CHAPTER VI

RETROSPECTS AND PROSPECTS

6.1 Introduction

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

6.2 The Problem

The present investigation is entitled as "A Study of Correlates of Effectiveness of Secondary Schools".

No doubt that everyone is interested in knowing how schools are effectively functioning for one or the other reason. A school is said to be effective which it achieves its objective using the available reasons efficiently and economically.

Studies on school effectiveness, initially considered variables such as achievement, literacy and numeracy and later on some studies used factors like absenteeism, behaviour in school,
delinquency and pupils examinations results. The researches so far undertaken reveal that individual school variance is an important dimension that can be influenced by selected actions and resources. The present study aims at identifying certain variables responsible for school variance that account for differences in effectiveness.

6.3 Objectives of the Study

The objectives of the present study are:

1. To identify the correlates of effective schools
2. To identify the discriminating variables with reference to high average and low effective schools.
3. To ascertain the relative strength of the variables that contribute to the effectiveness of schools.
4. To study the students' behaviour adjustment to school in high average and low effective schools.
   a. To study the dimensions of students' behaviour adjustment to schools in high, average and low effective school.
      a. Studiousness
      b. Compliance
      c. Teacher contact
5. To study the students’ personal effectiveness in high, average and low effective schools.
   i. To study the dimensions of students’ personal effectiveness in high, average and low effective schools
      (i) Self Disclosure
      (ii) Openness to Feedback
      (iii) Perceptiveness

6. To study the teachers’ involvement in school activities in high, average and low effective schools.
   i. To study the dimensions of teachers’ involvement in school activities in high, average and low effective schools
      i. Planning the school work
      ii. Decision making
      iii. Administration
      iv. Extra curricular activities

7. To study the teachers’ job satisfaction in high, average and low effective schools
   a. To study the dimensions teachers’ job satisfaction in high, average and low effective schools.
      i. Intrinsic aspect of the job
      ii. Salary, Promotional Avenues and Service Conditions
iii. Institutional plan and policies
iv. Satisfaction with authorities
v. Satisfaction with social status and family welfare
vi. Rapport with students
vii. Relationship with co-workers

8. To study the leadership qualities of Heads of schools in high, average and low effective schools.
   a. To study the dimensions of leadership qualities of Heads of schools in high, average and low effective schools.
   i. Assertative administration
   ii. Instructional leadership
   iii. Assumption of responsibility
   iv. Personal vision and character
   v. Decision making
   vi. Standard

9. To study the time management of Heads of schools in high, average and low effective schools.
   a. To study the dimensions of time management of Heads of schools in high, average and low effective schools.
   i. Knowledge of time management
   ii. Attitude towards time management
10. To study the organizational culture in high, average and low effective schools.
   a. To study the dimensions of school atmosphere in high, average and low effective schools.

11. To study the organizational health in high, average and low effective schools.
   a. To study the dimensions of organizational health in high, average and low effective schools.
      i. Institutional integrity
      ii. Principal influence
      iii. Consideration
      iv. Initiating structure
      v. Resource support
      vi. Morale
      vii. Academic emphasis

11. To find out whether government, aided and private schools differ in the selected variables.

12. To find out whether boys, girls and co-education schools differ in the selected variables.
6.4 Hypotheses

The objectives of the study are stated above. The following hypotheses are generated based on the objectives of the study.

**Major Hypothesis:**

Schools with different levels of effectiveness differ in leadership qualities of heads of schools.

**Sub Hypothesis:**

Schools with different levels of effectiveness differ in assertive administration.

**Sub Hypothesis:**

Schools with different levels of effectiveness differ in instructional leadership

**Sub Hypothesis:**

Schools with different levels of effectiveness differ in assumption of responsibility

**Sub Hypothesis:**

Schools with different levels of effectiveness differ in personal vision and characters

**Sub Hypothesis:**

Schools with different levels of effectiveness differ in decision making.
Sub Hypothesis:

Schools with different levels of effectiveness differ in standard

Major Hypothesis:

Schools with different levels of effectiveness differ in time management.

Sub Hypothesis:

Schools with different levels of effectiveness differ in attitude towards time management.

