CHAPTER VI

MAJOR FINDINGS, CONCLUSIONS AND SUGGESTIONS
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6.1 Introduction:

Educational Administration cannot be rigid and static. It should be very powerful weapon and strong instrument to mould the development of individual and of the institution. The purpose of administration is “to enable the right pupils to receive the right education from the right teachers”. Says Mukharji (1962).

Present investigation has been an attempt to explore a new field. Organizational climate is the result of interaction between the leader and the group and within the group itself. The reactions of these interactions have positive as well as a negative influences on teaching-learning processes.

Organizational climate, is thus, significantly correlated with the efficiency of the school. It means the schools with better organizational climate may achieve better.

Many studies have revealed that schools having open climate achieve higher than those other climates. In order to know this ‘feel’ or personality of the schools. According to the decisions of Government of Gujarat 12 years pattern of Education i.e. Higher Secondary Education was introduced from 1976-77, with a specific objective of preparing students for higher education. The role of principal, teachers and school organizer was expected quite
different, looking to the specific need of adolescence stage of the students.

Challenges to management of education systems give a new horizon for more and more research work to be undertaken. This pilot research work is a minor attempt in this direction with due considerations, with regard to its importance as well as limitations. Title of the problem is "A study of higher secondary school climate and role perception of teachers, head-masters and school organizers of Gujarat state" the study is delimited to higher secondary schools of the state.

Chapter-I deals with introduction of different aspects such as: Importance of the study, Problem of the studies, Definition of the terms, Objectives, Limitations of the study and Chapterisation of the thesis. Concept of management, Education Management, Decision Making and Organizational Health have been dealt with a view to give operational elaboration and meaningful contexts with respect to the present research investigation.

Chapter-II presents the Higher secondary schools, Historical perspectives, Schemes, aims and policy; Higher secondary schools - An organization perception, Higher secondary schools, Principal-Recruitment Norms - Induction, Different Roles - Role perception - Administrative, Managerial, leadership and Management skills;
Challenges to Higher secondary Schools, views and reviews for existing situations and Theoretical perspectives - Role perception and leadership - School climate.

Chapter-III presents the detail review of related literature, past studies of organizational climate, conducted in India and in foreign countries. From Ph.D. thesis, M.Ed. dissertation and related researches from first to fifth survey of educational research in India published by NCERT, New Delhi have been incorporated - by these study investigator is benefited as to aware of (a) conceptual clarity of school climate (b) Available reliable tools for research on school climate (c) related and correlated studies and their findings about different aspects of school climate and school as an academic unit of organization (d) Research studies at abroad as well as in India conducted by different researcher and their findings regarding school climate in Indian situation.

Chapter-IV covers the detail planning of the present study, various method for research, research tools, detail procedures for development of tool to study school climate; tool to suited role perception of principal; tool to study role perception of teachers; tool to study role perception of school organizers; interview schedule for principal to study school climate; interview schedule for principal to study role perception; interview schedule for teacher to study role perception and interview schedule for school organizers.
to study role perception; sampling procedures; an administration of the tool and data collection and scheme of data analysis and statistical method applied.

Chapter-V covers the details of analysis and interpretation of the data, formulation of hypothesis and tabulation and inferences of the statement etc.

6.2.1 Major findings:

The major findings, on the basis of formulated hypothesis and data, are arranged aspect wise such as in the lines to follow:

6.2.2 Organizational goals:

Those aspects focusing about the awareness of organizational goals infrastructural facilities. Its contribution and the achievement of the institution the data says as follows:

1. Majority of the principals (79.61 percentage) were familiar with the organizational goals. But there was a difference in the opinions of the principals about the knowledge of their organizational goals. About 20.39 (percentage) principals were not aware with the organizational goals.

2. 59.7 percent of principals were contributing in achieving organizational goal of their institute, while about 40.3 percent were not able to contribute in achieving these goals. There was
a significant difference between the opinions of the principals between responses.

3. About 64.41 percent of principals responded that their institutions have achieved their desired goals, while 39.59 percent principals were not able to do so. There was a significant difference in the opinions of the principals about achievement of organizational goals.

It can be concluded that majority of the principals were aware with organizational goal, but some of them were not contributing towards achievement of these goals. Even with this situation it can be found that majority of the principals have opined that their institutions have achieved desired goals.

6.2.3 Infrastructural facilities:

4. Majority of the principals, 74.27 percent claimed that they were having well constructed school building. These was a significant difference in the responses of the principals about provision of well constructed school buildings and spacious class-rooms.

5. 89.80 percent of principals had responded that they were having sufficient furniture suitable to higher secondary students. there was significant difference among principals regarding this issue.
6. 64.56 percent of principals had opined that well equipped laboratories were available in their schools.

7. 44.66 percent of principals had opined that they were having library facilities while 55.34 percent of principals have admitted that they are not having library facilities. There was not significant difference in the responses of about provision of library facilities having sufficient books and reference books.

It can be concluded that majority of the higher secondary schools constructed school building and laboratory facilities, but the library facilities, which is a center for self-learning at +2 stage are absent in large number of schools.

8. 39.80 percent of principals had opined that their schools were having teaching aids for different subjects. There was a difference in responses about availability of teaching aids.

It can be concluded that majority of higher secondary schools were not having required teaching aids for different subject.

9. 80.10 percent of principals had responded that they have not introduced facility of advanced education technology in their schools.
It can be concluded that majority of higher secondary schools are not utilizing educational technology for effective teaching-learning process.

