SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS
CHAPTER VI

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

INTRODUCTION

The success of the educational ventures depends very much on the attitude of the principal, his motivation, his managerial ability, his style of working, interpersonal relationship, his behaviour, his abilities to use interpersonal skills and to mobilize other factors in the school. The very quality of education depends on the kind of leadership provided by the principal. As such the school is what the principal is.

An early attempt to classify and study the effects of different styles of leader behaviour was conducted at the University of Iowa. In a series of experiments, the Iowa researchers manipulated three leadership styles viz; authoritarian leadership style, democratic leadership style and laissez faire leadership style to determine the effects on the attitudes and productivity of subordinates. Leadership was classified into these three types according to leaders style of handling several decision making situations during the experiments. The style of leadership approach tries to identify the styles of successful leaders.

Leadership style is a pattern of behaviour of a person who assumes or designated to a position of influence in an organization. The ways that leaders perceive workers and interpret their actions affects the leaders' behaviour towards the workers (Hall, 1990).

Establishing relations with subordinates is a critical factor in their work as leaders. Interpersonal relationship is key to leadership success. It is defined as a network of relationship that exists in an organization, nurtured
by a leader through the use of interpersonal skill and interpersonal qualities to achieve the organizational goals. No doubt interpersonal relationship is acquired by a leader with the help of interpersonal skills. The principals in the educational setting who have interpersonal skills can stimulate conditions that foster strong relationship with teachers and students, creating trust among subordinates to contribute their best for achieving organizational goals. They have to develop a network of relationship in the school to accomplish its objectives, the leaders who cannot meet others build, working relationships carry a heavy handicaps. The interpersonal qualities cementing relationship more strong and healthy, which comprise of warmth, genuineness, empathy and unconditional positive regard (Rogers, 1967). These personal qualities are necessary if leaders are to use interpersonal skills effectively. They form the bed rock of all effective human relationship.

The need of strengthening interpersonal relationship for effective leadership particularly in government schools of Delhi is emphasized where the job of teachers are well secured and they are paid salaries regularly, where principals are easy going and parents are non-cooperative. In order to ensure motivation among group members to contribute their best, for improving school, it is imperative that all facets are based on sincerity, concern and commitment. It mainly comes from mutual trust, trustworthiness of principal and innate faith of the group towards intentions and integrity of their leader. When a leader of a group is perceived trustworthy, dynamic and sincere, and having sense of direction other will see him as trustworthy and when he has instilled that trust, people will likely to comply with his directions or instructions. Trust is a basic conviction is something very vital for the growth and development of an institution.
The interpersonal elements which make relationships more healthy comprise of congenial climate, trust, empathy, recognition, unconditional positive regard of one's contribution and showing interest in others. The principals who possess the interpersonal skills like listening, effective goal setting, providing feedback, appraising performance, disciplining, delegating, oral persuasion, politicking, running group meeting, resolving conflicts and communication are quite successful in establishing strong interpersonal relationship. Creating pleasant occasion for effective communication and listening forms an essential dimension of effective management of school and its change processes. A communicative warm environment sufficiently provides an atmosphere of understanding, trust and belongingness. People do adhere to the care and warmth of the leader of the group which provides enough impetus to them to come out with their thoughts, feelings, beliefs, expectations, demands etc. One always needs to generate such environment and assure its unstainability. In government schools of Delhi where many a times the teaching personnels are adamant in introducing anything novel, such pleasant occasions of cordial relationship do help. It is important that the school leader takes all into confidence and gives a complete and comprehensive picture.

The term leadership effectiveness is difficult to define. More recent trait research is being conducted in a different way. Rather than comparing leaders and non-leaders across a number of situations, researchers are comparing effective with ineffective leaders in the same situation or they are comparing the relationship between traits and leadership effectiveness. For leadership effectiveness, it is necessary to possess certain interpersonal skills and competencies.

