CHAPTER 3
RESEARCH METHODOLOGY

1 INTRODUCTION

In the previous chapter, an attempt was made to synthesize the related concepts that formed the conceptual framework for this study. To further develop it, this chapter outlines the research methodology and provides an account of the rationale for the choice of the methodology employed. The chapter begins with the paradigms that were applied as a lens to look at reality. These paradigms are positivism and interpretive. Guided by these paradigms, a research design has been selected to fit the guiding beliefs of the researcher. Research methodology has been used in this study in which an explanation is presented of the methodology used for gathering data, the research questions and statistical hypotheses, a description of the sample population to be studied, and a description of the instrumentation used in this study are also presented.

For this study, central, private and government schools in Haryana were selected. The 3 types of schools possess a distinctly management character.

The researcher described various methods of measuring a Principal’s behaviour in schools for the study. This study used a qualitative pilot study method to collect and analyze the research data. The qualitative research framework was adopted to gain an understanding of the performance seeking behaviour of the Principal in terms of task behaviour and contextual behaviour (OCB). The research was primarily based on secondary as well on primary data collected from various sources like reports and economic surveys, websites, journals, books, etc. Three primary data collection techniques were used, namely, interviews, observations and questionnaire. Researcher developed a questionnaire instrument that was used to analyze the behaviour of Principals. The instrument had adequate construct validity in terms of Principal’s behaviours.

The analysis has been done on the basis of different indicators of behaviour dimensions. statistical tools like mean, standard deviation, percentage and ANOVAs
was used for comparing and interpreting the effectiveness of central, private and government school Principals' behaviour. This study emphasized on exploratory research in order to gain a deeper understanding of Principal behaviour and its role that is to provide a direction to subsequent and more structured and rigorous research.

2 PROBLEM STATEMENT

Excellent school heads are sense makers of schools that help to create a sustainable school climate that will enhance pupils’ productivity and parent’s satisfaction. Thus, they are also the instructional leaders and motivators.

It has been generalized that the quality of education is depreciating day by day which is considered to be a serious problem and to the extend it is a responsibility of the school Principal who need to play a pertinent role in developing quality education. It may also relevant to mention here the problem of deteriorating education standards both qualitatively and quantitatively that seems to be assuming alarming dimensions. This means that as a departmental head, the Principal should be entrusted with the responsibility of realizing the school’s aspirations and should undertake measures to overcome the problem. However McNulty, Waters and Marzano (2005)\(^1\) emphasizes that a Principal duties in school is not only limited to routine administrative work but he / she is also required to utilize all the sources and human capital under his administration, especially teachers so that they are able to contribute effectively and are committed in their work. Drake and Row (1999)\(^2\) opine that each single activity that happens in school is the responsibility of the Principal; in fact a school which is effective, harmony and excellent has its roots in the leadership of an effective Principal. Earlier research by Sheilds (2005)\(^3\) agree that the duties of a Principal are not only limited to carrying out functional duties like organizing, coordinating and evaluating but they also need to be a role model and source of inspiration to all.

Society places high expectation on schools to produce knowledgeable, morally outstanding and highly-skilled citizens therefore to accomplish the above expectations government are putting high expenditure and efforts on the part of education but still the results are not up to the mark. In order to do so, Principals are expected to lead the school effectively by improving their performance. In the realization of the school aspirations, the Principal are the public officers entrusted to lead the schools to enable
them to function smoothly and more effectively. However, earlier researchers found that there are discrepancies in our school leadership. School leadership weakness is not a new issue in school leadership research. Fullan (2001), Deal and Peterson (2000), exposed that there are weaknesses in the school leadership. There are Principal who are not able to administer the school well resulting in the school not being able to function effectively. One of the major weaknesses is the behaviour of the Principal which makes them vague about the role they have to play as leaders. Similarly, there are still many school heads who administer their schools based on the classic management model. Mostly the principals practice the autocratic leadership style with formal procedures, neglecting the teachers’ psychological needs, suppressing the teachers’ creativity, overly emphasizing on academic achievement and putting aside their roles as leaders who have to generate quality human capital for the purpose of education development.

The Principal is ultimately responsible for everything that happens in a school (Sergiovanni, 1995). In relation to this, Principal is expected to practice various behaviour in administering schools. So to overcome the problem that is to improve the quality of education proper consideration should be put to the behavioural aspects of the performance on which the present study was based. Proper performance appraisal of Principal’s should be done on the basis of both outcome and behavioural aspects. A Principal has to be wise to adapt the various behaviours in his administration to suit a particular school, situation and the different needs of the stakeholders. Hence, to materially upgrade the school system which is declining in some aspects, need consideration should be emphasized on Principal’s behaviour which is the key figures as they are the primary drivers of change. Quality behaviour is essential in managing and administering a school in order to produce a generation of quality in education which is a very serious matter in today’s scenario. If due consideration regarding this problem was put it is generalized to ensure that the school environment will be conducive for learning. Although, it has been found there are researches on the basis of Principal’s appraisal in terms of outcomes aspect but researcher hardly found any research particularly in the context with OCB in relation to the Principal’s behaviour particularly in Haryana.
In order to give their best in terms of providing quality education Principal behaviour should be known. Thus, this study hopes to gain an insight to consider the problem by emphasizing on Principal behaviour which will lead to achieve the school’s objectives. The researcher would also be of interest to minimize the problem area by exploring the principal’s behaviour in order to bring the school to great heights.

3 OBJECTIVES OF THE STUDY

There seems to be limited literature on this subject matter, this study is carried out with the hope of gaining an insight into the everyday behaviours of the Principals that contributes towards achievement and school excellence.

This study hopes to find out the performance seeking behaviours of the Principals.

Research questions: -

1. To understand the differences in the overall performance seeking behaviour of the central, private and government schools Principals.

2. To analyze the differences in the total perception level regarding performance seeking behaviour as identified by Principals / teachers / students / parents in central, private and government schools.

3. To evaluate and assess the areas of improvement and unsatisfactory areas of schools Principals behaviour of central, private and government schools.

4. To suggest appropriate measures to improve behaviour of school principal’s.

3.1 Hypotheses of the Study -

\( H_0 \) - There are no differences in the overall performance seeking behaviour of the central, private and government schools Principals.

\( H_a \) - There are differences in the overall performance seeking behaviour of the central, private and government schools Principals

\( H_0' \) - There are no differences in the total perception regarding performance seeking behaviour as identified by Principals / teachers / students / parents in central, private and government schools.

