

CHAPTER IV

RESULTS AND INTERPRETATIONS

4.0 INTRODUCTION

Analysis as a process goes into research one way or another at the beginning of problem selection, in determining methods and interpretation and in reaching conclusions with the data collected. Wilkinson and Bandarkar (1990) state, "*Data analysis involves a number of closely related tasks performed to summarize and organize information in a way that will provide an answer to research questions or suggest that submissions or queries to those questions or hypo-initiated research*". Interpretation is an integral part of the research process. The translation process is another way of saying what is the answer to the first problem? Therefore, translation is by no means a mechanical process. It requires a critical analysis of the results of human analysis by looking at all the limits of data collection. The researcher will not be able to achieve his or her goal without interpreting the information collected with the help of the tools used in the study. The preceding chapter presented a comprehensive report on how to gather information needed for current research. The current chapter focuses on analyzing and interpreting the information collected to achieve the objectives and to evaluate the questions posed in the chapter. I

The purpose of this study is to understand the leadership styles of women principals of grant-in-aid secondary schools of Vadodara. The researcher used mixed methods as a research design and collected quantitative as well as qualitative data. The objective of using a mixed methods approach is to understand the leadership style as well the in-depth information about the challenges faced by women principals and the impact of leadership styles. The survey questionnaire was used to collect responses to derive leadership style of the women principals and qualitative data were collected through structured interviews of women school principals.

This chapter presents quantitative and qualitative data analysis of the data in the following two sections:

Section 1 – Quantitative Data Analysis

Section 2 – Qualitative Data Analysis

SECTION 1

QUANTITATIVE DATA ANALYSIS OF PRINCIPALS' PERSPECTIVES ON LEADERSHIP STYLE

In this section, responses collected from the leadership style questionnaire are analysed based on the perspectives of women school principals on the kind of leadership style they show for the school management.

Data analysis is categorized as follows:

- a. Frequency/Percentage of Demographic Variables
- b. Mann-Whitney U-Test between Factors and Medium of Language and Educational Qualification
- c. Kruskal-Wallis Test between factors and Age
- d. Inferential statistics.

4.1 FREQUENCY/PERCENTAGE OF DEMOGRAPHIC INFORMATION

Table 4.1 – Distribution of Demographic Information

Variables	Categories	Frequency	Percent
Medium of Instruction	Gujarati	17	53.10
	English	15	46.90
Work Experience (Years)	Less than 8 Years	13	40.60
	9 - 14 Years	8	25.0
	14 - 33 Years	11	34.40
Qualification	Post Graduate with B.Ed.	21	65.60
	Post Graduate with M.Ed.	11	34.40
Total		32	100.0



Figure 4.1 – Demographic Information

Table 4.1 shows the frequency distribution of demographic variables. For medium of instruction, it can be derived that 17 (53.10%) school principals are from Gujarati medium schools and 15 (46.90 %) schools principals are from English medium schools. For years of work experience, it can be explained that 13 (40.60 %) school principals have less than 8 years of experience, 11 (34.40 %) has 14 to 33 years of work experience and 8 (25 %) school principals had 9 to 14 years of work experience. For qualification, it can be explained from the table that 21 (65.60 %) school principals are post-graduate with B.Ed. and 11 (34.40 %) are post-graduate with M.Ed.

4.2 - MANN-WHITNEY U-TEST BETWEEN MEDIUM OF LANGUAGE AND FACTORS

Table 4.2 - Mann-Whitney U-Test between Medium of Language and Factors

Factors	Medium of Instruction	N	Mean	SD	Mann-Whitney U	Asymp. Sig. (2-tailed)
Personal Qualities	Gujarati	17	14.22	1.72	124.50	0.01
	English	15				
Administrative Qualities	Gujarati	17	14.81	2.51	105.00	0.01
	English	15				
Work Climate	Gujarati	17	10.84	2.14	96.00	0.02
	English	15				
Role of Curricular and Co-Curricular Activities	Gujarati	17	10.78	2.52	76.00	0.04
	English	15				

Table 4.2 explains Mann-Whitney U-test between the medium of language and leadership style factors. Significant difference was found among the responses of English and Gujarati medium for Personal Qualities ($U=124.50$, $p = 0.01$), Administrative Qualities ($U=105.00$, $p = 0.01$), Work Climate ($U=96.00$, $p = 0.02$) and Role in curricular and co-curricular activities ($U = 76$, $p = 0.04$).

4.3 – KRUSKAL WALLIS TEST BETWEEN WORK EXPERIENCE AND FACTORS

Leadership Qualities	Work Experience (Years)	N	Chi Square	Df	Asymp. Sig. (2 tailed)
Personal Qualities	Less than 8 Years	13	1.23	2	0.01
	9 - 14 Years	8			
	14 - 33 Years	11			
Administrative Qualities	Less than 8 Years	13	0.12	2	0.01
	9 - 14 Years	8			
	14 - 33 Years	11			
Work Climate	Less than 8 Years	13	0.11	2	0.02
	9 - 14 Years	8			
	14 - 33 Years	11			
Role of Curricular and Co-Curricular Activities	Less than 8 Years	13	0.71	2	0.01
	9 - 14 Years	8			
	14 - 33 Years	11			
	Total	32			

Table 4.3 explains Kruskal Wallis test between Work experience of School principals and factors of leadership qualities. It can be derived from above table that there is significant difference among the responses of different groups of work experience and factors of leadership styles - for Personal Qualities ($H(2) = 1.23, p = 0.01$), Administrative Qualities ($H(2) = 1.12, p = 0.01$), Work Climate ($H(2) = 0.11, p = 0.02$) and Role in curricular and co-curricular activities ($H(2) = 0.71, p = 0.01$).

4.4 MANN-WHITNEY U-TEST BETWEEN EDUCATIONAL QUALIFICATION AND FACTORS

Leadership Factors	Qualification	N	U	Z	Asymp. Sig. (2 tailed)
Personal Qualities	Post Graduate with B.Ed.	21	114.00	0.95	0.02
	Post Graduate with M.Ed.	11			
Administrative Qualities	Post Graduate with B.Ed.	21	89.00	0.29	0.01
	Post Graduate with M.Ed.	11			
Work Climate	Post Graduate with B.Ed.	21	86.50	0.24	0.01
	Post Graduate with M.Ed.	11			
Role of Curricular and Co-Curricular Activities	Post Graduate with B.Ed.	21	109.00	0.79	0.02
	Post Graduate with M.Ed.	11			

Table 4.4 explains Mann-Whitney U-test between the educational qualification and leadership style factors. Significant difference was found among the responses of English and Gujarati medium for Personal Qualities ($U=114.00$, $p = 0.02$), Administrative Qualities ($U=89.00$, $p = 0.01$), Work Climate ($U=86.50$, $p = 0.01$) and Role in curricular and co-curricular activities ($U = 109.00$, $p = 0.02$).