The Florida Council of Educational Management has recently
conducted several studies of principals in an attempt to identify those characteristics that distinguish between high and average performing principal (Lake and Schroder, 1983) what resulted from an analysis of these studies was a list of 19 competencies organized upto six clusters. 1. Purpose and direction, 2. cognition skills, 3. consensus management, 4. quality enhancement, 5. organization and 6. communication. These competencies are found influencing leadership effectiveness. Personality characteristics, mode of selection and situations are all contingent upon leadership effectiveness.

An effective leader is one who knows how best to plan, organize, administer and run the programmes and activities of the school in order to enable it to realize its objectives. There seems to be an agreement that with strong leadership by the principal, a school is likely to be effective without capable and potential leadership, it is not. Similarly the success of leader is governed by the team work with which the tasks of the school are carried out

NEED OF THE STUDY

The experience of working in government senior secondary schools with recruited and promoted principals of Delhi reveals this fact that there has been different perception among administrators, teachers and parents regarding leadership styles, interpersonal relationship and effectiveness of these two groups of principals. A conflicting view is perceived and different opinions have been prevailing in the organization pertaining these two categories of principals. The present situation motivated the investigator to study these two groups of principals in the light of their mode of selection and to find out who administers the ‘best’ in the organization. The most fundamental issue associated with the
improvement of educational leadership is to identify and recruit the 'best fit' leaders for better goal achievement. It is a core issue to select talented and efficient leaders with propitious skills of interpersonal relationship in educational institutions. It is essential to identify potential leaders and to recruit them in the field of educational administration.

In the new millennium, a very strong dynamic leadership would be required with essential interpersonal skills to address the leadership problems. The information age is already progressing toward a knowledge age, an age when numerous people will have and need new and stronger leadership abilities. Leaders in all walk of life will need to be shown they have the aptitude and potential to direct, to be critical, thinkers to act individually and collectively, to enhance their levels of commitment vision and responsibility. The most important challenge will be to build new leadership capabilities to achieve the objectives. Therefore, this study was conducted to study leadership styles, interpersonal relationship and effectiveness of the principals with reference to the mode of selection as a factor affecting their leadership styles, interpersonal relationship and effectiveness.

**TITLE OF THE STUDY**

“A Comparative Study of Leadership Style, Interpersonal Relationship and Effectiveness of the Recruited and Promoted Principals of Delhi”.

**OBJECTIVE OF THE STUDY**

The study on recruited and promoted principals was taken up with the following objectives:

i. To study **LEADERSHIP STYLES** of the recruited and promoted
HYPOTHESES

Taking the above mentioned objectives into consideration the following null hypotheses were formulated:

i. There is no significant difference between the leadership styles of the recruited and promoted principals of Delhi.

ii. There is no significant difference between the interpersonal relationships of the recruited and promoted principals of Delhi.

iii. There is no significant difference between the leadership effectiveness of the recruited and promoted principals of Delhi.

METHODOLOGY

The present study was basically a comparative study of the recruited and promoted principals of Government S.S. Schools of Delhi. This research study assumes schools principals as educational leaders who perform the function of academics and administratives at the apex position at the school level. The major focus of the study was interpersonal
relationship which is based on interpersonal skills, required to establish relationships among teachers, ministerial staffs, parents and students for the accomplishment of school goals.

**Samples**

The sample of the present study was consisted of 30 principals and 300 teachers. 15 principals recruited by the Union Public Service Commission (UPSC) and 15 promoted principals with minimum five years experience were taken for the study, 300 teachers were taken to study leadership styles, interpersonal relationship and leadership effectiveness of the principals. 10 teachers 5 TGTs and 5 PGTs from each school with minimum 5 years of experience were randomly selected to study the leadership styles, interpersonal relationship and effectiveness through teachers’ perception.

**Tools**

The following tools were used by the investigator to gather the data required for this study.

i. Leadership Preference Scale (LPS) by L.I. Bhushan measuring leadership styles.

ii. Interpersonal Relationships Description Questionnaire (IRDQ) Principal’s Perception was developed by the investigator to measure interpersonal relationship.

iii. Interpersonal Relationship Description Questionnaire (IRDQ) was developed by the investigator to measure interpersonal relationship from the perspectives of the teachers.

