CHAPTER-VI
RETROSPECTS
AND PROSPECTS
# CHAPTER VI

**RETROSPECTS AND PROSPECTS**

6.1 Introduction 342  
6.2 The Problem 342  
6.3 Objectives 343  
6.4 Hypotheses 345  
6.5 Methodology 349  
  6.5.1 Population and Sample of the Study 350  
  6.5.2 Tools 350  
  6.5.3 Data Collection 351  
  6.5.4 Data Analyses 351  
6.6 Major Findings 352  
  6.6.1 Findings of Differential Analysis 352  
  6.6.2 Findings of Correlation Analysis 355  
  6.6.3 Findings of Regression Analysis 357  
  6.6.4 Findings of Discriminant Function Analysis 360  
6.7 Educational Implications of the Study 360  
6.8 Conclusions 363  
6.9 Suggestions for Further Research 364
CHAPTER-VI

RETROSPECTS AND PROSPECTS

6.1 Introduction

Like a traveller who, after completing his long and arduous journey, reaches his destination and then looks back at the ground traversed by him for a survey of the important landmarks he came across, we deem it desirable to review the various aspects of our study and sum up the important observations. As such, this chapter dishes out the major conclusions and educational implications of the study of leadership behaviour of Heads of schools in relation to teacher efficacy, teacher commitment and organizational culture in secondary schools.

This chapter is the concluding part of the research report. It gives a brief summary of the study starting with the objectives, the methodology and the major findings. The suggestions are offered for further research studies.

6.2 The Problem

The present investigation is entitled as "A Study of Leadership Behaviour of Heads of Secondary Schools in Relation to Teacher Efficacy, Teacher Commitment and Organizational Culture".
No doubt that everyone is interested in knowing how leadership behaviour of Heads in each secondary school regulates some correlated factors.

The present study aims at identifying certain variables responsible for development in secondary schools that account for growth and development and prosperity of the institutions.

6.3 Objectives

The main objectives of the study are to identify the relationship between leadership behaviour of Heads of schools with three variables – Role efficacy of teachers, teacher commitment and organizational culture.

1. To study the relationship between leadership behaviour of Heads of secondary schools and teacher efficacy, and its dimensions.

   ❖ Centrality
   ❖ Integration
   ❖ Pro-activity
   ❖ Creativity
   ❖ Inter-role Linkage
   ❖ Helping Relationship
   ❖ Super-ordination
2. To study the relationship between leadership behaviour of Heads of secondary schools and teacher commitment and its dimensions.

- Psychological Perspective
- Sociological Perspective
- Commitment towards the Profession
- Commitment towards the Institution
- Commitment towards the Students.

3. To study the relationship between leadership behaviour of Heads of secondary schools and organizational culture and its dimensions.

- Openness
- Confrontation
- Trust
- Authenticity
- Pro-action
- Autonomy
- Collaboration
- Experimentation
4. To study the relationship between leadership behaviour and gender of Heads of secondary schools

5. To study the relationship between leadership behaviour and age of the Heads of secondary schools

6. To study the relationship between leadership behaviour and type of management of Heads of secondary schools.

7. To study the relationship between leadership behaviour and educational qualification of Heads of secondary schools.

8. To study the relationship between the leadership behaviour and teaching experience of Heads of secondary schools.

9. To study the relationship between the leadership behaviour and the medium of instruction of Heads of secondary schools.

10. To study the relationship between the leadership behaviour and the nature of appointment of heads of secondary schools.

11. To study the relationship between the leadership behaviour of Heads of secondary schools and the location of the schools.

6.4 Hypotheses

The following hypotheses are formulated based on the objectives of the study.
Hypothesis: Schools with Heads having different leadership behaviour (consideration and initiating structure) as perceived by the teachers do not differ with respect to organizational culture and its dimensions.

1. Openness,
2. Confrontation,
3. Trust,
4. Authenticity,
5. Pro-action,
6. Autonomy,
7. Collaboration and
8. Experimentation

Hypothesis: Teachers working with Heads having different leadership behaviour (consideration and initiating structure) as perceived by them do not differ with respect to teacher efficacy and its dimensions.

