CHAPTER 5. SUMMARY AND RECOMMENDATIONS

5.1 Introduction

India is a developing country, which focus on improving its educational system. The quality of Indian life depends on the quality of its educational system. The Education Commission (1964-66) observed, “The destiny of India is being shaped in her classrooms”. The commission added that the quality, competence and character of teachers are the main contributors to the quality of education. Indian leaders hold the view that the country can meet the challenges of the 21st century only by improving the quality and quantity of its educational system. While India has made tremendous progress in the field of education since Independence, much more is awaiting to be achieved. Only less than one tenth of those who enter the school system qualify for a collegiate education. Moreover, the majority of those who qualify do so with poor grades. The quality of education is believed to be deteriorating in the country.

While a series of schemes has been implemented with a view to improve the educational scenario, the situation has not improved much. The diversity in language, culture, creed, region, and religion, the growing disparity between the haves and the have-nots, vast, remote, and difficult terrains, the varying level of social and educational development among regions – all this make the change process difficult to succeed. The barriers to change differ from institution to institution and place to place. Therefore, there is a need to look deeper into the micro level of change implementation. It is in the individual schools that the change has to manifest. Thus, the leader of the school, the principal, and his/her team, the teachers, are entrusted with the responsibility to be the agents of positive change in their organizations,
increasing innovation and inviting improved organizational outcomes. Effective school leadership is increasingly viewed as key to large-scale education reforms and to improved educational outcomes. It is in this context that the importance of the role of the principals and teachers has to be understood.

However, the critical factor that determines the success of the change process is the agency of the head teacher and teachers at the school level and that of the administrators who directly supervise the school. Studies show that regardless of the educational system, there are teachers and head teachers who are able to elicit parental and community support to improve the overall learning environment in the school. At the same time, notwithstanding the best programmes and high fund allocations, indifferent teachers, head teachers, and administrators becomes an obstacle in improving the learning environment (Ramachandran et al., 2008). Mukhopadhyay (2001) stated that a large number of research studies on management of change in education have witnessed the situation in which an educational institution degenerates or maintains status quo, or rise to prominence with a change of principal, even when the rules and regulations, teaching staff, and background of the students remain same. This highlights the importance of the role principals have in determining the fate of educational institutions, and thus, the future of the young generation.

Concisely, only principals who are efficient leaders and teachers who are satisfied in their job can bring about the desired changes in education. Considering all the above facts, the researcher intended to study the leadership practices of the principals and its relationship with the job satisfaction of teachers.

5.2 Need and Significance of the Study

Leadership and job satisfaction are two widely researched topics in organizational literature. However, far fewer studies have been done on the topics in
the field of education. There are not many studies that dealt with the relationship between the two variables, leadership practices of higher secondary school principals and teachers’ job satisfaction. Moreover, studies that were reported in the literature looked primarily at educational institutions in the United States and other developed countries. According to House & Aditya (1997), almost all of the prevailing theories of leadership, and about 98 percent of the empirical studies, are distinctly American in character. They are individualistic rather than collectivistic, stress follower responsibilities rather than rights, assume hedonism rather than altruistic motivation, and assume centrality of work rather than asceticism. Moreover, very few studies looked into the leadership practices of principals at the higher secondary level.

The Kouzes and Posner five practices of exemplary leadership model is seldom applied in the Indian context. An exception is the study done at the secondary school level in the Kannur Educational District of Kerala state (Mathew, Joe, 2007). Nevertheless, no study has compared the leadership practices of the principals of different type of schools in Kerala. In addition, no study has looked into the possible influence of demographic variables of principals on their leadership practices. No study has compared the leadership practices of the higher secondary school principals of Kerala with that of the leaders worldwide.

The existing literature on the relationship between principals’ leadership and teachers’ job satisfaction is inconclusive. Some researchers found a significant relationship whereas some others did not. Dearth of research in the prescribed areas on one hand and the inconclusiveness of the existing literature regarding the nature of relationship between principals’ leadership practices and teachers’ job satisfaction motivated the researcher to undertake the present study.
The present study was expected to fill the gap in research in the areas mentioned above. The findings of this research might provide educational authorities in the state of Kerala with new knowledge that might enhance teachers’ job satisfaction by incorporating new leadership training programs for higher secondary school principals. Additionally, the study intended to analyse the data by the demographic characteristics of the principals (gender, years of teaching experience, years as principal, years in the present school, and mode of appointment). This could help in fine-tuning the pre-service and in-service leadership development programs for the higher secondary school principals.

