Chapter 5
<table>
<thead>
<tr>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
</tr>
<tr>
<td>Findings of the study</td>
</tr>
<tr>
<td>Discussions</td>
</tr>
<tr>
<td>Recommendations</td>
</tr>
<tr>
<td>Future study</td>
</tr>
<tr>
<td>Conclusion</td>
</tr>
</tbody>
</table>
Introduction

The investigator, after a detailed analysis in chapter 4 by way of quantitative and qualitative analysis, now has tried to ensure continuity of findings with logical progression in this chapter.

Findings of the study

The researcher, has tried to study the factors contributing to the effectiveness of Principal as a teacher and an administrator thus, paving way for a positive school setting.

The findings of both quantitative and qualitative analysis are summarized as follows:

Quantitative Analysis

1) It is found that there is significant difference in the efficiency of a Principal based on educational qualifications. The efficiency level of Principal is enhanced by higher qualifications. It is also found that Principals with qualifications like PhD, M.Ed, B.Ed, etc. which have an orientation towards education, only seem to do well as a teacher and as an administrator. Other qualifications like CEd, MBA, MA (Education) etc. were not contributing to the efficiency and effectiveness of Principal as teacher and administrator.

2) It is observed that there is a significant difference in the performance of a Principal as administrator based on the experience. Principals with more than 12 years were found to be better performers as administrators, while they proved themselves to be better teachers also. However, Principals with less than 5 years were not that effective as administrators but showed very normal performance as teachers.
3) **Teachers with more than 21 years** of experience prove to be better and showed good results as Principals. However teachers with **less than 10 years experience** do not seem to perform well as Principals though they show skills as teachers.

4) When a school has even 60% and above graduate teachers the performance of a Principal is not enhanced. There is **no significant difference** observed in the efficiency level of Principal as an administrator with the presence of more graduate teachers with B.Ed. While the presence of such graduate teachers seems to contribute to the working of the Principal as a teacher, it just doesn’t add to the efficiency as an administrator.

5) More than 50% of **Postgraduate teachers** with B.Ed in a school setting do **add** to the Principal's efficiency as an administrator. More of Post Graduate teachers in the organization seem to enhance the efficiency of the Principal. Also presence of less than 20% of Post Graduate teachers in the school, seem to reduce the efficiency of the Principal.

6) 50% and above parent clientele with graduation in a school and the influence of them on the efficiency of the Principal, revealed that the parental education is not affecting the principal’s efficiency. The analysis shows that parent's education has **no significant impact** on the efficiency of the Principal.

7) 60% above parents with higher qualifications like post graduate degrees and other professional qualifications are not significantly contributing to the total working efficiency of the Principal. Hence it is found that parents with higher qualification like Post Graduate and other degrees do not influence the efficiency of a Principal an administrator. While the Principal's efficiency as a teacher still remains the same as in the case of parents with graduation.

8) More the number of teachers, the better are the administrative efficiency
of the Principal. This is established in the analysis beyond doubt. More teachers contribute to the efficiency of the Principal. If a school does not have enough number of teachers, how much ever good the Principal be, the administrative efficiency suffers. Here a direct relationship between the number of teachers and efficiency of Principal as an administrator is established.

9) When the students strength of the school, particularly that of the boys, was going beyond 800, it influences the efficiency of the Principal as an administrator. It is found that more number of boys in school enhances the efficiency of the Principal as an administrator. As a teacher also, the efficiency is found to be on the higher side. At the same time less boys’ students (less than 200) brings down the efficiency of Principal as an administrator and as a teacher. It is very surprising though, to note, that gender of students is making a very slight impact on the efficiency of the Principal.

10) More girl students i.e. more than 800, in a school, are found to contribute to the efficiency of the Principal as a teacher and as an administrator. Teaching efficiency of the Principal is high and administrative efficiency of the Principal is also very high. However, a comparison between boy’s strength, girl’s strength and efficiency of the Principal as a teacher and administrator reveals that having more number of boys in school is found to do better for a Principal as a teacher and as an administrator.

11) There is no significant relationship observed between efficiency of the Principal as an administrator and as a teacher as far as Results are concerned. They remain almost the same.