6.2.4 Personnel Management:

10. 84.95 percent of principal had claimed that they are having qualified staff, at their disposal.

It can be concluded that majority of higher secondary schools in the state are provided by qualified staff.

11. 89.80 percent of principal had opined that they were in a position to allot teaching work to the teaching staff according to their educational qualifications.

It can be concluded that in majority of the higher secondary schools under study were having facility of qualified staff for different subjects and the allotment of teaching work was being made in accordance with that.

12. 70.39 percent of principals have agreed that the mechanism to nurture the special ability of the teacher was absent in their schools.

It can be concluded that in majority of the schools, the mechanism to nurture the special ability of the teacher was absent.
13. 39.80 percent of principals had opined that they were planning covert and overt curriculum.

It can be concluded that majority of the schools were not planning the covert and overt curriculum.

14. 20.38 percent of principals have claimed that they were having feedback mechanism in their schools.

It can be concluded that majority of the higher secondary schools were having absent of feedback mechanism in their schools, which does not give the realistic secenario to the administration.

6.2.5 Participate teaching-learning process:

15. 94.66 percent of the principals have claimed that they were observing the class-room teaching of their teachers.

It can be concluded that in majority of higher secondary schools the teaching work of teachers is observed by the principal.

16. 77.50 percent of principals were not in a position to quote few examples of their observation.

It can be concluded that majority of the principals were doing observation work superficially.
17. 59.70 percent of principals had opined that they were discussing with the teachers regarding their observations.

It can be concluded that large number of principal were discussing their observations with their teachers about their teaching work for better teaching-learning process.

18. 94.66 percent of principals have observed that there is involvement of students in teaching-learning process during class-room teaching.

It can be concluded that as per the observation of the principals of majority of higher secondary schools, students are actively involved in teaching-learning process during class-room teaching.

19. The involvement of the students in teaching-learning process according to majority of the principals varies from 43.68 percent to 0.7 percent.

It can be concluded that the involvement of students in teaching-learning process is less than 43.68 percent.

6.2.6 Financial management:

20. 94.66 percent of principals had opined that they were getting government grant.
21. 59.70 percent of principals had opined that the government grant is sufficient to fulfill the financial requirements of the schools.

It can be concluded that majority of the higher secondary schools in the state are getting government grant which is sufficient to fulfill the financial requirements of the school.

22. 19.90 percent of principal had accepted that they were accepting donations from students/parents.

It can be concluded that some of the higher secondary schools are accepting donations from students/parents to fulfill their financial requirement.

23. 4.85 percent of principals had opined that they have to borrow loans from financial institutions to meet the requirements of their school.

24. 50% of the principal had accepted that they were not knowing the specific purpose of loan.

It can be concluded that some of the higher secondary schools have to borrow loans from financial institutions, but principals are not knowing the specific purpose of loan, because management are managing for the same.
25. 10.19 principal(s) had opined that they have formulated programmes generating income.

It can be concluded that some higher secondary schools have formulated programmes generating income.

6.2.7 Management of available resources:

26. 89.80 percent of principals had opined that they were having qualified teachers according to the need of academic subjects.

27. 29.61 percent of principals had opined that they were in a position to utilize the talent of available teachers as per educational requirements of the institution.

It can be concluded that majority of higher secondary schools are having qualified teachers according to the need of academic subjects, but only some of the schools are in the position of utilizing the talent of available teachers as per educational requirements of the institution.

28. 29.60 percent of principals had opined that they were having teaching aids sufficient for the requirements of all the subjects.

It can be concluded that large number of higher secondary schools in the state were not having sufficient teaching aids as per the requirements of all the subjects taught in the school.
29. 9.70 percent of principals had opined that library facilities were available to the students and teachers beyond school hours.

30. 39.80 percent of principals had opined that there was a provision of library works in the regular time table.

It can be concluded that in majority of the higher secondary schools library facilities are not available beyond school hours and were few higher secondary schools are making provision in a time table for library work.

31. 72.81 percent of principals had opined that they were having laboratory facilities in their schools.

32. 19.90 percent of principal had opined that they were having their own plan for utilization of laboratory facilities.

It can be concluded that majority of the higher secondary schools having science stream were having facilities of laboratories i.e. Physics, Chemistry and Biology. Some of them were having plan for utilization of the available facilities.

6.2.8 The Results of public examination:

33. The results of the public examination of higher secondary schools for three years shows the trend as shown below:
a) During 1991:
(i) 4.85 percent of schools have obtained result between 0-25%.
(ii) 72.8 percent of schools have obtained result between 25-50%.
(iii) 12.6 percent of schools have obtained result between 51-75%.
(iv) 9.70 percent of schools have obtained result between 76-100%.

(b) During 1992:
(i) 4.36 percent of schools have obtained result between 0-25%.
(ii) 70.37 percent of schools have obtained result between 26-50%.
(iii) 31.0 percent of schools have obtained result between 51-75%.
(iv) 10.19 percent of schools have obtained result between 76-100%.
During 1993:

(i) 5.82 percent of schools have obtained result between 0-25%.

(ii) 71.84 percent of schools have obtained result between 26-50%.

(iii) 13.10 percent of schools have obtained result between 51-75%.

(iv) 9.2 percent of schools have obtained result between 76-100%.

It can be concluded that majority of the higher secondary schools under study have obtained the result of public examination between 26 to 50%; 4 to 5% of schools have obtained result less than 25% and 9 to 10% of schools have obtained result above 76% in the public examination.