5.3 Statement of the Problem

The responsibility of bringing in desired changes in education at the grass root level lies with the principals. Effective school leadership is increasingly viewed as key to large-scale education reforms and to improved educational outcomes. Many factors like student achievement, school environment, and teacher job satisfaction are believed to be dependent on the principals’ leadership. But very few studies have looked into the leadership of higher secondary school principals in the Indian state of Kerala. They are unaware of the five leadership practices of exemplary leadership put forward by Kouzes and Posner (1995), and where they stand in their leadership capabilities compared to leaders worldwide. The relationship between principals’ leadership practices and the job satisfaction of the teachers they supervise remain inconclusive and unknown to the principals, preventing them from implementing the practices for the good of all.

In order to fill this gap, this study intended to examine the leadership practices of the higher secondary school principals and its relationship with teachers’ job
Leadership practices of principals include Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart, as put forward by Kouzes and Posner (1995). The present study is entitled “A study of the leadership practices of the principals and its relationship with job satisfaction of teachers in the higher secondary schools of Kerala”.

5.4 Objectives of the Study

The following are the major objectives of the study.

1. To assess higher secondary school teachers’ perception of their principal’s leadership practices of Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart.

2. To assess the level of job satisfaction of higher secondary school teachers of Kerala.

3. To compare the leadership practices of the higher secondary school principals of Kerala, as perceived by teachers, with the LPI norms.

4. To compare each of the leadership practices of the higher secondary school principals of different types of school – Navodaya Vidyalaya, Kendriya Vidyalaya, Government school, and Aided school.

5. To find out if any of the leadership practices of higher secondary school principals, as perceived by teachers, differ by (c) principals’ gender, and (d) mode of appointment as principal.

6. To find out if there is significant relationship between any of the five leadership practices of the principals, as perceived by teachers, and
(d) principals’ years of teaching experience
(e) principals’ years of experience as principal, and
(f) principals’ years in the present school.

7. To study the relationship between higher secondary school principals’ leadership practices, as perceived by teachers, and teachers’ job satisfaction.

8. To identify the leadership practices of the higher secondary school principals those are related with the (a) highest and (b) lowest job satisfaction of teachers.

5.5 Hypotheses of the Study

5.5.1 Null Hypotheses

The null hypotheses of the study are:

H10: There is no significant difference between the leadership practices of the higher secondary school principals of Kerala and the LPI norms.

H20: There is no significant difference in any of the five leadership practices of the principals, as perceived by teachers, by type of school – Navodaya Vidyalaya, Kendriya Vidyalaya, Government school, and Aided school.

H30: There is no significant difference in any of the five leadership practices of the principals, as perceived by teachers, by principals’ gender.

H40: There is no significant difference in any of the leadership practices of the principals, as perceived by teachers, by principals’ mode of appointment as principal.

H50: There is no significant relationship between any of the five leadership practices of the principals, as perceived by teachers, and the principals’ years of teaching experience.
H60: There is no significant relationship between any of the five leadership practices of the principals, as perceived by teachers, and the principals’ years of experience as principal.

H70: There is no significant relationship between any of the five leadership practices of the principals, as perceived by teachers, and the principals’ years in the present school.

H80: There is no significant relationship between any of the leadership practices of the principals, as perceived by teachers, and teachers’ job satisfaction.

5.5.2 Alternate Hypotheses

The alternate hypotheses of the study are:

H1A: There is significant difference between the leadership practices of the higher secondary school principals of Kerala and the LPI norms.

H2A: There is significant difference in any of the five leadership practices of the principals, as perceived by teachers, by type of school – Navodaya Vidyalaya, Kendriya Vidyalaya, Government school, and Aided school.

H3A: There is significant difference in any of the five leadership practices of the principals, as perceived by teachers, by principals’ gender.

H4A: There is significant difference in any of the leadership practices of the principals, as perceived by teachers, by principals’ mode of appointment as principal.

H5A: There is significant relationship between any of the five leadership practices of the principals, as perceived by teachers, and the principals’ years of teaching experience.

