CHAPTER VI

SUMMARY AND CONCLUSION

6.0 Introduction

A good school is of course a well-designed, well-implemented and carefully managed quality system. The talented leaders manage every such school. The 'Leadership Behaviour' and the 'Management Behaviour' in a carefully managed quality system provide confidence that the output of the process will meet the customer. It is quite obvious that the 'customer' refers to the 'student' and the 'output' refers to 'quality in education'.

Some schools in Tamil Nadu achieve 100% pass with 60% to 70% students in 'A' grade. Such schools in fact use quality assurance rather than quality control techniques. The admission is based on merit, assessed through their own tests and interviews. They maintain a well-planned annual calendar, each class is engaged with quality teaching often supervised; students are specially prepared for examination, parents are involved both in monitoring and supporting education for the children. The control is in specification of the raw material, equipments and processes. In other words, these are well-managed schools, hence good quality schools (Navaratnam 1997). Endeavour of TQM (Total Quality Management) in Indian schools especially in Tamil Nadu schools is to create a culture of management leading to quality.
There are two dimensions of quality management hidden in the coinage "Total Quality Management". One is the "Total Quality" and the second is the "Quality Management". This implies that the quality can probably be seen in a holistic manner. Partisan or fragmented way of looking at quality in organization like a school is neither desirable nor feasible; for an action in one area sets out a chain of reactions in several other areas of schooling and school management. The other implication is that quality is neither incidental nor accidental. It is a planned and deliberate process; it is by design, hence can be managed. Total Quality management provides an important opportunity to look at quality in a holistic fashion and also provides instrumentalities for managing quality.

Quality of the schools in Tamil Nadu mainly depend on the following two variables. They are

(i) Leadership Behaviour of the Principals/Heads of the schools.

(ii) Management Behaviour of the personnel associated with the school management.

The academic excellence and growth in all fields are influenced by internal factors. All these will have a direct bearing on 'quality in schools'. In this context it is thoroughly necessary to investigate how far the leadership behaviour of the Principal/H.M and the management behaviour of the school authorities affect the quality in schools in Tamil Nadu. The findings of this
study would help to improve the quality of different types of schools throughout in Tamil Nadu.

This study is founded on a concept that leadership behaviour of the Principals/Heads of the schools will have direct bearing on the quality in education in schools. Similarly carefully managed quality system in schools will also improve the quality in education in schools.

In this study leadership behaviour consists of six parameters: coordination, knowledge, guidance, setting models, identifying and recognizing and total participation.

Management behaviour consists of six parameters: establishment, supervision, motivation, decentralization, personality development and interpersonal relationships.

Quality in education in schools has six parameters: school facilities, students' care, parent and school relationship, methods and materials, academic excellence and teaching faculty. These parameters were taken as measures to assess the perceptions of Leadership Behaviour, Management Behaviour and Quality in Education in schools.

6.1 Research Design and Method

The present study was planned as a descriptive research. The main objective of the study was to investigate the relation of leadership behaviour and
management behaviour with the quality in education in schools. In this study leadership behaviour and management behaviour were treated as independent variables and quality in education in schools as a dependent variable.

6.1.1 Hypotheses of the Study

The main independent variables assumed are leadership behaviour and management behaviour. To a certain extent leadership behaviour could influence leadership behaviour. Therefore while leadership behaviour is assessed in terms of certain well-defined traits, all over key parameters which shape the internal work environment of the school are considered as a part of the management behaviour for the purpose of this study.

'Quality in Education' is presumably dependent on the above stated two variables and is also influenced by the external environment on the educational system. The latter aspect is outside the scope of this study, which presumes the influence on the educational system to be a given constant.

It is presumed that management behaviour can be assessed based on certain key parameters and categorized onto relative levels of high, medium, low. The key parameters include teacher taught (students) and facilities. Both quality of teachers and students to the extent to which they are motivated to give their best with all facilities provided by the leadership come under the canvas of management behaviour.
Keeping in view the objectives stated in chapter ONE, the following hypotheses were formulated:

H1: Leadership Behaviour (LB) of the Principal/HM of the school has no relationship with the quality in education (QE).

H2: Management Behaviour (MB) of the individuals concerned in the institution has no relationship with the quality in education (QE).

H3: Leadership Behaviour of the Principal/HM of the school has no relationship with MB of the individuals concerned in the school.

H4: Schools in Urban area, Rural area and City area do not differ significantly in their
(i) LB
(ii) MB and
(iii) QE

H5: Schools of different types of management (Government, Government Aided and Private) do not differ significantly in their
(i) LB
(ii) MB and
(iii) QE

H6: Teachers whose teaching experience is 11 years and above those whose experience is 10 years and less than 10 years do not differ significantly in their perception of
(i) LB
(ii) MB and
(iii) QE
H7: Male and Female teachers do not differ significantly in their perception of

(i) LB
(ii) MB and
(iii) QE

All the above hypotheses are based on the fundamental assumption that the existing educational system (external environment) is considered as given or constant for the purpose of this study.