1. Centrality,
2. Integration,
3. Pro-activity,
4. Creativity,
5. Inter-role linkage,
6. Helping Relationship,
7. Super ordination,
8. Influence,

9. Growth, and

10. Confrontation

Hypothesis: Teachers working under Heads having different leadership behaviour (consideration and initiating structure) as perceived by them do not differ with respect to teacher commitment and its dimensions.

1. Psychological perspective,

2. Sociological perspective,

3. Commitment towards the profession,

4. Commitment towards the institution, and

5. Commitment towards the students.

Hypothesis: Male and female Heads of schools do not differ with respect to leadership behaviour and its dimensions (consideration and initiating structure) as perceived by the teachers.

Hypothesis: Heads of schools belonging to different age groups (25-35 years, 36-45 years and 46+ years) do not differ with respect to leadership behaviour and its dimensions (consideration and initiating structure) as perceived by the teachers.

Hypothesis: Heads of schools with different teaching experience (<15 years, 16-25 years and 25+ years) do not differ with respect to leadership
behaviour and its dimensions (consideration and initiating structure) as perceived by the teachers.

**Hypothesis:** Heads of schools with different educational qualification (UG and PG) do not differ with respect to leadership behaviour and its dimensions (consideration and initiating structure) as perceived by the teachers.

**Hypothesis:** Heads of schools working in different type of schools (boys, girls and co-education) do not differ with respect to leadership behaviour and its dimensions (consideration and initiating structure) as perceived by the teachers.

**Hypothesis:** Heads of schools working in schools adopting to different medium of instruction (Kannada, English and Urdu) do not differ with respect to leadership behaviour and its dimensions (consideration and initiating structure) as perceived by the teachers.

**Hypothesis:** Heads of schools working in different type of management (Government, aided and unaided) do not differ with respect to leadership behaviour and its dimensions (consideration and initiating structure) as perceived by the teachers.

**Hypothesis:** Heads of schools working in rural and urban areas do not differ with respect to leadership behaviour and its dimensions (consideration and initiating structure) as perceived by the teachers.
Hypothesis: There is no significant relationship between leadership behaviour (consideration and initiating structure) of Heads of schools as perceived by the teachers and organizational culture and its dimensions (openness, confrontation, trust, authenticity, pro-action, autonomy, collaboration and experimentation) of schools.

Hypothesis: There is no significant relationship between leadership behaviour (consideration and initiating structure) of Heads of schools as perceived by the teachers and teacher efficacy and its dimensions (centrality, integration, pro-activity, creativity, inter role linkage, helping relationship, super ordination, influence, growth and confrontation).

Hypothesis: There is no significant relationship between leadership behaviour (consideration and initiating structure) of Heads of schools as perceived by the teachers and teacher commitment and its dimensions (psychological perspective, sociological perspective, commitment towards the profession, commitment towards the institution and commitment towards the students).

6.5 Methodology

The present study adopted Descriptive survey (ex-post facto) research method and the data were collected from Heads and assistant teachers from secondary schools.
6.5.1 Population and Sample of the Study

For administrative convenience the education department of the Belgaum district has been divided into two parts that is, Belgaum North and Belgaum South. The data required for the present study was collected from the Heads and the assistant teachers of secondary schools working in Belgaum (South) district.

Finally the data was collected from 100 Heads of schools and 504 assistant teachers. All the Heads of 100 secondary schools were involved in the study. Out of these 100 schools 43 were government, 46 aided and 11 unaided secondary schools.

6.5.2 Tools

The following tools were used for collection of the data required for the present study

i. Leadership Behaviour Description Questionnaire (LBDQ)
ii. Role Efficacy Scale (RES)
iii. Teacher Commitment Inventory (TCI)
iv. Organizational Culture Scale (OCS)
6.5.3 Data Collection

For the purpose of data collection, the investigator personally visited the schools giving clear cut instructions to assistant teachers to fill up the responses to the items in the tools. Heads of schools and assistant teachers were personally administered the tools. The investigator personally collected the filled-in proformas and tools from 100 Heads of secondary schools and 504 assistant teachers of Belgaum (South) district. The Leadership Behaviour Description Questionnaire, Role Efficacy Scale, Teacher Commitment Inventory and Organizational Culture Profile were administered to the assistant teachers. The information proformas were filled by the Heads of the schools. The confidentiality of the collected data was maintained as promised.

