CHAPTER VI

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

• Summary of Major Findings
• Tenability of Hypotheses
• Conclusions
• Recommendations
• Suggestion for Further Research
FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter aims at providing a summary of major findings, checking the tenability of hypotheses, giving conclusions and recommendations for improving school management practices and suggesting a few areas for further research.

6.1 OBJECTIVES OF THE STUDY

1. To identify and scientifically analyse the management styles of the heads of secondary schools of Kerala.
2. To find out whether there is any association between the management style of the heads of secondary schools and the performance of teachers.
3. To examine whether there is any significant difference in management styles based on locale, type of ownership of schools, age, gender, qualification and experience.
4. To suggest suitable measures for the effective management of the secondary schools of Kerala.

6.2 HYPOTHESES

(a) There is significant difference in the performance of teachers based on different styles of management.

(b) There is an association between style of management and other variables with special reference to (1) locale (2) type of ownership of schools (3) age (4) gender (5) educational qualification and (6) experience of school heads.
6.3 MAJOR FINDINGS

6.3.1 Style of Management Followed by the Heads of Schools

In the analysis of data, it was found that the largest number of school heads in Kerala followed a contingency style of management. There were 54 (45%) school heads in this group. The second largest group had 45 (36.5%) school heads who preferred a Laissez-faire style of management. There were 10 school heads (8.3%) who rated their preferences in favour of a Transactional style of management. Only 2 school heads (1.7%) opined that they prefer a Democratic style of management followed by one school head who claimed to follow an Autocratic style of management. It was also found that 8 school heads (6.7%) did not show preference to any particular style. They rated all styles equally.

6.3.2 Influence of Management Style on Teacher Performance

Out of the 120 schools, teachers from 50 schools (41.7%) were of the opinion that their performance was influenced by a Democratic style of management followed by their school heads. Teachers from 26 schools (21.7%) stated that their performance was influenced by a Transactional style of management followed in their schools. Teachers from 19 schools (15.8%) were of the opinion that they were influenced in their performance by a Contingency style, whereas, teachers from 15 schools (12.5%) opined that an Autocratic style of management was the influencing factor of their performance in schools.

As in the case of schools heads, teachers from 10 schools (8.3%) did not claim that they were influenced by any particular style. They rated the different performance categories equally.
6.3.3 Test of Significance between Style of Management and Teacher Performance.

ANOVA was used to test whether the performance score of teachers differ with the style of management. The test proved that performance of teachers differs with styles of management at 0.01 level of significance.

6.3.4 Management Style – Teacher Performance: Pair wise Comparison

(a) Comparison of Performance between Democratic Style and Other Styles.

In the comparison, the mean difference at 0.05 level between Democratic and Transactional style was found significant. So also between Democratic and Contingency styles. But there was no significant difference between Democratic and Autocratic styles.

(b) Comparison of Performance between Transactional Style and Other Styles.

It was found that mean differences were significant at 0.05 level between Transactional and Democratic styles. But there was no significant difference between Transactional and Contingency styles.

(c) Comparison of Performance between Contingency Style and Other Styles.

The test revealed that mean difference was significant at 0.05 level between Contingency and Democratic styles. But no significant difference was found between Contingency and Autocratic styles. So also between Contingency and Transactional styles.
(d) **Comparison of Performance between Autocratic Style and Other Styles.**

The test revealed that there was significant difference at 0.05 levels between Autocratic and Transactional styles. But there was no significant difference between Autocratic and Democratic styles. So also between Autocratic and Contingency styles.

**6.3.5 Test of Association between Style of Management and Other Variables.**

(i) **Association between Style of Management and Locale (District)**

In the test of association, the calculated value of $\chi^2$ was found more than the table value at 0.05 level of significance. Hence the null hypothesis was rejected and the alternative hypothesis was accepted, that is, there existed an association between style of management and locale (district).

(ii) **Association between Style of Management and Type of Ownership of Schools.**

In this test, the calculated value of $\chi^2$ at 0.05 Level of significance was less than the table value. Hence the null hypothesis was accepted, that is, there was no association between style of management and type of ownership of schools.

