

## **CHAPTER V**

### **SUMMARY, FINDINGS, AND CONCLUSION**

#### **5.0 INTRODUCTION**

Education is a powerful tool that enables an individual to be economically and socially strong. It helps in facing the challenges in a tactful way. As Nelson Mandela said, “Education is the most powerful weapon you can use to change the world.” Education in every sense is one of the essential components of human development. It is impossible to imagine a developed society in the absence of education. Education involves learning. Learning starts from the initial stages of a child. A child learns from the surroundings. It becomes imperative to provide a developed and educated surrounding to our future generation. Children are the future of our country hence it is the moral responsibility of each and every citizen to provide a healthy environment enabling the young generation to develop through learning.

There is a close interrelation between education and society. Society is the yardstick to measure development in all aspects. As society changes, there definitely occurs a change in its education system as well. As Ottoway (1980) observed “It is logical to imagine that the type of education given in each society will change from time to time as the society changes” School is an agent responsible for socializing groups of children and young people on specific skills and values in a society. School as agent teachers are the models who direct and mold the students to be successful individuals. Teachers play a vital role in shaping the personality of the students. Teachers are the agents who are led and motivated by their leaders who can be the role models for them. School principals and Headmasters are the guiding light. They lead the mantle and inspire their subordinates who have the prominent role of creating and developing the future of our country. The role of a leader and that too in the school set up demands various skills and capabilities. School leader needs to have a vision for improving quality and learning outcomes and are also effective at ongoing management tasks. (UNESCO 2016) They have a vital role in affecting the climate, attitude, and reputation of their schools. With successful leaders schools become effective incubators of learning places where students are not only educated but challenged, nurtured, and encouraged.

## 5.1 EFFECTIVE LEADERSHIP

**John C Maxwell said,** “Leaders stand different in the crowd due to certain qualities like commitment, passion, accountability, empathy, creativity, etc.” (Goalcast 2018). The concept of leadership in the past was different from what it is today. Leaders who were the bosses now become partners with their people and they no longer lead the group with their positional power.

Effective leadership traits can be highlighted like honesty, integrity, commitment, accountability, etc. As far as school principals are concerned effective principals influence a variety of outcomes in connection with the functioning and development of the school. NEP 2020 also highlights the same idea as school leaders to be the heads who possess extraordinary traits and talents to lead the school towards making equitable access to the highest quality education to all the learners and making the real aim to ‘ Educate, Encourage, Enlighten’.

## 5.2 LEADERSHIP STYLE AND PRINCIPAL

Leadership style is described as the way a leader acts and coordinates the activities and functions as per the prevailing situation. This style will depend upon the leaders’ personality, philosophy, and experience. Different situations demand different leadership styles. Leaders adopt certain styles as per their philosophy, experience, and attitude. There are different styles like autocratic, democratic, Laissez-faire, etc. An effective leader is expected to use the style as per the demand of the situation

This particular style is transacted to motivate, inspire, encourage and lead all the members in a group. This style is churned out of the leader based on the leader’s philosophy, outlook, culture, and customs. The style used by the leader becomes a typical style used in a demanding situation for carrying out the activities. This style may be accepted by the followers or may not be accepted. Leadership style will have a great impact on the output and functioning of the institution.

The principal in a school also follows the same pattern to lead the school on the path of success. A style is adopted or followed which will help in carrying out the day-to-day activities of the school in a smooth manner

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A school is a place where the principal is the leader who has to deal with various agencies connected with the school. Parents, students, teaching staff, administrative staff, management, government, and other connected stakeholders. In such a scenario the principal has to be very careful and cautious while taking the decisions in day to day affairs of the school. The principal is the mediator among all the different agencies hence the development of the school depends largely on the effectiveness of the school leader. There are certain functions that have to be carried out by the principal like Planning, Implementation, Appraisal, and Evaluation. Planning before the starting of the academic session, Implementation during the session, Appraisal, and Evaluation at the end of the session. For the smooth functioning of all the activities in the school, the principal has to be prompt and agile. “While the critical functions of a school principal have remained unchanged over the years, the principal’s essential role has shifted dramatically” (Hull, 2012) When it comes to women leaders, they are more assertive and persuasive. They have the firm determination and take more risks, this was identified by a year-long study in 2005 by Caliper a New Jersey-based consulting firm.

Female principals in the Grant-in-aid schools have to work with perseverance and compassion. The students in such schools come from various strata of society. The student’s social and psychological backgrounds affect a lot in their academics. As a leader of the school, she has to be very vigilant in each and every aspect and at the same time, strict government rules and directives have to be strictly followed.