12) It is observed that socio economic level or status of students whether it is high or average does not influence the efficiency of the Principal as an administrator. But as a teacher, it does influence the principal’s efficiency.
However, the noticeable trend is that the socio-economic background of the students, not in any way, influences Principal's efficiency.

13) It is found that locality does not make any significant impact of the Principal as a teacher and as an administrator. It is inferred that the efficiency of the Principal, as an administrator is slightly low in rural areas and slightly better in urban areas. At the same time, efficiency of Principal as teacher in rural areas seems to be reasonably better than the urban areas.

14) When the total student strength goes above 1500, the efficiency level of principal as teacher and as principal seems to have relationship. More number of students brings more efficiency for Principal as a teacher and as an administrator. Thus it is observed that student's strength is in no way hindering the progress or efficiency of the Principal as an administrator and as teacher.

In addition to quantitative analysis, the investigator interviewed principals to find out the factors perceived as contributing parameters to the efficiency of the principal. The findings are summarized as follows:

1) Leadership of Principal and style of working of the Principal influence the school climate to a very great extent.

2) Most of the Principals had become Principals by the virtue of their seniority in the school.

3) All these Principals had excelled as teachers while they were working in their institution. Almost all of them were directly responsible for producing good results in their school.

4) Nearly 20% of the Principals however were not adorning their chair by virtue of seniority but they were selected to this post from open competition. These Principals however, were very receptive and open minded and wanted to cultivate an open climate in their school.
5) Nearly 40% of Principals were welcoming new ideas and openness in administration while the rest of them wished to follow the same culture or traditional input from their school. These Principals were having certain well-defined concepts about total quality management system in schools.

6) Principals with research oriented Qualification, did promote innovative teaching techniques in the schools and were more open to criticisms.

7) While 40% of the Principals maintain high standard of administration, they couldn't contribute much to the effectiveness as a teacher because they had to establish themselves as change leaders. They had a vision and they wanted to carry their staff, students and parents along with them.

8) In all these cases, efficiency of Principal as a teacher and an administrator depend on qualification and experience. Most of them suggested a minimum postgraduate qualification with B.Ed for Principals. They all suggested that experience would contribute to efficiency. Very few suggested that experience alone cannot bring success, rather an attitude brings success.

9) 80% of Principals felt that very big student strength in school would certainly affect the Principal's administrative efficiency and teaching skills. Remaining Principals, however, were not of this opinion. They felt that the student's strength has nothing to do with Principals efficiency and teaching skills. According to them, good strategies adopted by Principals will certainly guarantee success.

10) Gender of children did not seem to make any difference to the Principal whether it is teaching or administration. One or two still felt that managing girl students is administratively easy. 95% of Principals refused to even acknowledge the concept of socio-economic status affecting efficiency. 5% of the Principals though did feel that children from low economic status would behave differently in a normal private school. As per the majority, efficiency of Principals is not
affected by social status of the parents and students.

11) Locality of the school did matter to many Principals. They felt that rural student population would not extract their efficiency as would happen in urban areas.

12) 75% of the Principals felt that parents with high education may or may not contribute to their efficiency as a teacher and as an administrator.

13) 80% of the teachers felt that Principal should be an instructional leader and not only an administrative one. They unanimously suggested that if the Principal ceases to be a teacher, he/she will lose touch with mainstream of academics and will totally become an administrative head. Teachers did not welcome this.

14) Nearly 50% of teachers had no clear answer for what a positive school climate is but they said it is one where one feels that she/he had more time at hand to do more work.

15) While total student strength did not matter to them, they were very concerned about the students' strength in a class. Upto 40 students in a class were their limit as against 60 or 70 in a class. Many also considered less number of students i.e. 25 or 30 as ideal class strength.

16) 80% of teachers preferred seniority for Principals in the same school. They felt that the teacher who has grown with the school would lead the school well. However, 20% did not wish to have Principal who attains position by virtue of seniority. They said, such people who are from outside, would not be biased and would be change leaders and bring fresh air into the school system.

17) 90% of teachers strongly felt that teaching of Principal would not be affected by socio-economic status of children.
18) Locality, as per teachers, will certainly pose constraints to teaching.
19) Majority of the teachers believed that desirable working condition, and positive work ethics will add to efficiency of staff.