The scale Interpersonal Relationship Description Questionnaire was
developed to measure the professional interpersonal relationship of the principals. IRDQ was constructed containing 11 interpersonal skills with various skill dimensions. The IRDQ aims at measuring the use of interpersonal skills of the recruited and promoted principals which are essential for establishing interpersonal relationship to accomplish leadership goals.

iv. Leadership Behaviour Descriptive Questionnaire (LBDQ) measuring leadership effectiveness of the recruited and promoted principals.

Statistical Techniques

Mean, SD and t-test were computed for finding the significance if any among the recruited and promoted principals.

LIMITATIONS OF THE STUDY

The following were the main limitations of the study:

1. The study was geographically limited with respect to its sampling. Only the Government Boys/Girls Senior Secondary Schools of Delhi, District South were selected for the sample subjects.

2. The study was confined to a total of 30 principals (15 recruited by UPSC and 15 promoted).

3. The principals having minimum 5 years experience were selected for the purpose of study.

CONCLUSIONS

The generalisations and conclusions arrived from this study will be more appropriate if viewed along with the above limitations of the
The study was conducted on recruited and promoted principals working in Government Boys/Girls Senior Secondary Schools of Delhi, District South. Male and female principals belonging to both categories having minimum five years of experience were taken for the study. The minimum/maximum age limit was not taken as a factor for the study. The administrative experience as vice-principal was also not taken as factor for the study. Keeping in mind these limitations of the study following conclusions have been drawn from the results of the study:

1. Leadership Styles
   (a) Authoritarian
   (b) Democratic

2. Interpersonal Relationships
   (a) Principal’s Perception
   (b) Teacher’s Perception

3. Leadership Effectiveness

**Conclusions Related to the Leadership Style**

- The principals selected by the Union Public Service Commission (UPSC) were found prefering authoritarian style whereas the principals promoted from the post of vice-principals have been found preferring democratic style. The recruited and promoted principals differ significantly at 0.05 level of significance in relation to their leadership styles. It implies that the promoted principals involve the followers in decision making process, inform their subordinates, encourage and reinforce interpersonal relations among the members, give freedom to members to choose work-companions, and were guided by the majority opinion of the members to accomplish the
organizational goals.

- It may further be specified that the recruited principals were found authoritarian in their style. It implies that they wield more absolute power, determine policies of the group, make major plans, dictate the activities of the members, serve as ultimate agent, judge and as a purveyor of rewards and punishment for members, encourage segregation among members and endeavour to occupy the top position in the organization.

- The recruited and promoted principals differ significantly at 0.05 level of significance in relation to their leadership styles.

Conclusions Related to Interpersonal Relationship as Perceived by the Principals

- The promoted principals use delegating skills in their schools better than the recruited principals. It may be inferred from the finding that the promoted principals clarify the assignment to the subordinates and endeavour to identify the person best capable of doing the task. Both the groups of principals differed significantly at 0.05 level of significance in the use of delegating skills.

- The recruited and promoted principals perceived themselves to be using interpersonal skills to a level of greater extent and they were found on the higher end in the overall use of interpersonal skills. It implies that both the groups use interpersonal skills to strengthen their interpersonal relationship with their teachers to accomplish the objectives of their schools.

- The recruited and promoted principals were found to be using interpersonal skills like listening, goal setting, feedback skills,
disciplining, delegating and resolving conflicts and were on the higher end. However, in respect to oral persuasion, politicking, running group meeting and communication skills, both the groups of principals differed significantly at 0.05 level of significance.

- The recruited and promoted principals did not differ significantly as the t-value was not significant in terms of overall use of interpersonal skills even at 0.05 level of significance.

- The interpersonal relationship of both the group of principals is not influenced by the mode of selection as both the groups were found on the higher end in their use of interpersonal skills.

Conclusions Related to Interpersonal Relationship as Perceived by Teachers

- As per the responses of teachers regarding the use of interpersonal skills by the recruited and promoted principals, both the groups were found to be using interpersonal skills to a level of greater extent to strengthen their relationship with their teachers to accomplish the objectives of schools.

- The recruited principals are more human relational than the promoted principals as perceived by teachers since they use certain skills like communication, running group meeting, politicking and oral persuasion better than the promoted principals as the obtained values of t were significant at 0.05 level and these differences regarding the above mentioned skills were in favour of the promoted principals.