6.5.4 Data Analyses

The following statistical techniques were used, for the purpose of analysis of the empirical data:

i. Descriptive Analysis

ii. Differential Analysis

iii. Correlation Analysis

iv. Regression Analysis

v. Discriminant Function Analysis
6.6 Major Findings

6.6.1 Findings of Differential Analysis

1. Schools with Heads having consideration leadership behaviour are higher on organizational culture when compared to schools with Heads having initiating structure leadership behaviour.

2. Schools with Heads having consideration leadership behaviour are higher on openness dimension of organizational culture when compared to schools with Heads having initiating structure leadership behaviour.

3. Schools with Heads having consideration leadership behaviour are higher on confrontation dimension of organizational culture when compared to schools with Heads having initiating structure leadership behaviour.

4. Schools with Heads having consideration leadership behaviour are higher on authenticity dimension of organizational culture when compared to schools with Heads having initiating structure leadership behaviour.

5. Schools with Heads having consideration type of leadership behaviour are higher on collaboration dimension of organizational culture when compared to schools with Heads having initiating structure leadership behaviour.
6. Teachers working with Heads having consideration leadership behaviour are higher on teacher efficacy when compared to teachers working with Heads having initiating structure leadership behaviour.

7. Teachers working under Heads having initiating structure leadership behaviour are higher on centrality dimension of teacher efficacy when compared to teachers working under Heads having consideration leadership behaviour.

8. Teachers working under Heads having consideration leadership behaviour are higher on integration dimension of teacher efficacy when compared to teachers working under Heads having initiating structure leadership behaviour.

9. Teachers working under Heads having consideration leadership behaviour are higher on pro-activity dimension of teacher efficacy when compared to teachers working under Heads having initiating structure leadership behaviour.

10. Teachers working under Heads having consideration leadership behaviour are higher on inter-role linkage dimension of teacher efficacy when compared to teachers working under Heads having initiating structure leadership behaviour.

11. Teachers working under Heads having consideration leadership behaviour are higher on super ordination dimension of teacher efficacy.
when compared to teachers working under Heads having initiating structure leadership behaviour.

12. Teachers working under Heads having initiating structure leadership behaviour are higher on confrontation dimension of teacher efficacy when compared to teachers working under Heads having consideration leadership behaviour.

13. Teachers working under Heads having consideration leadership behaviour are higher on teacher commitment when compared to teachers working under Heads having initiating structure leadership behaviour.

14. Teachers working under Heads having consideration leadership behaviour are higher on sociological perspective dimension of teacher commitment when compared to teachers working under Heads having initiating structure leadership behaviour.

15. Teachers working under Heads having consideration leadership behaviour are higher on commitment towards the students dimension of teacher commitment when compared to teachers working under Heads having initiating structure leadership behaviour.

16. Heads of aided schools are higher on leadership behaviour when compared to the Heads of Government schools.
17. Heads of aided schools are higher on consideration leadership behaviour when compared to the Heads of unaided schools.

18. Heads of aided schools are higher on initiating structure leadership behaviour when compared to Heads of government schools.

6.6.2 Findings of Correlation Analysis

19. When Heads of schools are higher on consideration leadership behaviour the schools are higher on organizational culture and its dimensions like openness, confrontation, trust, authenticity, collaboration and experimentation.

20. When Heads of schools are higher on initiating structure leadership behaviour the schools are higher on organizational culture and its dimensions like openness, confrontation, trust, pro-action, collaboration and experimentation.

21. When Heads of schools are higher on leadership behaviour then the schools are higher on organizational culture and its dimensions openness, confrontation, trust, authenticity, pro-action, collaboration and experimentation.

22. When Heads of schools are higher on consideration leadership behaviour, the teachers working under them are higher on teacher
efficacy, and its dimensions centrality, integration, pro-activity, creativity, helping relationship and influence.

23. When Heads of schools are higher on initiating structure leadership behaviour the teachers working under them are higher on teacher efficacy and its dimensions centrality, pro-activity, creativity, helping relationships and confrontation.