(iii) **Association between Style of Management and Age of School Heads**

The test showed that the calculated value of $\chi^2$ was less than the table value at 0.05 level of significance. Hence the null hypothesis was accepted, that is, there found no association between style of management and age school heads.
(iv) **Association between Styles of Management and Gender of School Heads.**

In the test, the calculated value of $\chi^2$ was found less than the table value at 0.05 level of significance. Hence the null hypothesis was accepted, that is, there was no association between style of management and gender of school heads.

(v) **Association between Styles of Management and Qualification of School Heads.**

The calculated value of $\chi^2$ at 0.05 level of significance was found less than the table value. Hence the null hypothesis was accepted. This showed that there was no association between style of management and educational qualification of school heads.

(vi) **Association between Style of Management and Experience of School Heads.**

It was found that the calculated value of $\chi^2$ was less than the table value at 0.05 level of significance. Hence the null hypothesis was accepted which indicated that there was no association between style of management and experience of school heads.

### 6.4 TENABILITY OF THE HYPOTHESES

Based on the above findings the tenability of the hypotheses formulated for the study was examined and the following conclusions were arrived at.

The first hypothesis stated was:

There is significant difference in the performance of teachers based on different styles of management.
This hypothesis was fully substantiated as the result of ANOVA test found significant at 0.05 levels. It revealed that the performance of teachers differ with different styles of management. Hence the hypothesis was accepted.

The second hypotheses stated was:

There is an association between style of management and other variables with special reference to (1) locale, (2) type of ownership of schools, (3) age, (4) gender (5) educational qualification and (6) experience of school heads.

The tenability of this hypothesis was examined by considering each variable separately.

1. The association between style of management and locale was examined using $\chi^2$ test. The test revealed that the calculated value of $\chi^2$ was more than the table value which led to the conclusion that the style of management and locale are associated.

2. Regarding the type of ownership of schools, the test of association between style of management and the three type of schools namely, government, government aided and unaided proved that the calculated value of $\chi^2$ was less than the table value which indicated that there was no association between style of management and type of ownership of schools.

3. With regard to the age of school heads, the test showed that the calculated value of $\chi^2$ was less than the table value which led to the conclusion that there was no association between style of management and the age of school heads.
4. In the case of gender, it was found that the calculated value of $\chi^2$ was less than the table value, that is, there was no association between style of management and gender of school heads.

5. The test related to educational qualification proved that the calculated value of $\chi^2$ was less than the table value. Hence it was concluded that the style of management and educational qualification are not associated.

6. The last variable considered was experience of school heads. In this case, it was found that the calculated value of $\chi^2$ was less than the table value. This indicated that the style of management and experience are not associated. Thus, the test of association proved that there was no association between style of management and other variables considered except locale. Hence this hypothesis is also rejected.

6.5 CONCLUSIONS

6.5.1 Management styles followed by secondary school heads.

It was found that the largest number of school heads (45%) followed a Contingency style of management in their schools. The main characteristic of Contingency style is the absence of any long term plan or activities for school development.

The second largest number of schools heads (37.5%) followed a Laissez-faire style. Allowing subordinates to take the initiative and abstaining from exercising her/his authority in school affairs is the hallmark of a Laissez-faire style of management. The third largest number of school heads (8.3%) followed a Transactional style. This style focuses on getting things done without affecting relationships. Only a small number (1.7%) claimed that they follow a Democratic style of management.
In the analysis, it was found that 6.7% of school heads rated equally to different styles which indicated that the style preferences were not very rigid. They were not much informed or bothered about the styles they followed. They were not familiar with the various styles and style flexibility in management.

6.5.2 Teacher performance based on different styles of management

The rating of teachers regarding their performance based on the different styles of management followed by their schools heads presented a different picture.

The largest group of teachers (41.7%) opined that their performance was influenced by a Democratic style of management followed in their schools by their school heads.

The second largest group of teachers (21.7%) claimed that they were influenced by a Transactional style of management followed by their school heads.