6.2.9 Self-learning at +2 stage:

34. 24.75 percent of principals had opined that they were encouraging self-learning among students at +2 stage.

35. 44.66 percent of principals had claimed that students and teachers were utilizing the library facilities for self-learning purpose.
36. 19.90 percent of principals had opined that term paper, book review and project work was undertaken by the students of std. XI.

37. 74.75 percent of principals had opined that they were utilizing self-learning as an evaluation technique.

38. 9.70 percent of principals had opined that they were utilizing available local resources for self-learning purpose.

It can be concluded from above five inferencies that majority of the higher secondary schools are avoiding to encourage the self-learning at +2 stage in Std. XI through term paper, book review and project work etc. Library facilities are not being utilized by teachers and students for this purpose in majority schools; available local resources are also not being properly employed for this purpose. But majority of schools are utilizing the same as an evaluation technique.

6.2.10 Organizational scheme to involve the personnel to achieve institutional goal:

39. 64.56 percent of principals had opined that they contributed in formulation of organizational goal.

40. 34.95 percent of principals had opined that they are providing help in achieving organizational goal.
41. 19.90 percent of principals had opined that they are providing orientation to teachers in respect to institutional goal.

42. 14.56 percent of principals had opined that teachers are contributing in formulation of institutional goal.

It can be concluded from four above inferences that in majority of the schools principals are contributing in formulation of institutional goal, but teachers are not contributing in large number of schools. The orientation programme for the awareness of institutional goal are not conducted in large number of higher secondary schools. Teachers are not encouraged to achieve institutional goal in majority of the schools.

43. 79.61 percent of principals had opined that conflicting situation exists among teachers, individual goals and institutional goal.

44. 59.70 percent of principals had opined that conflicting situations exist with respect to the organizational goals.

45. 19.40 percent of principals had opined that they have got specific incidents of conflicts.

It can be concluded from above three inferences that in majority of the cases teachers individual goals and institutional goals
are conflicting; but majority of the principals could not quote specific incidents of the conflict.

6.3.1 Role perception of the principal:

The responses of questionnaire II having six components and thirty four items and inferences are described in lines to follow:

6.3.2 Aspiration of an individual working as a Principal:

46. 5.82 principals had opined that they have joined the field of education voluntarily.

47. 8.25 percent of principals had opined that they were joined other field prior to education field.

48. 67.96 percent of principals had opined that they were trying to get better opportunities.

49. 82.52 percent of principals had opined that they are giving full time to perform their duties.

50. 12.62 percent of principals had opined that they have engaged themselves in social service of their interest.

It can be concluded from the above five inferences that majority of the principals have not joined the field of education voluntarily. They were compelled to do so. some of the principals, 8.25%, have switch over to education from other field, willingly.
Majority of the principals were devoting full time in performing their duties. Some of them have shown their interest in social service.

6.3.3 Job satisfaction:

51. 67.96 percent of principals had opined that they were satisfied with the job.

52. 10.19 percent of principals had opined that they have to change their role in context with the changing time.

53. 59.22 percent of principals had opined that they have faced such situations in their career which cause frustration.

54. 15.53 percent of principal had opined that they were getting positive feed back from the management for motivation.

55. 29.61 percent of principals had opined that they have felt sense of achievement with regard to their work performance.

It can be concluded from the above five inferences that though majority of the principals have expressed that they were satisfied with the present job, large number of them were found frustrated due to circumstances. Some of them were about to change their role in context with the changing time. Majority of the principals were not getting positive feed back from the management. Few principals were found satisfied with the sense of achievement.
6.3.4 Leisure time activities:

56. 14.66 percent of principals had opined that leisure time was available to them.

57. 5.33 percent of principals had opined that they had got association with professional organization.

58. 4.36 percent of principals had opined that they had membership in academic organization.

59. (i) 29.12 percent of principals had shown interest in educational activities.

(ii) 9.7 percent of principals had shown interest in political activities.

(iii) 14.56 percent of principals had shown interest in religious activities.

(iv) 33.98 percent of principals had shown interest in commercial activities.

(v) 12.62 percent of principals had shown interest in cultural activities.

60. 39.80 percent of principals had opined that their leisure time activities has got positive contribution in performance their duty as a principal.
It can be concluded from the above five inferences that majority of the principals were not having leisure time with them. Very few principals had got association with professional organization or membership of academic organization. Majority of the principals have shown their interest either in commercial activities or educational activities. Some of them have shown their interest in political activities, religious activities or cultural activities. Some of the principals had opined that these leisure time activities are positively contributing in their performance as a principal. In majority of the cases the area of interest is contradicting with the role performance as a principal.

6.3.5 Relationship with staff:

61. 15.53 percent of principals had opined that they were consulting teaching staff in decision making process regarding school programmes.

62. 17.96 percent of principals had opined that they were consulting pupils in decision making process which affects them.

63. 5.33 percent of principals had opined that they were consulting parents, employees and general community in educational decisions.
It can be concluded from the above three inferences that in majority of the schools, teaching staff, pupils, parents, employees and general community are not involved in the decision making process.

64. 78.64 percent of principals had opined that they were exercising authority in case of different opinions on a particular issue.

65. 68.93 percent of principals had opined that they were having tendency of avoiding decisions.

66. 77.51 percent of principals had opined that they were having tendency of avoiding conflicting situations.

67. 68.44 percent of principals had opined that they were making efforts to overcome the conflicting situation.

It can be concluded that majority of the principals were exercising authority in case of different opinions on a particular issue, but at the same time majority of them were having tendency to avoid decisions or conflicting situations, they were making efforts to overcome the conflicting situations.