Sub Hypothesis:

Schools with different levels of effectiveness differ in knowledge towards time management

Major Hypothesis:

Schools with different levels of effectiveness differ in organizational culture

Sub Hypothesis:

Schools with different levels of effectiveness differ in openness

Sub Hypothesis:

Schools with different levels of effectiveness differ in confrontation

Sub Hypothesis:

Schools with different levels of effectiveness differ in trust
Sub Hypothesis:

Schools with different levels of effectiveness differ in authenticity

Sub Hypothesis:

Schools with different levels of effectiveness differ in pro-action

Sub Hypothesis:

Schools with different levels of effectiveness differ in autonomy

Sub Hypothesis:

Schools with different levels of effectiveness differ in collaboration

Sub Hypothesis:

Schools with different levels of effectiveness differ in experimentation

Major Hypothesis:

Schools with different levels of effectiveness differ in organizational health

Sub Hypothesis:

Schools with different levels of effectiveness differ in organizational integrity.

Sub Hypothesis:

Schools with different levels of effectiveness differ in principal influence.
Sub Hypothesis:

Schools with different levels of effectiveness differ in consideration.

Sub Hypothesis:

Schools with different levels of effectiveness differ with respect to initiating structure.

Sub Hypothesis:

Schools with different levels of effectiveness differ in resource support.

Sub Hypothesis:

Schools with different levels of effectiveness differ in their morale.

Sub Hypothesis:

Schools with different levels of effectiveness differ in academic emphasis.

Major Hypothesis:

Schools with different levels of effectiveness differ in students' behaviour adjustment in schools.

Sub Hypothesis:

Schools with different levels of effectiveness differ in studiousness.
**Sub Hypothesis:**

Schools with different levels of effectiveness differ in students’ compliance.

**Sub Hypothesis:**

Schools with different levels of effectiveness differ in teacher contact.

**Major Hypothesis:**

Schools with different levels of effectiveness differ in students’ personal effectiveness.

**Sub Hypothesis:**

Schools with different levels of effectiveness differ in students’ personal effectiveness in self discloser.

**Sub Hypothesis:**

Schools with different levels of effectiveness differ in students’ personal effectiveness in openness to feedback.

**Sub Hypothesis:**

Schools with different levels of effectiveness differ in students’ personal effectiveness in perspective ness.

**Major Hypothesis:**

Schools with different levels of effectiveness differ in teachers’ involvement in school activities.
Sub Hypothesis:

Schools with different levels of effectiveness differ in planning the school work.

Sub Hypothesis:

Schools with different levels of effectiveness differ in decision making.

Sub Hypothesis:

Schools with different levels of effectiveness differ in administration.

Sub Hypothesis:

Schools with different levels of effectiveness differ in extra curricular activities.

Major Hypothesis:

Schools with different levels of effectiveness differ in teachers’ job satisfaction in schools.

Sub hypothesis

Schools with different levels of effectiveness differ in intrinsic aspect of job.

Sub Hypothesis:

Schools with different levels of effectiveness differ in salary, promotional avenues and service conditions.
Sub Hypothesis:

Schools with different levels of effectiveness differ in physical facilities.

Sub Hypothesis:

Schools with different levels of effectiveness differ in institutional plans and policies.

Sub Hypothesis:

Schools with different levels of effectiveness differ in satisfaction with authorities.

Sub Hypothesis:

Schools with different levels of effectiveness differ in satisfaction with social status and family welfare.

Sub Hypothesis:

Schools with different levels of effectiveness differ in rapport with students.

Sub Hypothesis:

Schools with different levels of effectiveness differ in relationship with co-worker.

Major Hypothesis:

Schools with different levels of effectiveness differ in teacher’s job satisfaction.
Sub Hypothesis:

Schools with different levels of effectiveness differ in dimension of leadership qualities of Heads that is assertive administration.

Sub Hypothesis:

Schools with different levels of effectiveness differ in dimension of leadership qualities of Heads that is instructional leadership

Sub Hypothesis:

Schools with different levels of effectiveness differ in dimension of leadership qualities of Heads that is assumption of responsibility

Sub Hypothesis:

Schools with different levels of effectiveness differ in dimension of leadership qualities of Heads that is personal vision and characters

Sub Hypothesis:

Schools with different levels of effectiveness differ in dimension of leadership qualities of Heads that is decision making

Sub Hypothesis:

Schools with different levels of effectiveness differ in dimension of leadership qualities of Heads that is standard

Major Hypothesis:

Schools with different levels of effectiveness differ in organizational culture
Sub Hypothesis:

Schools with different levels of effectiveness differ in openness.