Discussion

Based on the findings of the past research studies in similar topics and present findings of the investigator, it was found necessary that, the findings which emerged were discussed to get better understanding of the same. They are as follows.

Quantitative analysis

Qualifications Of Principals

One of the objectives of the study was to find out the impact of the qualifications of Principal on the efficiency of Principal as a teacher and as an administrator. The present findings reveal beyond doubt that qualifications of Principals do certainly affect the Principals efficiency as a teacher and as an administrator. Better the professional qualifications are, better is the efficiency, Here direct relationship was observed. The analysis reveals that Principals with research-based qualifications were performing well as a Principal and as a teacher. The researcher attributes this to the attitude of the Principal for any open criticisms. Their research background is helping them in this. Other management qualifications like MBA etc. are not in any way adding to the efficiency of the Principal. On the contrary it is found that qualification oriented towards the professional expertise only are yielding better performance of Principal as a teacher and as an administrator. Also it is observed that B.Ed Qualification or M.Ed. qualification, it doesn’t make much of a difference to Principalship. On the other hand it adds to Principals
efficiency as a teacher if the Principal possesses the M.Ed Qualification. It is also observed that there is no significant impact on the results if the Principal possesses higher qualifications. Results and qualifications of Principals have nothing to do.

A study conducted at Prince Edward Island School Administration, prepared for department of education, by James Macneill (2000), has concluded that principals should be well prepared for their positions indicated by high percentages with degrees at masters level with extensive teaching experience and experience in administration. Such principals are shown to have high levels of job satisfaction. The studies show that nearly 76.1% of male principals and 65.4% females hold at least one masters degree. Studies also reveal that even with M.Ed qualifications, the principals need to undergo workshop training in educational management and administration.

Experience of Principal

The findings regarding experience reveal that experience of the Principal and performance of the Principal is directly related. Principals with maximum years of experience (> 12 years) seem to do well as a teacher and as an administrator. Research study by James Macneill (2000), from department of education, Province of Prince Edward Island, shows that for new principals a training is must and any principal is found to normally engage himself/herself with 54-55 hours per week on administration and less of teaching duties.

One striking observation, which was found, was that, in persons with less experience, though they were not doing well as Principals or teachers, a quick readiness to learn at job was observed. While Principals with less than 5 years showed an efficiency score of 56, Principal with 5-8 years showed an efficiency
score of 54 only. This cannot be of course considered as a general phenomenon.

Principals with average 5 years of experience seem to produce good results, though results and experience have no such direct relationship. Principals who have fresh ideas, who are ready to accept constructive criticisms and strategies for open school climate, seem to be doing good job. With experience, they attain maturity in handling situation. Experience of Principals, if exceeds 21 years, they learn to do extremely well as teacher also.

Qualifications of the teachers and efficiency

Teachers with graduate and postgraduate qualifications do influence the efficiency of the principals. Study conducted among teachers in Massachusetts (1999) shows that quality of school is inseparable from teacher’s quality. Teacher quality is measured in terms of communication skills, skill for working with children, and knowledge in the respective areas of teaching etc. Most of the studies show that mere academic skill of teachers does not vouch for better learning in students. The link between the two is very well established.

Ehrenberg and Brewer (1994) investigated the Quality of teacher training under UG level and its relationship to student learning. It is found by them that higher the quality, higher was the learning. Several studies show that teachers with low academic skills have entered the profession in much high numbers and hence the quality of education has suffered. Ballou (1996) Gilmer, Latham, and Ziomek (1999), Murnane et al (1991) have all shown that in 1967 graduate teachers with IQ score 100 and 130 were entering teaching profession. But in 1980, teachers with IQ score about 100 have started coming to teaching job.

Brewer (1997), Monk & King (1994), show that currently teaching methods do not train teachers to teach and hence teacher degrees and students test scores
are not related. Darling- Hammond (2000), conducted a state level analysis, examining relationship between teacher preparation and student achievement on the National Association of Education Program for Math and reading exam. He found that teachers with qualification such as a post graduation having a major degree in the filed of teaching, is by far the most important factor in student achievement.