- The recruited and promoted principals do not differ significantly even at 0.05 level of significance in their overall use of interpersonal
Conclusions Related to the Leadership Effectiveness

- Principals identified as having effective leadership and characterized with such leader roles as planner, motivator, group interest enhancer, liaison establisher, initiator, speaker, group structure, comprehender, task assigner, goal setter, communicator, cooperation builder, judicious evaluator, suggestion inviter, effective planner and position explainer. The results exhibit that both the groups of principals were found on the higher end in relation to their leadership effectiveness.

- The recruited principals were found better in assuming different leadership roles, which enabled them in accomplishing the organizational goals, though the difference has been very meagre.

- The recruited and promoted principals do not differ significantly at even at 0.05 level of significance in relation to leadership effectiveness.

- The result of this study reveal that the leadership effectiveness is not contingent upon the mode of selection as both the groups of principals were found on the higher end in relation to their leadership effectiveness.

**RECOMMENDATIONS**

In education, more so than any other area, definitional problems and conflicts arise when referring to the term 'leader'. Educational leader is responsible for school policy, curricula and programmes. Furthermore, the leaders is initiated in crisis resolution, maintains the status quo, and
assumes a reactive rather than proactive stance with respect to educational innovations. The leaders’ preference towards democratic leadership seems propitious to achieve the objectives of school in democratic educational set up. The selection of future leaders may be based on criteria of their potentiality and efficiencies in relation to the use of interpersonal skills essential for strong interpersonal relationship. The other criteria could be the leaders’ degree of emotional stability and future consciousness.

From the findings of this study the following recommendations could be made:

**Recommendations for Union Public Service Commission**

A substantial number of principals are recruited by the Union Public Service Commission (UPSC). The Constitution provides for the establishment of UPSC and the Chairman and members of the Commission are appointed by the President of India in effect by the Government. The objective of the Commission is to recruit efficient, brilliant and qualified personnels for All India Services.

The findings of this study exhibit that the principals selected by the Union Public Service Commission (UPSC) are found slightly less effective in certain skills like oral persuasion, politicking, running group meeting and communication in comparison to promoted principals. The Union Public Service Commission (UPSC) should select the principals through comprehensive written examination, the mere interview may not help in selecting principals competent in communication, politicking, oral persuasion and running group meeting skills. The Commission should adopt international standard of selection methods to identify leadership potential and competencies. The Commission should accept the National Association of Secondary Schools Principals (NASSP) as model for the
selection of educational leaders. The NASSP Principals Assessment Centre - A good example of the assessment center concept in the selection of school administrators is the Principals Assessment Centre of National Association of Secondary Schools Principals (NASSP). It is aimed at delivering the extent to which participants possess skills needed to succeed as principals. Initiated in 1975, today there are over fifty operating Centres in the United States, Canada, Germany and Australia with others planned for the near future. More than 3,000 assessors have been trained and accredited, and 6,000 potential school administrators have gone through assessments.

The NASSP principals Assessment Centre comprises six exercises: two leadership - group exercises, two in-basket simulations, a fact-finding exercise, and a personal interview. A group of assessors (usually six assessors for twelve participants) observes participants while they are completing assessment exercises. Some Centres, however, like the University of Louisville's Assessment Centre use a twelve on twelve model. All assessors are trained under rigorous standard before being certified by NASSP. Behaviour is recorded on twelve genetic skill dimensions.

After candidates complete two days of simulation and exercises, assessors build a composite picture of the candidate, describing performance in the twelve genetic skill areas and offering suggestions for professional development. The final element of an assessment Centre is an individual debriefing interview with each participant usually conducted by the Centre's project Director. In conclusion, it is seen that assessment Centre as a content-valid procedure for the selection of school administrators.
The Union Public Service Commission should take NASSP as model for selecting school administrators like principals, Education Officers and Deputy Directors so that efficient, competent and potential leaders should be placed on different positions to accomplish the goals of school successfully.