Sub Hypothesis:

Schools with different levels of effectiveness differ in confrontation.

Sub Hypothesis:

Schools with different levels of effectiveness differ in trust.

Sub Hypothesis:

Schools with different levels of effectiveness differ with respect to dimension authenticity.

Sub Hypothesis:

Schools with different levels of effectiveness differ in pro-action.

Sub Hypothesis:

Schools with different levels of effectiveness differ in their autonomy.

Sub Hypothesis:

Schools with different levels of effectiveness differ in collaboration.

Sub Hypothesis:

Schools with different levels of effectiveness differ in experimentation.
**Major Hypothesis:**

Schools with different levels of effectiveness differ in organizational health

**Sub Hypothesis:**

Schools with different levels of effectiveness differ in organizational integrity.

**Sub Hypothesis:**

Schools with different levels of effectiveness differ in principal influence.

**Sub Hypothesis:**

Schools with different levels of effectiveness differ in consideration.

**Sub Hypothesis:**

Schools with different levels of effectiveness differ with respect to dimension Initiating structure.

**Sub Hypothesis:**

Schools with different levels of effectiveness differ in resource support.

**Sub Hypothesis:**

Schools with different levels of effectiveness differ in their morale.
Sub Hypothesis:

Schools with different levels of effectiveness differ in academic emphasis.

6.5 Methodology

The present study adopted normative survey type research and the data were collected from Head of schools, teachers and students.

6.5.1 Sample

The data required for the present study was collected from schools of Hubli-Dharwad corporation area numbering upto 45 forms the sample of the study. From each school data was collected from ten students and five teachers at random. In all the data was collected from 450 students, 225 teachers and 45 Heads of schools.

6.5.2 Research Tools

The following tools were administered to students, teachers and Heads of schools.

1. Students' behavioural adjustment to school
2. Students' personal effectiveness
The teachers were administered the following tools:

1. Teachers' Involvement Questionnaire
2. Job Satisfaction Questionnaire
3. Leadership Qualities Questionnaire
4. Organizational Culture Scale
5. Organizational Health Inventory

The Heads of schools were administered the following tool:
6. Time Energy Memory Survey Scale

6.5.3 Data Collection

Data was collected from students, teachers and the Heads of schools. The investigator personally visited the 45 schools of Hubli-Dharwad corporation area and with the prior permission of the Heads of schools, administered the tools to ten students of standard X and five experienced teachers in each school and to the Heads. Clear cut instructions were given to fill up the questionnaires.

6.5.4 Data Analyses

For the analysis of data collected, descriptive, differential analysis, correlation analysis and regression analyses were used.
6.6 **Major Findings**

The major findings of the study are enumerated as follows:

6.6.1 **Findings of Differential Analysis**

1. The three levels of effectiveness have different students’ behaviour adjustment in schools.
2. Average effective schools are high on students’ behaviour adjustment in schools than the low effective schools.
3. High effective schools are high on students’ behaviour adjustment in schools than the low effective schools.
4. High effective schools are high on students’ behaviour adjustment in schools than the average effective schools.
5. Average effective schools are high on the dimension of students’ behaviour adjustment in schools - compliance than the low effective schools.
6. High effective schools are high on the dimension of students’ behaviour adjustment in schools - compliance than the low effective schools.
7. High effective schools are high on the dimension of students’ behaviour adjustment in schools - interaction with teachers than the low effective schools.
8. High effective schools are high on the dimension of students' behaviour adjustment in schools- interaction with teachers than the average effective schools.

9. Average effective schools are high on students' personal effectiveness than the low effective schools.

10. High effective schools are high on students' personal effectiveness than the low effective schools.

11. Average effective schools are high on self discloser than the low effective schools.

12. High effective schools are high on self discloser than the low effective schools.

13. Average effective schools are high on openness to feedback than the low effective schools.

14. High effective schools are high on openness to feedback than the low effective schools.

15. Average effective schools are high on teachers' involvement in school activities than the low effective schools.

16. High effective schools are high on teachers' involvement in school activities than the low effective schools.

17. High effective schools are high on Teachers' involvement in school activities than the average effective schools.
18. Average effective schools are high on planning the school work than the low effective schools.

