CHAPTER V

MAJOR FINDINGS,
TESTING OF HYPOTHESES,
SUGGESTIONS & AVENUES
FOR FURTHER RESEARCH
MAJOR FINDINGS, TESTING OF HYPOTHESES, SUGGESTIONS & AVENUES FOR FURTHER RESEARCH

5.1 INTRODUCTION:

Based on the analysis and interpretation of the data a researcher has to test the hypotheses are accepted or rejected. This chapter deals with the major findings, testing of Hypotheses, suggestions and avenues for further research.

The major findings of the study is drawn on the basis of the Managerial creativity test administrated on the headmaster of English, Marathi and Urdu medium schools of Aurangabad district which comprises of nine tehsils i.e Aurangabad, Khultabad, Kannad, Vaijapur, Gangapur, Soagaon, Paithan, Sillod and Phulambri.

5.2 MAJOR FINDINGS:

1. The head of high schools of Aurangabad district possess normal range of Managerial creativity.

2. The degree of Managerial creativity of head of English Medium High Schools of Aurangabad District is Normal as their mean 100.25 falls under normal range.
3. The degree of Managerial creativity of head of Marathi Medium High Schools of Aurangabad District is Normal as their mean 99.40 falls under normal range, refer Table No. 4.

4. The degree of Managerial creativity of head of Urdu Medium High Schools of Aurangabad District is Normal as their mean 100.478 falls under normal range, refer Table No. 4.

5. There is no significant difference between the Managerial creativity of Head of English & Marathi Medium High Schools of Aurangabad District.

6. There is no significant difference between the Managerial creativity of Head of Urdu & English Medium High Schools of Aurangabad District.

7. There is no significant difference between the Managerial creativity of Head of Urdu & Marathi Medium High Schools of Aurangabad District.

8. There is no significant difference between the Managerial creativity of Head of Rural & Urban area High Schools of Aurangabad District.

9. There is no significant difference between the Managerial creativity of Male & Female Head’s of High Schools of Aurangabad District.
10. There is no significant difference between the Managerial creativity of Less Experience & More Experience Head of High Schools of Aurangabad District.
5.3 TESTING OF HYPOTHESES:

On the basis of the significance level of mean, difference of Managerial creativity tests all the Hypotheses of research was tested at 0.05 level.

HYPOTHESES 1:

The degree of Managerial creativity of Head of High Schools of Aurangabad District is high.

The Hypotheses 1 is rejected as the mean of head of high schools of Aurangabad District is 99.755 from the Table No. 4. It is evidence that head of high school of Aurangabad District posses normal range of managerial creativity.

HYPOTHESES 2:

The degree of Managerial creativity of head of English Medium High Schools is high.

Hypotheses 2: is rejected as the mean score of head of English Medium high schools of Aurangabad District is 100.25 from the Table No. 4. It is evidence that head of high school of Aurangabad District posses normal range of managerial creativity.
HYPOTHESES 3:

The degree of Managerial creativity of head of Marathi Medium High Schools is high.

Hypotheses 3: is rejected as the mean score of head of Marathi Medium high schools of Aurangabad District is 99.40 from the Table No. 4. It is evidence that head of high school of Aurangabad District posses normal range of managerial creativity.

HYPOTHESES 4:

The degree of Managerial creativity of head of Urdu Medium High Schools is high.

Hypotheses 4: is rejected as the mean score of head of Urdu Medium high schools of Aurangabad District is 100.478 from the Table No. 4. It is evidence that head of high school of Aurangabad District posses normal range of managerial creativity.

HYPOTHESES 5:

There is no significant difference between the Managerial creativity of head of English & Marathi Medium High Schools of Aurangabad District.

Hypotheses 5: is null Hypotheses which is retained as 0.493 difference is insignificant at 0.05 level, it means there is no significant
difference between the Managerial creativity of head of English and Marathi Medium High Schools of Aurangabad District.

**HYPOTHESES 6:**

There is no significant difference between the Managerial creativity of head of Urdu & English Medium High Schools of Aurangabad District.

Hypotheses 6: is null Hypotheses which is retained as 0.106 difference is insignificant at 0.05 level, it means there is no significant difference between the Managerial creativity of head of Urdu and English Medium High Schools of Aurangabad District.

**HYPOTHESES 7:**

There is no significant difference between the Managerial creativity of head of Urdu & Marathi Medium High Schools of Aurangabad District.

