted by using the quantitative method, the future studies on this topic could employ a mix of both methods – quantitative as well as qualitative.

12) The present study was conducted by considering total scores on all the dimensions of measuring instruments involved in the study. May be future researches therefore ought to consider dimensions of job satisfaction, work commitment, emotional maturity and hardiness for making their results more impressive.

13) Employed data here are limited in time span. Longitudinal study i.e., data could be collected from the teachers after they have spent at least 10 or more than 10 years in the school with the same principal and then evaluating a school principal for being effective or for not being effective in schools could be explored.

14) There is a need for further investigation into the emotional dimension of school leadership and the emotional understanding on which effectiveness of principals of secondary schools depends.

15) Management of schools often conducts various seminars, workshops and training programmes for CBSE affiliated secondary school principals to enhance their effectiveness. A study to assess change in principals’ effectiveness after such type of trainings will establish the usefulness of such training programmes.

16) The present study did not examine the relationships amongst the independent variables. The relationships amongst variables that were found to correlate need to be studied further.

17) Future research could be conducted on the principals’ effectiveness by surveying a wider range of stakeholders such as managements, parents, teaching and non-teaching staff and school support staff.

18) This study further suggests that job satisfaction, work commitment, emotional maturity and hardiness of the principals are very broad constructs, and hence an in-depth analysis of each of the criteria is needed for proper understanding of the phenomena and specific conclusions.
To sum up, the present investigation is a humble attempt in the field of school administration to unfold the prognosis of the effectiveness of secondary school principals. It has merely touched the tassel of the problem. And it is submitted hoping that it might stimulate and generate more researches in the field of school administration.