19. High effective schools are high on planning the school work than the low effective schools.

20. High effective schools are high on planning the school work than the average effective schools.

21. Average effective schools are high on decision making than the low effective schools.

22. High effective schools are high on decision making than the low effective schools.

23. High effective schools are high on decision making than the average effective schools.

24. Average effective schools are high on administration than the low effective schools.

25. High effective schools are high on administration than the low effective schools.

26. High effective schools are high on administration than the average effective schools.

27. Average effective schools are high on extra curricular activities than the low effective schools.

28. High effective schools are high on extra curricular activities than the low effective schools.
29. High effective schools are high on extra curricular activities than the average effective schools.

30. High effective schools are high on teacher's job satisfaction in schools than the low effective schools.

31. High effective schools are high on teacher's job satisfaction in schools than the average effective schools.

32. High effective schools are high on intrinsic aspect of job than the low effective schools.

33. High effective schools are high on intrinsic aspect of job than the average effective schools.

34. High effective schools are high on satisfaction with authorities than the low effective schools.

35. High effective schools are high on satisfaction with authorities than the average effective schools.

36. High effective schools are high on social status and family welfare than the low effective schools.

37. High effective schools are high on social status and family welfare than the average effective schools.

38. High effective schools are high on relationship with co-worker than the average effective schools.

39. High effective schools are high on leadership qualities of Heads than the low effective schools.
40. High effective schools are high on leadership qualities of Heads than the average effective schools.

41. High effective schools are high on dimension of leadership qualities of Heads of schools that is personal vision and characters.

42. High effective schools are high on dimension of leadership qualities of Heads of schools that is personal vision and characters.

43. High effective schools are high on dimension of leadership qualities of Heads of schools that is standard.

44. High effective schools are high on dimension of leadership qualities of Heads of schools that is standard.

45. Average effective schools are high on time management than the low effective schools.

46. High effective schools are high on time management than the low effective schools.

47. High effective schools are high on time management than the average effective schools.

48. Average effective schools are low on attitude towards time management than the low effective schools.

49. High effective schools are low on attitude towards time management than the low effective schools.
50. Average effective schools are high on knowledge towards time management than the low effective schools.

51. High effective schools are high on knowledge towards time management than the low effective schools.

52. Average effective schools are high on principal influence than the low effective schools.

53. High effective schools are high on leadership qualities of Heads than the average effective schools.

54. High effective schools are high on dimension of leadership qualities of Heads that is instructional leadership than the average effective schools.

55. High effective schools are high on organizational culture than the low effective schools.

56. High effective schools are high on organizational culture than the average effective schools.

57. High effective schools are high on the dimension of organizational culture - authenticity than the low effective schools.

58. Average effective schools are high on the dimension of organizational culture - experimentation than the low effective schools.
59. High effective schools are high on organizational health than the average effective schools.

60. High effective schools are high on organizational health than the high effective schools.

61. Low effective schools are high on the dimension of organizational health – principal influence than the average effective schools.

62. Average effective schools are low on the dimension of organizational health – principal influence than the high effective schools.

63. Average effective schools are high on the dimension of organizational health - resource support than the low effective schools.

64. High effective schools are high on the dimension of organizational health - resource support than the low effective schools.

6.6.2 Findings of Correlation Analysis

**Correlation Analysis-High Effective Schools**

Significant correlation is found between

1. Students’ behaviour adjustment in school with students’ personal effectiveness
2. Students' behaviour adjustment in school with teachers' involvement in school activities
3. Students' behaviour adjustment in school with teachers' job satisfaction in school
4. Students' behaviour adjustment in school with time management
5. Students' behaviour adjustment in school with organizational culture
6. Students' behaviour adjustment in school with organizational health
7. Students' personal effectiveness with teachers' involvement in school activities
8. Students' personal effectiveness with teachers' job satisfaction in school
9. Students' personal effectiveness with time management
10. Students' personal effectiveness with organizational culture
11. Students' personal effectiveness with organizational health
12. Teachers' involvement in school activities with teachers' job satisfaction in school
13. Teachers' involvement in school activities with time management
14. Teachers' involvement in school activities with organizational culture
15. Teachers' involvement in school activities with organizational health

16. Teachers' job satisfaction in school with leadership qualities of Heads of schools

17. Teachers' job satisfaction in school with time management

18. Teachers' job satisfaction in school with organizational culture

19. Teachers' job satisfaction in school with organizational health

20. Time management with organizational culture

21. Time management with organizational health

22. Organizational culture with organizational health

**Correlation Analysis-Average Effective Schools**

Significant correlation is found between

1. Students' behaviour adjustment in school with students' personal effectiveness

2. Students' behaviour adjustment in school with teachers' involvement in school activities

3. Students' behaviour adjustment in school with teachers' job satisfaction in school

4. Students' behaviour adjustment in school with time management
5. Students' behaviour adjustment in school with organizational health