This kind of researches show beyond doubt that the findings by the investigator in this research about teachers having post graduate qualification doing a better job is found to be correct. Having more Post Graduate teachers with B.Ed. is enhancing the efficiency of the Principal, though teaching wise both Graduate and Post Graduate teachers make almost the same impact. But, as far as the results are concerned, both Graduate and Post Graduate teachers make the same impact. There is no age over the graduate teachers seen.

Experience of teachers

Studies suggest that students learn more from experienced teachers than they do from less experience teachers. Murnane & Philips (1981), report that in a large city in Midwest, teachers with 5 years of experience make more impact than a first year teacher. A recent study by Rivkin, Hannshek & Kain (1998), reveals that teachers with more experience do bring in better student performance. It was found to be better scored when guided by more experienced teachers with 0.10 of a standard deviation in the study of Math & reading, compared to less than 2 years experienced teachers.

National Centre for Education Statistics for Schools and Staffing Survey (NCES) show that high poverty schools have more inexperienced and less qualified teachers with high teacher turn over. Qualifications also depend on opportunities
offered to teachers. In the Schools and Staffing Survey conducted in 1988-89, 1991-92, 1994-95, show that teachers who were highly qualified were reported to be dissatisfied with teaching career and left teaching profession citing reasons, 'inadequate support from administration', "Poor student motivation", 'student discipline problem', etc. National Committee on Teaching and American Future (1996) recommends that schools institute induction-training program for teachers to retain them. Several studies show that performance of teachers is better if they are given opportunities to sharpen their skills and keep abreast of advances in their field. Henke, Chen & Geis (2000), from National Committee and Teaching American Future confirms this view.

This shows beyond doubt that experience and qualification of teachers do contribute to good student achievement and thereby a good school setting.

Parents with graduate post graduate qualifications

Hara & Burke (1998) study the parental involvement program at the third degree level of an inner city school and reading skills of students. They found that there is a significant improvement in reading achievement. Christine Nord (1997) observes that children 'reap' benefits when father and mother are highly involved in their studies. Hara & Burke continues to say that more involvement of parents may even show more respect for the role of teachers. True, that teachers may sometimes feel that their 'turf' is being invaded by this involvement. This view of teachers is confirmed by Black (1998), when he says that parental involvement may sometimes turn to interference. Cooper & Moseley, (1999) suggest that schools should assess the parent's ability to provide a better home environment.

One of the objectives of the study was to find out, how parents with qualification contribute to the school climate. In both cases, it is found that parents
with good qualifications are not making any significant impact on the efficiency of Principal as a teacher or as an administrator. It is but a normal expectation for any school authority that more educated the parents is, the more easy or comfortable would the administration be. But the findings reveal an altogether different trend that parents qualifications have nothing to do with schools efficiency or Principals efficiency. School results are also not affected by their qualification.

This trend is not a welcome sign to school which look forward to growth. Either the school or Principals are not using the expertise of parents or parents do not take active participation in school’s programme. Either way, it is not a positive school setting. Parent’s role as partners in education is defeated here. There is no collaborative work atmosphere in the school to bring in parents and teachers together. No guidance is given to teachers or parents as to how to work through inevitable tension and conflict of changing roles and expectations. As far as educational activities of the children are concern it would be an advisable act, if school rethinks about parental support.

**Number of teachers**

Studies conducted to find out relationship between school size and teacher’s strength shows that schools with more than 750 students would have to have more than 60 staff. When the schools are smaller, the administrative staff becomes less. This relationship was established in previous researches.

In the present study, presence of more teachers shows a positive influence on efficiency of Principal as a teacher and as an administrator. Probably this is because it demotes a better teacher division ratio and an excellent classroom climate. More teachers in a school means better sharing of work, better discussion and more ideas. Hence more teachers contribute to efficiency of principal. Managements, on economic constraint, sometimes resort to cutting staff strength.
But that is ultimately affecting the efficiency of Principal adversely. Appointment of required number of staff depending on student’s strength is the solution, to foster efficiency. However, results and having more teachers or fewer teachers do not seem to have any positive relationship. Thus it is once again established that result depends on some other factors, not number of teachers.

