CHAPTER VI
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SUMMARY AND CONCLUSION

6.0 Introduction

The Indian school scenario formerly dominated by the governmental agencies and charitable institutions find a contrasting drift in its trend during the late 90s. The services given by the governmental agencies as a part of statutory obligation or as acts of benevolence of the charitable institutions, the education has transformed into a dynamic industry in a service sector where the service is produced and consumed simultaneously. The mass base of this service sector is the biggest because all the citizens are consumers. The market forces have started to grab their shares from this sector also, which led the sector to opt for professional operations management for better results. The service consists of 'acts' and 'interacts' which are social contacts. Service in this concept is a social interaction between the producer and the customer. It is at this point, the school effectiveness is monitored as the result of operations management. Such services cannot be stored or shifted and cannot even be perceived during the production. But results will be felt and it will decide the existence of the institutions.
Strategies of a school are to be conceived and operated by a methodic planning and implementation. School effectiveness thus becomes a product of the operational effectiveness. Reputation of the school is a response of the external factors while the academic achievements and growth in all fields are the results of internal factors.

School can be thought of as a subsystem within the society which is continuously interacted by the public, the parents, students and teachers. This study is founded on a concept that leadership style of the Principal/Headmaster will have direct bearing on the school effectiveness. Similarly organizational health will also improve the school effectiveness. Therefore this study, is entitled "Effect of Leadership Style, Organizational Health on School Effectiveness".

In this study leadership style consists of six parameters: Assertive administration, Constructional leadership, Assumption of responsibility, Personal vision, Decision making and Standard relationship style.

Organizational health consists of seven parameters: Institutional integration, Influence, Consideration, Initiation structure, Resource allocation, Morality and Academic emphasis.
School effectiveness has five parameters: Principal/HM, Teacher, Students, School resources and Popularity of school. These parameters were taken as measures to assess the perceptions of Leadership styles, Organizational health and School effectiveness.

6.1 Research Design and Method

The present study was planned as a descriptive research. The main objective of the study was to investigate the relation of leadership style and organizational health with school effectiveness, treating leadership style and organizational health as independent variables and school effectiveness as a dependent variable.

6.1.1 Major Hypotheses

Following hypotheses were formulated for the present study.

H1: Leadership style (LS) of the Principal/HM of the school has no relationship with school effectiveness (SE).

H2: Organizational Health (OH) has no relationship with school effectiveness.

H3: Leadership of the Principal/HM of the school has no relationship with OH of the school.
H4: Subjects in different states do not differ in their perception of (i) LS (ii) OH and (iii) SE.

H5: Male and female respondents differ in their perception of LS of Principal/HM, OH and school effectiveness.

H6: Boys schools, girls schools, and Co-education schools do not differ in their OH, SE and in the LS of the Principals/HM.

6.1.2 Tools Used

The following tools were used for the investigation.

i. Leadership style Questionnaire developed by the investigator.

ii. Organisational Health Description Questionnaire developed by the investigator.

iii. School Effectiveness Questionnaire developed by the investigator.

iv. Personal Information sheet to collect personal information from the respondents.
6.1.3 Sample for the Study

The sample for the present study constituted of principals/Headmasters, Teachers, Student’s and Parents of those students randomly drawn from institutions of Higher Secondary and Predegree level from the Indian states of Tamil Nadu and Kerala covering both the urban (Chennai in Tamil Nadu and Trivandrum in Kerala) and rural (Kanayakumari in Tamil Nadu and Quilon in Kerala) areas: The institutions selected were of different types in i. medium of instruction (English/regional language) ii. school type (Boys school, Girls school and Co-education) iii. syllabi followed (State Board, Matriculation, C.B.S.E. ICSE) and iv. Management type, (Aided and Unaided). The sample constituted 18 Principal/HMs, 91 teachers, 425 students and 427 parents.

6.1.4 Collection of Data

The data was collected personally by the investigator using the selected tools, from the Indian states of Tamil Nadu and Kerala. Each question was given a weighted score and total scores were subjected to thorough statistical analysis.
6.1.5 Analysis of Data

After processing the data, it was classified into the selected categories and was subjected to the following techniques of statistical analysis for description and inferences.

i. Descriptive analysis using mean and standard deviation.

ii. Differential analysis using analysis of variance and t-test.

iii. Correlational analysis using Pearson's product moment method.

iv. Multivariate analysis using multiple Regression analysis, Factor analysis and Discriminant function analysis.