4.5 – LEADERSHIP STYLE (OVERALL)

	Telling	Selling	Participating	Delegating
Personal Qualities	14	40	71	35
Administrative Qualities	53	30	51	58
Work Climate	55	25	52	28
Role in Curricular/Co-curricular Activities	38	45	53	24

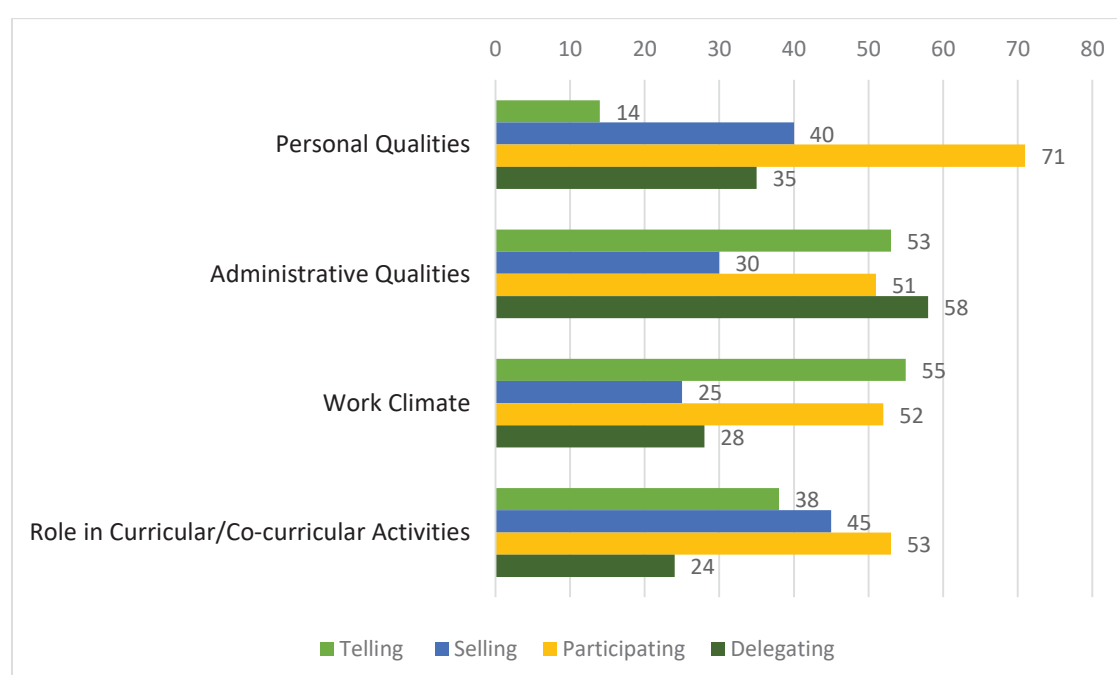


Figure 4.2 – Leadership Styles

Table 4.5 shows the leadership styles of women school principals of secondary schools for all the factors of leadership management questionnaire. These leadership approaches are derived from the Hersey Blanchard Situational Leadership Theory. Four types of leadership styles are defined as Telling, Selling, Participating and Delegating. Responses are calculated according to standardized scoring method given with the questionnaire.

For personal qualities, it is reflected high scores for participating approach of female school principals, which explains school principals' world views to strengthen personal qualities by participating and sharing the all the functions with the school staff. It can also derived that the school principals' tendency to involve others in the decision making

processes. Average scores can be explained for selling and delegating aspects of female school principals and low scores are found for telling approach in the context for personal qualities. In telling approach, the school principals do not prefer to be told what, how, why, when and where for all the tasks. They prefer to decide on their own than being told by someone else.

In administrative qualities, average scores were reflected for telling (53), participating (51) and delegating (51) and Selling (30). This average scores explains the school principals utilize all the leadership approaches for effective administration processes.

For work climate, average scores were found for telling (55) and participating (52) which explains the school principals needs to the support from the teachers, administrative staff and students where everyone are involved to contribute their ideas and opinion to make better decisions for school development.

For school principals' role in curricular and co-curricular activities, average scores are reflected among telling (38), selling (45) and participating (53) and low scores are reflected for delegating.

4.6– LEADERSHIP STYLE (ITEM-WISE)

No.	Statements	f/ %	Telling	Selling	Participating	Delegating
1	Your Response to the Declining performance of the Staff	f	3	3	26	0
		%	9.38	9.38	81.25	0.00
2	New venture has to be started in the school	f	2	21	8	1
		%	6.25	65.63	25.00	3.13
3	Crucial Information is to be shared in the Staff	f	1	2	11	18
		%	3.13	6.25	34.38	56.25
4	When major change/decision to be introduced in the school	f	8	0	24	0
		%	25.00	0.00	75.00	0.00
5	A staff member encounter some problem with family	f	0	14	2	16
		%	0.00	43.75	6.25	50.00
6	To get the work done	f	5	0	14	13
		%	15.63	0.00	43.75	40.63
7	When some activity is to be assigned I always	f	24	4	0	4
		%	75.00	12.50	0.00	12.50
8	When a staff member is to be promoted	f	8	11	9	4
		%	25.00	34.38	28.13	12.50
9	An emergency comes where I have to sort out an issue	f	11	5	3	13
		%	34.38	15.63	9.38	40.63
10	Redefining roles and responsibilities have helped in the past	f	1	10	11	10
		%	3.13	31.25	34.38	31.25
11	Major changes in the organisational structure of the school	f	4	0	14	14
		%	12.50	0.00	43.75	43.75
12	A project has to be completed within sort period	f	21	2	4	5
		%	65.63	6.25	12.50	15.63

13	Team Performance and Interpersonal Relationships	f	1	14	17	0
		%	3.13	43.75	53.13	0.00
14	The management is not satisfied with the overall performance	f	12	8	12	0
		%	37.50	25.00	37.50	0.00
15	Staff members fail to share a cordial relationship	f	21	0	0	11
		%	65.63	0.00	0.00	34.38
16	Lack of ergonomically sound environment in the school	f	0	1	19	12
		%	0.00	3.13	59.38	37.50
17	The school used to perform well academically	f	8	10	7	7
		%	25.00	31.25	21.88	21.88
18	Student lack motivation and inclination in Academics	f	10	8	11	3
		%	31.25	25.00	34.38	9.38
19	New directives from the department	f	13	2	3	14
		%	40.63	6.25	9.38	43.75
20	An innovative method of teaching	f	1	11	20	0
		%	3.13	34.38	62.50	0.00
21	Vision of Restructuring	f	6	14	12	0
		%	18.75	43.75	37.50	0.00