**Boys and girls student strength**

Studies on student’s class size and teachers quality teaching are limited. From the limited researches available, there is evidence to show that teachers with small classroom strength of students deal with fewer disciplinary problems spend more time on instruction and other enhancement activities where more students participated. Studies conducted by, Achilles (1996), Finn (1998), Shapson et al (1980), of US Department of Education in 1998 confirmed this. Several studies conform to the view that class size contributes to student test scores i.e. results. The ideal class strength proposed in many studies is 22 to 26, in each class. However there is not much of studies/researches available to say whether gender makes any impact on school setting and results.

The present study shows that maximum number of Boys in a school seems to enhance the efficiency of Principal as a teacher and administrator. This is certainly contradictory to the conventional belief that having more girls would bring in a positive work atmosphere. A comparison between both genders shows that efficiency of Principal as teacher & administrator is slightly high with more boys in the school. This could be because principals do find it easy to delegate work among boys. However, gender differentiation is not producing any remarkable effect on results. Whether Boys or Girls, instilling a positive school climate depends very much on the Principal.
Results

Bryk et al (1993) shows that results or student learning depends on student's interaction with teachers, Peer group and curriculum. This study shows that results of the school and efficiency of Principal as a teacher and as an administrator seem to have no positive correlation. Results are produced, not because of Principal or teacher but they depend on so many other extraneous factors, which are beyond the scope of study of this research. Experience of Principal, Qualification of Principal, and Gender of students, Parents education more of these factors are contributing to the results.

Social status of students

Earlier studies reveal that each school has diversity because of its location geographical layout student etc. Similarly the study about socio-economic level of students and efficiency of Principal's as teachers and Principals shows no definite relationship. Students from high-class society or average or low society do not in any way affect either the Principal as a teacher or as a Principal. There is however a trend observed that students from very high-income group seem to slightly retard the progress of Principal as teacher, though it is not significant to record. Students from middle-income group however show a significant contribution to efficiency of principal as teacher and as an administrator compared to the high-income group. But Principal's efficiency is not affected by the economic status of students is a very warm trend.

Results

Results of school are also not influenced by the socio-economic status of the children. This finding should be an eye opener to those managements
who think that children of educated and well to do parents seem to contribute to a positive school climate.

**Locality**

Schools situated in rural area do retard the efficiency of the Principal as an administrator, though it doesn't affect the teaching skills of Principal. In urban areas, efficiency of Principal as an administrator is showing very small increase, though it cannot predict anything very effectively. The investigator interprets the findings as follows:

In a rural set up, the Principal's efficiency is curtailed for so many reasons. 
(a) Less learning experiences.  
(b) Complacency setting in because, there is not much of a demand from the people. 
(c) Lack of competition. 
(d) Lack of consumer awareness, illiteracy among parents 
(e) Lack of exposure to new ideologies. 
(f) Geographical hazards. 
(g) Percentage of attendance by pupils. 
(h) Drop out percentage. 
(i) Lack of sufficient infrastructure. 
(j) Lack of funds. 
(k) Other administrative difficulties. 
(l) Lack of enough staff. 
(m) Lack of motivating and encouraging parents.

But certain administrative constraints are possible based on the locality of the school. Also, it is a mindset of people working in such areas that make
the difference. Locality factor does not in any way affect the teaching skills. Results and locality also are not in any way related. There is no hard rule that urban area children only can produce good results. Once again, it shows results are the consequence of some other factors and certainly not social status and locality.

**Student strength**

More strength more efficiency is the finding. The belief that fewer students in a school, more is the efficiency of principal as a teacher and as an administrator, is not emerging from the study. More students in a school, provides more opportunity for growth, more employment, infrastructure, facilities, name, fame, work culture etc. And more students’ strength is always associated with sign of growth, because it indirectly points at the acceptance of the school by the society. Probably, more number of students must be boosting the moral of the staff concerned and a sense of responsibility results. This is attributed to the following reasons:

1) More student strength adds to the name and fame of the school.
2) More delegation of responsibilities and hence better co-ordination.
3) More interaction among students and teachers.
4) More student strength means more infrastructure – more infrastructure necessarily implies better efficiency.
5) Good acceptance by society.
6) More growth related activities possible.