6.3.6 Evaluation as a successful teaching:

68. 68.93 percent of principals had opined that they were occupying latest knowledge of their subjects.
69. 87.86 percent of principals had opined that they were contributing in actual teaching.

70. 41.74 percent of principals had opined that they need special preparation before going to the class.

71. 58.73 percent of principals had opined that they provide guidance to the students.

72. 88.34 percent of principals had opined that they prefer to be recognized as a good administrator.

73. 68.93 percent of principals had opined that they prefer to be a recognized as a teacher.

74. 1.94 percent of principals had obtained award in teaching field.

It can be concluded from above seven inferences that majority of the principals have a good command of their subject and they contribute in actual teaching. Some of them need special preparation before going to the class. They are providing guidance to the students too. But they prefer to be recognized as a good administrator as well as good teacher. Very few of them have obtained award in the teaching field.
6.3.7 Interface and intraface relationship:

75. 63.10 percent of principals had opined that they were getting cooperation from community for various programmes of the schools.

76. 20.38 percent of principals had opined that they were getting parents cooperation in school programmes in the school.

77. 78.15 percent of principals had opined that they were getting cooperation from management in implementing school programmes in the schools.

78. 68.93 percent of principals had opined that they were getting cooperation from their teacher for any educational activities.

79. 30.09 percent of principals had opined that they were getting cooperation of the community, parents, teachers and management in conducting programmes.

It can be concluded from above five inferences that majority of the principals were getting cooperation from community, management, teachers for various educational programmes of the school. Some of them were getting parental cooperation for the same.
6.4.1 Role perception of the teachers:

The responses of questionnaire-III having components and items are described in lines to follow:

6.4.2 Aspiration of an individual working as a teacher:

80. 20.38 percent of teachers had opined that they have joined the field of education voluntarily.

81. 10.19 percent of teachers had opined that they were in the service prior to join the school.

82. 39.80 percent of teachers had opined that they were making efforts for career opportunities in the field other than school.

83. 83.49 percent of teacher had claimed that they were utilizing their total energy and time in performance of their duties.

84. 10.67 percent of teachers had responded that they were involved in social service of their interest.

85. 6.31 percent of teachers had opined that they were subscribing of their own for educational magazine.

86. 0.97 percent of teachers had opined that they were running educational magazine on behalf of the professional organization, to which they are associated.
87. 25.24 percent of the teachers had opined that they were willing to take up educational projects.

88. 88.34 percent of the teachers had opined that they were aspired to rise higher in the profession.

It can be concluded from above nine inferences that very few teachers had joined the field of education voluntarily, large number of teachers were found in search of better career opportunities. Majority of the teachers were devoting their full time and energy for performance of their duties. Very few teachers were involved in social service of their interest. Negligible numbers of teachers were subscribing for educational magazine or associated with the editorial work or publishing work of educational magazine. Some of the teachers (one forth) were willing to take up educational projects.

6.4.3 Job satisfaction:

89. 68.93 percent of teachers had opined that they were satisfied with the present job.

90. 39.80 percent of teachers had opined that they were experiencing change in positive role in their career.

91. 58.73 percent of the teachers had opined that they have come across such circumstances during their career which creates frustration.
92. 38.80 percent of the teachers had opined that they were getting encouragement from the principals which motivates them for more work.

93. 19.90 percent of the teachers had opined that they were undertaking experiments in class-room teaching.

94. 11.16 percent of teachers had opined that they were getting feedback from their superiors to undertake the experiment.

It can be concluded that though majority of the teachers had expressed their satisfaction with the present job, they were found frustrated in large number because of circumstances. Some of them were getting encouragement from the principals which provides motivation for more work. Very few teachers are conducting experiments in class-room teaching because of feedback from their superiors.

6.4.4 Leisure time activities:

95. 10.67 percent of teachers had opined that they were having leisure time available to undertake the activities of their interest.

96. 5.82 percent of teachers had opined that they were having membership of professional organization.
1.94 percent of teachers had opined that they were members of academic organization.

58.73 percent of teachers had shown interest in educational activities; 10.92 percent of teachers had shown interest in political activities; 10.92 percent of teachers had shown their interest in religious activities; 15.77 percent of teachers had shown their interest in commercial activities and 3.6 percent of teachers had shown their interest in cultural activities.

69.17 percent of teachers had opined that their involvement in leisure time activities were contributing towards strengthening their performance as a teacher.

It can be concluded that majority of the teachers had claimed that they were not having leisure time available with them. Negligible numbers of teachers were having association with professional or academic organization. Majority of the teachers have shown their interest in educational activities. Some of them have shown their interest in political, religious and commercial activities also. Very few teachers had shown their interest in cultural activities also.
6.4.5 Relationship with staff and students:

100. 44.66 percent of teachers had opined that they were experiencing collegueship among staff in planning educational activities.

101. 69.70 percent of teachers had opined that they were considering the views of the students.

102. 10.67 percent of teachers had opined that they were involving the class and considering their views.

103. 15.53 percent of teachers had opined that they were considering the views of the students while taking the disciplinary measures.

104. 82.52 percent of teachers had opined that they were helping their colleagues in planning school activities.

105. 25.24 percent of teachers had opined that they were discussing students weak performance with parents.

106. 69.17 percent of teachers had opined that they were exercising authority while taking decisions with regard to students query.