\( H_a' \) - There are differences in the total perception regarding performance seeking behaviour as identified by Principals / teachers / students / parents in central, private and government schools.
4 SCOPE OF THE STUDY

The study helps to evaluate improvement and unsatisfactory area for individual school Principal’s behaviour in order to target professional developmental needs. It further contributes to:

**Increased accountability of Principals:** This assessment is comprehensive and uses a feedback approach, where data are collected from questionnaire with teachers, parents or students in conjunction with other data collection activities. This feedback approach helps to receive to extend a complete picture of the performance seeking behaviour of school Principals which helps to maintain a level of accountability.

**Assessment of performance behaviour:** It serves to assess the specific performance seeking behaviour that is task and contextual behaviour of a Principal. By focusing on performance behaviours associated with better learning environments, it will be better able to identify performance behaviours dimensions. Well designed assessment process could be a powerful and constructive way that helps to identify Principal strengths and weaknesses and encourage them to focus on the action most likely to bring about better teaching and learning.

**Provision of data that can be used to target support and professional development:** It helps to inform the Principal’s professional development plans, training, and goals. If an assessment shows a particular area of weakness then it will helps to overcome it by individualized support provided on a specific skill or content.

**Contribute for the development of quality education.**

5 IMPORTANCE OF THE STUDY

The school Principal's behaviour has been identified as the factor contributing to excellence in schools, regardless of the ethnic or socioeconomic factors of the school community. Some research on schools consistently indicates how vital the Principal and its behaviour are to a school ongoing success. Many studies (Barker, 1997; Edmonds, 1979; Murphy, 2001). have claimed that effective Principals are the most important key to school reform. This study explored the performance seeking behaviours of Principals in schools, what he/she does in the everyday running
of the school which directly or indirectly ensures the success of the schools. Since the responsibility for building an effective Principals has increased, and their importance to educational improvement has been recognized by some early researchers.

In summary, this research study was significant in clarifying the daily performance behaviours of the Principals and to provide insight into the Principals behaviour which will help in school improvement. Successful behaviour create a congenial atmosphere in the school. A Principal with effective behaviour may help in the development of basic skills, understandings, proper work habits and desirable attitudes, value judgment and adequate personal adjustment of the students.

It is hoped that the findings of this study will provide an idea of the performance behaviour of a Principals in a schools so that other aspiring Principals can model their effective behaviours after them. It is assumed that educators can learn from each other in their approach to change. As suggested by Hanson (1996),

“Educators can be change agents by influencing others’ behaviour in desired directions”. Sarros and Butchatsky (1996) also stated that it is possible to receive guidance and direction from role models in one’s field of expertise. Mortimore (1996) claimed that a most crucial research goal is that of establishing reliable techniques for transforming ineffective schools. He further suggested that what others do successfully can be used as criteria for changing less effective schools, however success is dependent on factors in given situations. The study also hopes to provide invaluable knowledge and experience that can be shared among the other Principals in helping them to improve achievements in their respective schools. Hence, it is hoped that the findings of this study will shed some light to the other Principals as to how this Principals working in a particular type of school provide satisfaction to various groups by their effective behaviour. This will be of great assistance to Principals who want to adopt the most suitable and effective behaviour in administering their respective schools towards excellence and want to produce Indian citizens who are well-rounded, skillful and cherish which is the ultimate goal of nation. Reforms in education through standards and accountability increase the pressure for schools to have strong leaders. There is a general belief that good school Principals with good performance behaviour produces successful schools, and efforts to raise students
achievements cannot succeed without this leadership (DiPaola & Tschannen-Moran, 2003).

Thus, the researcher narrowed the behaviour into two dimensions that is task behaviour and contextual behaviour. These dimensions make an impact on the Principal’s job performance which is one of the most important constructs in industrial-organizational psychology research. Therefore, a common understanding of behaviour construct is essential which was emphasized by the researcher in this study.

Research on both schools and classroom effectiveness began to identify the Principal’s behaviour as the major factor in bringing about positive changes in the school (Hallinger & Bridges, 1997).

This study on Principal performance seeking behaviour focused on supporting Principals in setting and attaining the following goals to:
- Strengthen their leadership practice;
- Focus on growth and ensure professional accountability grounded in a commitment to schools and district improvement.

The study will be an eye opener and fosters leadership development by providing opportunities for Principals to:
- Engage with their seniors, colleagues, teachers, parents etc. in frequent and meaningful dialogue about their behaviour.
- Consider the supports they need in order to achieve their performance goals.
- Identify ways in which they can enhance their professional growth.

Assessing the behaviour can have an important impact on the quality of leadership, and through that, on the quality of education in schools which was researched by Glasman & Heck, 1992; Thomas, Holdaway, & Ward, 2000 previously.

Behaviour evaluation holds great promise in providing educators with much needed information which can be used to both improve Principal’s practices. It will increase the schools performance which means the total performance of the system. Today, what is important to the organizations is the individual performance, since an organization can be at best to the extent of the performance of employees. (Çöl, 2008). The employee performance, thought to be an important part of the
organizational performance (Patibandla and Chandra, 1998). Performance behaviour is the major—although not the only—prerequisite for future career development and success in the organization.

In relation to that, this study is also hoped to be able to assist the Principals in reevaluating the strengths and weaknesses of their performance behaviours. They will be able to gain an insight into how to manage to further development of the potential in a holistic and integrated manner resulting in individuals who are knowledgeable, competent and possess high moral standards as well as responsible and capable of achieving a high level of personal well-being.

The education at all levels will gain autonomy in the administration and management of education, with the State being responsible for overseeing, monitoring, and assessing educational quality and standards. The outcome of this study would be of significance to:

1. The educational administrators in practicing Principals.
2. Educational administrator in providing adequate training with regard to improving behaviour.
3. Local, state school board and ministry of education officials.

This study is also expected to provide ideas and input and can be of assistance not only to Principals, but to State Education Department or the Ministry of Education in providing training programme regarding the improvement in behavioural aspects (Principals). Input from this study can be used as a guideline for establishing a comprehensive Principal ship performance behaviour model. The department by learning more about teachers, students, parent’s perceptions regarding the principals behaviours, can better plan relevant developmental opportunities for Principals. Knowledge about these could help department to differentiate training for Principals based on the various behavioural dimensions required to improve overall performance.

Additionally, with knowledge of Principal’s behaviours from the study for excellent achievement, the Ministry of Education will be able to come up with “Guidelines of Principal’s behaviour” for school heads. These guidelines will be of help to the Principals in improving their leadership qualities and behaviours. It will be useful for Principal who all is seeking to implement behavioural strategies to enhance
achievement in schools. Furthermore, the Ministry too would be able to promote future Principals with the necessary qualities and effective behaviour to lead schools.