The third largest group of teachers (15.8%) was of the opinion that their performance was influenced by a Contingency style of management of their school heads.

As in the case of school heads, a small group of teachers (8.3%) rated their preferences equally to different styles. Unlike the school heads, no teachers could identify a Laissez-faire style of management in their school.

6.5.3 Style-Performance Relationship

The ANOVA test proved that the performance of teachers differ with styles of management. It is a clear indication that the performance of teachers can be improved if better styles are followed and that faulty management style is one of the reasons for teacher under-performance in the secondary schools.
6.5.4 Association between Management Styles and other Variables

The chi-square test of association between styles of management and variables such as type of ownership of schools, age, gender, educational qualification and experience as school heads proved that they are not associated. But there existed an association between style of management and locale. That is, there existed some difference in management styles between the three sample districts. Among the three, Malappuram was a district selected for the District Primary Education Programme (DPEP) from the first phase (1994) itself. Trivandrum was included in this programme in the second phase. Teachers and school heads got an opportunity to attend a number of training programmes in these two districts. But the heads and teachers of Kottayam did not get such an experience. This may be a reason for difference.

6.5.5. Areas requiring Improvement in School Management and Administration.

The interview conducted with the heads of schools could shed light into a number of areas requiring improvement in school management and administration. The most important among them were the following.

1. Preparation and implementation of Institutional Plan
2. Motivating the staff and utilizing their potential for school development.
3. Student management – maintaining discipline, punctuality and higher performance.
4. Managing head’s own classes and keeping in touch with the latest pedagogical changes among other managerial functions.
5. Making use of the parents and community for school development.
6. Time management – making use of the available time in the most effective manner.

7. Managing school office and making it customer friendly.

8. Mobilizing and utilizing community resources for school development.

9. Utilizing computer technology in classroom transaction and office administration.


6.5.6 Areas requiring improvement in Academic Performance.

The interview conducted with teachers provided important information regarding the weak areas of academic performance in schools. It included the following.

(a) Planning of lessons, preparation of teaching manual and its transaction in classrooms.

(b) Regular class monitoring by the school heads and giving feedback to teachers.

(c) Maintaining a team of motivated staff in all academic activities of the school.

(d) Optimizing student performance in curricular and co-curricular activities.

(e) Maintaining transparency in the functioning of the school.

(f) Creating and maintaining an atmosphere for team work among the staff.

(g) Maintaining healthy relations with parents and community.

(h) Maintaining a growing institution with high reputation and development perspective.
6.6 RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are made for improving the present management practices in the secondary schools of Kerala.

6.6.1 Short Term Measures. The department of education may undertake a series of inservice course for the capacity building of the school heads in planning, management and administration in the following lines.

(a) The government may set up a seven member state level co-ordination committee with statutory powers for implementing the training programme. The committee shall include the DPI, Secretary of education, Directors of SIEMAT Kerala and the SCERT and selected DIET principals. It may decide the nature of training and monitoring and shall sit once in three months.

(b) This committee may appoint a nodal officer to facilitate the whole programme.

(c) The committee may discuss the course content, the modalities of training and sign an MoU with the schools of management of the five universities of Kerala, the IMG and the IIM Kozhikode to provide short term inservice training in management to the school heads.

(d) All the educational officers – the DDE, the DEO, the AEO, principals, senior lecturers and lecturers of DIETs can be trained in the IMG, IIM and NUEPA.

(e) The inservices courses covering 5 to 7 days in each term can be provided during the holidays and summer vacation.

(f) For administrative convenience, the task of providing training can be distributed among the different management institutions and Universities of Kerala as follows.
<table>
<thead>
<tr>
<th>Districts</th>
<th>Institutions</th>
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<tbody>
<tr>
<td>Thiruvananthapuram Kollam</td>
<td>IMG Thiruvananthapuram</td>
</tr>
<tr>
<td>Pathanamthitta Alappuzha</td>
<td>University of Kerala</td>
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<tr>
<td>Idukki, Kottayam</td>
<td>Mahatma Gandhi University</td>
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<tr>
<td>Ernakulam, Trissur</td>
<td>Cochin University</td>
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<tr>
<td>Palakkad Malapuram</td>
<td>University of Calicut</td>
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<tr>
<td>Kozhikode Wayanad</td>
<td>IMG Kozhikode</td>
</tr>
<tr>
<td>Kannur Kasaragod</td>
<td>Kannur University</td>
</tr>
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(g) Monitoring and on-site-resource support at the district level can be entrusted to DIETs.