107. 84.95 percent of teachers had opined that they were avoiding controversial decisions in case of different views.
It can be concluded that large number of teachers are experiencing collegueship among staff in planning educational activities. Majority of the teachers were considering the views of the students in decision making process. Very few teachers were considering the views of the students while taking disciplinary measures. Some of the teachers had opined that they were discussing students weak performance with parents. Majority of the teachers were exercising authority while taking decisions with regard to students query. Majority of the teachers had opined that they were avoiding controversial decisions.

6.4.6 Evaluation as a successful teacher:

108. 87.37 percent of teachers had opined that they were keeping upto date knowledge of the subject.

109. 67.96 percent of teachers had opined that they were considering the level of students while teaching in the classroom.

110. 34.95 percent of teachers had opined that they were giving time to the students for guidance.

111. 92.23 percent of teachers had opined that they were well preparing themselves while going to the class.
112. 59.22 percent of teachers had opined that they were insisting for planned presentation in the class-room.

113. 78.64 percent of teachers had opined that they were punctual and regular in the class.

114. 11.64 percent of teachers had opined that they were showing favouritism among students in class-room.

115. 58.25 percent of teachers had opined that they were aware of the modern evaluation techniques.

116. 1.94 percent of teachers had opined that they obtain award and recognition as a successful teachers.

It can be concluded that majority of the teachers were keeping upto date knowledge of their subjects and were doing actual classroom teaching considering the level of the subjects. Some of them were giving time to the students for guidance. Majority of them were well preparing themselves while going to class and were insisting for planned presentation in the class-room. They were found punctual and regular in the class large number of teachers were aware of the modern evaluation techniques. Negligible numbers of teachers had obtained award and recognition.
6.4.7 Interaction with content:

117. 38.83 percent of teachers had opined that they were motivating students for interaction.

118. 4.85 percent of teachers had opined that they were encouraging discussions in the class-room.

119. 30.09 percent of teachers had opined that they were inviting freely participation of the students in the class-room.

120. 59.22 percent of teachers had opined that they were occupying the skills of correlating subject matter effectively.

121. 49.02 percent of teachers had opined that they were diagnosing students performance.

122. 79.61 percent of teachers had opined that they were becoming helpful to the students for the removal of their difficulties.

123. 30.09 percent of teachers had opined that they were utilizing instructional material besides text books.

124. 73.78 percent of teachers had opined that they were in need of further guidance for improvement of understanding of their subjects.
125. 83.49 percent of teachers had opined that they were dominating the class during teaching the class.

126. 26.69 percent of teachers had opined that they were adopting different approaches to stimulate the students.

It can be concluded from above ten findings that majority of the teachers were dominating the class during teaching. Very few teachers were adopting different approaches to stimulate the students. Though majority of the teachers have claimed that they were keeping up to date knowledge of their subjects, they are in need of further guidance for improvement context mastery coping with new syllabus of the subjects. Very few teachers were motivating students for interaction or encouraging discussions in the class-room. Majority of the teachers were occupying the skills of correlating subject matter effectively and they were becoming helpful to the students for the removal of their difficulties. Some of the teachers were utilizing instructional material besides text books. The students' performance were diagnosed by some of the teachers.

6.4.8 Contribution as a catalyst:

127. 68.93 percent of teachers had opined that they were positively contributing as a catalyst to encourage self-learning in the students.
128. 49.51 percent of teachers had opined that they were encouraging participative behaviour in the class-room.

129. The percentage of participation as responded by the teachers are as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>No. of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-25%</td>
<td>255</td>
</tr>
<tr>
<td>26-50%</td>
<td>105</td>
</tr>
<tr>
<td>51-75%</td>
<td>52</td>
</tr>
<tr>
<td>76-100%</td>
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130. 77.26 percent of teachers had opined that they were evaluating (a) term paper (b) book-review and (c) project work as a tool of self-learning at plus two stage.

131. 19.41 percent of teachers had opined that they were doing follow up work of the students.

132. 26.69 percent of teachers had opined that they were utilizing feed back mechanism to test students understanding.

It can be concluded that majority of the teachers were positively contributing as a catalyst to encourage self-learning among students. Though large number of teachers had claimed that they were encouraging participative behaviour in the class-room, the result was not found remarkable. The term paper, book review and project work, were evaluated by the teachers as a part of promotion rules from std. XI to std. XII. Very few teachers were doing follow
up work of the students. Some of the teachers were utilizing feedback mechanism to test students understanding.

6.4.9 Teacher qualities: Personal factors:

133. 77.66 percent of teachers had opined that they possess good communication skills.

134. 68.14 percent of teachers had opined that they were hard working.

135. 77.66 percent of teachers had opined that they were possessing the quality of maintaining human relationship.

136. 68.14 percent of teachers had opined that they possess the quality of initiative for the task assigned.

137. 77.66 percent of teachers had opined that they were interested in people.

138. 58.25 percent of teachers had opined that they were possessing the quality of taking right judgment in conflicting situation.

139. 68.14 percent of teachers had opined that they were possessing good organizing ability.

It can be concluded from the above seven inferences and cross-checking by the interviews that majority of the teachers under
study were possessing (a) good communication skills (b) hard working quality (c) the quality of maintain human relationship (d) the quality of initiative for the task assigned (e) and the quality of taking right judgment in conflicting situation. Moreover majority of them were interested in people and possessing good organizing ability.

6.4.10 Conflicting between individual goal and institutional goals:

140. 28.33 percent of teachers had opined that they were aware about the institutional goals.

141. 10.92 percent of teachers had opined that they were contributing in achieving the institutional goals.