Therefore this study will provide a deeper understanding of perceptions of respondents regarding behaviours of Principals. This research will guide Principals, through reflection and feedback from others, to better understand their own performance behaviours and improve their practices. This study seeks to encourage reflection by Principals and a deeper understanding of perceptions of their followers. It is hoped that prospective Principal’s may find the results of this study useful for identifying their behaviours, as perceived by staff, students and parents that could advance the academic, co curriculum and character building development of their schools and which will also helps to encourages communication within organizations, assures goal setting, sensititize evaluators to Principals’ needs, and increase the desire to improve. If Principals are better able to understand their own, as perceived by themselves as well as others, it can reduce inaccuracies about their leadership style and allow them to focus on behaviours that will lead to a more positive and productive work environment. Principals can better understand and make personal improvements if they are aware of behaviours that tend to occur more frequently at different stages of their career. Examining performance behaviour by respondents will provide information to better assist Principals in improving their leadership practices at different stages of their careers.

“The purpose of evaluation is not merely to change the individual who, with just the proper combination of advice and threats, will reform their ways and become a satisfactory leader. Rather, the purpose of evaluation is to improve the behaviour of the Principals and overall effectiveness of organization. Both parties – the person being evaluated and the entity conducting the evaluation – have a responsibility for reflection, analysis, and improvement.”(Reeves, 2004)’

However the findings presented here provide for a greater emphasis on modeling and encouraging improving behaviour which will likely to lead to better outcomes for students, a more pleasant environment for staff, and better-educated students for future employers.
In conclusion the study findings will be significant in the following ways;

i. The study will add a body of knowledge to existing literature about the findings on Principal task behaviour and organizational citizenship behaviours.

ii. The study will generate behaviour of Principal which may be used in terms of various HR practices like recruitment, staff development and performance appraisal etc. by the school administrators.

iii. The study will be used as a benchmark for further studies by researchers on Principal task behaviour, OCB in other schools.

6 PERSONAL INTERESTS IN THE RESEARCH

Having been a lecturer and involved in educational administration, I am very much interested in finding out performance seeking behaviour of a Principals as it impact on the overall achievement of the schools. I feel it is my responsibility in order to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonic, based on a firm belief in and devotion to God, in line with the goals of the Education. As the researcher studied various dimensions of behaviour of school Principals therefore the input from this study will shed some light on various ways to develop the potentials holistically in accordance with the Education Philosophy in terms of behaviour. As the Principal behaviour is directly responsible for the excellent achievement, researcher is therefore very interested to find out the overall performance behaviours of a Principal in a central, private and government schools. Researcher is very much interested in tracing the path followed by research which will provides evidence of successful performance behaviour as they act directly to improve achievement and stakeholder’s satisfaction. Researcher strongly believes that there should be an improvement in the quality of education for which the principals should be responsible, knowledgeable, competent, possess high moral standards, and capable of achieving a high level of personal well-being as well as being able to contribute to the harmony and betterment of the family, the society and the nation at large. Principal performance behaviour holds great promise for providing educators with much needed information to improve leadership practices and serve
accountability purposes. Therefore, researcher would very much like to gain an insight into the behaviour of the Principal which affect the overall achievements.

7 NEED OF THE STUDY

Principal performance seeking behaviour matters because school leadership matters. In fact, school leadership is frequently described as the key element of a high-quality school. Some research in this field has revealed that school Principal behaviour has an important impact on student achievement gains or progress over years. The need to study the performance related behaviour of Principal’s in schools of Haryana arose as it is commonly found that the quality of education in schools is deteriorating inspite of heavy investments on it, particularly in the government schools. Therefore the need was arisen to create and sustain a quality environment and improve the conditions of schools particularly government schools which ultimately depends on the behaviour of the head of the school, i.e. the Principal. Schools today are facing various challenges and opportunities. These changes affect the various important aspects of the smooth functioning of the schools. Therefore to accomplish the above objective there is need to understand and evaluate Principal’s behaviour. It has been observed in the recent past that schools have derailed in the provision of qualitative education expected of them. A lot of problems seem to bedevil the system thereby making it ineffective. Schools need to be effective in order to meet the yearnings and aspirations of the society. The behaviour of school principals has been identified as one of the major factors influencing the productivity in any school. There is need for a radical reconstruction of education system by emphasizing on principals behaviour, to improve its quality at all stages. In addition to this, some research also indicates that ineffective school Principal behaviour has significant effect on student absenteeism, student engagement with school, student academic self-efficacy, staff satisfaction, and collective teacher efficacy etc. Principal’s evaluation is important for improving Principal’s effectiveness, fostering learning and reflection, and increasing accountability for job performance. Performance behaviour evaluation is particularly important for Principals because they got few opportunities to receive trusted feedback on their behaviour in terms of various reports which can be effectively utilized. Principals have a challenging task in meeting the educational needs and good
evaluation is necessary to provide the Principals with the support, recognition, and guidance they need to sustain and improve their efforts for meeting those needs.

Since Principals are so fundamentally important to school improvement and student success, evaluation of Principal performance behaviour is particularly relevant as a means to recognize excellence in leadership and to advance Principal effectiveness which will ultimately helps to enhance the quality education. A meaningful task and contextual behaviour evaluation in the study focused Principals to recognize, appreciate, value, and develop excellent leadership. The process of behaviour evaluation can be valuable for improvement of leadership quality and overall schools performance.

Research on school Principal performance seeking behaviour is less mature in Asian countries (Cheng, 1996) particularly in the context of OCB and mostly emphasizes on the output aspect of principals performance so a need was arisen to consider the behavioural component of principal’s performance which is considered to be very important aspect. In order to reduce the problem and improve the quality of education the study emphasized on study the behavioural aspects of school principal’s. In addition; the development of an indigenous knowledge based study on performance seeking behaviour of schools principals is needed.

8 RESEARCH DESIGN
A research design is based on a frame work and provides a direction to the investigation being conducted in the most efficient manner. Green et al (2008) defines research designs as the specification of methods and procedures for acquiring the information needed. It is the overall operational pattern or frame work of the project that stipulates what information is to be collected from which sources by what procedures. The research design used by researcher in this study insures that the information obtained was relevant to the research questions and that it was collected by objective and economical procedures.

Thyer (1993) States that, ‘A traditional research design is a blue print or detailed plan for how a research study is to be completed – Operationalizing variables so they can be measured, selecting a sample of interest to study, collecting data to be used as a basis for testing hypotheses and analyzing the results’. In this study the
researcher used an exploratory research design which explored and obtained clarity about the problem situation. Thus, this study explored the performance seeking behaviours of school Principals which explore towards excellence. Under this research design (exploratory) the researcher:-

- Defined and conceptualized the research problem to be investigated.
- Explored and evaluated the diverse and multiple research opportunities.
- Assisted in the development and formulation of the research hypothesis.

