CHAPTER - VI

SUMMARY, FINDINGS AND RECOMMENDATIONS

6.0 Introduction

Every educational research aims at arriving at particular findings that can be fruitful for education. The present chapter includes summary and findings derived from the analysis of the selected auto/biographies of the leaders under study. This chapter also presents recommendations and suggestions for further research.

6.1 Summary

6.1.1 Statement of the Problem

*Educational Leadership as Emerging From the Interpretation of Auto/Biographies of Selected Leaders*

6.1.2 Rationale

There is a fairly large body of Indian research literature on leadership, in general and in education in particular. Almost all research studies are quantitative in nature and based on the use of tools prepared without much consideration of the local context and culture. Just as the FPs system cannot generate data in centimeters and grams, the leadership measurement tools developed in the western world have only helped in measuring Indian leaders against western norms. Deriving strength from the western researches, it is important and necessary to carry out qualitative analysis of leadership behavior of the Indian leaders to understand what leadership attributes and styles work in building Indian Institutions. Hence the present study was undertaken.
6.1.3 Selection of the Problem

The present age needs leaders of different types in various walks of life. There is a tendency to train leaders through textbooks in Organizational Behavior, Organizational Development and Organizational Culture. In the complex world of today, it is just out of place and irrelevant. Now we need to read leaders as the content of education for leadership. Studying auto/biographies of great leaders helps in developing the understanding of skills, qualities, career experiences and other factors associated with effective leadership. These texts also provide role models, illustrate processes, demonstrate people in action and simulate hands-on experience.

As a student of literature, I have developed interest in reading various genres of literature. Furthermore, I have developed personal interest in a specific area through the teaching of core paper like ‘Educational Management’ as part of my professional work.

6.1.4 Research Questions

The researcher focused on the following questions to be answered through a careful study. They were as follows.

1. How do the life experiences of the individuals help them to emerge as competent and exemplary leaders?

2. What is the role of the family, school and reference group in formation of prospective leaders?

3. What is the role of education and training in development of leadership behaviour?
4. What are core incidents of leaders’ lives which raise leadership issues?

5. What are social and personal values possessed by the leaders?

6. How do leaders deal with a number of paradoxes arising in the organisation such as paradoxes of change and stability, control and delegation of decision power?

7. What is educational leadership?

6.1.5 Research Objectives

1. To study life happenings, situations, interactions and social relations of the selected leaders

2. To examine the role played by the family and school in development of leadership

3. To identify factors responsible for leadership development

4. To derive leadership patterns and styles and draw their educational implications

5. To ascertain educational value of the processes contributing to leadership

6. To define leadership in an educational perspective

7. To offer recommendations for leadership at various levels of educational set up.

6.1.6 Research Methodology and Procedure

The researcher selected four auto/biographies of renowned leaders like Dr. V.K. Kurien, Dr. Abdul Kalam, Mrs. Indira Gandhi and Mother Teresa. These auto/biographies were analyzed using the content analysis method.

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6.1.7 Data Collection, Analysis and Interpretation of the Data

The selected auto/biographies were read intensively for deriving the major events leading to leadership development. The study included two fold analysis (1) Event analysis and (2) Idea analysis. Educational Implications have been arrived at based on this analysis.

6.2 Findings

6.2.1 Major Findings

➢ Some major components of effective leadership are conviction, readiness to learn, innovativeness, going beyond/opposed to minimalist approach, accepting challenges, integrity, being honest, and assertiveness, raising voice against injustice and fighting for the social cause.

➢ Taking initiative and exploring various possibilities lead to new inventions.

➢ Thinking innovatively and questioning the established patterns having certain limitations definitely open new fields of learning and experiments.

➢ The family and school backdrop play an influential role in shaping a person.

➢ In situations of crisis and conflicts, the leader resolves the way forward.

➢ Authentic leadership rests heavily on the self-relevant meaning the leader attaches to his or her life experiences and these meanings are captured in a leader’s life-story.

➢ Effective leaders nurture aspirations and ambitions that go beyond personal gains and into societal well-being.
➢ The leaders under study also exhibited social entrepreneurship. As social entrepreneurs they achieved large scale, systemic and sustainable social change through a new invention, a different approach, a more rigorous application of known technologies or strategies, or a combination of these.