142. 8.49 percent of teachers had opined that they were confident to realize the institutional goals.

143. 21.84 percent of teachers had opined that the institutional goals were reflecting in their behaviour pattern.

144. 54.76 percent of teachers had opined that they were facing conflicting situations between personal goals and institutional goals.

145. 77.66 percent of teachers had opined that they were giving priority to the personal goal.
It can be concluded that majority of the teachers were not aware of the institutional goals and very few were contributing for the achievement of the institutional goal but they were confident to realize the institutional goals. Majority of the teachers were facing conflicting situations between personal goals and institutional goals and they were giving priority to their personal goal.

6.5.1 Role perception of school organizers:

The responses of questionnaire-IV having components and items are described in lines to follow:

6.5.2 Aspiration of an individual working as a school organizers:

146. 77.27 percent of school organizers had opined that they have voluntarily accepted the responsibility of running the school. There was a significant difference in the opinion among school organizers about acceptance of responsibility of school voluntarily.

147. 69.09 percent of the school organizers had opined that they were proving guidance in day to day administration of the school. There was a significant difference in the opinion among school organizers about providing guidance in day to day administration of the school.
148. 20.00 percent of the school organizers had opined that they were discussing the details of school programmes with the head masters and teachers. There was significant difference in the opinion of school organizers about discussing the details of school programmes with the head-masters and teachers.

149. 57.27 percent of school organizers had opined that they were satisfied with the institutional goal. There was no significant difference in the opinion of school organizers about satisfaction with the institutional goal.

150. 40.90 percent of school organizers had opined that they have not realized the institutional goal. There was no significant difference in the opinion of the school organizers with respect to realization of the institutional goal.

151. 29.46 percent of school organizers had opined that providing better education was their prime institutional objective; while 20.0 percent of school organizers had opined that their objective was community service through education. 29.09 percent of school organizers had expressed their views that their major objective was helping the community to deal with their problems, while 21.81 percent of school organizers had opined that their institutional objective was imparting knowledge and utilization of the knowledge.
It can be concluded from the above inferences that majority of the school organizers have voluntarily accepted the responsibility of running the school and large number of them have were providing guidance in day to day administration of the school. Very few school organizers were discussing the details of school programmes with the head-masters and teachers. Majority of the school organizers were satisfied with the institutional goals, they achieved. Some of them have accepted that they have not realized their institutional goal. The majority of the school organizers have stated their institutional goals, one or more, among following:

i) Providing better education

ii) Community service through education

iii) Helping the community to deal with their problems.

iv) Imparting knowledge and utilization of the knowledge.

6.5.3 Leisure time activities:

152. 38.18 percent of school organizers had opined that they were devoting full time for school management activities. There was significant difference in the opinion among school organizer about devoting full time for school management activities.
153. 29.09 percent of school organizers had opined that they were interested in joining the professional organization. There was significant difference in the opinion among school organizers about interest in joining the professional organization.

154. 10.19 percent of school organizers had shown their interest in educational activities, 29.09 percent of school organizers had shown their interest in political activities; 10.90 percent of school organizers had shown their interest in religious activities; 43.63 percent of school organizers had shown their interest in commercial activity and 5.45 percent of school organizers had shown their interest in cultural activities in leisure time activities.

155. 20.0 percent of school organizers had opined that their leisure time activities has positively contributed towards better educational management. There was significant difference in the opinion of the school organizers about positive contribution of leisure time activities towards better educational management.

156. 3.66 percent of school organizers had opined that they have got membership of academic organization. There was significant difference in the opinion of the school organizers about membership of academic organization.
It can be concluded that large number of school organizers were devoting full time for school management activities and they were interested in joining the professional organization. Majority of the school organizers were interested in commercial activities or political activities in their leisure time. Very few organizes had shown interest in educational actives or religious activities or cultural activities. Majority has accepted that these leisure time activities does not positively contribute towards educational management. Negligible number of school organizers were having membership of academic organization.

6.5.4 Interface and intraface relationship:

157. 47.27 percent of school organizers had opined that they were getting cooperation from principal for various programmes of the school. There was significant difference in the opinion of school organizers about getting cooperation from principal for various school programmes.

158. 40.90 percent of school organizers had opined that they were getting parent’s participation in various educational programmes of the school. There was not significant difference in the opinion of school organizers about parent’s participation in various educational programmes of the school.
159. 86.36 percent of school organizers had opined that government has contributed positively to solve the financial problem of the management. There was significant difference in the opinion of school organizers about positive contribution of the government to solve the financial problem of the management.

160. 5.45 percent of school organizers had opined that they were getting cooperation from the community in solving their financial problem. There was a significant difference in the opinion of the school organizers about getting cooperation from the community in solving their financial problem.

161. 5.45 percent of school organizers had opined that they were getting parental cooperation in solving the financial problem. There was significant difference in the opinion of school organizers about getting parental cooperation in solving their financial problem.

162. 65.45 percent of school organizers had opined that their principals were frequently complaining against his staff. There was significant difference in the opinion of school organizers about frequently complain against his staff by their principals.

It can be concluded that majority of the school organizers were getting frequently complaint against the staff by their principals.
Majority of the school organizers were getting cooperation from (a) parents and (b) community in solving their financial problem. Majority of the school organizers have accepted the face that government was positively contributing to solve the financial problem of the management. Large number of school organizers had opined that they were getting cooperation from the principal for various programmes of the schools. Very few school organizers had stated that they were getting parental cooperation in solving their financial problem.