With the onset of NEP 2020, various changes and modifications are needed in the school environment. There is a paradigm shift in the concept of the school leader. The principal will not only mold and guide the students but train the teachers to be the change agents. NEP 2020 states that school principals and school complex leaders will have modular leadership /management workshops and online development opportunities and platforms to continuously improve their own leadership and management skills. With this, the role of a principal has become more challenging.

### **5.3 WOMEN PRINCIPALS- EDUCATIONAL LEADERS**

Women are making their mark in every arena. The dedication and hard work portrayed by women have earned a lot of appreciation and laurels. There are innumerable qualities that make women successful educational leaders. Various instances need decisions to be taken in

a practical and tactful manner and certain inborn qualities like care and concern help them to take unbiased decisions at the proper time and situation. School principals deal with children coming from the various socio-economic background and dealing with various psychological set up which needs careful and cautious handling. Women principals have been dealing with such situations in a very easy manner.

#### **5.4 HERSEY BLANCHARD SITUATIONAL LEADERSHIP MODEL**

The present study is based on Hersey Blanchard Situation Leadership Model. This model states that leader has to be flexible in their leadership style and transact such style which is best suited to the situation. It can be said that leadership style should be tailor-made as per the situation. The present study identified the leadership style of women principals of grant-in-aid schools of Vadodara based on the Hersey Blanchard Model. This model highlights four main leadership styles.

##### **A Telling Style**

##### **B Selling Style**

##### **C Participating Style**

##### **D Delegating Style.**

- A. Telling Style:** In this style leader clearly defines the roles of the followers or members of the group. The leader states the what, how, why, when, and where to do the decided task.
- B. Selling Style:** In the Selling style, the leader directs the members and persuades the members by communicating the ideas. The leader sells the ideas to the members who follow the instructions and directions.
- C. Participating Style:** In this style, the leader becomes part of the decision-making by allowing the members to take the initiative in deciding the path and strategy. The leader encourages and supports the members in taking decisions.
- D. Delegating Style:** In delegating style, the leader assigns the responsibility to the team members and monitors the activities. The leader plays the role of a supervisor and team members have maximum responsibilities.

## **5.5 RESEARCH CONTEXT**

Education is a weapon to improve one's life. It is the most important tool to change one's life. Education helps a person in the development of personality and illuminates a person's mind and thinking. School is an important agent which helps in this area. School is the place where a child spends the most important phase of its life learning life lessons. It is the phase where maximum learning takes place. Hence the role of a principal is of utmost importance who steers the school and is considered as the captain. The present study conducted to identify the leadership styles of the women principals of grant-in-aid schools of Vadodara was a petite attempt to investigate the type of leadership transacted by the female principals in the grant-in-aid schools. Grant-in-aid schools function under the framework and guidelines of the education department. In the implementation of academic planning, grant-in-aid schools have to strictly adhere to government rules and regulations. All the aspects of curricular and extracurricular activities are framed and finalized by the education board, whether it is school timings, examinations, activities, or holidays. Thus it becomes a challenge for the heads of the schools to function in a smooth manner combining all the different components like the management, staff, and the government. Women have always been admired for balancing their professional and personal life. The researcher was fascinated to know the leadership style adopted by the female principals and thus

## **5.6 REVIEW OF RELATED LITERATURE**

Ken Blanchard said, “ Take a minute, look at your goals, look at your performance, see if your behavior matches your goals” ( The One Minute Manager 1982). The present study deals with identifying the leadership styles of women principals of grant in aid schools for which various studies based on women leadership were reviewed. Investigator has reviewed 34 studies on leadership styles focussing on different variables. Out of which sixteen studies viz Deoisres (1979), Eagly, et al (1990) , H.Heller(1993), Maitra (2007), Abgoli (2007), Sarah Burke(2001), Gungayi Ilhan (2005) K Nsubuga (2008) S Steinberg (2008) Coleman (2010), P A Lally (2008), Evans,D (2010), Habtamu (2013) Bingbing Li (2014) Raza,Shaukat Ali&Sikandar,Asma (2018)Mustanir and Siddique(2020) were conducted abroad. Seventeen studies Prabhakar (1989), Sukhjeet (1989) Srivastava (1999) Selvanayagam (2004), Choudhary (2010), Bhatia (2010), Ketan (2010) Shikhare (2011), Dubey (2012), Pushpalata (2012), Desai (2013), Shakir (2013), Rajput (2014)

Chauhan,Vimal J (2016) Moira (2017) Celine (2018) Shankhdhar & Arpit (2020) were conducted in India.