Here the researcher made use of an established methods & techniques for conducting an exploratory research, like secondary data sources, unstructured observation, and expert interviews with the concerned respondent groups. In this study the researcher formulated a problem for more precise investigation and developed the working hypotheses from an operational point of view. This study was flexible enough to provide an opportunity for considering different aspects of problems under study. Following methods in the context of this research design for this study was considered by the researcher and they are - a) Survey of Concerning Literature b) The experience survey.

The survey of concerning literature happened to be most simple and fruitful method of formulating precisely the research problem or developing hypothesis in this study. Hypotheses stated by earlier researchers were reviewed by the researcher and their usefulness was evaluated for research. Researcher reviewed and builds upon the work already done by others, but in cases where hypotheses have not yet been formulated the researcher reviewed the available materials for deriving the relevant hypotheses from it.

Experience survey was also considered by the researcher in this study in which the researcher surveyed of people who had practical experience with the problem to be studied. The objective of such a survey in this study was to obtain insight into the generation of new ideas relating to the research problem. For such survey teachers, and Principals who were experienced and can contribute new ideas were selected as respondents to ensure a representation of different types of experience. The teachers, and Principals so selected then are interviewed whose scores were not conceptualized in the study. It enabled the researcher to define the problem more concisely and
helped in the formulation of the research hypothesis. The study provided opportunity for considering different aspects of the problems.

9 SAMPLING PROCEDURE

Sampling may be defined as the selection of some part of an aggregate or totality on the basis of which a judgment or inference about the aggregate or totality is made.

Sampling Process

Respondents were assured of their anonymity in the study. To ensure their anonymity researcher had explained to the Principals, teachers, students and parents the purpose, nature and extent of the research, and its possible influence on the future of education. Respondents were asked to take questionnaire and in the privacy complete the questionnaire. This strategy was aimed to target Principals, teachers, students and parents to provide characteristic responses concerning behaviours displayed by Principals in terms of task and organizational citizenship behaviour that enable and support effective teaching and learning.

Sample Distribution

The data were collected from 4 groups i.e. Principals, teachers, students and parents of 3 different category of senior secondary schools with different management (central private and government schools). Respondents for the study were- in central, government and private schools 40 Principals, 120 teachers, 120 parents and 120 school students each evaluated the performance of the Principals and gave response (n=1200). The districts that were considered for study in Haryana were-

Sonepat, Gurgaon, Sirsa, Panchkula, Faridabad, Bhiwani, Panipat, Rewari, Hissar, Jhajjar, Palwal, Kaithal, Mewat, Mahendragarh and Ambala.

Distribution of central schools studied in the study was-

Schools in Ambala (5), Schools in Bhiwani (2), Schools in Faridabad (4), Schools in Hissar (2), Schools in Jhajjar (1), Schools in Kaithal (1), Schools in Gurgaon (5), Schools in Panchkula (4), Schools in Panipat (2), Schools in Rewari (2), Schools in Sirsa (6), Schools in Sonepat (2), Schools in Mewat (2), Schools in Mahendragarh (2). Total 40 Schools.
Distribution of private and government schools in the study each was-

Schools in Ambala (4), Schools in Bhiwani (2), Schools in Faridabad (5),
Schools in Hisar (2), Schools in Jhajjar (3), Schools in Gurgaon (5), Schools in
Panchkula (4), Schools in Panipat (2), Schools in Rewari (3), Schools in Sirsa (5),
Schools in Sonepat (2), Schools in Mewat (1), Schools in Palwal (2). **Total 80 schools.**

Total 120 senior secondary school were selected in the study.

**School Levels**

Senior Secondary Schools.

**Types of Schools Used in Study**

Following types of schools on the basis of management selected for the study. That was Government Schools: These schools fully managed, financed and controlled by the state Government (Haryana). Private Schools: The unaided schools that do not get any financial help from the government. Central schools: These schools fully managed, financed and controlled by the central government.

**Sample Area - Haryana**

**Sampling Design**

A simple non random sampling technique was used in study. In this study the researcher used purposive sampling which is a Non random sampling method and is described as “based on the assumption that one wants to discover, understand, gain insight; therefore one needs to select a sample from which one can learn the most”. Miles and Huberman (1994)\(^2\) indicated that a small group of subjects studied in their context make up a purposive sample.

The researcher selected those respondents which were considered important for the research. In the study the researcher selected some students who were regular and had good academic record; parents who were active in school activities, teachers who had worked at least one year with the Principals so as to analyze exact behaviour of schools principals. Researcher considered only those respondents whose views were relevant.
10 DATA COLLECTION INSTRUMENT

10.1 Methods Used

Collection of primary sources

Both Creswell (1994) and Zikmund (2003) described the survey methods to be best suited for gathering view of perceptions, because of its consistency and robustness. Data were collected from primary and secondary sources.

Questionnaires, interviews and observations formed the tools and techniques of data collection from the primary sources in the study. Structured questionnaires for obtaining the necessary information was distributed to the school Principals, students, teachers and parents. This structured questionnaire covered all necessary information regarding behaviours of school Principals.

A pilot study was also conducted in the light of knowledge thus, obtained, necessary changes were made in order to serve the purpose of the study more accurately. Interview method was used as supplementary methods to questionnaire to fill up the gaps and also to get response on sensitive questions which were unstructured. The purpose of survey was to acquire current rather than historical information about the behaviour in the study. The observation by researcher was also served as a useful survey tool.

Secondary Sources

They refer to all data that researcher collected regarding the behaviour of school Principals. Researcher gathered data from the google search engine, various review of articles, reference books, scholarly journals were reviewed. Thanks to internet and references of some theses that explored scientific publications, conference board reports and several specific encyclopedias.

Literature Survey

For the study, the literature survey was undertaken. In the first stage, an effort was made to understand the problem clearly and to find out which aspects must be covered in the study. A thorough search was made through secondary sources to find the literature related with the study. In the second stage, the most relevant articles and documents were selected for detailed and in-depth study. For collecting review of literature these libraries was visited-
Methods of Qualitative Research used in this study:

Qualitative method

In this study the researcher used Qualitative methods which were used to support exploratory study and helps in gaining an insight into the behaviour of a subject. In this study the researcher used this method for formulating and structuring the research problem and hypothesis, it was also used as inputs for designing the structured questionnaires. Qualitative methods used in this study include observation, interview and questionnaires that were used to collect data. The researcher applied a qualitative approach to support and explicate the meaning of the quantitative research.