24. When Heads of schools are higher on leadership behaviour the teachers working under them are higher on teacher efficacy and its dimensions like centrality, pro-activity, creativity and helping relationships.

25. When Heads of schools are higher on consideration leadership behaviour, the teachers working under them are higher on teacher commitment and its dimensions that is, psychological perspective, sociological perspective, commitment towards the profession, commitment towards the institution and commitment towards the students.

26. When Heads of schools are higher on initiating structure leadership behaviour, the teachers working under them are higher on teacher commitment and its dimensions that is, psychological perspective, sociological perspective, commitment towards the profession,
commitment towards the institution, and commitment towards the students.

27. When Heads of schools are higher on leadership behaviour the teachers working under them are higher on teacher commitment and its dimensions like psychological perspective, sociological perspective commitment towards the profession, commitment towards the institution and commitment towards the students.

### 6.6.3 Findings of Regression Analysis

28. The teacher commitment contributes maximum and teacher efficacy contributes a minimum followed by organizational culture on consideration dimension of leadership behaviour of Heads of schools.

29. The organizational culture contributes maximum and teacher efficacy contributes a minimum followed by teacher commitment on initiating structure dimension of leadership behaviour of Heads of schools.

30. The organizational culture contributes maximum and teacher efficacy contributes a minimum followed by teacher commitment on leadership behaviour of Heads of schools.

31. The openness dimension of organizational culture contributes maximum and pro-action contributes a minimum followed by others on consideration leadership behaviour of Heads of schools.
32. The openness dimension of organizational culture contributes maximum and experimentation contributes a minimum followed by other dimensions on initiating structure dimension of leadership behaviour of Heads of schools.

33. The openness dimension of organizational culture contributes maximum and autonomy contributes a minimum followed by other dimensions on leadership behaviour of Heads of schools.

34. The helping relationship dimension of teacher efficacy contributes maximum and inter-role linkage contributes a minimum followed by other dimensions on consideration dimension of leadership behaviour of Heads of schools.

35. The centrality dimension of teacher efficacy contributes maximum and integration contributes a minimum followed by other dimensions on initiating structure dimension of leadership behaviour of Heads of schools.

36. The helping relationship dimension of teacher efficacy contributes maximum and inter-role linkage contributes minimum followed by other dimensions on leadership behaviour of Heads of schools.

37. The sociological perspective dimension of teacher commitment contributes maximum and commitment towards the students
contributes a minimum followed by other dimensions on consideration dimension of leadership behaviour of Heads of schools.

38. The sociological perspective dimension of teacher commitment contributes maximum and commitment towards the institution contributes a minimum followed by other dimensions on initiating structure dimension of leadership behaviour of Heads of schools.

39. The sociological perspective dimension of teacher commitment contributes maximum and commitment towards the institution contributes a minimum followed by other dimensions on leadership behaviour of Heads of schools.

40. The location of schools contributes maximum and type of management contributes a minimum on consideration dimension of leadership behaviour of Heads of schools followed by others.

41. The type of management contributes maximum and location of schools contributes a minimum followed by other dimensions on initiating structure dimension of leadership behaviour of Heads of schools.

42. The type of management contributes maximum and location of schools contributes a minimum followed by other dimensions on leadership behaviour of Heads of schools.
6.6.4 Findings of Discriminant Function Analysis

43. In all the three steps of stepwise discriminant function analysis organizational culture, teacher efficacy and teacher commitment found to be insignificant discriminating factor between initiating structure and consideration dimensions of leadership behaviour in the present study.

6.7 Educational Implications of the Study

The present study reveals the relationship between leadership behaviour of Heads of secondary schools and some variables like teacher efficacy, teacher commitment and organizational culture of secondary schools.

The major findings of the present study proved that leadership behaviour of the Heads of secondary schools is very much related to the teacher’s role efficacy, teacher commitment and organizational culture of the schools.

The above mentioned findings of the study lead to the following educational implications:

1. There should be provision for a systematic, planned, academic training for all types of Heads atleast once in two years. This training should be
conducted by highly resourceful persons. Heads with good leadership behavior and well experienced have also to be invited to lead the group of Heads in this training to share the experiences of having produced good results.

