

CHAPTER - VII
RESEARCH FINDINGS, CONCLUSIONS,
SUMMARY AND SCOPE FOR FURTHER
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7.0 Research Findings

The present investigation has yielded some important findings about administrator's behaviour in secondary schools of Karnataka on the basis of 15 hypotheses.

(Ref : Chapter XVI).

The findings indicate that some hypotheses could be accepted and some had to be rejected. These can be briefly summarised below :

Table 64 :

Hypothesis No.	Major Component of the Study	Related Variable	Statistical Technique	Whether accepted or rejected
I	Administrator's Behaviour	Level of Effectiveness	Percent	Accepted
II	Perceptions of teachers about headmaster (Real staff)	Perceptions of headmasters about themselves (Real Staff)	t - test	Accepted

(Table 64 continued)

Hypothesis No.	Major Component of the Study	Related Variable	Statistical Technique	Whether accepted or rejected
III	Administrator's Behaviour	Leadership Patterns	Percent	Accepted
IV	Administrator's Behaviour	Sex, age, experiences, training, qualifications, Social background	t - test and X^2 - test	Rejected
V	Administrator's Behaviour	Period of Establishment Pattern of Management, Size and Type of the School	t - test and X^2 - test	Rejected
VI	Perceptions of Headmasters on the ABDS	Self-evaluation of Headmasters about their own behaviour on SRS	r	Accepted
VII	Effectiveness of Administrator's Behaviour of the Headmaster	Dogmatism of the Headmaster	t - test and X^2 - test	Accepted
VIII	Administrator's Behaviour	Teacher Morale	Percent	Accepted
IX	Leadership Pattern	Teacher Morale	Percent	Accepted
X	Administrator's Behaviour	Teacher Morale	r and X^2 test	Rejected
XI	Organisational Climate	Typology	Percent	Accepted
XII	Organisational Climate	Effectiveness of Administrator's Behaviour	t - test and X^2 test	Accepted
XIII	Organisational Climate	Leadership Behaviour	Percent and X^2 - test	Accepted
IX	Administrator's Behaviour	Dimensions of Organisational Climate	r	Rejected
XV	Climate Typology	Teacher Morale	t - test and X^2 = test	Accepted

7.0.1 Conclusions

It has been discussed as earlier in Chapter I that the socio-economic and historical events in Karnataka have created a lot of educational problems. For that, planning and management within the educational system has been weak and efficiency in management of the institutions are extremely poor.

In fact, the whole pattern of the secondary educational institutions of Karnataka is vexed with saturating problems due to the incorgronous education policy and lack of leadership.

It may clearly be pointedout that secondary schools have been traditionally and hierarchically organised with almost total control going to the headmasters (ref: Chapter IV)

But, the present study indicates that, schools heads are not appointed on the basis of their leadership competencies though they are in prominent positions to exercise authority and expertise in the management and leadership of school affairs. It is also observed that headmasters' behaviour is not conductive to high morale andopen climate. Most of the heads are neglecting their responsibilities and their lines of communications are almost closed.

Therefore, to improve the administrator's behaviour of the school heads and to achieve the organisational goal, some important suggestions are recorded below, keeping in view the research findings:

1. In order to improve the education system of Karnataka, at first there is an urgent need of political stability.
2. The steady and democractic government should establish a clear educational philosophy and make a serious effort for proper implementation of the Education Commission of 1974.
3. To avoid the guld between government andp private management school, it is so necessary to develop a 'Education Code'.
4. Each headmaster may be a political idology, becomēs people of Karnataka are mose political conscious. It does not mean that the headmaster would impose his political idea on his organisation. Therefore, the school should be free from national party and politics as well as the third party influēne.
5. To make the headmaster more conscious and responsible towards his job, time has come to develop a 'Professional Code' for all secondary school headmssters. In this regard, to take the Professional code of Porris Bilai should be treated as an example.

Perris Bilai's Professional Code has the following salient features:

- (a) Place of respect for human dignity above all other considerations.

- (b) Discharge the duties with a high sense of responsibility to the school, its students, the community and the home,
- (c) Amid the development of each teacher's potentialities and help, place him in the grade for which he is best fitted and prepared.
- (d) Hold confidential information in inviolable trust.
- (e) Be truthful and objective in all recommendations and appraisals. Never obscure the facts for the sake of expediency or temporize with difficulty personnel problems.
- (f) Encourage supervisors to discuss with teachers all matters that pertain to them and especially to assist them in better teaching.
- (g) Represent with full loyalty to both, the staff's interest, to staff; try to show how the interest of one group is essentially the true interest of the other.
- (h) Teach by example that every member of the school organisation is responsible for making himself as efficient as possible, maintaining the highest standards of quality in his daily work, and striving constantly to improve his teaching or work method.
- (i) Recognise that over all objective of personnel administration is to produce the just interests of all who are served by the school organisation.
- (j) Discharge personal duties by bearing in mind that that the principal has a primary responsibility for personnel administration of the school.
- (k) Develop constantly and adopt improved methods of personnel administration as they apply to the secondary schools