6.5.5 Organizational goal:

163. 53.36 percent of the school organizers had opined that they were providing orientation programmes to the principals and teaching staff to achieve institutional goals. There was no significant difference in the opinion of the school organizers about providing orientation programmes to the principals and teaching staff to achieve institutional goal.

164. 25.45 percent of school organizer had opined that they were providing an assistance to the staff in achieving institutional goal. There was significant difference in the opinion of the school organizers about providing an assistance to the staff in achieving institutional goal.
165. 43.63 percent of school organizers had opined that they had come across conflicting situations of the teachers with institutional goal. There was no significant difference in the opinion of the school organizers about conflicting situations of the teachers with institutional goal.

166. 74.54 percent of school organizers had opined that there institute was on right path on achieving institutional goal. There was significant difference in the opinion of the school organizers with regard to the right path of an institute for achieving institutional goals.

It can be concluded from the above inferences that majority of the school organizers were providing orientation programmes to the principals and teaching staff to achieve institutional goals. Very few management have accepted that they were providing an assistance to the staff in achieving institutional goal. Large number of school organizers have accepted the conflicting situations between teachers personal goals and institutional goals.

Majority of the school organizers have claimed that their institute was on right path on achieving an institutional goal.
6.6 Suggestions:

The suggestions, based on the findings and conclusions of the study can be classified in the following categories, looking to the implementing authority:

A. Government

B. Institutional level: (i) Principal; (ii) Teachers;
   (iii) Organizers; (iv) Parents.

6.6.1 Suggestions to be implemented at Government level:

Suggestions for the system authority level:

Higher secondary education being an educational system implemented by the Gujarat Government and institutional management has to work under the guideline given by the Department of Education. Imbibe from the policy matter, whatever changes essential seems to be for the management, it is must to have concern with the authority.

With regard to the following suggestions related to administrative system component of an investigator tempted to mention for the system improvement as well as to think over at the higher authority level.
1. **Recruitment process:**

It is found that existing system for the recruitment of teachers as well as principal at the higher secondary level, has no distinct process which can prove that it's a process for the higher secondary level. It means it seems to be a formality because personal interview dominated by oral conversation and personal introduction proves that the personality aspect of the candidate is over-looked. Not only that but professional characteristics remains unseen or are ignored during interview process, because person has to interact with the self, teachers, students, parents, organizers and soon. It is found out by some researchers that principal or teacher are themselves to be a root because of their own behaviour in the organization and varied managerial situations. Looking to the complex world and by the ways increased complexity in the organization one has not to manage a person but the positive behaviour of a person which can be benefited to realize the organizational goal. so, in short, a principal or teacher must have the following qualifying personal qualities:

i) knowledge of behavioural psychological aspects

ii) upto mark communicative skills

iii) adjustment and tolerance temperament
iv) problem solving grip in observational skills and basic quality of leadership.

v) recent knowledge of the innovative practices.

Not only that above aspects should be emphasis at the time of selection procedure, but after the selection and before the placement their should be an induction programme may differentiative for the post of principals and teachers, because it is observed that every position has its special status as specific role to be performed. Unfortunately because of lacking this procedure the selected candidate allow to perform with all an individual differences and limitations.

2. Allocation of finance:

The percentage of financial assistance should be increased. Higher secondary - supporting education system - learning resource centre, library, information services, sports activities, guidance and counseling etc. should be encouraged by the special finance.

3. Organizing training programmes:

Short term crash training programmes, intensive training programmes for all the teachers and training programmes for educational technology are required to be organized for enhancement of the professional skills.
4. **Participate management:**

The local educational agencies, trust society, local management should be encouraged for the active participation with the sharing finance, personnel and accommodation. There should be personal or face to face interaction between institutional management and government officials.

5. **Latest informative services:**

The recent information and publications, over and above current activities, process and procedures, especially, academic, pertaining to system concern and managerial activities should be flow regularly from the government agencies and sources.

6. **CTE programmes and training schedule:**

Government should provide the schedule of the maximum utilization of CTEs, programmes for the benefit of the higher secondary school teachers by the interval period. So that in service training aspects can be strengthen.
6.6.2 Suggestions to be implemented at institutional level with the cooperation of (i) Principals (ii) teachers, (iii) parents and (iv) organizers:

1. Tapping the potentials:

   It is advisable for the benefit of the institutional goals reaching to have individual teachers profiles, so that at institutional level need base different orientation work can be conducted i.e. induction programme for newly recruited, curriculum orientation for the implementation of new demands by the syllabus, and class-room procedures, career orientation for the special work as computer training, vocational training, craft training, laboratory assistant (Lab. teacher) etc.

   These need oriented programmes can be fulfill the roles for the feed back to teachers in particular.

2. Feed back mechanism:

   Now it is imperative to have feed back mechanism even for the teachers at institutional level because looking to the structure of the organization, as there is less promotional chances/opportunities for the years long services, one may routinise by work and attitude. For the improvement of such reality it is essential to have institutional own mechanism for the maintenance of the motivation.
There are two or three interventions for general practice:

(i) Regular schedule orientation programme

(ii) Individual assignment of responsibility with some delegation of powers.

(iii) Monetary benefits - For the strengthening of this following procedure should be accepted.

a) Recognition of individual work.

b) Class-room supervision with qualitative discussion.

c) Rotation of the responsibilities

d) Orientation for the use of teaching-learning resource centre.

For the support of the above mechanism following subsystem (task) should be modified:

3. **Resource Management**:

- To provide the list of teaching-learning resources to an individual teachers.