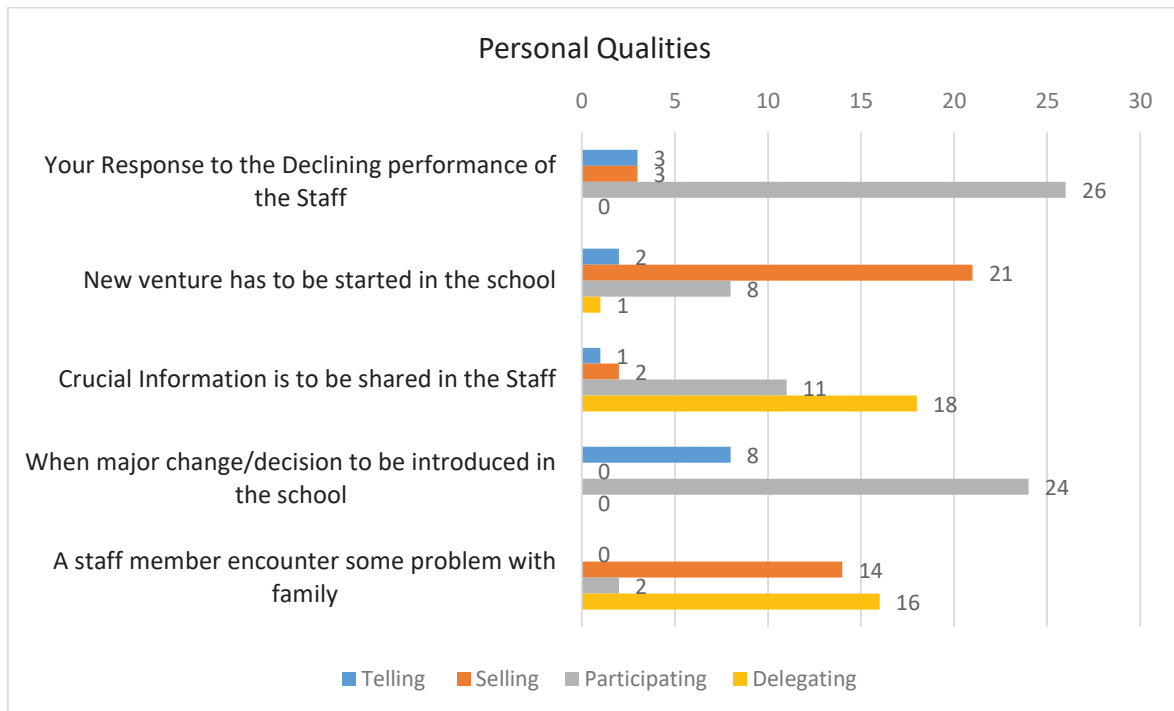


Figure 4.3 – Personality Qualities

Figure 4.3 explains the item-wise scores of leadership approaches categorized for personality qualities. Personal qualities includes certain leadership qualities that make a good leader. Qualities like honesty, integrity, empathy and transparency help a leader to lead and manage the group in an effective way. Feelings of empathy and concern for the subordinates make the leader successful in directing the team members which would make the leader's task easy in guiding the members. It can be derived from above figure that *participating* approach is reflected in school processes such as involvement of school staff in major decision or new initiative of school and selling approach was reflected for new initiative and when the staff member face some family problem. *Delegating* leadership approach is explained while sharing crucial information to staff and when a staff member faces some family problem.

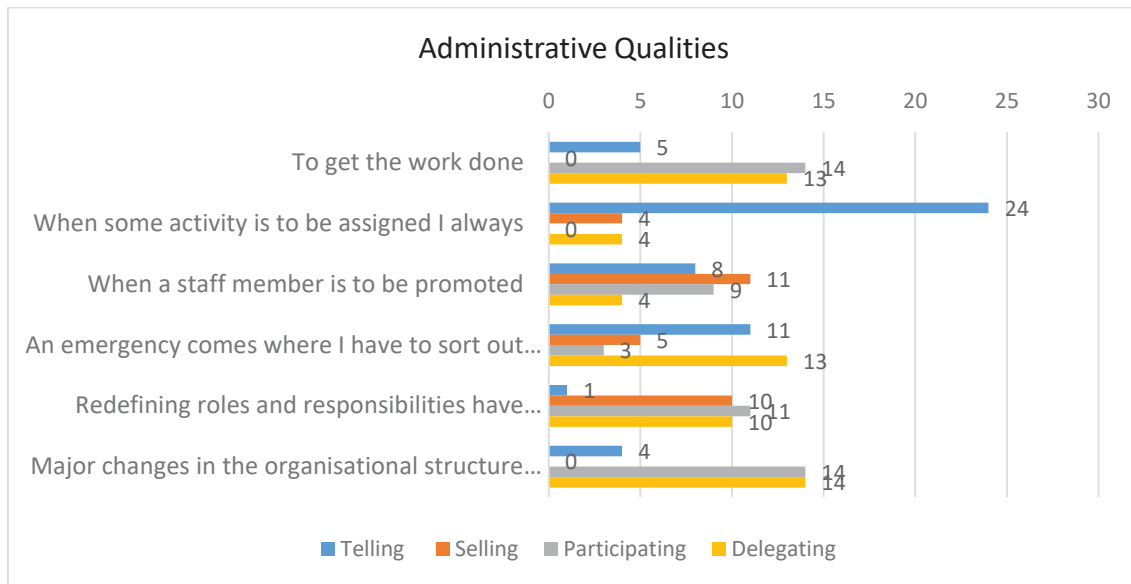


Figure 4.4 – Administrative Qualities

Figure 4.4 explains the item-wise scores of leadership approaches categorized for administrative qualities, which include orchestration of tasks, assigning tasks to the subordinates and monitoring the entire work in a satisfying manner. Administrative skill refers to the skill used in managing the group and achieving the goals and mission of the project. It can be derived from abovementioned figure that *telling* leadership approaches is essential in major administrative qualities such as assigning activities, to get work done, promotion of employees and resolving any administrative challenges. Furthermore, *participating* leadership approach is reflected in getting work done, promotion of employees, redefining the roles and responsibilities of the staff and major organizational changes. *Delegating* leadership approach is also reflected administrative qualities such as getting work from employees, resolving challenges during emergency and major organizational changes.