2. This study shows a significant relationship between leadership behavior and organizational culture of schools, teacher efficacy and teacher commitment. The school Head is a very important leader who plays a vital role in the educational field. Hence, all Heads must set an exemplary model to the teachers, students with a sense of duty, organizational culture, hard working commitment and sense of responsibility.

3. Since age is not significantly related to leadership, it is not advisable to give extra weightage to age factor at the time of selection of Heads as far as leadership is concerned. Even relatively young persons can be as effective leaders as the old ones are expected to be.

4. As sex and leadership are not related variables no discrimination should be made on sex basis in resect of expected leadership behavior. Male and female Heads can be equally effective in leadership.

5. Since teaching experience is an related to leadership, therefore it is futile to give extra weightage to the experienced persons at the time of selection of Headmasters.
6. This study shows that some dimensions of organizational culture that is openness, confrontation, authenticity, collaboration are significantly related to consideration leadership behaviour. Hence, an awareness programme of organizational culture should be organized very often to make an effective impact on the institution. The Headmasters and the teachers have to be involved in this programme.

The Government of Karnataka may take steps to call upon the schools of all types to organize training to create awareness of organizational culture and organizational health, inviting resource personnel from National Council for Educational Research and Training (NCERT) and National Institute of Educational Planning and Administration (NIEPA).

The qualitative and quantitative performance of the schools largely depends upon the leadership behaviour, teacher efficacy, teacher commitment and organizational culture of the institutions. The Heads of schools should be higher both on consideration and initiating structure leadership behaviour styles, in order to promote role efficacy of teachers, teacher commitment and healthy organizational culture. Hence, Heads of schools should keep themselves updated by learning all the modern techniques of teaching with good leadership style.
6.8 Conclusions

In conclusion, the recent study shows that the role efficacy of teachers and higher teacher commitment is due to the influence of the leadership behaviour of Heads and organizational culture of the secondary schools. The effective leadership behaviour and the impact of organizational culture have been in conformance with not only the better performance of school teachers but also good quality in education. The findings from this study shows that the schools that cannot give efficient and committed teachers, need to be given special care and necessary remedial measures such as giving leadership training for the Heads. The awareness of organizational culture should also be taken care in the minds of the management of the school administrators.

The study implies that Heads of schools must maintain good relationship evincing interest in the welfare of the teachers, students, sharing their joys, grievances and helping them in their job and study of the pupils as a source of fulfillment. Whatever be the Heads leadership behaviour, be it effective.

The study reveals that any leadership behaviour of a Head of school will affect any member of school in one way or other; only the degree of influence differs. The Heads of all sorts either from rural or urban, either from
government, aided or unaided, either from Kannada, Urdu or English medium, either from boys, girls or co-education type, should realize the significance and importance of the role in improving the school culture as well as teacher commitment and role efficacy of teachers.

Today we are in a competitive world. The competitive spirit is felt everywhere and anywhere. This type of situation compels the present teachers to work more enthusiastically and also efficiently. To made this possible the institutional organization should have more committed teachers. It is said, the healthier the organizational dynamics of an institution, the greater the degrees of commitment of teachers towards the profession, towards the institution and towards the students.

In the light of the present study, the researcher desires that Heads of schools through their strategic leadership behaviour, boost the teacher commitment and teacher efficacy and improve the organizational culture of the institution.

6.9 Suggestions for Further Research

1. The present study has been undertaken only in secondary schools. The study can be undertaken to investigate the leadership behaviour of the Heads of primary schools, pre-university colleges and other educational institutions.
2. A comparative study can also be undertaken for the institutions of higher education in the state.

3. The study may be extended by including some other variables such as teacher effectiveness, job satisfaction, professional development, performance appraisal, academic performance, organizational health, organizational climate etc.

4. This present study has stressed only the perception of the leadership behaviour of Heads of schools, teacher efficacy, teacher commitment and organizational culture of the institution. A different set of tools may be prepared to investigate the similar study using the leadership behaviour, teacher efficacy, teacher commitment and organizational culture with field observation and field interview.

5. A research study may also be undertaken to identify the relative effectiveness of educational Heads and the underlying factors that make them so.