H6A: There is significant relationship between any of the five leadership practices of the principals, as perceived by teachers, and the principals’ years of experience as principal.
H7A: There is significant relationship between any of the five leadership practices of the principals, as perceived by teachers, and the principals’ years in the present school.

H8A: There is significant relationship between any of the leadership practices of the principals, as perceived by teachers, and teachers’ job satisfaction.

5.6 Research Design

Quantitative, descriptive, correlational research design is used in this study. The descriptive research method is the most popular research method in education. A descriptive analysis of the leadership of the higher secondary school principals was followed by an analysis of the same with reference to principals’ background variables. Then a description of the job satisfaction of the higher secondary school teachers was attempted. Then the study attempted to find out if there was any relationship between the leadership practices of the principals, as perceived by the teachers they supervised, and the job satisfaction of teachers in the selected higher secondary schools in the northern region of the state of Kerala. The Leadership Practices Inventory-Observer (LPI-Observer) was used to assess the principals’ frequency of engaging in the five leadership practices, as perceived by the teachers they supervise, and Dixit Job Satisfaction Survey (DJSS) was used to assess the job satisfaction of the higher secondary school teachers.

5.7 Variables of the Study

In the first part, the criterion variable of the study was the leadership practices of the principals, as perceived by the teachers they supervise. The predictor variables were type of school (Navodaya Vidyalaya, Kendriya Vidyalaya, Government school,
and Aided school), principals’ gender, principals’ mode of appointment as principals, principals’ years of teaching experience, principals’ years of experience as principals, and principals’ years in the present school. The relationship between principals’ leadership practices and these variables are examined to estimate if they have any role in the leadership practices of the principals. In the second part, the criterion variable is teachers’ job satisfaction and the predictor variables are the leadership practices of the principals.

5.8 Sample

Sample refers to a small proportion of the population from whom the information needed for the study is obtained. A good sample helps in saving resources without compromising the validity of the findings. The systematic process of selecting the sample from the population is called sampling.

In the present study, a two stage random sampling procedure was used, where at the first stage, the districts were selected and at the second stage, the schools were selected. Out of the 14 districts, 5 districts were selected using simple random sampling method.

In the second stage, four higher secondary schools were selected from different types of schools from each chosen district. There was only one Navodaya Vidyalaya in each district. It was selected into the sample. There were a few Kendriya Vidyalayas and around one hundred Government and Aided higher secondary schools in each district. The list of all the Kendriya Vidyalayas, Government schools, and Aided schools was collected from the official website of the concerned organizations. Then, simple random sampling method was used to select the schools. All the permanent teachers teaching at the higher secondary classes were selected as the
sample of the study. Thus, the sample comprised of 203 teachers teaching at the higher secondary schools in the northern region of the state of Kerala.

For a school to be eligible to be included in the sampling procedure, its principal ought to be in the present school for at least one year. For a teacher to be included in the sample, he/she ought to work with the principal for at least one year in the present school. These criteria were implemented to ensure that the principals’ leadership practices had the time to influence the teachers’ job satisfaction.

5.9 Instruments

The selection and use of appropriate instruments is vital in the success of research. The main variables included in the study are principals’ leadership practices and teachers’ job satisfaction. The following instruments were employed for assessing these variables.

i) Leadership Practices Inventory (LPI) developed by Kouzes and Posner (1988)

ii) Dixit job Satisfaction Scale (DJSS) developed by Dr. Meera Dixit (1993)

In addition to the above instruments, a Personal Data Sheet was developed and employed to gather background information about the higher secondary school principals.

5.10 Statistical Techniques

Objectives 1 and 2 were addressed by using descriptive statistics. Objectives 3 and 5 were addressed by calculating t values (2-tailed) and p values to test the significance of difference between means. Additionally, percentile rank was used in achieving objective three. Objective 4 was addressed by computing ANOVA followed by post hoc test for each of the leadership practices. Objective 6 was
addressed using Pearson’s coefficient of correlation (r), coefficient of determination (r-squared), and regression analysis. Objective seven was addressed by computing Pearson’s coefficient of correlation (r). Objective eight was addressed by comparing Pearson’s coefficient of correlation (r) for different sample groups. An alpha level of 0.05 (two - tailed) was used in testing hypotheses. The software SPSS version 20.0 was used for analysis of data.