Hypotheses 7: is null Hypotheses which is retained as 0.604 difference is insignificant at 0.05 level, it means there is no significant difference between the Managerial creativity of head of Urdu and Marathi Medium High Schools of Aurangabad District.

**HYPOTHESES 8:**

There is no significant difference between the Managerial creativity of Head of Rural & Urban area High Schools of Aurangabad District.
Hypothesis 8: is null Hypotheses which is retained as 0.508 difference is not significant at 0.05 level, it means there is no significant difference between the Managerial creativity of head of Rural and Urban area High Schools of Aurangabad District.

HYPOTHESES 9:

There is no significant difference between the Managerial creativity of Male & Female Head of High Schools of Aurangabad District.

Hypotheses 9: is null Hypotheses which is retained as 1.089 difference is insignificant at 0.05 level, it means there is no significant difference between the Managerial creativity of Male and Female head of High Schools of Aurangabad District.
HYPOTHESES 10:

There is no significant difference between the Managerial creativity of Less Experience & More Experience Head of High Schools of Aurangabad District.

Hypotheses 10: is null Hypotheses which is retained as 1.239 difference is insignificant at 0.05 level, it means there is no significant difference between the Managerial creativity of Less experience and More Experience head of High Schools of Aurangabad District.
5.4 CONCLUSION:

1. The head of high schools of Aurangabad district possess normal range of Managerial creativity.
2. The degree of Managerial creativity of head of English Medium High Schools of Aurangabad District is Normal.
3. The degree of Managerial creativity of head of Marathi Medium High Schools of Aurangabad District is Normal.
4. The degree of Managerial creativity of head of Urdu Medium High Schools of Aurangabad District is Normal.
5. There is no significant difference between the Managerial creativity of Head of English & Marathi Medium High Schools of Aurangabad District.
6. There is no significant difference between the Managerial creativity of Head of Urdu & English Medium High Schools of Aurangabad District.
7. There is no significant difference between the Managerial creativity of Head of Urdu & Marathi Medium High Schools of Aurangabad District.
8. There is no significant difference between the Managerial creativity of Head of Rural & Urban area High Schools of Aurangabad District.

9. There is no significant difference between the Managerial creativity of Male & Female Head’s of High Schools of Aurangabad District.

10. There is no significant difference between the Managerial creativity of Less Experience & More Experience Head of High Schools of Aurangabad District.

The finding of this research reveals that the selected sample of the head of high schools of Aurangabad District posses Normal range of Managerial creativity as they are working in fix framework they are not utilizing their own creativity to increase their bounders of work frame which will elaborate the system of education, knowledge and power due to which the forth coming future will be more talented, competitive and skillful. Looking at the result it is urgent need to pay more attention to the managerial creativity of head, as he/she is the one person in a school who is responsible for and empowered to oversee school, place them in a powerful position to coordinate the entire school operation and move forward. A teacher cannot do better and creatively if they are not supported by the headmaster of the schools.

The children are the future prosperity of the country so, this study suggest that to raise the standard and quality of education in Aurangabad
district the headmaster should be highly creative and encourage, recognize and reward creativity in both pupils and teachers.

5.5 Suggestion for Education officer:

1. To Establish Professional development programmes for both experienced and new headmasters.

2. Aim of the Programme should be on enhancement of the managerial creativity of the head of institutions.

3. Relevant literature should be made available for the head of the institution.

4. Headmaster is the first teacher so he should take the classes and implement ideas in his/her class first.

5. Enable the head to undertake small project to resolve the existing problem of the school.

6. The undertaken problem should be published in the Magazine, Educational journals.

7. Head club should be formed so that they can share all kinds of aspects related with institutions.

8. Supervision should be done by Education Officer to gauge the performance of the head of the institutions.
5.6 Suggestion for Headmasters:

1. Greater care should be taken in assigning teachers, who should be relieved of burdensome routine duties and reports as much as possible so that they could divots the greater portion of their school time towards teaching.

2. Closer supervision should be provided to new teachers so that weakness can be discovered and corrected early in the year.

3. Greater respect should be consulted in all phases of instructional planning and organization.

4. The headmaster must have definite convictions and maintain ethical professional standards in all his dealings with the staff.