The researcher maximized the strengths of a qualitative methods approach as

1). Reliability and validity in the study was determined more objectively.

2). Qualitative methods, especially observation, or interviews allowed the researcher to develop a fuller picture of the subject under study.

3). They allowed the researcher to study the subject in its natural setting.

4). They revealed how the context works to understand the subject under study that may confirm the a priori knowledge of this study.

In this study Qualitative research methods was focused by researcher to discover and understand the experiences, perspectives and thoughts of participants. Qualitative research explores meaning, purpose or reality. It allowed a detailed exploration of a topic that is performance seeking behaviour of school principals in which information was collected by a researcher.
10.2 Observations

Observation Method – The researcher used direct method of data collection which was one of the most appropriate methods to be used in this research. In this study the researcher used disguised observation in which the respondent was not having any knowledge regarding him / her being under observation or study. Since the respondent does not know; the researcher was observing the natural manner in which the principals was behaving and interacting with other in the environment.

In the study the information was sought by way of researcher own direct observation without asking from the respondents. The information obtained under this method as used by researcher relates to what was currently happening at that time, it was not complicated by either the past behaviour or future intentions or attitudes. It was totally independent of respondent’s willingness to respond. However, the observation itself was not scored in the study by the researcher. It was used by the researcher for just giving suggestions.

Informal Observation /School Climate Survey

The researcher used informal observations/school site visits, applied in a variety of settings that helped researcher to provide information on a wide range of contributions made by Principals. Informal observations/school site visits may range from watching how a Principal was interacting with others, to observing programs etc. These surveys were commonly used to measure the perceived presence of behaviour of school Principal’s.

Teacher/ Parent and Student Survey. The researcher used this surveys method to gather parent and student opinions or judgments about the effectiveness of the Principal’s practices and behaviour in meeting the interests and needs of parents and students by mere observation only.

10.3 Research tool (instrument)--Questionnaire

Having considered various alternatives for data gathering in this context, researcher believed that the most suitable was an anonymous questionnaire. The questionnaire can be defined as a tool for collecting information to describe, compare, or explain knowledge, attitudes, behaviour, and/or socio-economic characteristics of a
particular target group. The questionnaire is considered as one of the oldest and most widely used instruments for collecting survey data.

It was considered that the information available through the questionnaire had more directly useful answers than from the interview or other methods of data collection. The questionnaire encouraged participants to answer the questions with more confidence and honesty. The literature searched by the researcher suggested that this study is one of the few studies of its kind in the field of educational behaviour including task and contextual performance. So it was important for the researcher to obtain accurate and insightful perceptions from participants. The questionnaire, on the other hand, also provided sufficient time for respondents to reflect on their response, thus reducing the pressure and scrutiny of the participants. By using the questionnaire method, the information the researcher needed was obtained from a large number of individuals who were geographically distant. In addition, in the study questionnaire was completed by a large number of respondents simultaneously.

This study was carried out by using a survey approach with questionnaire. The questionnaire was structured questionnaire. The respondents were free to click any one option which he/she felt suitable for their Principal behaviour. Since the number of subjects in this study was relatively high, it was much easier for researcher to collect data by using a questionnaire because it enabled the researcher to collect a large amount of information reasonably quickly. The use of a questionnaire required the respondents to choose a correct answer by marking it. This gathers relevant data. Therefore the data that was obtained through the questionnaire was quickly coded and aggregated to give frequencies of response by respondents.

**Designing the Questionnaire**

The design of the questionnaire was one of the key elements for researcher in this study contributing to the success of the research. This study provided a well designed and administered questionnaire that was necessary to for addressing research questions.

In this study the researcher tracked the number of steps that might help to build the questionnaire appropriately. Prominent among these steps, the researcher in this study determined the aims of the questionnaire. Secondly, the researcher also
identified specific focus areas to be included. Next, the researcher drafted the questions and make sure that questions cover all aspects of the identified areas, and indeed ensured that the data gathered was actually the data that was required for analysis. To do this the questionnaire was pretested and revised.

Finally, the researcher assessed the reliability and validity of the questionnaire. In order to construct this research questionnaire, firstly, related research and literatures concerning needs analysis were reviewed to identify clearly and limit the scope of the study by the researcher so as to accomplish the objectives of the study. After that the initial version of the questionnaire was designed and drafted.

**Questionnaire Structure**

The study included questionnaire that was having a different types of questions and such variations usually reflect the type of data being sought. Broadly speaking, the Principal category of questionnaire used in this study was:

The closed (structured) part of the questionnaire that described some of the possible performance seeking behaviours of school Principals with options of a predetermined answer; that is, a finite selection of responses (in the form of scale) was used in this study. This type of statements was simple, fast, and enabled the researcher to gain information and data. The respondents were asked to rate each statement according to their view of its importance. The scale used in this study was based on the interval level of measurement. The statements have been formulated by assigning numerical value to response categories. The questionnaire consisted of 48 Items and identifies 14 behavioural dimensions which represented the performance behaviour. These statements increased the subject coverage area and improved the validity of the instrument for the study.

**Administration of Questionnaire**

The questionnaire distribution and collection procedures were totally dependent upon the stakeholder group responded to the questionnaire. The Principal was to ensure that an appropriate cross-section of respondents was asked to complete surveys.
**Teacher Questionnaire**

The teacher’s questionnaire was administered to at least 120 selected faculty members. The purpose of the questionnaire was communicated to the entire faculty. Responses to survey items were based upon the respondent’s personal knowledge rather than second-hand information. In the study the Principals was not to discuss questions with the faculty. Although selected respondents were known by the Principals. The Principals allowed ample time (usually about two weeks) before initiating follow-up action on questionnaire. The Principals decided the most appropriate ways to distribute and collect questionnaire.

**Student Questionnaire**

There were student questionnaire, to be administered to a selected sample of students in grades. The appropriate survey was to be administered to at least 120 students in the schools of 12th grade. The idea was to obtain the best representative sampling of students. To provide the fewest disruptions, the Principals distributed the questionnaire. The purpose of the questionnaire was explained to the students before distributed it. The Principals decided the most appropriate ways to distribute and collect surveys.

**Parent Questionnaire**

The parent questionnaire was administered to at least 120 selected parents/guardians of students enrolled in the school. The purpose of it was communicated to parents/guardians. The Principal was not to discuss the questions with the respondents.

The Principal allowed ample time (usually about two weeks) before initiating follow-up action on surveys. The Principal decided the most appropriate ways to distribute and collect questionnaire. Although the questionnaire was conducted in one language but researcher tried best to explain same important aspects of questionnaire particularly in govt. schools.