However, results and students strength have no direct relation. Student’s strength does not affect results of school.

**Researcher’s Recommendations**

The findings of the research study have prompted the investigator to put forward some suggestions for consideration.
Principal as a leader

Schools need a competent individual who can provide direction, guidance and support as per Newmann & Wehlage (1995). Bryk, Lee, Holland (1993) studied private and public school leadership and found striking difference. While in public schools bureaucratic hierarchy dilutes principal’s leadership, in private schools, they shoulder more responsibility. They say, ”A man with courage is a Majority”. What we need is such a person to lead a school. This leader would take sufficient risks to keep the school moving in a progressive direction. He /she cannot be just a maintenance engineer, but a progressive person who would give all the staff and students an enriching experience and make them successful. Hemphill, 1958 explains certain taxonomy of the stages of leadership like Attempted leadership, Accepted leadership, Implemented leadership, and Effective leadership. The researcher draws the attention of the readers to the above statement to bring a concrete vision for Principal ship, where Principal is an effective and efficient leader. Staff in the school contributes to a very great extent in making the Principal a great administrative leader. If the scope of leadership in a school is a functionally diffused relationship between Principal and staff where mutual obligations are limitless, such an atmosphere proves to be better for a positive school climate. "We just love our leader" kind of statement is more a functionally diffused statement and relationship is not bound by obligations. Such a positive climate enhances the efficiency of the Principal.

It is also found and established that Principalship is instructional leadership too. Principals are innovators too. It is an ideal situation, where the Principals realize that quality of leadership is what enhances the success of schools. Since school situations are complex, dynamic and interactive depending on the parental group, student group, locality, social status of parents involved, Principals will have to look at all these variables as contingencies.
Student performance and results

It is high time that the Principals and staff remember that students constitute the ultimate client system to be served. If a Principal is very effective in promoting activities where student competence in educational and non-educational activities is enhanced, formulating rules that improve the instructional programme, students are exposed to various opportunities to meet their own needs, to develop new interests, to capitalize on their talents, then she/he is sure to succeed. Making a student face the challenges of life is the primary job of a school. Academic performance alone is not the key word, then.

Student strength

Having more number of students or less number of students have as such no say in Principal’s career. But student’s guidance is the focal point of any effective school. Pastoral care is the essential commodity in any school. Pooling in resources that would supplement this cause should be the primary concern of the school. In a vast school, individual differences cannot be justifiably looked into. But taking cognizance of their problems and suggesting remedies is certainly possible for the principal. Hence Principals should be able to identify the needs and significant problems of students.

Parental involvement /qualification

As far as the involvement of the parental community in all school related matters is concerned, all educators are viewing the issue with concern. The limit to which parents can interfere in school activities is a matter of debate. But the expertise of parents are not used by schools in enhancing the efficiency of the Principal is truly a sad affair. Educated parents do not seem to take more concern
in school's activities, which concern their wards. Parents these days, observe all educational programs whether it is curricular or co-curricular, with skepticism. The increased operational expenditures of the schools for these programmes make their demand for more fees, which a middle-income group parent may or cannot afford. Probably, these are the reasons why efficiency of Principals is not influenced either by parental qualifications and socio-economic status. Certain amount of education to parents in this area may work wonders. They should realize that education of their ward is an investment into future. The recommendation, hence, here is that parental/society involvement in school programs be enhanced with utmost care so as not to cut the students participation in any developmental activities.

Certain parental Qualifications and their proper usage towards schools activities and style of functioning may sometimes do well. The suggestion to the Principals is to create an open climate inviting parental participation in school's activities without sacrificing the policies of the management.

Teacher strength

As more number of staff is affecting Principal's efficiency, the suggestion is that Principals/Management should involve teachers and encourage them to offer their professional services and expertise in any specific area to gain more thorough information about their students. Team spirit among staff is highly required for any school's growth. Training activities for teachers to improve upon their professional growth, inculcating excellent work ethics, motivating them for excellence, all these add to the Principal's efficiency.
Locality

As far as the locality is concerned, obtaining support for improvement becomes the major educational need of the Principal. Lipham (1977) says that principal is an important link between the local school and larger community. To implement major educational changes irrespective of the nature of the locality, what the Principal needs is financial support, facilities from management, equipments, libraries, resource persons, etc. The Principal should be able to use or exploit the skills of whomsoever she/he comes across for obtaining the maximum efficiency of their schools. For getting this support, the recommendation is that the management/Principal be rationalized in their attitudes and involvements. Maximum transparency in their dealings will fetch wonderful results and efficiency of Principals would automatically shoot up.