5. The accomplishments of the staff should be publicized and a professional library for the staff should be maintained.

6. Communication among administrator, staff and community can be secured through faculty meetings, staff bulletins, newspaper publicity, and staff participation in civic organizations, service clubs, and the parent-teacher association.
7. The educational achievements of the school should be evaluated periodically in terms of student scholastic achievement, behaviour, work habits, and general educational progress.

8. Evaluation of faculty and self is essential for discovering weaknesses in performance.
5.7 Avenue for Further study:

Researcher has made an investigation into Managerial Creativity of the head of Institutions of High Schools of Aurangabad District, but there are avenues of researches on the following areas-

1. An investigation into the Managerial creativity of the principal of junior colleges of Education.
2. An investigation into the Managerial creativity of the principal of senior colleges of Education.
3. An investigation into the Managerial creativity of the principal of Junior colleges of Science.
4. An investigation into the Managerial creativity of the principal of senior colleges of Science.
5. An investigation into the Managerial creativity of the principal of Junior colleges of Art.
6. An investigation into the Managerial creativity of the principal of senior colleges of Art.
7. A comparative study of Managerial creativity of principal of junior college of science and art.
8. A comparative study of Managerial creativity of principal of senior college of science and art.

SUMMARY

Summarization of the research work is helpful to go through so as to get a brief idea about the dealt work and it serve as the mirror of entire work.

The study An Investigation into the Managerial creativity of the head of Institutions of High Schools of Aurangabad District consist of five chapter they as follows,

Chapter No 1 Introduction- Education is never ending. It starts with the birth of an individual and then it goes on till the last day of the individual. Education builds the man so it builds the nation. Education in the broadest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another. Education is commonly referred to as the process of learning and obtaining knowledge at school, in a form of formal education.

School is the nucleus around which the society revolves. It is the social institutions set up by the society with a large number of objectives which are of a very important nature. It has to play a crucial role in the building up of the society which builds it. The function of developing the future citizens is entrusted to the schools. The effective working of the school depends on the headmaster. The strength of the school lies in the
competency of the manager. Almost every single study of school effectiveness has shown both primary and secondary leadership to be key factors. They have to set of comprehensive skills. The school will be successful due to the headmasters who possess managerial creativity. The duties and responsibilities of the school manager comprise of many situations, need many skills, innovation and creativity. They have to face several challenges in dealing with parents, students, teachers and higher rank officers. The school managers are the people who determine the direction towards improvement of their respective schools. In other words, they decide the character of the school. The American Senate in 1972 has summarised that: “in many ways the school principal is the most important and influential in any schools…. It is his leadership that sets the tone of the school, the climate of learning, the level of professionalism and morale of teachers and the degree of concern for what students may or may not become….. if a school is vibrant, innovative, child-centered place, if it has a reputation for excellence in teaching, if students are performing to the best of the ability one can always point to the principal’s leadership as the key to success”.

**Creativity** is a mental and social process involving the discovery of new ideas or concepts, or new associations of the creative mind between existing ideas or concepts. Creativity is fueled by the process of either conscious or unconscious insight. An alternative conception of creativeness (based on its etymology) is that it is simply the act of making something new. Different psychologists has defined creativity,
Anderson has defined creativity as "... nothing more than going beyond the current boundaries, whether those are boundaries of technology, knowledge, current practices, social norms, or beliefs. Creativity is nothing more than seeing and acting on new relationships, thereby bringing them to life."

The working definition of creativity used by Stein (1964) is that a process is creative when it results in a novel work that is accepted as tenable or useful or satisfying by a group at some time in time.

Creativity has been defined in many different ways, ranging from ‘spark of genius’, ‘super energy’, ‘divergent thinking’ to the problem solving process for novel and valuable output by a large number of scholars. For instance, a valuable ability to bring out something new into existence (Barron, 1969), an act of liberation, the defeat of habit by originality (Koestlär, 1964), breaking out traditional models of thinking (Zaleznick, 1988), an escape from mental stuckness (Rickards, 1988), production of novel and useful ideas in any domain (Amabile et al., 1996), imagination inseparably coupled with intent and effort (Osborn, 1953), modifiable, deliberate process verified through uniqueness and utility of the production created (Ford, 1992).