- Up to date maintenance of each resource
- Maintenance of laboratories, library and subject wise teaching aids, over and above technological instruments.

- Teachers should be allowed for the self-learning with the help of teaching-learning resources and with the monitoring held by the senior or special teachers.

4. **Role perception and conflict:**

Through all above mentioned activities teachers can clarify or perceive his own role as well as his personal role conflict in context with his own task, colleagues, situations etc. The principal being throughout witness should provide leadership, direction, cooperation and coordination so that this become cooperative and sharing responsibilities for the staff and became the reliable source for the positive institutional climate.

5. **Client group relationship:**

It is well aware by the researcher for the maintenance of the motivation on the part of school personnel, the cliental-group relationship is an important factor. Looking to the complexity of the life and the areas, parents are unable to take general care as well as account of their kids. Looking to the adolescence stage of plus two level students. Some one has to look after for the regular progress and achievements of the students. Some institutions have formalities to have Parent Teacher Association (PTA) but the real role of this
organization may be doubtful and because of paralyzed partnership of parents teachers may have nervousness for the clients cliental roles and responsibilities. For the improvement of this reality following activities should be strengthen with the help of parents, professionals and teachers.

(i) Medical check-up with the presence of guardians.

(ii) Scheduling meeting with the parents by teachers and principal.

(iii) Personal visit by teachers and principals of the parents house.

(iv) Celebration of school days or special occasions with the parental audience.

(v) Prize and praise of the students achievements before parents group.

6. Decision making process:

At the institutional level decision making process must be participative with the individual capacity or group.

For the decision making process the following procedure may be followed:

(i) To have agenda and the reflection by an individual and group.

(ii) To have team spirit or building up of team spirit.
(iii) Majority consensus and decision about implementing procedure.

(iv) Evaluation of targeted work.

7. **Intensive Professional Orientation**:

    The organisation has the development, by the development of its human resources with the development of different sciences and social sciences, education, now a days, visualise as a profession, but profession without devotion may not be shaped out. This is reality what we are facing for our educational organisation.

    For the improvement on the part of teachers regarding devotion of their profession the following measures should be implemented:

    i) Availability of recent information regarding teaching-learning procedures, resources and researches.

    ii) Systemising knowledge-learning procedures with the help of experts, professionals and the special agencies like G.C.E.R.T., N.C.E.R.T., etc.

    iii) In service training, orientation special course, orientation and academic visits of recognized teaching-learning centres, institutions and resource centres.
iv) Motivating an individual team, group for the (a) paper reading seminar (b) Action research (c) Institutional research etc.

Looking to the above discussion a commitment on the part of the principal, organizers and district level authority is highly obliged.

For the institutional development, any system or subsystem have success by the party concern role, with accord for the institution following parties are the concern parties and have to perform the concern role with the commitment for the institutional development.

(i) Teachers (ii) Management.

(i) Teachers - as a party concern should have following commitments:

- Acknowledgment of institutional goals
- Clarification of personal and institutional goals
- Self-learning and development
- Self management
- Professional achievements and honour.

At the institution, provision must be for the supporting activities to fulfill the commitment of the teachers to its duties,
developments and achievements. So far the duties of the teachers are concerned, they must have orientation of recording work (maintenance of relevant records), class-room teaching. Diagnostic procedures and remedial activities and programmes.

For this induction programmes at the beginning of the year should be conducted and teachers should be oriented by knowledge, procedures and practical work through active participation. The evaluation process needs special or extensive practices and should be provided by overall orientation.

So far diagnostic processes are concern should be conducted class-wise, subjectwise, by concern teachers and the remedial activities and programmes should be discussed, planned out and scheduled with the help of principals, senior teachers, group of subject teachers and specialized consultants. The evaluation of remedial programmes must be followed and result should be circulated to the students, teachers and parents also.

For the financial constraints positive benefit of these types of programmes must be realized by parents and may have positive cooperation from the parents. The regular schedule for the fulfillment of teachers. The commitment will motivate the teachers and develop their professional interest, attitude as well as achievements but the insightful leadership by the principal and
committed cooperation from organizers, resource personnel and parents will be real partners for the notable success.

6.7 Suggestions for the further studies:

It is not possible for a single worker to cover wider aspects and more variables. More and more researchers are required in the area of educational management. On the basis of the present investigations the present investigator would like to suggest following research topics for the further research work:

(1) A case study of a school having good climate.

(2) A case study of a school having poor climate.

(3) A study factors affecting class-room climate.


(5) A study of class-room climate of high achieving schools on the basis of their S.S.Sc./H.S.C. performance.

(6) A study of Role perception of high achieving schools.

(7) A study of Role perception of low achieving schools.

(8) To study the relationship of Role perception and class-room climate.
To study the factors affecting the role perception of school teachers.

The study was only confined to higher secondary schools. Similar studies can be conducted for primary and secondary school stage also. Even similar type of study can be conducted for various types of schools viz. (i) Schools managed by Government (ii) Schools managed by private management (iii) Self-finance schools (iv) Schools managed by missionary organizations.

A study on role conflict in decision making.

A study on development of information system for the educational system.

To study the effectiveness of induction programme for the higher secondary school teachers.

A study of the teenagers problems at the higher secondary schools.

A study of the finance and allocation system for the higher secondary school stage.

It is a pleasure for an investigator to complete the study with remarkable benefits about research methodology and to observe real situation of the higher secondary schools and to pay something with
the interest as a return to higher secondary institutions for their further development and implementation. It is hope that this work may inspire some young researcher for the suggested research.