6. Students' personal effectiveness with teachers' involvement in school activities

7. Students' personal effectiveness with organizational health

8. Teachers' involvement in school activities with leadership qualities of Heads of schools

9. Teachers' involvement in school activities with organizational health

10. Teachers' job satisfaction in school with leadership qualities of Heads of schools

11. Teachers' job satisfaction in school with time management

12. Teachers' involvement in school activities with organizational health

13. Leadership qualities of Heads of schools with time management

**Correlation Analysis - Low Effective Schools**

Significant correlation is found between

1. Students' behaviour adjustment in school with students' personal effectiveness

2. Students' behaviour adjustment in school with teacher's involvement in school activities
3. Students' behaviour adjustment in school with teacher's job satisfaction in school

4. Students' behaviour adjustment in school with leadership qualities of Heads of schools

5. Students' behaviour adjustment in school with time management

6. Students' behaviour adjustment in school with organizational health

7. Students' personal effectiveness with teachers' involvement in school activities

8. Students' personal effectiveness with teachers' job satisfaction in school

9. Students' personal effectiveness with leadership qualities of Heads of schools

10. Students' personal effectiveness with time management

11. Students' personal effectiveness with organizational health

12. Teachers' Involvement in school activities with teachers' job satisfaction in school

13. Teachers' involvement in school activities with leadership qualities of Heads of schools

14. Teachers' involvement in school activities with time management
15. Teachers’ involvement in school activities with organizational culture
16. Teachers’ involvement in school activities with organizational health
17. Teachers’ job satisfaction in school with leadership qualities of Heads of schools
18. Teachers’ job satisfaction in school with time management
19. Teachers’ job satisfaction in school with organizational health
20. Leadership qualities of Heads of schools with time management

**Correlation Analysis - Government Schools**

Significant correlation is found between-
1. Students’ behaviour adjustment in school with students’ personal effectiveness
2. Students’ behaviour adjustment in school with teachers’ involvement in school activities
3. Students’ personal effectiveness with teachers’ involvement in school activities
4. Students’ personal effectiveness with organizational culture
5. Teachers’ job satisfaction in school with time management
Correlation Analysis- Aided Schools

Significant correlation is found between-

1. Students’ behaviour adjustment in school with students’ personal effectiveness

2. Students’ behaviour adjustment in school with leadership qualities of Heads of schools

3. Students’ behaviour adjustment in school with time management

4. Students’ behaviour adjustment in school with organizational culture

5. Teachers’ involvement in school activities with teachers’ job satisfaction in school

6. Teachers’ involvement in school activities with time management

7. Teachers’ involvement in school activities with organizational culture

8. Teachers’ involvement in school activities with organizational health

9. Teachers’ job satisfaction in school activities with time management

10. Teachers’ job satisfaction in school with organizational health

11. Time management with organizational health
**Correlation Analysis - Unaided Schools**

Significant correlation is found between-

1. Students' behaviour adjustment in school with students' personal effectiveness
2. Students' behaviour adjustment in school with teachers' involvement in school activities
3. Students' behaviour adjustment in school with teachers' job satisfaction in school
4. Students' behaviour adjustment in school with leadership qualities of Heads of schools
5. Students' behaviour adjustment in school with time management
6. Students' personal effectiveness with teachers' job satisfaction in school
7. Students' personal effectiveness with leadership qualities of Heads of schools
8. Teachers' involvement in school activities with teachers' job satisfaction in school
9. Teachers' involvement in school activities with leadership qualities of Heads of schools
10. Teachers' involvement in school activities with time management
11. Teachers' involvement in school activities with organizational health
12. Teachers' job satisfaction in school with time management
13. Teachers' job satisfaction in school with organizational culture
14. Teachers' job satisfaction in school with organizational health
15. Leadership qualities of Heads of schools with time management

6.6.3 Findings of Regression Analysis

1. The students' behaviour adjustments in school, teachers' job satisfaction in school and time management are supporting to increase the academic achievement of students of total samples.
2. The students' personal effectiveness is supporting to increase the academic achievement of students of high effective schools.
3. Students' behaviour adjustment in school and organizational health are supporting to increase the academic achievement of students of average effective schools.
4. Students' personal effectiveness is supporting to increase the academic achievement of students of low effective schools.
5. Students' behaviour adjustment in school is supporting to increase the academic achievement of students of Government schools.