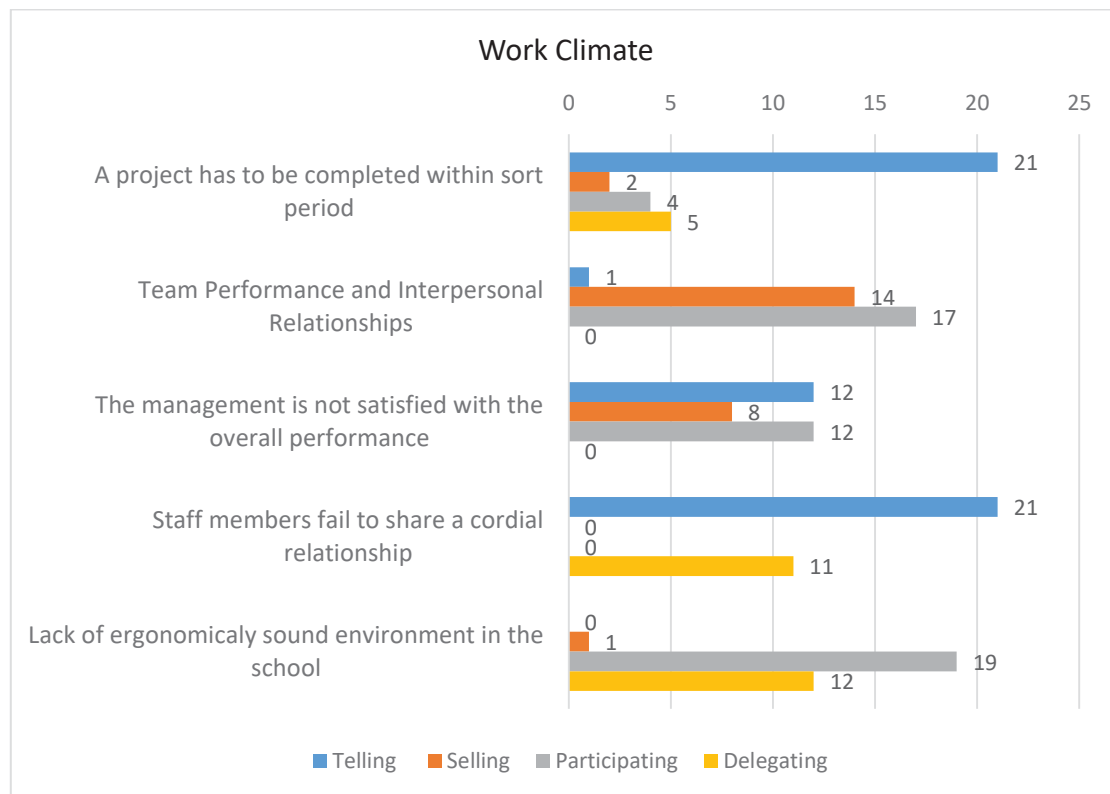


Figure 4.5 – Work Climate

Figure 4.5 explains the item-wise scores of leadership approaches categorized for work climate. The work climate constitutes by the perception of the work environment by an employee. It's how employees feel when they're at work, which has a direct correlation to how motivated they are to do well. Goals can be accomplished and projects can be completed with the support and cooperation of team members. Team members will be motivated to work if comfortable work climate is provided. This can be made possible by the leader. It can be explained from abovementioned figure that *telling* leadership approach is reflected in the activities – when management is not satisfied with school performance, staff members fail to share cordial relationship and when a project has to be completed within sort period. *Participating* leadership approach is reflected in school functions such as team performance and interpersonal relationships and for the development of ergonomically sound school environment.

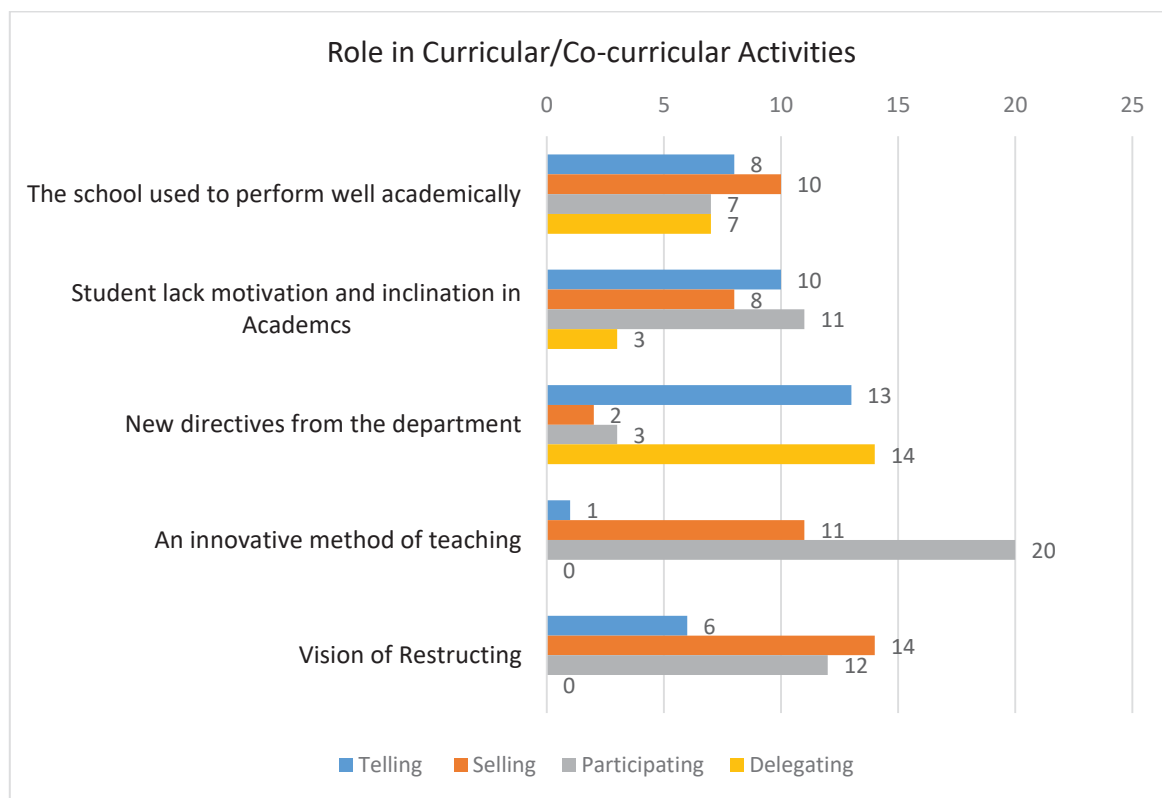


Figure 4.6 – Role in Curricular / Co-curricular Activities

Figure 4.6 explains the item-wise scores of leadership approaches categorized for school principals' role in curricular and co-curricular activities. Curricular activity is formal while co-curricular activity is informal. Both are involved in the process of educating children. One is the direct way while the other is the indirect way through various activities. As a leader one has to plan both curricular and co-curricular activities which would help in reaching the goals and vision of the institution. *Participating* leadership approach is reflected for school activities related aspects such as academic performance, encouraging students, innovative teaching methods and fulfilling the school vision. *Delegating* approach can be explained school activities such as academic performance of school, students' inclination to studies and managing new directives from the department.

SECTION 2

QUALITATIVE DATA ANALYSIS OF PRINCIPALS' PERSPECTIVES ON LEADERSHIP STYLE

In this section, all the secondary school principals were interviewed using semi-structured interview schedules. The purpose of conducting qualitative data is to understand the female school principals' perspective on the importance of leadership style, females' role as a leader and challenges faced by female school principals.

The qualitative responses were recorded with prior permission and transcribed into the English language. The data were analyzed using quantitative content analysis which is explained in detail below.