**Recommendations for Trainers**

There is feeling in some quarters that leadership training is not research based in India. Professionals seem too eager to impart training on the basis of “arm chair” experience, which may not be relevant to the needs of the executives under training. Further, many standardized foreign tools are used in India without examining their validity on the Indian conditions. An attempt is made to validate one such training tool on interpersonal skills for effective educational leadership behaviour.

There are some important research findings, which endorse that some pertinent interpersonal skills can be learnt for effective leadership behaviour. Leadership success depends on competence in interpersonal skill. Individuals who score high in terms of motivation to manage demonstrate their interpersonal skills by engaging in competitive activities with peers, by taking charge in groups and by exercising power on others.

The findings of this study reflect that learning interpersonal skills is a must, the trainers should utilize the principles laid by the various researches available in this sphere. It is clear that the components of the effective learning is by the acquisition of the relevant interpersonal skills for educational leaders, administrators, through practice with feedback and guidance, interpersonal skills, require a little more practice to achieve a high level of performance. The emphasis on skills, rather than leader’s personality, attitude, style etc. inevitably have implication for leadership
training. Self-development of interpersonal skills can be acquired through formal training. The trainers should include key interpersonal skills like listening, goal setting, providing feedback, appraising performance, disciplining, delegating, using oral persuasion, politicking, running group meeting and resolving conflicts in their curriculum to impart training to the educational leaders. There are selected set of skills that research and practice suggest for success of administrators and principals along with certain personal qualities like warmth, genuineness, empathy and unconditional positive regard, as these are pre-requisites of effective interpersonal relationship.

Business and public sector organizations spend millions each year on development programmes to improve their leader’s interpersonal skills but only a meagre amount of money is spent by the Ministry of Education or Directorate of Education to improve principals’ administrative skills. There is no such institution, which can improve interpersonal skills of the principals. It is perceived, therefore, that there would be little debate over whether such skills can be effectively taught. The researchers and the skills advocates have an increasing body of empirical research to support their case. For instance, there is evidence that training programmes focusing on human relations, problems of leadership, supervision, attitude towards employees, communication and self-awareness produce some improvement in managerial performance (Bruke and Day, 1986). The evidence strongly demonstrates that these interpersonal skills can be learnt and taught to improve leader’s interpersonal skills.

**Recommendations for Principals**

The finding of this study reflect that the principals selected by the
Union Public Service Commission (UPSC) and the principals promoted from the post of vice-principals to the post of principals, both the groups require training of interpersonal skills as they were found average in the use of certain interpersonal skills essential for better interpersonal relationship.

Effective leadership behaviour is an essential component of the school processes that leads to performance. The function of the school leadership is to influence and develop the behaviour, beliefs and feelings of the different components of the school i.e. teachers, students, non-academics, parents and the management in an intended direction. The leadership can perform his leadership role more effectively by improving his ability to influence the work performance of the components of the school, and their feelings about their work. The process of helping someone to learn and change is essentially the process of influencing the individual’s ideas, values, attitudes and behaviours. The leadership can develop others or can make them dependent and hence limiting their autonomy. Their way of interacting with the human beings within and outside the school organization can be called their interpersonal styles. The effective use of interpersonal skills of the leaderships may be a criteria for improving school performance.

The principals should try to avail the facilities available in the present educational set up to acquire interpersonal skills and to use them for effective leadership. First the leaders should know that interpersonal skills can be learnt through training. Secondly, they should assess their baseline skills. Carl Rogers (1961) would call this step “self-discovery” opening up to honest self-appraisal may result in seeing things which an individual does not want to see. But the more one knows about one’s unique personal characteristics, the more insight one will have concerning one’s basic
behavioural tendencies and inclinations for dealing with others. If an individual has self-awareness of his interpersonal skills interpersonal needs and interpersonal styles, he may be ready to acquire those interpersonal skills essential for his effective leadership.