6.1.2 Tools Used

The investigator developed a tool (questionnaire) to measure the variables - leadership behaviour, management behaviour and quality in education for the investigation. The tool comprises three parts. They are:

a. Leadership Behaviour Questionnaire developed by the investigator - (Part - A)

b. Management Behaviour Questionnaire developed by the investigator - (Part - B)

c. Quality in Education Questionnaire developed by the investigator - (Part - C)

d. Besides the questionnaire, the investigator devised a Personal Data Sheet to collect personal information from the respondents.

Reliability and validity of the tool was found.
6.1.3 Sample for the Study

The sample for the present study constituted of Principals/Headmasters/Headmistresses, and Teachers randomly drawn from institutions of secondary and higher secondary schools from the rural area, urban area and city in Tamil Nadu. The institutions selected were of different types:

1. Medium of instruction (English, regional language (Tamil))

2. School Type (Boys school, Girls school and Mixed school)

3. Syllabi followed (State Board, Matriculation Board and Anglo-Indian Board)

4. Type of Management (Government, Government Aided and Private)

5. Different localities – Place of Work (City, Urban and Rural).

The sample constituted 20 Principals/HMs (one of them was the investigator himself) and 670 teachers from some selected schools in Tamil Nadu.

6.1.4 Collection of Data

The data was collected personally by the investigator using the selected tools, from selected schools in Tamil Nadu. Each question was given a weighted score and total scores were subjected to thorough statistical analysis.
6.1.5 Analysis of Data

After processing the data, it was classified into the selected categories and was subjected to the following techniques of statistical analysis for description and inference.

i. Descriptive analysis using mean and standard deviations of the scores for the three variables.

ii. Differential analysis using the t-tests and analysis of variance.

iii. Correlational analysis using Person’s product moment method.

iv. Regression analysis to predict the value of the dependent variable using the independent variables.

v. Discriminant analysis using Wilks’ Lambda (λ) to test the efficacy of the discriminant function in producing significant differences among the target groups.

6.1.6 Summary of Hypotheses and the Results

<table>
<thead>
<tr>
<th>Hypotheses</th>
<th>Decision</th>
<th>Inference</th>
<th>Supported by Relevant Studies</th>
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2. Management behaviour of the individuals concerned in the institution has no relationship with the quality in education. **Hypotheses is rejected**  
Management behaviour of the individuals concerned in the institution does have a relationship to the quality in education  
The studies of  
1. Vasantha, A 1989  
   Modern Management Techniques in School Administration: feasibility – Cum-model setting study with particular reference to schools in Tamil Nadu.  
2. Frazier (1997), Road Map to Quality Improvement

3. Leadership behaviour of the Principal/HM of the school has no relationship with the management behaviour of the individuals concerned in the school. **Hypothesis is rejected**  
Leadership behaviour of the Principal/HM of the school does have a relationship to the management behaviour of the individuals concerned in the school.  
The studies of  

4. Schools in urban area, rural area do not significantly differ in their LB, MB & QE. **Hypothesis is rejected**  
For all components of Quality in Education, the Place of Work does have an impact.  
The study of  
Britto, R S. (1985) on The Organisational Assessment of Unequal Schools

5. Teachers whose experience is 11 years and above and those whose experience is less than 10 years do not significantly in their perception of LB, MB & QE  
**Hypothesis is rejected**  
Experience of the teachers and the heads of the institutions does have an effect on quality  
The study of  
Verghese, Korshy (1999) on The Effect of Leadership Style and Organizational Health on School Effectiveness.
<table>
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<tr>
<th>6. Male ad female teachers do not differ significantly in their perception of LB, MB &amp; QE.</th>
<th><strong>Hypothesis is rejected in case of MB &amp; QE but not with LB.</strong></th>
<th>Male and female teachers do have an effect on MB and hence may differ significantly in their perception of MB.</th>
<th>The study of Sharma, Sudha (1982) A study of the Leadership Behaviour of headmasters vis-à-vis the School Climate.</th>
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<td>7. Schools of different type of management (Government, Government Aided and Private) differ significantly in LB, MB, QE.</td>
<td><strong>Hypothesis is rejected.</strong></td>
<td>For all the components of Quality in Education, except pupil care, a variable, the type of management does have an impact.</td>
<td>The study of Khader, M.A (1992) on Organisation Effectiveness of Schools.</td>
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6.2 Major Findings of the Study

a. The results of descriptive analysis showed:

Significant positive relation between

(i) Leadership Behaviour and Quality in Education.
(ii) Management Behaviour and Quality in Education.
(iii) Leadership Behaviour and Management Behaviour.

b. The descriptive analysis of the data gives the following results.
The means of the scores on

(i) Leadership Behaviour
(ii) Management Behaviour

(iii) Quality in Education differ significantly for the samples
category wise, gender wise, type of management wise and
(area wise) place of work wise. The analysis above reveal
that wherever the leadership behaviour and management
behaviour and their components are high, the quality in
education is also high and points to the association of
leadership behaviour and management behaviour with the
quality of education. The category wise, gender wise, type
of management wise and area wise indicate the same

trend.

c. The result of correlational analysis showed the following findings:

There is a positive correlation between the quality in education and
leadership behaviour and management behaviour. Any programme to increase
the leadership behaviour or the management behaviour of the population will
directly increase the quality of education. It must be agreed that leadership behaviour has a 32% effect and management behaviour 35% effect on the quality of education.

Of the six components of leadership behaviour, it is found that ‘participation’ has the least value for correlation co-efficient to other attributes.

In all the correlation tables the matrix shows a positive correlation thus leading to the inference that an improvement in one will lead to an improvement in the other.

d. The results of regression analysis revealed the following:

(i) A value of 0.3306 for the first step where in the variable management-inter-personal relationship means that this variable will be able to explain 33% of the variation in the dependent variable – ‘quality in education’. Both the inclusion of the second variable Leadership-model, it is found that it explains 7.7% of the value and the total variation explained by the two variables together is 40.77%.

(ii) Co-ordination, recognition, setting model, participation and guidance (components of leadership), Interpersonal relationship, establishment and personality (components of management
behaviour) are the main contributors to Quality in Education especially on 'Facilities'.

(iii) Coordination and recognition (the components of Leadership Behaviour) and Interpersonal relationship, supervision, decentralization, motivation and personality development (the components of Management Behaviour) have more effect on the dependent variable, Quality in Education – 'Pupil Care'.

(iv) Setting model, coordination, recognition and participation (the components of Leadership Behaviour) and Interpersonal relationship, motivation and supervision (the components of Management Behaviour) have more effect on Parent-school relationship.

(v) Setting model and recognition (the components of Leadership Behaviour) and Interpersonal relationship, establishment and motivation (the components of Management Behaviour) are the main contributors to methods and materials, a component of quality in education. The significance value for the model is always <0.05 and hence the component 'setting model' is considered a valid one.
(vi) Setting model, recognition, participation, and coordination (the components of Leadership Behaviour) and Interpersonal relationship, supervision and motivation (the components of management Behaviour) are the main contributors to the 'Teaching Faculty', a component of the variable 'Quality in Education'.

(vii) Setting model, coordination, guidance (components of Leadership Behaviour) and Interpersonal relationship, motivation, personality development and supervision) contribute more to the 'Academic Excellence', a component of the variable 'Quality in Education'.

Generally, it is found from this analysis that the significance value for the component setting model (leadership behaviour) is always <0.05 and hence the component 'Setting Model' is considered the most valid one.

e. The results of the discriminant analysis showed the following findings. Leadership-coordination, Leadership-recognition, Management-Interpersonal relationship, Quality-Parent-school relationship, Quality-methods and materials and Quality-teaching faculty are the most important parameters which discriminate among low, moderate and high quality schools.
6.3 **Educational Implications of the Present Study**

(i) **Need to Provide Schools in Tamil Nadu with the Right Leadership**

The findings of the present study revealed that leadership behaviour of the Principal or HM of the school is significantly related to quality in education. Schools in Tamil Nadu have to become more aware of strategic organizational development through the implementation of a more formal planning process and the adoption of managerial techniques and processes to achieve this. In undertaking new tasks in order to improve the quality of education in schools, the heads should be urged to adopt a more systematic and rational approach to coordination, acquiring knowledge, guidance, setting exemplary model, recognizing the talents and total participation. The heads of the schools should be appointed on the basis of their leadership behaviour rather than their experience and academic qualification. The heads of the schools should keep themselves updated by learning all the modern techniques and fit for leading the schools with the necessary leadership behaviour. How qualitatively the school functions largely depends upon the leadership qualities with which the Principal/HM implements all the programmes in the school. In order to improve the leadership behaviour of the Heads of schools special training programmes in leadership may be organized for the less experienced and less competent Principals/HMs of the school.

According to this study, the merit and value of the experienced teachers do have influence over the quality of education. Hence not only the less
experienced Principal/HMs but also the aspirants for the post of Principals/HMs should undergo training programmes to acquire the right and efficient leadership behaviour.