- (1) Exemplify in the principal's office those standards of personnel management which are for building supervisors, the teachers and members of the staff.
6. To achieve the organisational goal, headmasters and teachers should not be commercial. They should spare some time to attain more knowledge and develop a creative outlook, and philosophical as well as sociological thoughts and ideas. These can probably help them to reach towards their mission. It is, therefore, suggested that school management and government agencies should arrange some extra facilities, like teachers awards, scholarships, opportunities for higher studies to other nations etc., to make them more and more upto date in the field of education and educational administration.
7. The Secondary school headmasters play a crucial role in determining the long range goals of education as well as response to the day-to-day events within the school campus. The role of headmaster is very much action oriented. Therefore, as a leader, the school headmaster must understand that behaviour can be perceived differently by various groups within the teaching population. Therefore, it is suggested that headmasters need to focus on their staff and work closer with them, so that they may feel, they are the part of the administrative process.
8. To get a still more clearer and broader outlook with regard to belief and disbelief factor on headmasters administrator's behaviour, it is therefore, suggested that research should be tried on large sample.

9. To improve the staff morale : (a) school heads should make every effort in a planned and systematic way by attending to teachers' social and emotional needs. (b) School heads should keep lines of communication open to all at all time. (c) They should give the freedom to make and carryout teachers own decisions without any fear.
10. In order improve the organisational climate, headmasters should feel free to exercise more consideration towards teachers while providing structure to the task of teaching-learning in the school.

7.0.2 Summary

In order to make the concept more clearly the Chapter I and II was followed by a presentation of a theoritical background, keeping Halpin's model in mind.

The Chapter III has been provided to identify the trends and major issues in research on administration.

A behavioural approach for the study of the secondary school headmasters' administrator's behaviour with regards to organisational climate, teacher morale, dogmatism, self-evaluation and pattern of leadership, has been employed.

The necessary data were collected from 54 secondary schools in Karnataka. The tools used were (1) ABDS (Baroda Version III), (2) Self-rating Scale (Struster

and Wetzler, 1958). (3) T.M.I. (P. Dekhtwala, 1977) (4) Dogmatism Scale (Rokeach, 1960) (5) OCDQ (Baroda-Form - I) and (6) Personal data sheet.

For the study, three specific objectives were formulated. The first objective is related to the identification of administrator's behaviour of secondary school heads with reference to the management pattern. This objective has been realised in Section 6.2.5 to 6.2.8 under the hypotheses I to V. To evaluate the categories of administrator's behaviour, the normal curve distribution process was used.

The second objective was formulated to measure the (I) organisational climate and (II) teacher morale of the school. This objective has been well taken care of the Sections 6.3.3 and 6.3.1 under the Hypotheses XI and VIII. The Stanine system was applied for typology of organisational climate.

The third objective is focused on determining possible relationships between two variables : (a) an administrator's behaviour and teacher morals, (b) an administrator's behaviour and self-concept (c) an administrator's behaviour and dogmatism (d) an administrator's behaviour and organisational climate.

This forms the main theme of discussion in Sections (6.3.2), (6.2.9), (6.3.0) and (6.3.4) under the hypotheses (IX) and (X), (VI), (VII), (XII, XIII, XIV and IV).

It would, thus, be seen that all the three objectives formulated for the present study have been fulfilled in Chapter VI.

7.0.3 Scope for Further Researches

The researches in educational administration at doctoral level is just beginning in Karnataka. Therefore, it is necessary to take quite a number of researches in this area. An education and educational administration is an on-going process for years to come, researches in the fields of education and educational administration are suggested hereunder:

1. Studies in traits or qualities for effective leadership of educational administrators.
2. Studies of administrative behaviour in relation to special morality, group expectations, fairness in financial dealings, impartial relations.
3. A study of Behavioural problems of Educational Administrators/school administrators or school Inspectors in a State.
4. Studies in budget procedures adopted in educational institutions.

5. An Ingenuous investigation into the supervisory procedures and inspectoral practices in a state.
 6. A detailed survey of administrative problems of Headmasters/Headmistresses/Educational Inspectors or Educational Administrators in a State.
 7. A study of psychological role of incentive motivation for stimulating professional growth of educational administrators.
 8. A critical study of the attitudes of educational administrators towards educational research in educational administration.
 9. A critical investigation into the correlation of educational plans and educational policies.
 10. A comprehensive comparative investigation into democratic decentralisation of educational administration of our nation with that of any other developing country.
 11. Importance of pre-service training of staff and its contribution to effective administration in education.
 12. Finding impact of the specialised training on administrative behaviour.
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