**Recommendations for Vice-Principals**

Vice-principals are place bound leaders or ‘insiders’ who are to be promoted within the same educational system to the post of principal. It is seen that mobility pattern conceivably influences leadership styles. Some ambitious persons seem to be seeking “to become something” and are fascinated by the style of life or the prestige of the leadership position itself. A vice-principal’s style of leadership can be affected by his anticipation of promotion to another office. The anticipation in turn can modify the behaviour of the promotable’s own subordinates who are next in line and develop new expectations because of it. The leader’s behaviour seems to change with cycle of promotion, which includes the opportunity to be promoted, the promotion itself, and relationship-entrenchment afterwards.

The vice-principals should enrich them by learning interpersonal skills, which are essential for cementing interpersonal relationship. While leading the subordinate they can use the interpersonal skills to achieve the school’s goals. Their leadership style should not be swayed by the prospect of their promotion to the post of principals. The research findings of various researchers like Whetton and Cameron (1984), Clark et al (1985) reflect that interpersonal skills can be learnt. It is advised that the vice-principals should attend interpersonal workshops to explore interpersonal skills. The interpersonal skills trainers can provide an opportunity to learn how to use these skills for the better achievements.
of school's goals.

**Recommendations for Teachers**

Most of the principals in the country become principals after working as a teacher or vice-principals for many years without taking some courses in school administration. Most of the principals do not have any degree in School Administration; they have only observed their principal's school administration as teachers and vice-principals. No doubt the experience might help them in the school administration, planning and management. The teachers aspiring to become principals, should acquire sound knowledge of school Administration, the school experience would not be enough to become a successful principals. The need to acquire interpersonal skills is endorsed by many researchers for those who aspire to become effective leader. The teachers should endeavour to acquaint them with current concepts of school administration and if they get any opportunity to attend the interpersonal skills workshop to acquire essential skills for better leadership.

**SUGGESTIONS FOR FURTHER RESEARCH**

In criticizing previous leadership studies emphasis on peripheral aspects (personality, trait, goal attainment) and content (knowledge possessed leaders). These studies do not address the essential nature of leadership and the process by which leaders and followers relate to each other to achieve goals, it is believed that leadership has not been defined with precision, accuracy and consciousness. Uncritical acceptance of an idea is not conducive to the growth and development in the field of leadership studies. It is, therefore, inevitable that there prevails some problems worthy to be studied to meet the challenges of leadership in new millennium. The information age is already progressing to knowledge age,
an age when numerous people will have and need new, stronger leadership abilities. Today the most important challenge is to build new leadership capabilities through changes to the way to educate future leaders and followers by bestowing the knowledge of interpersonal skills so that a fruitful relationship can be developed to attain the goals. It is with this faith and optimism some research areas are suggested below:

i. The present study was confined to the Government Senior Secondary Schools of Delhi, some more studies could be undertaken to investigate the leadership styles, interpersonal relationships of recruited and promoted principals of K.V.S. working in Delhi or in the country.

ii. The present study encompassed the male and female, recruited and promoted principals working in Government Schools of Delhi. A similar study can be tried out on large scale comparing the female leadership to the male and their leadership effectiveness on broader level.

iii. Research can be conducted for developing the interpersonal skills training programme for the leaders.

iv. Most of the principals in country become principals after having certain experience as teachers or vice principals. Their experience is not sufficient to be an effective principal they know a little about school administration, planning and management. Therefore, there is an urgent need to establish institutes where researches on the design of proper training programme could be developed and the effectiveness of these programmes can be evaluated for the use of the institutions involved in the training of leadership.

v. Some more studies could be undertaken to investigate the effects of leadership preference in different organizational climate and to
identify the styles of successful and effective leaders in various situations.

vi. The present study could validate the use of Interpersonal Relationship Description Questionnaire (IRDQ) as an executive training tool to measure interpersonal relationship of educational leaders. This tool could be used to measure the interpersonal relationship of the principals for further training of interpersonal skills, which are required for effective interpersonal relationship.

The investigator feels that this investigation could pave the way to further investigation. This is just a drop in the ocean of knowledge. May many principals get knowledge of interpersonal skills to cement their interpersonal relationship to accomplish the objectives of schools and organizations. May this study help in development of effective human relations, the interpersonal skills evolved out of study if adopted could help in concretizing interpersonal relationship for the attainment of group goals. Thus this is an attempt for further endeavour.