5.11 Major Findings

The major findings of the study are presented below.

5.11.1 Findings pertaining to the Leadership Practices of Higher secondary school Principals

1. The higher secondary school teachers perceive their principals to be engaging in all the five leadership practices of Challenging the Process, Inspiring a Shared Vision,

2. Enabling Others to Act, Modeling the Way, and Encouraging the Heart ‘fairly often’.

3. Challenging the Process and Inspiring a Shared Vision leadership practices are in the Moderate level (30th - 69th percentile of normative data) and Enabling Others to Act, Modeling the Way, and Encouraging the Heart leadership practices are in the Low level (< 30th percentile of normative data) of frequency of engagement.

4. The rank order of leadership practices in the frequency of engaged in by the principals, as perceived by teachers, is Challenging the Process, Modeling the
Way, Enabling Others to Act, Encouraging the Heart, and Inspiring a Shared Vision.

5. Kerala principals engage in all the five leadership practices less frequently when compared with the LPI norms.

5.1.1.2 Findings pertaining to the Leadership Practices of Higher secondary school Principals with respect to their Background Characteristics

1. The principals of different types of schools differ significantly in their frequency of engaging in each of the five leadership practices of Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart.

2. The most preferred and least preferred leadership practices are different for principals of different types of schools.

3. The rank order of type of schools in the frequency of engagement in the leadership practices is Government school, Kendriya Vidyalaya, Navodaya Vidyalaya, and Aided school.

4. The principals of Aided schools are way below the principals of other types of schools under study in their frequency of engaging in the five leadership practices.

5. Male and female principals do not differ significantly in their frequency of engagement in all the five leadership practices of Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart.
6. Recruited and promoted principals differ significantly in their frequency of engagement in all the leadership practices except Challenging the Process.

7. Except Challenging the Process, recruited principals engage in all the leadership practices significantly more frequently than their promoted counterparts do.

8. There is significant positive correlation between principals’ years of teaching experience and their frequency of engagement in all the five leadership practices.

9. There is no significant relationship between principals’ years of experience as principal and principals’ frequency of engagement in all the five leadership practices.

10. There is significant moderate negative correlation between principals’ years in the present school and principals’ frequency of engagement in all the five leadership practices.

5.11.3 Findings pertaining to the Job Satisfaction of Higher secondary school Teachers

1. Sixty four percent of the higher secondary school teachers are highest in their level of job satisfaction. 29% of the teachers are in the good level and 7% of the teachers are in the average level of job satisfaction. No teacher falls in the low level and very low level of job satisfaction.

2. The higher secondary school teachers of Kerala are well satisfied with all the job satisfaction factors, as assessed by Dixit Job Satisfaction Scale.

3. The rank order of the job satisfaction factors in the descending order, as reported by the higher secondary school teachers, is Co-workers, Social status, Students, Intrinsic, Physical facilities, Authority, Plans & policies, and Salary.
5.11.4 Findings pertaining to relationship between higher secondary school principals’ leadership practices and teachers’ job satisfaction

1. There are statistically significant correlations between all the leadership practices of the principals except Inspiring a Shared Vision and the overall job satisfaction.

2. The leadership practices that correlate significantly with Job Satisfaction Total are Encouraging the Heart, Modeling the Way, Enabling Others to Act, and Challenging the Process, in the order of their ranks.

3. The job satisfaction factors that correlate significantly with LPI Total are Authority, Plans & Policies, Students, Intrinsic, Social status, and Physical facilities, in the order of their ranks.

4. Teachers’ satisfaction with Authority, Plans & policies and Students are significantly positively correlated with all the five leadership practices of the principals.

5. Satisfaction with Intrinsic aspects, Social status, and Physical facilities show negative correlations, which are significant with some and insignificant with the other leadership practices. However, these job satisfaction factors are significantly negatively correlated with LPI Total.

6. Salary and Co-workers have no significant correlation with any of the leadership practices.

7. The only leadership practice that has no significant negative correlation with any of the eight job satisfaction factors is Encouraging the Heart.
8. Modeling the Way and Encouraging the Heart are the leadership practices of the principals that are related with highest job satisfaction of teachers in the higher secondary schools of Kerala.