(h) A few orientation courses need to be given to the members of the SMC. It may include all the individual and corporate managers of aided and unaided schools, representatives of the PTA, mother PTA and Old Students Association. This orientation can be conducted by the DDE with the help of DIETs. The topics of orientation can cover areas like school development plan, monitoring, student management, RTE and Child Rights Act 2005.

(i) The government may also educate the school heads, aided and unaided managers and the school committees through the media like AIR, and Doordarsan. This may be in the form of discussions, expert talk, sharing success stories and so forth. A
phone-in-programme on service matters, administrative and management issues is also advisable.

6.6.2 Long Term Measures. The state may offer a number of management courses relevant to the different target groups with the help of local universities. These courses may differ in content, duration and eligibility conditions. The course can be conducted during weekends, evenings, summer vacations and regular if possible. There can be;

(i) A certificate course covering 6 months in educational planning and management for private aided and unaided school managers, office staff, interested teachers and primary school heads. All undergraduates can apply to this course. The medium of instruction can be the mother tongue

(ii) A one year diploma course in school management and administration. Medium of instruction can be mother tongue. All undergraduate school heads, teachers managers and office staff are eligible to join this course.

(iii) A post graduate diploma in educational planning, management and administration Medium of instruction can be in English and duration one year. All graduate school heads, teachers, managers and office staff can join this course.

6.6.3 Institution Level Measures

(1) As part of capacity building programmes, all school heads and teachers may have a chance to see the innovative and best practice of other schools, in and outside the state. The schools may also conduct seminars, workshops and guest lectures by inviting experts from various fields related to management and administration.
Funds necessary for this purpose may be placed to schools on proposals submitted by the school heads through the RMSA project.

(2) The various services from the school office are to be made easily available to all its customers. Hence, all the office staff may be provided short term courses in office management through the DIETs.

(3) Every school should prepare its own long term and short term plan based on their vision about the school. The year plan may be detailed in to a calendar of activities for implementation.

(4) The school management committee need to monitor the implementation of the school plan on a monthly basis.

(5) The issue of lack of time can be addressed only through systematic planning and budgeting of the available time, giving special attention to sharing of duties to subordinates. Experiential training may be given in time management in the training to school heads.

(6) All school heads need to monitor the classes of teachers, on a regular basis, and feed back given to them for improving their performance. She/he may also share the same in the bi-weekly review and planning meeting.

(7) The school head may attend all training programmes – both academic and management – for better class monitoring and efficiency in management.

(8) The idea of self discipline needs to be fostered among pupils, as physical punishments will not help to improve discipline. All pupils should get meaningful roles to fulfill through various activities in the school like NCC, scout and guides, sports and games, student police, library and literacy works, club activities, skill acquisition programmes and so forth.
(9) Every school head need to be updated in computer technology. The education department with the help of IT @ school may arrange 5 to 7 days courses to all school heads thrice in a year.

(10) The DIETs may organize a five day inservice training to all school heads on service matters and pension benefits during summer vacation in a phased manner.

6.7 SUGGESTIONS FOR FURTHER RESEARCH

The present study could unearth many important facts related to the management and the performance of teachers in the secondary schools of Kerala. In the process of enquiry, the researcher could come across a number of areas wanting fresh enquiry which successors can undertake. Given below are a few of them.

1. An enquiry into the influence of gender in the management of schools.
4. Influence of management styles on organizational culture.
5. Time management among heads of Secondary schools
7. A study on management style and school efficiency.
8. An enquiry on masculine and feminine styles in schools.
9. Influence of management styles on subordinates attitude towards their school heads.
10. Conflict management among the heads of secondary schools.