Results

Bringing up excellent examination results alone is not the job of the Principal. In fact, if the processes are taken care of, results are guaranteed. Too much of result oriented administration is also not a comfortable issue. But unfortunately most of the people who receive the services from school, associate the Principals with results. As such some of the managements also view Principals in such a manner unfortunately. It is high time that everyone involved in policy making remember that bringing excellent academic achievement is not the need of the 21st century. Rather preparing students to face challenges and face life has become the need of the hour. Hence it is recommended strongly that private managements redefine their visions and missions about their institutions.
Principal as an administrator

Upward mobility of teachers, to Principal ship is an existing trend in many schools, which needs due consideration by management. While applicant's credentials including experience and meritorious track record, employment achievements are important, necessary administrative skills are also to be assessed by the management before promoting a senior teacher to Principal ship. Efficiency alone is not important. Effective implementation of the efficiency also is important. It is certainly a good gesture to promote a senior teacher to the top position in the school. But before doing that the management should make necessary provisions for establishing apprenticeship and internship programs for such deserving teachers. Management should give the necessary training for organizational ability and leadership activities for such staff. Unfortunately, in all schools interviewed by the researcher, such a concept is missing. Principals are made by accident and they learn at job.

However, recent innovative approaches in the field of education have necessitated Principals to have a competency-based approach to administration.

The recommendations, in brief, which emerge out from the observations, are:-

1) Principals should be good teachers before becoming principals.

2) Efficiency alone is not enough in appointing Principals, but effectiveness is also a must. Before promoting a senior teacher to principal ship, necessary training should be given to him/her. While, seniority in promoting staff to Principals is a welcoming idea, management should create a learning atmosphere for such staffs, before doing so.

3) Proper support system in every sense of the term to the Principal, from management will certainly enhance the school climate.
4) "Small School" concept and "Large School" concept have, as such no impact on Principal ship. What is required is attitude and accountability on the part of the Principal. Hence action is required from principals in the available set up.

5) Appointing, a good number of qualified staff should be taken up rightly by managements because it adds to the positive school climate.

6) Principals, teachers and also management should understand that socio economic status and locality have nothing to do with results and success of school. Therefore more attention is to be given to the development of the child in any set up.

7) Effectiveness of a school is effectiveness of the Principal. Whether schools make Principals effective or Principals make schools effective is still a controversial issue. But they are intimately related. Hence evaluation of a successful school is incomplete without evaluating the Principal also. This is the researcher’s contention. The management should take up some kind of evaluation about the principal’s efficiency. This may sound revolutionary, but empathy or sympathy cannot be an obstacle to the ultimate growth of the school.

8) An accreditation system or practice for schools is non-existent now. If the management can devise some measures to evaluate their efficiency in running the school from time to time and revisit their goals and objectives, perhaps the outcomes may be mind-boggling.
Topics for future study

The research has initiated certain vital questions, which are to be answered by future research scholars. The following topics would be of interest to research scholars.

1) An accreditation about the efficiency of the school, principals, based on various parameters like academics and administration is the need of the hour. The rating of the schools by the public who are the recipients of their services, rating of the principal 's work efficiency etc would help the stake holders of the system to visualize the areas of improvement.

2) A total quality management system being implemented in schools is a suggestion, which the private management can look into. How such a concept helps a school in improvement is a scope of further study.

3) Better experienced Principals, seem to perform very well as administrator and as a teacher. Influence of years of experience on Principal's efficiency is evident. To find out the minimum years of experience required for the effectiveness of the principal in the school environment is topic which could be taken up by future researchers.