The vision of School Principals

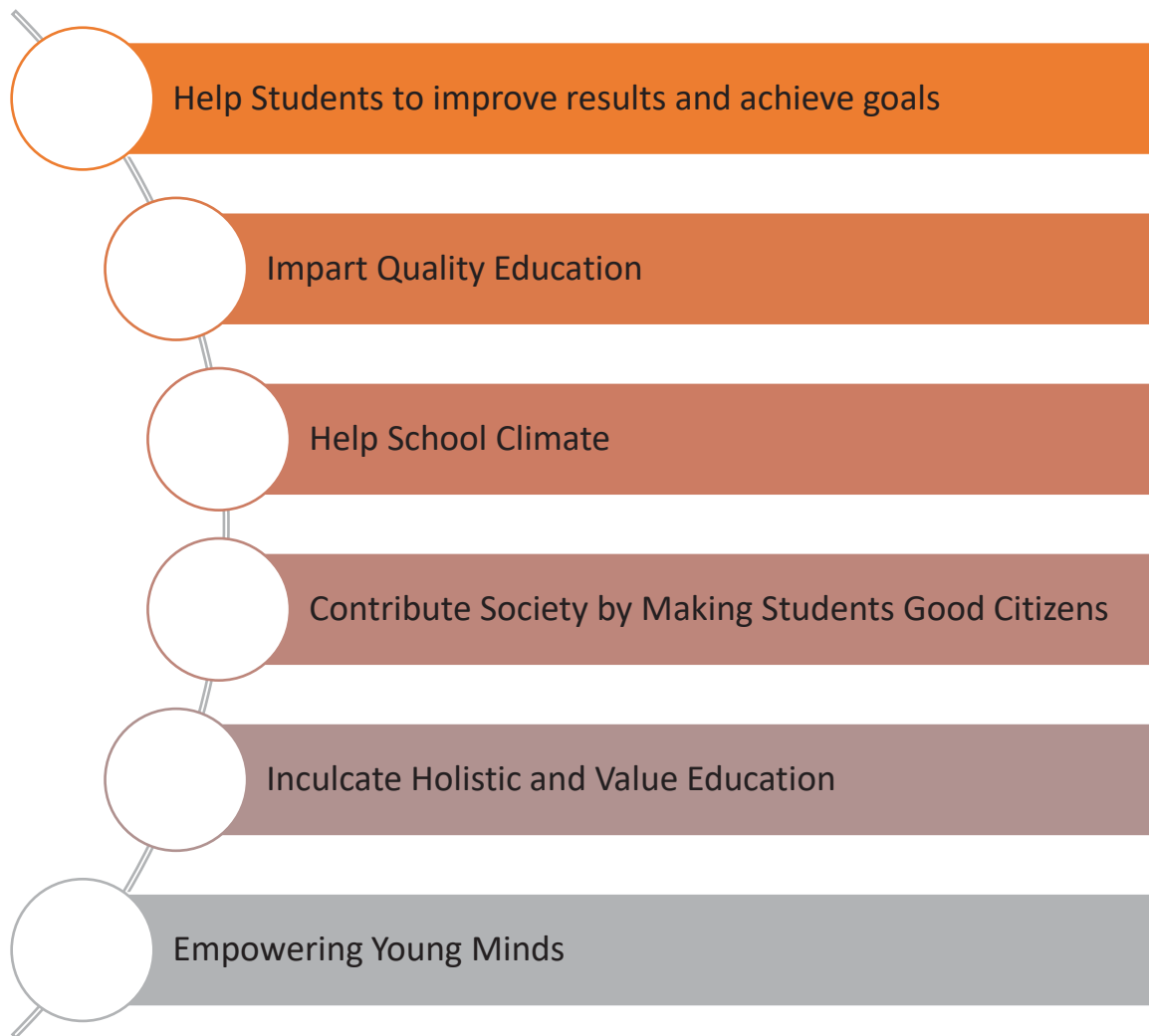


Figure 4.7 – Vision of the School Principal

Figure 4.7 shows the vision of all women secondary school principals. The list of the responses are organized based on most response to less given response. When asked about their vision as a school principal, helping students to improve their results and achieve goals were shared by many principals. Few principals shared their vision such as, imparting quality education, helping school climate, contributing society by making students good citizens, inculcating holistic and value education in students and empowering young minds.

Role Difference in Primary and School Principals

Table 4.7 – ROLE DIFFERENCE IN PRIMARY AND SCHOOL PRINCIPALS

	Frequency	Percent
Answerable to DEO, so more challenging	1	4.8
Both are entirely different	1	4.8
Higher expectations from Secondary School Principal	1	4.8
Needs are different, So roles are different	4	19.0
Primary is easy	1	4.8
Role in Primary School is more challenging	6	28.6
Secondary Role is challenging more	7	33.3
Total	21	100.0

Table 4.7 shows the role differences of school principals in primary and secondary schools. Some principals (33.3 %) believed that roles of school principals in secondary schools are more challenging and 28.6% of principals believed that leadership in primary schools are more challenging. Four principals also gave opinion that needs are different in both primary and secondary schools hence, roles are different.

Table 4.8 - CHALLENGES IN SECONDARY SCHOOLS

	Frequency	Percent
Admission & Result related	3	14.3
Managing Academic & Non-Academic Programmes	2	9.5
Frequent changes in Rules	2	9.5
Everyday New Challenges	6	28.6
Financial	1	4.8
Govt Policies	1	4.8
Lack of Motivation among Staff	1	4.8
No Issues	5	23.8
Total	21	100.0

Table 4.8 explains perspectives of school principals for the challenges faced in secondary schools. 28.6 % of principals believes that everyday new challenges comes in school where 5 school principals said that they have faced any challenges in school. Few school principals also shared that they face challenges such as, admission and result oriented, management of academic and non-academic programmes and frequent changes in rules.

Table 4.9 – DEFINITION OF A LEADER

	Frequency	Percent
One who believes in teamwork and involves everyone	12	57.1
One who guides well	2	9.5
One who leads efficiently and delegates work	6	28.6
One who gets work done	1	4.8
Total	21	100.0

Table 4.9 explains the school principals' understanding of a leader. 57.1 % of the school principals defined the leader as the individual who believes in teamwork and involves everyone and 28.6% of principal believes the leader who leads efficiently and delegates work in an equal manner. Few principals understood the leader who guides well and who has the ability to get the work done.

Table 4.10 – ADVANTAGES OF FEMALE LEADER

	Frequency	Percent
Able to Handle Situation in Better Manner	4	19.0
Motherly Care	6	28.6
Understanding & Caring	6	28.6
No Difference	5	23.8
Total	21	100.0

Table 4.10 shows the descriptive analysis of advantages of female leader. 6 principals shared that female leaders are efficient in understanding others and shows caring behavior towards others whereas 6 principals believed about the motherly care is an significant advantage of being female leader. 5 school principals believed that there no advantage as such for female leader.