From these reviews of related literature, the researcher observed that the studies related to leadership styles of women heads were highlighted keeping in view variables like job satisfaction, work commitment , teachers morale, emotional maturity, gender difference etc. researcher failed to come across the study which focussed on the leadership style which helped women leaders to carry out the role of a multitasker balancing the personal as well as professional life. The present study will help the researcher to identify and study the leadership style transacted by the women principals not only in the successful functioning of the grant-in-aid secondary schools but also to study and understand the way women heads balance their work as multitaskers thereby proceeding towards the attainment of the vision and mission of the school and the institutional goals.

## **5.7. RATIONALE FOR THE STUDY**

“Cultivating leadership in others so that teachers and other adults assume their parts in realizing the school vision, improving instruction to enable teachers to teach at their best and students to learn to their utmost and managing people, data and processes to foster school improvement”. (From Wallace Foundation, 2013).

With a view to meeting the needs of the 21<sup>st</sup> century, the school principals in both the primary and secondary schools need to play a dynamic role more than an administrator of top-down rules and regulations.

A school principal is also a leader who has to have all the skills and capabilities of a leader. As the role of a principal is to provide strategic direction in the school system. Principals not only develop standardized curricula, assess teaching methods, monitor student achievement, but also encourage parent involvement, revise policies and procedures. They are responsible for the full development of students, where students learn to adapt and succeed in an environment where they feel safe and secure. The student should be encouraged to show a spirit of curiosity and learning. Every student should have his or her own benchmark to meet the targets that suit his or her strengths, as opposed to those set by peer pressure in society. Therefore, education must change not only to acquire knowledge but also to develop personality and skills. In achieving all these students need the strong support of the teachers in general and principal in particular.

The noteworthy quality of a successful leader is the ability to look beyond the happenings and visualize the future. Successful leaders possess the power and quality to lead and influence others to pursue common goals and achievements for the good of the group.

School forms a triangle where students, teachers and principal come together working for a common goal. Principal is at the helm of affairs who has to bring together teachers, parents and students in order to make teaching learning process successful.

Increasing awareness about the quality of education and the diminishing resources, the principal has a demanding role to play. Various policies and recommendations emphasize on the need for competitive leaders and principal in the schools but policy recommendations do not highlight on the means and ways to enhance the skills and talents required to steer the school ship on a stormy sea. With the implementation of NEP 2020 there is a paradigm shift. Schools, especially principals, have a key role to play in the implementation of the NEP. The principal is responsible for leading this transformation, which requires them to move from purely administrative positions to being active teachers. In order to successfully deliver the NEP, principals need to be aware of the latest developments and international processes for playing the role of founder and leader. The character, ability and elements of a character are equally important part of education, ranging from the mind to what it includes in the development of public schools. Leaders must support teachers to become change agents. Leaders should also focus on uncovering teachers' underlying leadership skills through empowering teacher training programs. As the epidemic puts all teaching power into e-learning, it is important to keep teachers informed of the technology in order to effectively use NEP. Teachers should focus on building characters while trying to integrate the ideas of teachers and students together. Effective school development is a process of illiteracy and re-learning. This is the key to bringing about change in the work of teachers who have long been accustomed to the traditional teaching method. Separating from the old route of meeting pre-defined standards and grading, teachers should learn to set flexible and intermediate assessments for each individual. Redefining education by building a larger think tank and utilizing greater teacher independence in the system is essential for NEP to achieve its full potential. The present study will enable the researcher to identify and study the leadership styles transacted by the principals which help them to lead the school successfully adhering to the rules and regulations of the government. At times the interference of education department on certain key aspects of the school activities and functioning of the school create

hurdles and obstructions. Government and grant-in-aid school principals do not have freehand as far as certain administrative matters are concerned.

Here comes the role of a principal who has to have certain qualities of leadership which will enable her to abide and adhere to the government rules and policies and at the same time achieve the targets and goals of the institution. The success of a school is evaluated on the basis of the academic achievements and the overall functioning of the school which includes certain indicators like student achievement, discipline referrals, and teacher satisfaction. Traditional role of a principal was different than what it is today. Today the principal as a leader has to be a facilitator, motivator, model and practical as well. The duties and responsibilities have become myriad. As the study is focussing on the women principals, the role has become all the more challenging since a woman has to balance her personal and professional life and cannot neglect one for the sake of other. Moreover this study will also enable the researcher to identify certain leadership styles and qualities of women principals which would help the future principals to carry out their responsibilities in a well-defined and successful manner

Schools are not the same as it used to be in earlier times. Schools have become more diverse and have more requirements to meet. Along with that the role of a principal covers different areas including leadership, teachers' evaluation, students' discipline, role in developing, implementing and evaluating programmes, role in reviewing policies and procedures etc. Here comes the role of a principal who has to have certain qualities of leadership which will enable her to abide and adhere to the government rules and policies and at the same time achieve the targets and goals of the institution. This study will help the researcher to study the leadership style adopted and transacted by the women principals which enable them to carry out their duties and responsibilities in a successful manner. On the basis of Situational Leadership model, the styles adopted and transacted by the women principals in the grant-in-aid secondary schools of Vadodara. The present scenario and functioning of the schools demand proficient skills and flexibility in the leaders. A leader has to adapt to the prevailing situation and change his/her leadership style as per the situation.