9. No particular leadership practice of the principal is significantly related with the job satisfaction scores of the teachers with low job satisfaction. There is no relationship between the leadership practices of the principals and the job satisfaction of teachers with low job satisfaction.

5.12 Delimitations

The study had not picked up the unaided higher secondary schools into consideration. The sample was limited to the five districts, Kasargod, Kannur, Wayanad, Kozhikode, and Trissur, the geographical area that is termed the Malabar region of Kerala. Teachers who had not completed one year of service with the present principal were not selected into the sample. In addition, only the leadership practices that the LPI measured were considered. Principals’ leadership practices were assessed from the perception of the teachers they supervise.

5.13 Recommendations

Based on the findings of this study and its implications, the following recommendations are made:

1. The higher secondary school teachers of Kerala perceive their principals to be engaging in all the five leadership practices ‘fairly often’. This finding implies that there is room for improvement of the leadership practices of the principals. In addition, this study has found that Kerala principals engage in all the five leadership practices less frequently when compared with the LPI
norms. This finding implies that the leadership practices of the Kerala principals can be improved a lot. Therefore, in-service training on the five leadership practices may be given to the higher secondary school principals of Kerala. Another finding of this study that four leadership practices of the principals are positively correlated to teachers’ job satisfaction also supports this recommendation.

2. Based on the finding that the principals of Aided schools are way below the principals of other types of schools under study in their frequency of engaging in the five leadership practices, the recommendation is that the principals of Aided schools should be given special attention in the in-service training on the five leadership practices.

3. Modeling the Way and Encouraging the Heart are the leadership practices that are related with highest job satisfaction of teachers. The implication is that teachers who perceive their principals to be exemplifying what they expect from others, and encouraging their subordinates feel happy and satisfied in their jobs or vice versa. Therefore, it is recommended that these two leadership practices should be given more emphasis while training the principals on leadership.

4. The finding of this study shows that recruited principals engage in all the leadership practices except Challenging the Process more frequently than their promoted counterparts do. This finding implies that recruited principals are better leaders. In addition, there was significant positive correlation between principals’ years of teaching experience and their frequency of engagement in all the five leadership practices. This finding implies that principals with more teaching experience are better leaders. Therefore, the recommendation is that
the educational authorities of Kerala should consider recruiting principals to Government schools and Aided schools from teachers who have a certain experience.

5. There is significant negative correlation between principals’ years in the present school and principals’ frequency of engagement in all the five leadership practices. The implication is that as a principal’s years in the present school increases, his/her frequency of engaging in the five leadership practices decreases and vice versa. The recommendation based on this implication is that a teacher should not be posted as principal in a school in which he/she has been working as a teacher for quite some time. In addition, principals should not be allowed to continue in a school for a long period.

5.14 Suggestions for Further Study

1. The present study has shown that there exists a relationship between principals’ leadership practices and teachers’ job satisfaction in the higher secondary schools of Kerala. The study may be followed up by a qualitative enquiry. A qualitative research study may provide in-depth understanding regarding how the five leadership practices affect teacher job satisfaction.

2. The study may be replicated by including other types of schools that are not included in this study and at other levels of education. This would help the authorities to design training programme for the leaders at different levels and at different types of schools.

3. The present study has shown that the principals of Aided schools are way below the principals of other types of schools under study in their frequency of
engaging in the five leadership practices. A study may be taken up to investigate the specific reason for this.

4. Recruited principals practice four leadership practices more frequently than their promoted counterparts do. A study may be taken up to investigate the specific reason for this.

5. The Leadership Practices Inventory may be translated to Indian languages. This would enable even not highly educated people to respond to the instrument.

5.15 Summary

The findings of this study appear to indicate that the leadership practices of the principals, Challenging the Process, Enabling Others to Act, Modeling the Way, and Encouraging the Heart are positively correlated with the overall job satisfaction of the teachers. All the five leadership practices are positively correlated with teachers’ satisfaction with Authority, Plans and Policies and Students. Among the various principal behaviours, recognizing individual contributions (Encouraging the Heart) and setting personal examples for teachers to emulate (Modeling the Way) are the ones most related with the satisfaction of teachers with highest job satisfaction.

The dissertation ends with this chapter. The researcher hopes that this study will help in providing India with two of her most urgent needs – good leaders and good teachers.