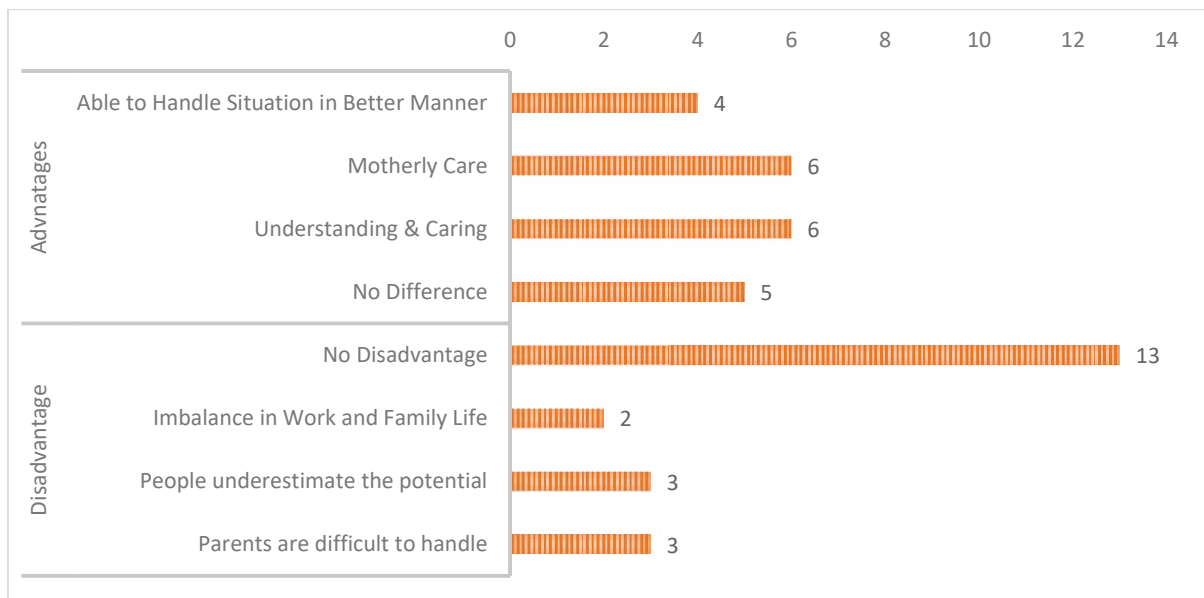
*Figure 4.8 – Advantages and Disadvantages of Female Leader*

Table 4.11 – DISADVANTAGES OF FEMALE LEADER

	Frequency	Percent
No Disadvantage	13	61.9
Imbalance in Work and Family Life	2	9.5
People underestimate the potential	3	14.3
Parents are difficult to handle	3	14.3
Total	21	100.0

Table 4.11 explains the disadvantage of female leader. Most of the school principals (61.9 %) shared that there were no disadvantages of being female leader. Few school principals shared that sometimes female leaders are underestimated and parents are difficult to handle by female leaders as compared to male leaders.



Figure 4.9 – Qualities of Principal as a Leader

Figure 4.9 explains the qualities of school principals as a leader. The school principals were asked to share the qualities of school principals as a leader. All the school principals shared all abovementioned qualities which they see in a leader.

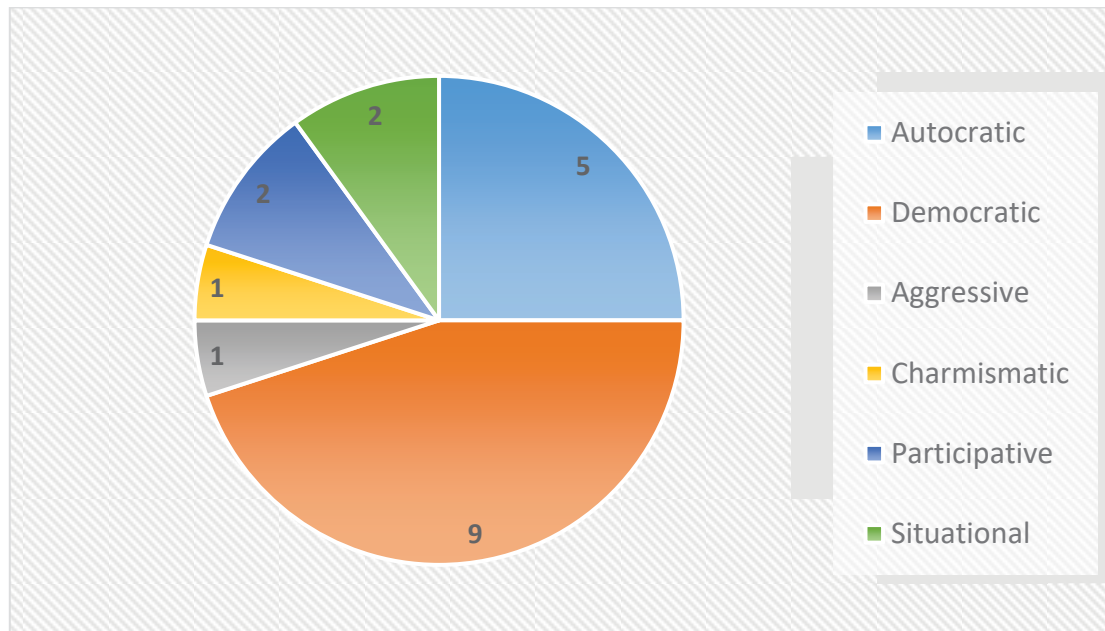


Figure 4.10 – Leadership Styles preferred by Principals

Figure 4.10 shows the leadership style preferred by school principals. All the school principals were asked about the leadership style they prefer to perform well in the school. 9 principals said that they would lead with democratic leadership style, whereas 5 school principals preferred autocratic leadership style. Two principals preferred situational leadership and 2 principals preferred participative leadership style to perform well in the school.



Figure 4.11 – Message to Female Leaders

Figure 4.11 describes the message to all female leaders by all the women school principals. All the female school principals who have been interviewed were asked about the message they would like to give to all female leaders to effective leadership. All the messages were qualitatively analysed and the most common messages are described in above-mentioned figure. The messages are – *Balancing personal and professional life, Being focused and keep doing the fantastic work, Treating school as a family and nurturing all, embracing challenges and being firm and strong.*

4.12 PROFILE CASES

4.12.0 INTRODUCTION

While probing through the data sheet and the accumulated data through semi-structured interview of the women principals of grant-in-aid schools of Vadodara, the researcher was able to identify certain samples as different from the rest of the group. Their dealings with the staff and their approach towards the challenges portrayed a different picture which attracted the researcher for an in-depth study of their profiles which helped to ascertain the skill they possessed to resolve certain problems they faced in day today activities of the school. It helped to correlate their academic achievement and experience as crucial components in adopting certain skills and strategies. The following three themes were identified.

1. Qualification
2. Experience
3. Soft skills

4.12.1 EDUCATIONAL QUALIFICATION OF WOMEN PRINCIPALS

As far as educational qualification is concerned, early education of the selected samples plays a vital role in their leadership roles as principals. All the samples selected for the in-depth study have been excellent in academics. They were toppers in SSC and HSC Board examinations. All the selected samples have a deep interest in co-curricular and extracurricular activities other than academics.

4.12.2 EXPERIENCE

Samples with long experience have been more adaptive and skillful in resolving problems than with less experience. It was identified that experience plays an important role as it helps a person to get accustomed to certain prevailing circumstances thereby helping to face the challenges.

4.12.3. SOFT SKILLS

The selected samples have been possessing certain soft skills like creativity, communication, flexibility, adaptability, integrity, dependability, etc. These soft skills are the innate traits that were discovered and identified through the interview.

4.13 PROFILE CASES OF PRINCIPALS.

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4.14 PROFILE CASES:

- (1) Case A**
- (2) Case B**
- (3) Case C**
- (4) Case D**
- (5) Case E**

All the five samples have been studied deeply keeping in view their educational qualification, Experience and Soft skill traits which helped in making them different than rest of the group.