**Principal Self Assessment of Questionnaire**

**Self-Evaluation.** The researcher used Self-evaluation process in this study by which one may judge the effectiveness and adequacy of one's performance, effects, knowledge, behaviour and beliefs for the purpose of self-improvement. Principals
were encouraged by the researcher, to share their self-evaluations. Principals reviewed their self-perceptions of their performance behaviours. In addition, they should consider whether these self-perceptions are accurate, realistic.

10.4 Interview:

When interviewing Principals, students, parents and teachers for reading their responses, researcher focused on the skills of the Principals behaviour as well as the content of their responses. Notes or direct quotations from the oral interview sessions or responses by the Principals were used in determining the Principal’s behaviour. However, the interview itself was not scored in the study. The interviews consisted of open-ended questions and was flexible.

11 SCALING

Measurement means assigning numbers or some other symbols to the characteristics of certain objects. Scaling is an extension of measurement. It involves creating a continuum on which measurements on objects are located. “The scaling is applied to the procedures for attempting to determine quantitative measures of subjective abstract concepts it has been defined as procedure for the assignment of number to a property of objects in order to impart some of the characteristic of numbers to the properties in question.”

The likert scale of summation rating shown to be reliable and valid. A likert scale was used in this research. The researcher used four points rating which enabled respondents indicate the extent of agreement or disagreement with questionnaire items Agree (A), Strongly Agree (SA) Disagree (D), and Strongly Disagree (SD). In this study intervals were adjusted by the researcher in terms for making the units equal. It incorporated the concept of equality of intervals and therefore respondents were able to answer the questions on a continuum scale. The difference in score had a meaningful interpretation in the study. The rating scale provided with an overall assessment of the Principal performance seeking behaviour being appraised. Below presents an overview of the statements used in the questionnaire that measured behaviour of the Principals.
Performance seeking Behaviour Dimension

1. Planning 
   Statement 1,2,3,4

2. Culture of learning 
   Statement 5,6,7,8

3. Interpersonal Facilitation 
   Statement 9,10,11,12

4. Collaborative relationship and Communication 
   Statement 13,14,15,16

5. Organizational commitment 
   Statement 17,18,19,20

6. Organizing Results 
   Statement 21,22,23,24

7. Embracing Innovation 
   Statement 25,26,27,28

8. Assessment 
   Statement 29,30,31,32

9. Organizational Justice 
   Statement 33,34,35,36

10. Developing self and others 
    Statement 37,38,39,40

11. Job Dedication 
    Statement 41,42,43,44

12. Laws and policies 
    Statement 45,46,47,48

13. Discipline Management 
    Statement 49,50,51,52

14. Rewards and Recognition (Motivation) 
    Statement 53,54,55,56

**Scoring Overview**

In the Principal behaviour evaluation system separate scores for 14 areas of demonstrated behaviour were analyzed. Scoring procedures are described in more detail in this section of this manual.

**Rating Scale**

The 4-point rating scale was used in this evaluation system that has been retained along with the general descriptions of each scale level:

4 - Demonstrates Excellence (strongly agree)

Indicates the Principal does an outstanding job in this position requirement. No area for improvement is readily identifiable.

3 - Area of Strength (agree)

Indicates the Principal always meets and sometimes exceeds expectations for performance in this position requirement. Current practices and behaviour are clearly acceptable.

2 - Needs Improvement (disagree)
Indicates the Principal’s performance seeking behaviour need improvement in this position requirement. Improvement activities are required for performance to meet standards.

1 – Unsatisfactory (strongly disagree)

Indicates the Principal’s performance seeking behaviour in this position requirement is not acceptable. Improvement activities must be undertaken immediately.

Score level:

- **Above 75 %** : *(Excellent)* Demonstrates Excellence
- **75% to Above 60%** : *(Good)* Area of Strength
- **60 % - Above 45%** : *(Average)* Needs Improvement
- **Less than 45 %** : *(Below Average)* Unsatisfactory

12 **VALIDATION AND RELIABILITY OF DATA**

Before using the instrument (the questionnaire) in the actual data collection process, criteria to assess its completeness and effectiveness needs to be in place, in order to ensure its effectiveness. "A poor instrument will produce inaccurate information, easily resulting in faulty decision making". The researcher in the study assessed the reliability and validity of the questionnaire before using them for collecting data. "The use of reliability and validity are common in quantitative research and now it is reconsidered in the qualitative research paradigm". In this study researcher used Validity and reliability that are two important criteria used to evaluate research instruments.

**Validity**

Validity refers to the extent to which the research actually investigates what the researcher purports to investigate. In other words, validity means that researchers are measuring what they intend to measure. Therefore, to ensure the validity of this research instrument, in this study the questionnaire constructed was based on related research and literature. In addition, the questionnaire was examined by the research supervisor and was piloted. The draft version of the questionnaire was modified to ensure that the instrument was identifying what it set out to identify. Any irrelevant or ambiguous statements and questions were eliminated.
The researcher used the Content validity which pertains to the degree to which the instrument fully assesses or measures the construct of interest. To estimate the content validity of the questionnaire, the researchers clearly defined the conceptual framework of spirituality by undertaking a thorough literature review and seeking expert opinion. Once the conceptual framework was established by the researcher, 15 purposely chosen experts in the areas of schools were asked to review the draft of questionnaire to ensure whether it was consistent with the conceptual framework or not. Each reviewer independently rated the relevance of each item on the questionnaire using a 4-point Likert scale. Specifically, they reviewed all of the items for readability, clarity and comprehensiveness and came to some level of agreement as to which items should be included in the final instrument.

More specifically, they were asked to evaluates the appearance of the questionnaire in terms of feasibility, readability, consistency of style and formatting, and the clarity of the language used.

Eighty five percent indicated that they understood the questions and found them easy to answer and 90% indicated the appearance and layout would be acceptable to the intended target audience. Although some minor suggestions was there which was considered by the researcher regarding the statements. Accordingly, the rating indicated that the content was valid and consistent with the conceptual framework.

The construct validity of the questionnaire was also tested by the researcher in the study by using the appropriate statistical technique in order to determine the structure of the questionnaire. The construct validity evaluation assessed the need of questionnaire. The researcher used the Factor Analysis which was considered to be a statistical method commonly used during instrument development to cluster items into common factors, interpret each factor according to the items having a high loading on it, and summaries the items into a small number of factors. In this study related items that defined the part of the construct was grouped together. Unrelated items, those that do not belong together, do not define the construct was deleted. The researcher collected data which was analyzed using Statistical Packages Social Sciences (SPSS) version 18. Factor Analysis was done to determine the construct validity of the
questionnaire. Although, it was found that the factor analysis showed that many items have factor loading more than 0.3; but few items was having a loading less than 0.3 which was not considered and removed from the questionnaire. Although remaining items were nicely fit on each component.