Creativity is a multifaceted phenomenon. Numerous meanings are attached to it. Theories and researches have approached creativity in many different way: creativity as ability or capacity of a person; problem solving process; output or product; and the situation or work environment (Guilford, 1950; Kneller, 1965; Barron, 1969; Torrence, 1979). Creativity hasa been
defined and described as a set of traits that are characteristic of creative person or abilities or capacity of person to produce novel and valuable ideas. Wallas (1949) explained creativity as insightful problem solving behaviour. Some researches have focused even on the outcome of the process of creativity-novel and useful (valuable) product (Mackinnon, 1962; Amabile, 1987). Managerial creativity describes the process of employing playfully exploratory rather than a mechanical approach in problem solving by a person who is open, curious and imaginative to find solutions or designs that are novel and useful for the process of planning, organizing, implementing and controlling to determine and achieve the organizational objectives in a dynamic environment. In nutshell, managerial creativity refers to novel multidimensional and fluent ideas related to different functions of management. It involves creative behaviours of managers which produce interesting or useful novelty.

**Managerial creativity** at work place is a major challenge for institutions. Kao (1991) suggests that creativity is the result of interplay among the persons, the task and the organizational context and each of these can be managed. It involves virtually every organizational context and each of these can be managed. It involves virtually every organizational design and human resource tool which has been identified for mainstream organizations including structure, work design, recruiting, reward system design and corporate culture development. Simon (1988) describes creative managers as people who by their own propensities or through learning can receive great satisfaction from creative outcomes even when their role in producing these outcomes has been an indirect one, specifically a managerial one.
Selection of the problem: “Highly successful schools are driven by highly creative headmaster”. The schools are charged with the enormous responsibility of preparing young for life. The school headmasters are very significant players in seeing that schools are successful. Seeing the importance of the headmaster and his creativity to the school the researcher has selected this problem. The researcher belief that there is a need to explore current school headmaster perceptions of what constitutes “managerial creativity which is, itself undoubtedly, a contestable concept not least of all because of the contextual specificity of the concept. At the same time the student will encourage the headmaster to identify and articulate prevailing issues in their schools the researcher belief that unless the headmaster uses new ideas they will continue to lead school without firm foundation. Managerial creativity is thus characterized by achievements of the institutions for which managers are responsible and not by their personal accomplishments. There after the researcher decided to investigate into the managerial creativity of the head of institutions of high schools of Aurangabad.

Significant need of the problem: “The roots of a creative society are in basic education. The sheer volume of fact to be digested by the students of today leaves little time for a deeper interrogation of their moral worth. The result has been a generation of technicians rather than visionaries, each one taking a career rather than an idea seriously. The answer must be reform in our educational methods so that students are encouraged to ask about “know- why” as well as “know- how”. Once the arts are restored to a
more central role in educational institutions, there could be a tremendous unleashing of creative energy in other disciplines too”.

It is already known that a creative teacher can develop creativity in children through his behaviour as well as his own methods of teaching. It is why, suggested by various research workers to nurture creativity in schools, to find creative teachers (Williams, 1965) and trained for creative teaching to emphasize purposeful activity, intrinsic motivation, planning, open mindedness, vigour, honesty, group action, child centeredness etc. how can a teacher become so? No doubt there are reports that the school manager with their creativity creates creative environment for both the teachers and children’s to grow. The creative headmaster knows the importance of creativity in the teachers and allows them to use their novel ideas. Creative headmaster with their managerial creativity enhance teacher performance which ultimately lead children’s high performance due to this, the school is well-known.

Objectives:

1. To study the degree of Managerial creativity of Head of the High Schools of Aurangabad District.

2. To study the degree of Managerial creativity of Head of different medium Of High Schools of Aurangabad district.

3. To compare the Managerial creativity of Head of English & Marathi Medium High Schools of Aurangabad district.
4. To compare the Managerial creativity of Head of Urdu & English Medium High Schools of Aurangabad district.

5. To compare the Managerial creativity of Head of Urdu & Marathi Medium High Schools of Aurangabad district.

6. To compare the Managerial creativity of Head of Rural & Urban Medium High Schools of Aurangabad district.

7. To compare the Managerial creativity of Male & Female Head of High Schools of Aurangabad District.

8. To compare the Managerial creativity of More Experience & Less Experience Head of High Schools of Aurangabad District.

**Chapter No.2** presents the review of related literature where the researcher has gone through various literature, past thesis, magazines and journals as this step helps to eliminate the duplication of what has been done and provides guideline for the present research.