6.2 Major Findings of the Study

1. The results of correlation analysis showed:

   a. Significant positive relation between

      i. Leadership style and School effectiveness

      ii. Organizational health and School effectiveness

      iii. Leadership style and Organizational health.

   b. Significant inter correlations among the components of School effectiveness, Organizational health and Leadership style.
2. The differential analysis showed significant difference in the perception of
   i. Leadership style, Organizational health and School effectiveness between male and female respondents.
   ii. Leadership style, Organizational health and School effectiveness among boys, girls and co-education schools.
   iii. Leadership style and School effectiveness between Principal/HM, teachers, students and parents.
   iv. Leadership style, Organizational health and School effectiveness between Tamil Nadu and Kerala, favouring Tamil Nadu.

3. The results of regression analysis revealed Personal vision, Assertive administration, Assumption of responsibility (components of leadership style) and Morality (component of organizational health) as the main contributors to school effectiveness for the whole group while the corresponding factors were Personal vision, Assertive administration, Assumption of responsibility and Standard relationship style (all
components of leadership style) for Tamil Nadu and for Kerala, these factors were Personal vision, Assertive administration (components of leadership style) Academic emphasis and Institutional integration (components of organisational health).

4. The results of discriminant analysis showed Institutional integration followed by Morality, Assumption of responsibility, Assertive administration and Decision making in the same order of the variables as the most important parameters which discriminate among low, moderate and high effective schools.

5. The results of factor analysis reveal three distinct factors representing the three variables selected for the study namely LS, OH, SE.

6.3 Educational Implications of the Present Study

Since a large amount of money is being invested by the government and private agencies in the Education sector, quality management of education and educational outcomes has became the need of the day. In this context the findings of the present study have greater implications for education in Indian scenario.
1. Leadership Training for Principals and New Entrepreneur in the Field of Education

The findings of the present study revealed that leadership style of the Principal or HM of the school is significantly related to school effectiveness. How effectively the school functions largely depends upon the efficiency with which the principal plans and implements the programmes, makes decisions, motivates and guides the teachers and the students, and maintains personal rapport with the parents. This cannot be achieved overnight by a teacher who is promoted as the Principal/HM on a seniority basis. A Headmaster should be appointed on the basis of his leadership style rather than the duration (length) of his service as a teacher. Moreover special training programmes in leadership can be organised for newly appointed Principals and new entrepreneurs in the field of education who wish to become administrators of schools.

As the findings of the study indicated high and positive correlation between the components of leadership style namely assertive administration, constructional leadership, assumption of responsibility, personal vision, decision making and standard relationship style and school effectiveness and its components the leadership style training
programmes should cover all the above mentioned dimensions of leadership style. Furthermore the results of regression analysis identified personal vision, assertive administration and assumption of responsibility as the main components of leadership style contributing to school effectiveness and hence programmes relating to these dimensions of leadership style should be given more weightage in the training programmes.

ii. Creating Awareness about Organizational Health Among Principals, Teachers, Students and Parents

In the present study it was found that organizational health also is significantly related to school effectiveness. An awareness programme about organisational health and how it contributes to school effectiveness may be conducted for all those who are involved such as the Principal, the teachers, the students and the parents. This programme could stress upon the various dimensions of organisation health which have direct impact on school effectiveness.

iii. Need Specific Programmes for Different States

The present study found that subjects from Tamil Nadu, and Kerala differ significantly in their perception of leadership style, organisation health and school effectiveness. The regression analysis also
showed differences in ranking of \( \beta \) weights for the 13 components regressed on school effectiveness in the whole sample in Tamil Nadu and in Kerala. This implies that the programmes meant for improving the school effectiveness should not be uniform, but earlier to the perceptions and needs of each state.

iv. Identification of the Low Effective School

The present study found the components institutional integration, morality, assumption of responsibility, assertive administration, and decision making as the parameters which discriminate between low, moderate and high effective schools. Using the discriminant function derived in this study, the low effective schools in a locality can be identified and special measures can be undertaken to improve the specific components listed above.

6.4 Scope for Further Research

i. As the present study could measure only the perceptions of the subjects regarding LS, OH and SE, a similar study may be undertaken to measure the levels of LS, OH, and SE using a different set of tools such as field observation, field interview and so on.
ii. A study may be planned to compare the school effectiveness between schools where the Principals and teachers undergo special training in leadership style and school organizational health and those schools who are not exposed to such programmes.

iii. Another study on the same line can be undertaken involving schools from different states.

iv. The effects of indicators of school effectiveness other than those studied in the present investigation can be studied.

6.5 Conclusion

It can be concluded that school effectiveness is influenced both by leadership styles of the Principal/Headmaster and Organizational Health of the school. This study on the impact of the selected variables, particularly of organizational health and school effectiveness is relatively, a new domain in the field of educational research in India. Probably this study will pave the way for further research on the role of organizational health and leadership styles, including how these two interact with each other to enhance school effectiveness.
In effect this study attempts to understand the management and organizational factors influencing school performance. In the words of the management guru Peter F. Drucker (1977) "What now has to be learned, is to manage service institutions for performance".