**Reliability**

Once the validity procedures were completed, the researcher analyzed the final version that was to assess its reliability. Reliability refers to the ability of a questionnaire to consistently measure an attribute and how well the items fit together, conceptually. Reliability means the consistency or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. In other words, the research instrument is considered reliable if a person scores at the same level if the test is administered twice.

An item analysis was conducted by the researcher to obtain cronbach coefficient alpha, the most frequently used estimate of internal consistency. The findings from it suggested that the questionnaire was a reliable instrument that could be used in the future to. Finally; the internal consistency and the repeatability of each sub-scale derived from the construct validity of the questionnaire were tested in this study using the appropriate statistical test. In particular, 50 Principals were used in order to assess the repeatability. These Principals completed the questionnaire two times. Between the two measurements there was a period of three to four days. Therefore, researcher used repeatability test so as to evaluate the reliability.

**13 PILOT STUDY**

After preparing the copy of the questionnaires a pilot study was conducted to test the effectiveness of the survey as a research instrument for the study. This pilot study was aimed at ensuring the questionnaire was of an appropriate length, eliminating any ambiguities in the language or wording to prevent misunderstanding or misinterpretation of the instructions or statements in the questionnaires, and providing a degree of validity and reliability.

A pilot study of the questionnaires was sent to teachers and Principals who were working in schools. The voluntary participants were included in the pilot study. We included only 3 districts for it as Gurgaon, Faridabad and Palwal.
They were requested to complete the questionnaires. They were also encouraged to identify any ambiguous statements. They were asked to comment on the content of the questionnaire and to offer suggestions and opinions regarding questions that should be altered to make the questionnaire as complete, clear, and unambiguous as possible.

Uncommon or unclear wording (often originating from translations) was corrected by the researcher. Irrelevant statements were excluded, along with statements that did not contribute to the overall objectives of the survey.

The final draft of the questionnaires was examined by the research advisor and modified based on his recommendations. Thereafter another translator checked the final copy of the questionnaires. Finally, the completed version of the questionnaires was distributed to the participants.

14 **STEPS IN PROCESS**

There are twelve steps in the Principal performance seeking behaviour process. Each of these steps is explained below, and a suggested timeline is provided for each step. However, it must be completed by ----.

Step 1: Review of literature (By Feb 2012)
Step 2: Preparation of Principal Questionnaire for validity and reliability (By June 2012)
Step 3: Pilot study (July 2012)
Step 4: Distribution of Questionnaire (By August 2012.)
Step 5: Interview and Observation Session by researcher (By December 2012)
Step 6: Clarifying Data Collection Session (By Jan 2013)
Step 7: Data Submission (By May 2013)
Step 8: Preparation of Data (By June 2013)
Step 9: Evaluator Review and Analysis of Data (By August 2013)
Step 10: Scoring the Lines of Evidence (By October 2013)
Step 11: Evaluation Summary (By November 2013)
Step 12: Evaluation Summary Reports with Analysis and Findings (By December 2013)
Step 13: Pre-submission (February 2014).
15  ANALYSIS AND INTERPRETATION OF DATA

When the respondents returned the questionnaire to the researcher, the data obtained from close-ended statements was analyzed by means of frequency distribution and percentages using the (SPSS). Analysis and interpretation of data after the scores was available. The researcher interpreted the scores on the basis of conceptual framework and relevant theoretical aspects. Statistical techniques were extensively used. They provide an indispensable tool for collecting, organizing and interpreting data expressed in numerical terms. By synthesizing the data, these methods facilitated the derivation of conclusions and formulation of generalizations. In addition, the process of analysis began with the identification of themes and similarities, in order to arrange them into appropriate categories.

After the questionnaires were collecting and returned each questionnaire was coded and processed using statistical package for the social sciences (SPSS). The responses were totaled to analyze the performance behaviour of school Principals. The questionnaire responses were checked for accuracy prior to statistical analysis and then entered into SPSS. Data was collected from 4 groups, the Principals, staffs, students & parents. All completed the same questionnaire. The results of the data analysis are presented in the next chapter. The researcher was to compare the variance of the independent samples for which ANOVA was used for judging the significance of sample means at one and the same time. One way Univariate Analysis of Variance (ANOVAs) procedures were conducted to evaluate the differences in the performance seeking behaviour. The researchers used make use of F- test accordingly so as to test the equality of variances of normal populations and ANOVA which was used essentially as a procedure for testing the difference among different groups of data for homogeneity. Principle of ANOVAs was used to test for differences among the means of the populations by examining the amount of variance with in each of these samples, relative to the amount of variation between the samples.

Lay Out of Covering Letter

A covering letter was attached to every survey. It is essential to make an impression about the overall research and the professional conduct of the study by writing a high-quality covering letter using formal academic affiliations. The covering
letter was forwarded by supervisor of this research and the contact details were provided so that participants who had any concern about the ethical conduct of the present study could contact researcher personally. As the covering letter is the first formal point of communication between the researcher and the potential participants, every effort was made to construct the letter in such way to attract the respondents to participate in the research. The letter clearly stated the aims of the study and the importance of the study.

16 REFERENCING METHOD

16.1 Harvard Style of referencing is used in this research

In scientific and technical report writing a researcher will often want to refer to other work that is somehow related to your own. It is best to do this in a clear and unambiguous way. Indeed, failure to properly acknowledge the sources may leave a researcher open to accusations of plagiarism. There are a number of different standard ways of referencing other researcher work, but they all share some features.

16.2 Main Features of Harvard System

Citations and references follow these general principles:

A citation appears in parenthesis, in the main text. It normally consists of the author’s name, year of publication and (optionally) page numbers. It is intended to uniquely identify an individual item in the reference list. The reference list gives the full details for each citation that appears in the main text. The structure and the format for an individual reference may vary, depending on the type of work being referred to. For example identifying web page requires a uniform resource locater (URL), while identifying a book does not.

A citation is inserted at the appropriate point in your text. This is intended to indicate the existence of related work that is relevant to the current text. A full reference is given separately for each citation. This is intended to give sufficient information to enable the reader to trace (and in principle acquire) a copy of the corresponding work.