➢ Name, Fame, Money, Greed or Power do not influence these individuals in their actions. They are the change agents working for emancipation of the society.

➢ As leaders they have unwavering belief in the innate capacity of all people to contribute meaningfully to economic and social development.

6.2.2 Discussion on Findings

1. There are several important lessons learnt from all the leaders under study. The patience and determination, coupled with important strategy planning helped their entire efforts.

2. Democratic leadership is an admirable phenomenon and a process as exhibited by Dr. Kurien and Dr. Kalam but it cannot be the panacea for all institutions. In the interest of the institution, it may sometimes be necessary to adopt a harsh and directorial style of leadership.

3. There are several factors that shaped leadership style of leaders under study. They were congenial environment in early childhood, nurturance in a joint family, role models among elders. Other influences were from their working life and experience. As lifelong learners, they made the best use of the opportunities that they had encountered.
4. Getting involved with all in the organization in their personal well-being, to be with them in their happiness and sorrows with an open heart, a deep involvement not at a strategic level but at emotional level helped these leaders in building teams.

5. Absolute transparency is deeply rooted in institution building so that people do not suspect or look for a hidden agenda. Failure in this aspect seriously erodes the credibility of the leader. And once the credibility is lost, the institution collapses like a pack of cards.

6. In any institution there are a handful of good and sincere workers, there are some shirkers, and some fence sitters on the watch out for the way the wind blows. Everyone should be included in the task rather than a few who produce and form the coterie, giving at the same time due and proportionate regard to the contribution of each.

7. Through the turbulence of generation of natural and manmade disasters, wars, social and financial upheavals these four leaders have emerged to give hope and direction to society. These individuals come from diverse, ethnic and cultural backgrounds and possess unique leadership style and characteristics, yet all personify the common thread of passion and ability to inspire others to action.

8. Although much of the research and data presented and analyzed in this study focus on the magnitude of the influence and positive social outcomes accomplished by them, it all comes back to seeing and viewing each of these giants of faith as simple individuals.
9. All possess the cross-cultural universal qualities which include being visionary, inspirational, administratively competent, decisive and walking in integrity in word and deed.

10. Specific examples of traits displayed by these leaders are having foresight/planning ahead, dynamism, encouraging attitude, positive outlook, confidence building abilities, trust worthiness, just, motivational ability, honesty, well-informed, communicative, win-win problem solving strategies, coordination team building, going beyond personal gains, readiness for sacrifice, inclusive attitude/openness and passion for life.

6.3 Educational Leadership

The purpose of this section is to describe the conceptual landscape of educational leadership. Through the use of various forms of life writing, i.e. auto/biographies, an attempt is made to understand the context in which the leader was working. Apart from this, an attempt is made to describe findings derived from the interaction among all of the various personality factors at work within that context, such as the leaders’ world view and working style as s/he functions within a climate of expectations.

It is time to reinsert ‘life’ into school administration by expanding the content of what constitutes appropriate texts in the preparation of educational leaders by examining life writing in its various forms. Understanding the value of examining life writing is critical essentially because only this genre contains the full range of human actions.
This is a decidedly postmodern perspective because the value of life writing is not what it reveals regarding the continuities involved in leadership but rather it is the discontinuities, the ruptures and the dissimilarities that are of most importance because that is where solutions to the novel problems of times may be found.

By virtue of being given the onus of shaping the posterity, crisis in the society is reflected in its educational institutions. This, in turn, quickly becomes the crisis in educational leadership. There is a name for people who can successfully manage hundreds or thousands of people and who can balance multi-million dollar budgets. We call them presidents and chief executive officers, and we pay them hundreds of thousands of dollars. But they are not leaders.

In recent years, the focus has been on leadership as a crucial factor for the success of current modernization and reform initiatives in educational institutions such as schools, colleges and universities. The claim for strong educational leadership must be seen on the background of the more comprehensive and global reorganization and modernization. The management of educational institutions is no longer a question of only education; rather professional responsibility for quality and economy is distributed to the leaders of the educational institutions in a much higher degree than in the past. New modes of governance introduce new forms of responsibility and (self) leadership, new forms of evaluation and quality development strategies as well as new economic and competition-driven steering systems.
Fullon (2002) indicates that the idea of the principal as an instructional leader is 'too narrow a concept to carry the weight of reforms that we need for the future'. He argues that future school leaders are those that "can create a fundamental transformation in the learning cultures... and the teaching profession itself."