4) Principals with management qualification like MBA have not shown any impact as a Principal and as a teacher. It is a very well established fact that in the 21st century management of Education is the key word to success. It is then surprising to note that management qualification do not find a place in promoting excellence in the professional growth in the performance of the Principals. Why do management qualifications fail to make an impact on Principal's efficiency / administration, would be hence a scope for further study.

5) Small schools seem to contribute to efficiency. Though large number of students in school may sometimes adversely affect the growth of school, it
is observed that in some way or the other it is considered as a measure of success. A relationship between size of the school whether large or small and efficiency of Principal could throw some light for managements of schools.

6) It is seen that presence of more number of boys in a school enhances the efficiency of the Principal. To the contrary, it is believed that presence of more boys is a reason for indiscipline in schools. It would be worth studying to find out, why more boys students make an impact on the efficiency of the Principal.

7) Results of the students do not seem to depend on any of the factors like Qualification of Principals, teachers, parents, size of the school and locality. It is therefore a better area of research to study the parameters contributing to better results of school.

8) An educated group of parents is all what school management and Principals would want to have in any school system. But if presence of such parents in the school client system is not helping in the overall development of the school, then an inference can be made that some vital links are missing. A study about this phenomenon would be ideal.

9) Parents with higher qualification are generally expected to contribute to the academic excellence of their wards. But the results obtained in this research reveal that presence of highly educated parents does not in any way help the wards to get high results. It also does not play any supportive role in teaching activities. This shows that parents are not keenly involved in school activities and do not consider themselves as co-partners in the academic development of their wards. This would be an area for further research.

10) Schools, which have more teachers, seem to contribute to better school system. The influence of teacher strength on academic excellence of students
and overall growth of school is worth studying. Results show that to be a good Principal She/He should be a good teacher also. This practically determined the underlying principle that a teacher who can communicate well can become a successful teacher. Hence Principal should be an instructional leader also. Factors contributing to the effectiveness of Principal as an instructional leader becomes a scope for further study.

11) Why does more number of boys in a school slightly enhance performance levels of Principals would be an interesting feature to work with? If this study focuses on efficiency of principals and its influence on discipline of school where more number of boy students are there, would be an added advantage.

12) Discipline problems in girl schools and efficiency of Principals, would be a scope for further study.

13) What are the factors contributing to better performance of students in schools, would be another area for research.

14) Parent’s qualifications and education and its influence on school climate and on academic achievements of students would be further research topics.

15) How does teacher strength influence the principals efficiency, student performance etc, is another area to look into.

Conclusion

Research is a commitment to find new avenue of challenges that have to be met with, in order to make success a habit. Especially so in educational researches, because many a time, the findings will only be indicative and not conclusive. Always suggestions follow these researchers, which, may or may not be fitting to the actual framework of educational institutions. However, this particular research was carried out to find out the possible factors that influence the efficiency of a school principal in administration as well as teaching. Qualifications, experience,
student strength, teacher strength, parent's involvement, their qualifications, results, socio economic status of the students, locality etc where some of the major factors which were taken up for study. The outcomes do not bring out any alarming issues but are certainly suggestive of some lacunae existing in the educational system today, which may need attention of educationalist all over.

Johnson (1984), says that all social researchers are to some extent mendicants since they are getting a free gift of time or information from those who are the subjects of their study, Halpin (1957), suggests that if effectiveness of a school is to be assessed in terms of the changes it would like to induce in its teachers, Principals, administration and whole school climate. If attitudes and aptitudes of people involved in the school are very much in place, then attitudes are already defined. While a principal is a change leader, he/she should remember that his/her job is not to create success, but to show others how to be successful. As the saying goes," a man with courage is a Majority ", a principal with courage to meet challenges is a requisite to any school. Sincere attempt was made through this research to study the influence of experience of Principals, qualification of Principals, qualification of teachers, parents qualifications, locality, socio economic status of students, total student strength, total teacher strength, and results on efficiency of Principal as a teacher and as an administrator. This study is required in the present scenario of changing concepts of leadership in organizations.

It is understood from the research, that an efficient and an effective leader with good administrative strategies influence the school climate because such a Principal or leader is an instructional head of the school also.

However, what has been done through this research is only tip of an iceberg. Effective school climate certainly increases the efficiency of the Principal. Life begins with education and schools only give very little of that experience to an individual.