16.3 The Citation

There are two ways to cite the work –which one is chosen depending on the whether or not the author’s name can appear in the text without interrupting its flow.
If the author’s name can be used without interrupting the flow of the text, then it is cited by inserting the date of the referred work, within round brackets, immediately after the author’s name. For example:

…Brin and Page (1998) designed a research engine that is widely used and has earned them a great deal of money…

16.4 Reference List

Brin, S. & Page, L., 1998. The Anatomy of a Large-Scale Hyper-textual Web Search Engine. In: Seventh International Conference on World-Wide Web (WWW1998), April 14-18, 1998, Brisbane, Australia. If on the other hand, the author’s name would interrupt the flow of the text, then the author’s name is included within the brackets, along with the data. For example

…Google’s search engine (Brin, S. & Page, L. 1998) is widely used and has contributed greatly to the company’s success…

16.5 Quotations

It is sometimes necessary to quote a passage of text from a related work. If the passage is a single sentence or shorter then it is simply enclosed in quotation marks, and accompanied by a citation in the normal way for example:

Creaney (2009) advises that “if the passage is a single sentence or shorter then it may simply be enclosed with in quotation marks”. It is recommended that “if the passage is a single sentence or shorter then it may simply be enclosed within quotation marks” (Creaney 1990).

16.6 Reference list

Creaney, N., 2009. How to use the Harvard Style of Referencing (online) Available at: http://knoll.google.com/k/-/1hzaxtdr9e09g/14 (Accessed 20 May 2009)

Each reference in the list should begin on a new line and they should be sorted by author name. If an author has several works in the list and they should be sorted by year—with the earlier ones coming first. If the author has a several works in the same year, then those references should be distinguished by appending a lower case letter to the date.
This is illustrated in the example.


Creany, N., 2005a. (Editor), AICS’05, Proceedings of… …

Creany, N., 2005b. Generating Quantifiers… …

16.7 Reference of book

A reference to a book, thesis or dissertation has the following structure.

- **Author’s surname** followed by a comma.
- **Author’s initials** in capitals, with full stop after each and a comma after the final full –stop.
- **Year of publication** followed by full –stop.
- **Full title** of book in italic with capitulation of first word and proper nouns only–followed by full stop unless there is a sub–title. If there is a sub title, this follows a colon at end of full title, with no capitalization except for proper nouns–followed by full–stop.
- **Edition number** followed by the abbreviation “ed”–followed by full stop. Only include this if not first edition.
- **Place of publication**: Town or city follows by colon.
- **Publisher–company name followed by full–stop.**

This is an example of full reference to a book.

…Semantic networks (Russell & Norvig 2009) are often …


16.8 Reference of Journal Article

A reference to a journal article has the following structure:

- **Author’s surname** followed by a comma.
- **Author’s initials** in capitals, with full–stop after each and a comma after the final full–stop.
- **Year of publication** followed by full–stop.
- **Full title of the article**—not in italic—with capitalization of first word and proper nouns only—followed by full-stop unless there is a sub-title. If there is a sub title, this follows a colon at the end of full title, with no capitalization except for proper nouns—followed by full-stop.

- **Full title of Journal**, in italic, with capitalization of key words—followed by comma.

- **Volume number**

- **Issue/Part number** in brackets, followed by comma.

- **Page numbers** preceded by “pp”. For a range of pages and “p” for a single page—followed by full-stop. This is an example of a full reference to a journal article.


### 16.9 The Bibliography

Sometimes you may want to acknowledge that you are aware of a piece of related work. Perhaps you have read it and it has influenced your thinking generally, but not in a specific way that deserves a citation and reference. These related works, if there are any, should be listed in a bibliography. The bibliography is organized and structured in exactly the same way as the reference list except that there are no corresponding citations.

### 16.10 Standard Harvard Style

The description given in this is based on the related British Standards, but in practice there are often minor variations in usage—particularly outside the UK. Most of the more common reference types and formats are listed above, and alternative list can be found in Anglia Ruskin University(2007), De Mont ford University (2008) and , of course, British Standards Institution (1989,1990).

### 17 LIMITATIONS

The research has contributed to the debate on behaviour of school Principals. Nevertheless, researcher considered a number of limitations that may impinge upon its. The present review has some limitations as well. Most of these limitations are
linked to the methods that were chosen to conduct the research. The questionnaire was conducted and analyzed in one language that was in English although to reduce the biasness the researcher tried her best to explain some important statements of questionnaire but it was found that to some extend the researcher own language might have influenced the outcome particularly in government schools.

Another important limitation of the present study considered of the subjective nature of the majority of the data. Participating Principals, when describing their own performance seeking behaviour assumed to be over confident. The Principal who participated in the research for self evaluation might cause errors in questionnaire response. Some of the results were based on Principal’s self-appraisal, which raised a question about validity. Self-ratings of performance appeared to be a general bias for Principal’s to judge their own behaviour to be of a higher standard than that of others. Some Principal’s thought that the researcher was working with the Ministry of Education and was not willing to disclose their accurate competences.

Due to practical consideration such as time constraints and financial constraints on the researcher affected the coverage of a larger geographical scope. The study could not adopt large sample in terms of private and government schools. The sample size does not appear to be representative of the overall population. The researcher only conducted this study in those areas in Haryana where central schools were situated. In the study small numbers of private and government senior secondary schools were involved that was only 80 in total, so the results did not generalized for all senior secondary schools nationwide. The future research in this area is important to study beyond the scope of Haryana state and contributed to nation building.

Delimitation — the following limitations was identified as having the potential to restrict the findings of the study. This study relied on honest and accurate responses from the sample population but some biasness was observed on the part of teachers and principals response.

18 ORGANIZATION OF THE STUDY

This study is organized into five chapters and efforts were made to present them in a systematic way.
Chapter I- Introduction This chapter gives general background of the study, provides an overview of the research effort and conceptual framework of the study.

Chapter II- Review of related Literature This chapter portrays a review of related literature. It reviews previous studies carried out earlier in these areas. The survey of the related literature is crucial aspect of the planning of the study, and the time spent in such a survey invariably is a wide investment. The review of the literature is an exacting task calling for deep insight, and clear perceptive of the overall field. It is a crucial step which invariably minimizes the risk of dead ends, rejected topics, reflected studies, wasted efforts discarded by previous investigators and even more important erroneous findings based on a faulty research design. The reviews of the literature promote a greater understanding of the problem and its crucial aspects and ensure the avoidance of unnecessary duplication. It also provides comparative data to evaluate and interpret the significance of one’s findings.

Chapter III- Research Methodology This chapter explains the design of the study. It covers the methods adopted to investigate the topic under tools and techniques used for data collection, research design, sampling design, scaling technique, referencing style, and statistical analysis tools.

Chapter IV- Data Analysis and Interpretations of the result. This chapter describes the findings of the research.

Chapter V- Findings, Recommendations and Conclusion. Summarizes the findings and presents conclusions from the study and makes recommendations for further research.
REFERENCES