**Chapter No.3** presents the research design and research method. Research design is not a highly specific plan be followed without deviations but rather a series of guide posts to keep one headed in the right direction. The researcher prepared research design so that it helps in organizing the ideas and overcomes the flaws and inadequacies it includes Method of research, The heart of research is the methodology the research has used.
The researcher has adopted Normative survey method for the present study. Normative survey Method is concerned with conditions or relationships that exist, practices that prevail, belief points of view or attitudes that are held, processes that are going on, effects that are being felt or trends that are developing. The normative survey method is most widely used method of research by the researchers.

The researcher has selected population for present study consist of all the head of institutions of English, Marathi and Urdu Medium Schools of Aurangabad district.

The researcher has selected stratified random sampling method of sampling because the stratified random sampling is a combination of both random sampling and purposive sampling. According to this method the researcher has subdivided the entire population into many categories or strata according to certain conditions.

The researcher has taken Aurangabad district as a population and from that selected only English, Marathi, and Urdu medium schools from nine tehsil as a sample.

To make it more accurate researcher selected a sample of 118 headmaster of high school from which 12 headmasters were from English medium, 12 headmaster from Marathi medium, 12 headmaster from Urdu medium of Aurangabad tehsil. Similarly researcher selected sample from remaining 8 tehsil, 7 headmaster from Khultabad tehsil, 11 headmaster from Kannad tehsil, 11 headmaster from Sillod tehsil, 8 headmaster from
Gangapur, & 7 headmaster from Soagoan and 19 headmaster from Vaijapur tehsil.

A standardized tool “Managerial Creativity Scale” developed by Sangeeta Jain, Rajnish Jain And Upinder Dhar was used. The scale comprises of 25 items or statements which are to be responded by the head of the institutions on five point rating scale.

As per the manual of the test it was administered on the head of institutions of the high schools of English, Marathi, Urdu medium schools present in Aurangabad district. The researcher first got acquainted well with the test by going through test manual, which contained general instruction about the administration of the test. The test consist of 25 statement based on Managerial Creativity.

The researcher visited personally to different school and administered the test to the headmaster’s of high schools of English, Marathi and Urdu medium of nine tehsil. No time limit was given, However, most of them finish it about 30minutes and many took longer time to finish. The respondent was instructed to read all the 25 statement carefully and mark their choice statement by putting sign of ( X ) or (✓) on any five alternative.

All items in the Managerial Creativity Test were positive statements. Each item awarded the score of 5,4,3,2, and 1 respectively from strongly agree to strongly disagree.
The respondent was allowed to complete the test and then score of their Managerial Creativity was calculated.

**Chapter No. 4** i.e. Analysis and interpretation of the data, the gathered data was analysed and interpreted to find the result.

**Chapter No. 5** deals with the Major Findings which is most important aspect of research and the findings are as follows,

**Major findings:**
1. The head of high schools of Aurangabad district possess normal range of Managerial creativity.
2. The degree of Managerial creativity of head of English Medium High Schools of Aurangabad district is Normal as their mean 100.25 falls under normal range.
3. The degree of Managerial creativity of head of Marathi Medium High Schools of Aurangabad district is Normal as their mean 99.40 falls under normal range.
4. The degree of Managerial creativity of head of Urdu Medium High Schools of Aurangabad district is Normal as their mean 100.478 falls under normal range.
5. There is no significant difference between the Managerial creativity of Head of English & Marathi Medium High Schools of Aurangabad District.

6. There is no significant difference between the Managerial creativity of Head of Urdu & English Medium High Schools of Aurangabad District.

7. There is no significant difference between the Managerial creativity of Head of Urdu & Marathi Medium High Schools of Aurangabad District.

8. There is no significant difference between the Managerial creativity of Head of Rural & Urban area High Schools of Aurangabad District.

9. There is no significant difference between the Managerial creativity of Male & Female Head’s of High Schools of Aurangabad District.

10. There is no significant difference between the Managerial creativity of Less Experience & More Experience Head of High Schools of Aurangabad District.

Based on the findings recommendations were made on how head of the institutions increases their Managerial Creativity. The present summary is briefing of the entire work.
This chapter is followed by Bibliography and Appendix where in the reference of the books, Journals and citation from internet is mentioned and the list of data collected from head of high schools of Aurangabad District, questionnaire administrated and test manual is attached.