It is found in this study that the most significant component of ‘Leadership Behaviour’ is ‘setting model’. Hence the need of the day is the exemplary model leaders. All the principals/HMs must set exemplary models to their co-workers, students, parents and the community too with sense of duty, hardwork and commitment. This cannot be imbibed or forced into their minds by any external force or training programmes. The heads of schools themselves must realize this fact and remain genuine.

(ii) Improving the Efficiency of the Management

In the present study it was found that ‘Aided Schools’ do better on the basis of all the components of LB, MB & QE except leadership-guidance (little less than private schools) and management-decentralisation. It was also found in this study that Leadership Behaviour, Management Behaviour and Quality in Education are higher in city schools compared to urban schools and rural schools. Government-Aided schools for the components of Management Behaviour, ‘supervision’, ‘motivation’, ‘decentralisation’, ‘personality development’ and ‘inter-personal relationship’ invariably, do better except in the case of ‘establishment’. This is mainly because of the effective and proper management of the ‘Aided Schools’ and ‘City Schools’. In ‘Government
schools’ there are many demerits. Facilities and infrastructure of the
government schools are very poor compared to those of ‘Aided’ and ‘Private
Schools’. There has been no proper supervision of the government schools. The
educational authorities right from the level of Director of School Education to
the level of District Educational Officers and the HMs are always under
political pressure. The educational administrators including the HMs of the
schools are often disturbed due to frequent transfers. It has been happening in
the case of teachers too. This causes a sort of nonchalance in the minds of the
individuals concerned. In private schools, almost all the teachers and the
Principals/HMs suffer from the feelings of insecurity of their jobs and
under-payment. Hence in ‘Government schools’ and ‘Private Schools’ the
management fails to provide the students with the required quality in education.

In order to improve the efficiency of the management in ‘Government
Schools’, ‘Private Schools’ and ‘Rural Schools’ the following remedial
measures are suggested in this study.

a. The necessary facilities such as classrooms, laboratories and all
the required teaching materials should be provided in these
schools at all costs.

b. The educational authorities including the Principals/HMs and
teachers in these schools should not be disturbed with frequent
transfers.
c. The supervisory officials such as the 'District Educational Officers' and 'Chief Educational Officers' may be chosen from the Principals/HMs who excel in quality in education with good leadership behaviour and management behaviour from 'Aided Schools' and 'Private Schools' along with 'Government Schools'.

d. All the Principals/HMs and the teachers in 'Private Schools' such as 'Matriculation Schools' in Tamil Nadu should be paid on par with those of 'Government Schools' and 'Government Aided Schools'.

(iii) Identification of the Low Quality School

The present study found the components coordination, recognition, participation, motivation, personality development, interpersonal relationship, pupil care, parent-school relationship, method and materials, academic excellence and teaching faculty as the parameters which discriminate between low moderate and high quality schools. Using the discriminant function derived in this study, the low quality schools in Tamil Nadu can be identified and special measures can be undertaken to improve the specific components listed above.
6.4 Scope for Further Research

(i) As the present study focuses only the perceptions of the Leaders/HMs and regarding LB, MB and QE, a similar study may be undertaken to measure the levels of LB, MB and QE using a different set of tools such as field observation and field interview and the perceptions of parents and students.

(ii) A study may be planned to compare the quality in education in Government schools, Aided schools and Private schools of Tamil Nadu and those of other states in India.

(iii) Another study on the same line can be undertaken involving schools that follow different syllabi such as State Board, Matriculation Board, Anglo-Indian Board and Central Board of Secondary Education in different states.

(iv) The effects of indicators of quality in education other than those studied in the present study can be studied.

6.5 Conclusion

It may be concluded that 'Quality in Education' in schools in Tamil Nadu is influenced both by 'Leadership Behaviour' and 'Management Behaviour' of the heads of the schools and the individuals concerned in the schools. It has been inferred in this study that quality in schools is in
conformance to the effective leadership and management. Using the major findings of this study, the schools that are found poor in providing the students with quality education may be identified and necessary remedial measures be taken in the field of leadership behaviour and management behaviour.

‘Quality in Education’ in Tamil Nadu schools, as found in this study mainly depends on the ‘Leadership Behaviour’ and ‘Management Behaviour’ of the Heads of schools and authorities concerned. The heads and managers of schools having realized the significance of their role in improving the quality in education must lay greater emphasis on the factors and components of ‘Leadership Behaviour’ and ‘Management Behaviour’ discussed in this study. In the words of Norah Jones (1988), “The heads manage but are more than managers, their management performance is guided by an underpinning of educational knowledge and educational practice”.