Quite often the terms leadership and management are used in a synonymous way. But the best way to describe the difference between leadership and management is to say that while they are different, they come together. If organisations are not managed, they cannot be led either. While leadership can exist outside organizations, once it enters organizational life, it must initiate procedures that enable management to become a reality.

Just as education is culturally embedded, educational institutions too reflect social values, cultures and ethos. Therefore, leadership has basically to be culturally relevant and congruent.

Educational leaders, being institution builders, inspire. They generate a band of inspired persons. An inspired person is self-propelled, does not wait for others to lead; s/he leads herself/himself. S/he generates her/his own work within the parameters of organizational goals and perspectives, has a personal style of the acquiring the targets. Such individuals are committed to a mission that they have accepted.

Academic institutions are knowledge enterprises. Closely related to excellence in teaching-learning processes is the academic excellence indicated either by scholarship or learning skill and attitude towards learning, which are added positive
features. Since learning is the central theme of academic institutions, Educational leadership creates as well as provides a conducive climate for learning.

The world is moving away from top down hierarchical governance to horizontal spread of power. So, too, must educational leadership evolve from domination to stewardship, from control to consensus. Educational leadership in the present era witnesses the following orbital shift.

### 6.3.1 Educational Leadership: An Orbital Shift

<table>
<thead>
<tr>
<th>FROM (Status Quo Today)</th>
<th>TO (Need For)</th>
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</thead>
<tbody>
<tr>
<td>1. Hierarchical</td>
<td>1. Participative</td>
</tr>
<tr>
<td>3. I-centric</td>
<td>3. We-centric</td>
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<tr>
<td>4. Withholding</td>
<td>4. Sharing</td>
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<tr>
<td>5. Resistance to change</td>
<td>5. Stay on top of change</td>
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<tr>
<td>7. Maintain status-quo, don’t rock the boat, ‘Who Moved my cheese’</td>
<td>7. Continual Improvement and Innovations, ‘I Moved my cheese’</td>
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<tr>
<td>8. ‘Not Invented Here’ syndrome, Does not work here</td>
<td>8. Build scenarios, Let’s try attitude</td>
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To sum up, educational leadership is the synergy of creative and positive energies of its constituents, people and the processes.
6.4 Recommendations

To Policy Makers

1. The current grab bag of courses that constitutes preparation for a career in educational leadership must give way to a relevant and challenging curriculum designed to prepare effective leaders for educational set up.

2. Universities must champion high standards for education at schools, and their leadership programmes by embracing health financial practices to strengthen those programmes.

3. A clear vision should be developed so that every level of every agency within education system can understand it. The vision should be communicated effectively and extensively.

4. A representative team should be built for regular, collective, structural review, tasked with creating cohesive change throughout the system.

5. Better compensation, resources, support and instruction for educators are investments that pay invaluable dividends.

6. National system needs to be put in place to ensure that school leaders receive appropriate training and developments in those competencies the systems require them to practice.

7. There is a need for support structures at all levels (national, state, regional and school) to help educational leaders to mediate between external expectations and internal cultures and traditions.
To Teachers/Educators

1. Partnership with other higher education institutions should be developed for synergy of ideas.

2. Teacher-educators should shoulder the responsibilities like inspiring and educating new teachers, ensuring certification, transitioning graduates into learning and experience intensive schools supported by mentors and providing career-long professional development.

3. Student performance data should be used to effect changes in school programmes as well as the attitudes within the school family about needed change.

4. A wide range of opportunities to celebrate the diverse cultures represented in the class should be created.

5. Equal access to all parts of the school's curricular, co-curricular and extra curricular programmes to all students should be assured.

To Heads/Principals of the Institution

1. Educational leaders should exercise instructional leadership through quality control and by leading the pedagogical project.

2. Individual growth within the perspective of organization goals through encouragement and recognition should be facilitated.

3. Compatibility of management style with Indian ethos and culture should be developed.
4. Progress of the team should be monitored in a supportive way and necessary resources should be provided.

5. An integrated 3-5 years long-range plan for major changes in the system and annual objectives with targets in best practices, budget, learner outcomes and organizational climate should be developed.