460
6. Students' personal effectiveness and time management are supporting to increase the academic achievement of students of aided schools.

7. Teachers' job satisfactions in school and time management are supporting to increase the academic achievement of students of unaided schools.

6.7 Implications of the Study

A general opinion is that a school is said to be effective when it achieves better results in public examinations. This can be achieved only by means of establishing proper co-ordination among various activities undertaken by different persons in the school. The results of the present study highlight this observation.

With regard to the learner correlates students in high effective school are higher in their adjustment to schools. They are studious, compliant and interact more with teachers. They are found to be motivated in cognitive, affective and moral domains. They are high on students' involvement in school activities, they are disciplined, participate in extra-curricular activities, are willing to work, and good in organizing abilities.
With regard to the correlates high effective schools are found to be high on teachers' involvement and job satisfaction and its dimensions. They are high on school atmosphere and its dimensions. They are high on organizational culture and its dimensions experience, confrontation and autonomy. High effective schools are high on organizational health and its dimensions.

Students in high effective schools are studious, disciplined, interact more with teachers, are motivated to work, participate in extra-curricular activities, are willing to work and trained to develop organizing abilities.

Students of average and low effective schools are found to be low on these factors. If students in these schools are studious motivated to work, disciplined, engaged to participate in extra-curricular activities, are willing to work and are trained to develop organizing abilities, they can also be raised to the levels of expectations.

Healthy schools are places where teachers enjoy working with colleagues and students. At the institutional level, school atmosphere, and organizational health are factors which influence effective schools. Hence special attention should be paid to average
and low effective schools to provide sound classroom climate, proper school atmosphere, good organizational health which will go a long way in improving students' achievement.

6.8 Conclusions of the Study

The students' development and a well academic environment are the primary targets of the effective school. The principal has focused on well structured teaching activities, academic goals and students' high achievement. Students are monitored to progress and allowed to provide feedback of the school to enhance effectiveness. Agreed with Zembat (2010), the school provides a secure and safe environment for students and teachers to learn and teach, the teachers are expected to build respect, acceptance, and warm environment for students. Some teachers pointed out that a rigorous, supportive and optimistic environment is the students expected learn environment. The principal in this school is recognized to be a good example to appropriate use of instruction technology.

For a better school effectiveness, the principal keeps working hard, team work, be a continual leader, determination and being optimistic. It is important to be able to react to the changing demand and face the specific environment. Like it is said by Leithwood et al
(2004), the principal emphasizes the importance of students' achievement. It can be observed from the interview that the principal is creative in her collaboration with teacher, committed to students and good at instruction in dealing with changes. There are also specific works for principals such as give praise to excellent teachers, make suggestions, develop effective instruction and so on. All this actions are conducted to enhance or maintain the schools' effectiveness.

It is not easy to keep a good result in teaching and learning, so the teachers and students who made worthy contributions will be shown appreciation. Every year, there is a ceremony organized to give prizes to deserving teachers and students. Except the annual event, whenever teachers have performed especially well, they will be praised. The principal always goes around the school and visit classrooms, she is ensured that students are learning and teachers are teaching, so they are not wasting the instructional time. On the problem of recognizing good teachers, the principal hold the same opinion with those principals in Agezo's research (2010). Teachers are encouraged to do their best in the area where they are not performed very well. “Well done”, "Come on" and “Keep it up” are often expressed by the principal to inspire teachers for a higher level in
their work. Students are expected to learn in every classroom, teachers have transmits the ideology of school is a place for learning to the students. A teacher has stated:" thank you cost nothing but is important, appropriate affirmation is also the motivation to work hard." Another teacher said:" the recognition does not mean the principal has a favor to the person, it means they are building a good relationship."

6.9 Suggestions for Further Research

1. The present study has taken sample from Hubli-Dharwad corporation area and has considered only secondary schools. The study may be extended to rural samples and to primary schools.

2. The study may be extended by including some other variables, such as facilities available in the school, teachers' experience, innovativeness of the school, time-on-task, quality of work life, teacher efficacy and so on.

3. A study may be undertaken to compare the urban and rural effective schools.