Case A

4.14.0 EARLY CHILDHOOD AND EDUCATION

She was born in an upper middle class family. Brought up with care and concern. Her father was ailing with asthma and mother worked to maintain the family. As father could not go out for work due to poor health, there was role reverse of responsibilities and duties witnessed during her young age. Father looked after the home affairs and hence whatever demands related to home and food were concerned were fulfilled by her father and financial demands were fulfilled by the mother. Determined to be a successful in life, faced challenges and excelled in academics. Disciplined mother trained her to be systematic. All these qualities helped her to be a strong personality which helped her to be a strong leader later in life. Both parents were her role models who instilled the qualities of leadership in her right from her childhood. She looked at her parents. There was no strict custom of father not doing any household chores and mother not going out for work. She grew up seeing her parents helping each other in all circumstances which made her all the more strong. Later in her life she had to bring up her only son as a single parent which made her all the more strong. It was her childhood training that helped her to carry out all the responsibility Looking at this situation and growing up in such an environment she developed a strong personality and learnt to struggle and achieve success in life. She was bright in her studies right from her school days. Both parents encouraged her to study and she stood first in her school in both SSC Board examination and HSC Board

examination. Her name is reflected in the Roll of Honour of her school. After completing her graduation she did her post-graduation with Mathematics as major. She excelled in her higher studies as well. She did her B. Ed and M. Ed and joined as a Maths teacher in the same school where she is presently working as a principal. Childhood experiences affect our behaviour and personality into adulthood even if we are not aware of the existence of this connection. “It is useful to examine leadership during childhood and adolescence as what occurs during the developmental years can have an impact on the leadership behaviours exhibited later in the workplace as an adult”. (Karagianni and Montgomery 2017)It can be concluded that supportive and caring home environment helped her excel in academics which thereby influenced her to take up the leadership role which came as an opportunity while working as a teacher. Learnt to take up responsibilities from the very young age she did not step back when she was asked to take up the position of a principal in a turbulent situation. She had the confidence of steering the school successfully through a stormy weather. She had grown up seeing her mother taking up the leadership role and it must have been an inspiration for her to follow her mother’s footsteps. It has been found from this study that in majority of the situations she exhibits participative leadership style which is because her parents cooperated and supported each other in shouldering the responsibilities of the family which has influenced her a lot in her leadership role as a principal. It can be concluded that childhood experiences and training can definitely lead to become a successful leader later in life.

4.14.1 EXPERIENCE

Experience plays a vital role in the life of a leader. Experience helps a leader to learn and practice certain aspects with confidence. Sample ‘A’ joined in her school as a Math teacher and worked as a teacher for 9 years. During her tenure as a teacher she was popular among students as she experimented various activity based methods of teaching Maths. She wanted to remove the Maths phobia from the students. As she got the opportunity to be the principal of the school she could navigate the school in a proper direction understanding the challenges faced by the teachers. Her long experience as a principal has also helped her in resolving the issues faced in the day today activities of the school. Her interest in Mathematics has earned accolades in the maths teachers’ community. She has her own You Tube channel where she posts her recorded classes teaching mathematics through new ways and methods. Her innovative interest has helped

her to host many Maths workshops and seminars and has earned her name in the Maths teachers' community. She enthusiastically takes classes although she is loaded with administrative work. She has managed her role so well that she has never found dearth of time. She divides the tasks among her staff which helps in carrying out the activities smoothly. Her interest and flair in various extra-curricular activities has helped her to conduct various programmes in her school. Change is the law of nature. She believes to bring change in all the aspects by involving in various novice ideas and thoughts. The pandemic brought so many positive aspects that she not only got acquainted with the new technology but developed friendship with it. Her nature to adapt to new changes has helped her to face the struggle and challenges in the school as well.

4.14.2 SOFT SKILL TRAITS

A teacher is a mentor and facilitator who should possess certain soft skills which are of utmost importance for mentoring and guiding the students. Sample A possesses certain soft skills like communication skill, leadership adaptability, cultural competence which makes her a receptive leader. As a principal she is leading her school with 800 students and managing 27 staff members. Her expertise in arts and craft has helped her to conduct various activities under the karmayogi calendar. Her keen interest in various novel activities has helped to carve a niche for herself. Her behaviour and attitude has impressed the researcher to include her as a sample for the present profile case study. She has created many handicraft items which she supplies to many customers. Her interest in making artefacts has been kept alive by her though she is busy throughout the day with her school duties. The researcher got a chance to get certain handicraft items from her and it was noticed during the visits that she is also a good businesswoman and very much practical and professional. She does not compromise with any of her duties. She takes utmost care and performs her duties to the fullest.

4.15 CASE B

4.15.0 EARLY CHILDHOOD AND EDUCATION

She was having a comfortable childhood with working parents. She was groomed and brought up in an environment of caring and concerned for others. Staying in the quarters of IOCL every member in the colony was belonging to the same large family. Parents trained her to be independent which helped her in the later stage. As John Dewey has said, people learn by doing, so the more a person takes on leadership roles at a young age, the more they will grow as a leader through the years. She stayed in the Refinery colony and studied in a school which was within the premise. She excelled in her academics. An alumni of The Maharaja Sayajirao University she completed her higher studies and excelled in her university as well.

4.15.1 EXPERIENCE

She joined as a teacher in the same school where she studied and presently leading the same school as a principal. Being the student, teacher and later on the principal has given her an array of experiences which has helped her to manage the school and tackle the day to day challenges of the school. Her association with the school for about 50 years has brought a close affinity with the school. It is like her home and this feeling has helped her to lead the school in a very successful manner. She is managing 20 staff members and nearly 750 students. Being in the township she has always felt her school, children and staff as extended family members. Her dealing and association with the staff has helped her to resolve all the issues and problems of the school to a great extent. Her behaviour was sober yet she is firm and determined. She had to experience certain challenges in her school as the school management underwent a drastic change. There was change of ownership which resulted into the overhauling of the entire administrative system. The structure and working style changed, policies changes, certain rules and regulations changed however, she was so adaptive and flexible in her leadership style that she overcame all the hurdles. Her continuing in the same school as the principal is the proof of her success.

4.15.2 SOFT SKILL TRAITS

She is soft spoken but assertive. Her soft skill traits during the interview session impressed the researcher. Her promptness in answering the questions and practicality in certain aspects asserted that she managed her staff and students in a very composed manner. She radiated positivity whenever she spoke. She is able to collaborate effectively and connect deeply. She is congruent in her words, language and tone. She stays cool and calm while expressing herself. All these qualities help her in the working place where she has to deal with 20 different minds and make them function following the working structure framed on the basis of the mission of the school. She handles and is answerable to parents of 750 students and the other stake holders of her school. Her love for the institution as it is her alma mater. She has a special bonding with the school as she studied as a student , then offered her services as a teacher finally took the leadership position as a principal. While in her journey from a student to a principal she has faced many hurdles which she overcame with confidence and determination.