6. A proper vision should be articulated that does not limit the growth of the institution.

7. An organizational climate should be created that provides rewards and incentives for accomplishment.

8. Partnerships with institutions of higher education and community groups should be established to strengthen collaborative programmes that support the accomplishment of school goals.

**To Curriculum Designers**

1. Various mechanisms should be established and updated to regularly review and streamline the curriculum.

2. Progressive benchmarking of the current curriculum should be established.

3. Expertise of subject-matter specialists and leading researchers in a variety of content fields should be used to validate the curriculum.

4. Other cutting-edge curricula from around the world and around the country should be regularly reviewed.
5. Supporting skill-development should be the prime focus of the curriculum design.

6. Leaders or agencies responsible for ensuring standards and world class practices should be identified and intertwined.

7. Instruction to full-blown learner choices within clear curriculum chunks should be implemented.

8. Adherence to values, beliefs and attitudes that inspires others to higher levels of performance should be demonstrated.

6.5 Suggestions for Future Research

- Developing specific leadership traits/competence/attributes through story based intervention programme in student-teachers
- Developing and implementing leadership Educational Programme based on practicing leaders’ behavioural analysis
- Learning in education from some selected works and films on management
- Educational insights derived from the management parable FISH
- Building a feministic perspective of educational management from One Minute Series
- Validation of a task package for developing management insight in educational practitioner based on one Minute Series
- Developing a programme for teacher-educators based on ‘Fifth Discipline’

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Development of leadership qualities and their educational implications as derived from the auto/biographies of great Indian/Western living leaders

Case studies of successful women leaders in Higher Education

6.6 My Research Experience

Mahatma Gandhi's words, "If I have the belief that I can do it, I shall surely acquire the capacity to do it, even if I do not have it at the beginning" echo in my mind as I ponder over the most rewarding experience of my research. During my research, I had the opportunity to dive into the fusion of three different oceans i.e. literature, management and education. Through this endeavour, I have tried to explore different facets of educational leadership as derived from the auto/biographies of renowned leaders.

In order to conduct the research, I concentrated on four different source materials i.e. four auto/biographies of the leaders under study. A long and repeated exposure to all the four texts was essential to create the necessary understanding of the goals of my research.

The research began with a broad lens. I decided to see what resources were available online and in the libraries regarding the topic. To my surprise, I found an unbelievable amount of interesting research studies on leadership. I was nervous. I was not sure if I would live up to the qualifications that my guide was looking for in a research apprentice. But as I proceeded, I began to develop critical thinking skills. I
started feeling that this research experience would be a wonderful opportunity for me to learn and grow as a researcher.

Sometimes it was difficult wading through the scholarly research, getting hung up on unfamiliar words, or concepts or simply getting lost in the analysis. However, I have come to determine that the motto of my research is: Breathe, Reread the material and Rework the ideas.

In addition to discussing research with my mentor, I have had many fascinating conversations about leadership and life in general. She provided me with stimulating thought and feedback on my work.

Besides developing insight into research, I believe that my technical skills have been developed, as well. Having encountered a breadth of information, my critical analysis and organizational skills have improved tremendously. I learned how to conduct scholarly research in the humanities as well as how to sift through the myriad data available ubiquitously.

I believe that the skills and knowledge, I have acquired through this research will carry on into any field I wish to pursue in my professional career.

Another unique activity during the research was academic discourse with my mentor, Dr. Sulabha Natraj. The dictum "A mentor is someone who sees more talent and ability within you, than you see in yourself, and helps bring it out of you" actualised in academic discussion carried out with her. An institution builder and a
leader herself Dr. Sulabha Natraj delved into the varied facets of my research work in
great depth. Each session with my mentor was long, extensively debated, at times
followed by feedback on written performance.

Quite often this interaction rolled over to informal settings with equally
involved argument, debate and discussion during tea-club time with my friends Alka
and Jayshree. My mentor, family members, and my friends created a congenial
climate to strengthen my abilities.

This lively learning environment was further supported by the opportunities
created with outside experts. These interactive processes, both formal and informal,
created an environment of reading, interacting, conducting critical analysis and
thinking are the basic qualities of the researcher and the basic components of research
climate. Towards the end of this piece of research, I feel enriched and buoyant.