4. 16 CASE C

4.16.0 EARLY CHILDHOOD AND EDUCATION

She is brought up in a very close knit family with lot of comfort and care. Parents were very caring and concerned and involved in many philanthropic activities. She was brought in such an environment where she grew up seeing her parents and relatives involved in spiritual activities. . She studied in a in a single sex school, her academic excellence helped her in various aspects for the personality development. Moulded and trained by strict disciplinarian her parents were belonging to upper middle class. She took keen interest not only in academics but in various co-curricular and extra -curricular activities. From her formative years she was trained to be empathetic and compassionate. Her inclination to serve and care developed with growing age.

4.16.1 EXPERIENCE

Her inclination to serve and care for others landed her in a school where such activities were predominant. She worked as an English teacher in a school which is managed by a trust and the school takes interest in various philanthropic activities where she is actively takes part. Working as a teacher for almost 10 years, she is the principal of the same school. While working as a teacher she helped her principal for various administrative work. She was actively participating in the various documentation work helping the principal. Being a language teacher she participated in almost all the activities conducted in the school. When the principal retired she was serving the school as an in-charge principal and later appointed as the principal. She has been working in the same school for the last 30 years and for her school is her second home. At present she is devoting majority of her time for the development of the school. She is a language teacher teaching English to higher classes for the last 30 years. Her inclination and love for the language has earned her accolades. She is

Her children being settled, she can spend more time in taking care of the various philanthropic activities conducted in the school. Her school has been accredited by British council and been judged her school for quality education by ISO 2000. She is still aiming for high and wants to scale still higher. She is handling 1750 students and 48 staff members.

4.16.2 SOFT SKILL TRAITS

Being an English teacher she is adept at communication with people. She possesses professional speaking abilities and is very empathic listener too. She has excellent verbal and written communication skills which helps her developing good rapport with others. She is innovative and creative which helps her in arranging various extra- curricular activities in her school. Her skilful ways of dealing makes her very popular among the school folks and staff. Parents and school management are very happy with her work. She actively takes part in the various activities sponsored by the school authorities other than academics. Her keen interest and efficiency in her work wins a strong relationship with her staff.

4.17 CASE D

4.17.0 EARLY CHILDHOOD AND EDUCATION

Case D belongs to the southern part of Gujarat. Born in a conservative family she did not enjoy the freedom and luxury of urban life. Parents were very strict but instilled moral values to the deepest. Studied through out in a girls school was not exposed much to the external world. Though very shy she was had aimed to achieve some thing worthwhile in her life. Excellent in academics and other academic activities completed her studies and post marriage she came to Vadodara and joined The Maharaja Sayajirao University for M Sc. And B Ed. After her B Ed. She joined a school in Vadodara. Though she loved her work as a teacher wanted to do something different. The government of Gujarat made it mandatory to clear H TAT exam for being eligible to be appointed as a principal in grant-in aid schools. She cleared the H TAT test in the first attempt in 2011 and was appointed as a principal in the present school where she is working still. She is managing 12 staff members and 318 girl students. Studied in a girls school herself she is quite acquainted with the challenges faced in girls school.

4.17.1 EXPERIENCE

Though she is only 46, her experience in administrative work is very long. When she worked as a teacher she helped her principal in most of the administrative work. It is this experience which helped her in clearing the eligibility test for qualifying as a principal. Practice makes a man perfect. During her working as a teacher she used to take keen interest not only in teaching but getting involved in various other curricular and extra- curricular activities. She is in a school where students are from the lower socio economic group but due to her inclination and interest has motivated so many students to pursue their studies. She is a true mentor and a guide to so many students.

4.17.2 SOFT SKILL TRAITS

As classrooms are becoming more diverse teachers interact with students from different cultural, demographic and socio economic backgrounds on a daily basis. Teachers need to be compassionate and considerate. She is very considerate in her approach towards students. As the students come from very lower economic group she takes care of them and see to it that they don't drop out from school due to financial crisis. She tries to generate fees from them through various sources. Her interest in the development of the school is noteworthy. She is

soft spoken by nature but very assertive in her approach. Her dealings with the parents has convinced them to a large extent and continued sending their girl child to school and it has helped in the enrolment rate as well. Her communication skill has helped her in the leadership style she adopts in performing her duty as a principal.

4.18 CASE E

4.18.0 EARLY CHILDHOOD AND EDUCATION

She was born in a family of landlords. Her father was involved in real estate business and later on got involved in construction. Belonging to an affluent family she had a happy childhood with supporting parents. Her father got involved in politics, as a result she witnessed many occasions where she was inspired by her father. She developed leadership qualities and her father was her model. Her mother was a home maker but was a strong lady who tried to inculcate moral values and discipline in her children. She studied with great interest and zeal. She stood first in her school in SSC Board examination and her name is displayed on the roll of honour in her school. She stood second in her school in HSC Board examination. She was very keen in participating in extra-curricular activities and brought laurels to her school by winning many prizes for essay writing and debate competitions.

4.18.1 EXPERIENCE

She graduated from The Maharaja Sayajirao University of Baroda. She did her MSc and BEd. From the same university. Initially she joined as a Mathematics and Science teacher in Central school Jamnagar. In 1990 she joined as the in charge principal in the same school where she joined as the Principal. She is having a very long experience of 30 years which makes her one of the best principals in Vadodara. During her tenure her school bagged the prestigious “Sardar Award” for three consecutive years for extracurricular activities. She has managerial capacity which can be proved by her participation in various governmental and non-governmental activities. She served as convenor of the QDC(quality development committee) of SVS (Shala Vikas Sankul) 5. In SVS 5 there were 15 schools. She has also participated in various orientation programmes and has undertaken various refresher courses for the principals. Her capability in the management of school and staff is worth noting. She

is taking care of 1500 students and 65 staff members. She practises participative leadership style and at times even transacts delegative style

4.18.2 SOFT SKILL TRAITS

Her effective communicative skill impressed the researcher to a large extent. It was during the interview the researcher got acquainted with her and her soft skill traits. She impresses people with her gentle nature and commanding personality. She has inherited the strong personality trait from her father who himself was a political leader serving the society. Her enthusiasm and zest for knowing and learning new things has made her popular among her staff and students.

4.19 CONCLUSION

All five cases studied in depth by the researcher are serving their respective schools with great enthusiasm and interest. All these women principals were part of the research study. Their leadership qualities and soft skill traits help them in managing the school in a balanced way. In these challenging times, it is a herculean task to manage the school striking a balance between the school management and other stakeholders. Grant-in-aid schools are though managed by the private trust/management members, the rules and regulations are framed and are followed as per the state education department. Every day becomes a new challenge. The directives from the government and to implement them systematically require great skill and acumen. In a situation where every day new problems create and managing the staff, students and the parents require administrative skills. To a great extent, it was found by the researcher that all the five cases are transacting their respective leadership style and are on the path of overall development of their respective schools. A notable point is that all the five cases were academically so well that their school takes pride in displaying their names in their roll of honour.

It was found from the study that all the women principals selected for the in depth study were inspired by their parents and their teachers in their early stages of life. They had long working experiences as teachers before becoming the principals. They all had sound academic background in their early education. Thus it can be concluded that academics, and work experience play a decisive and major role in the success story.