## **5.8 RESEARCH QUESTIONS**

- (1) Which leadership styles help the women principals to sustain their position as leaders?
- (2) Which leadership style do they transact in the proper functioning of the school?
- (3) What are the educational and professional backgrounds of women principals?
- (4) What are the challenges faced by the women principals as administrators and how do they deal with those?

## **5.9 STATEMENT OF THE PROBLEM**

The statement of the present problem is “**A study of leadership styles of women principals of grant-in-aid secondary schools of Vadodara**”

## **5.10 OBJECTIVES OF THE STUDY :**

The present study will be conducted with the following objectives:

- (1) To study the educational and professional backgrounds of women principals of secondary schools.
- (2) To identify the leadership styles reflected in the style of women principals based on the following components
  - (a) Administrative function
  - (b) Decision Making
  - (c) Team Work
- (3) To identify the challenges faced by the women principals while transacting the day to day affairs of the school
- (4) To develop case studies of a few successful women principals

### **5.11 DESIGN OF THE STUDY :**

For the present study, the researcher used the survey method for identifying the Leadership styles among the Women principals of the grant-in-aid secondary schools of Vadodara. Both qualitative and quantitative methods were used for analyzing the data for achieving the determined objectives. The study was designed in such a way that the leadership style of women principals can be identified keeping in view their administrative skills, decision-making skills, and their capability in getting the work done through teamwork. The study is based on the leadership model of Hersey and Blanchard. The theory identifies four main leadership approaches namely telling, selling, participating, and delegating.

### **5.12 POPULATION OF THE STUDY**

There are 234 Secondary and higher Secondary Grant-in Aid Schools in the Vadodara district. Out of which, 204 schools follow the Gujarati language as the medium of instruction, 28 schools follow the English language as the medium of instruction, and 2 schools follow Hindi as the medium of instruction. There are 32 schools having women as principals. (Source of data DEO Vadodara 9/8/19 )

The population for this research consists of all the women principals of Grant-in-Aid Secondary schools of Vadodara.

### **5.13 SAMPLE OF THE STUDY**

“A sample is a small proportion of the population that is selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it was drawn.” (John W. Best and James V Kahn) (2014). The sample for the present study consisted of all the women principals of grant-in-aid schools of Vadodara. The researcher used purposive sampling for selecting the samples for the present study. The population for the present study makes the sample as well. There were 32 women principals who were the samples used for the study. As the study is based on the leadership style of the women principals of grant-in-aid schools. All the women principals of grant-in-aid schools of Vadodara were taken as samples for data collection.

## **5.14 TOOLS AND TECHNIQUES USED FOR DATA COLLECTION**

The following tools and techniques were employed for the present study. The tools were employed for both qualitative and quantitative analyses of the data collected.

- (1) Leadership Assessment Survey Questionnaire ( LASQ)
- (2) Semi-Structured Interview Schedule
- (3) Personal Data Sheet For Principals

## **5.15 MAJOR FINDINGS OF THE STUDY**

The findings of the present study are divided into two parts :

- (1) Quantitative Data Analysis Of Principals' Perspectives On Leadership Style
- (2) Qualitative Data Analysis Of Principals' Perspectives On Leadership Style

### **5.15.1 FINDINGS FROM LEADERSHIP STYLE QUESTIONNAIRE**

Responses collected from the leadership style questionnaire were analyzed based on the perspectives of women school principals of the grant-in-aid secondary schools on the kind of leadership style they show for the school management.

- (a) It was found that women leaders adopted different leadership styles based on the prevailing situation.
- (b) Looking at different components of management different styles were adopted as per the administrative and management functions.
- (c) Looking at the personal qualities majority of them followed Participating style.
- (d) Looking at the administrative qualities majority of them followed Delegating style.
- (e) When work climate was concerned they adopted the Telling style.
- (f) For carrying out the activities in school majority of them transacted Participating style.
- (g) There was a difference in the style adopted by the female principals who had long years of experience than with less experience and the medium of instruction also mattered

It can be concluded that female leaders adopted different leadership styles based on the situation. While looking at the personal qualities majority of them followed Participating style, looking at the administrative qualities majority of them followed Delegating style,

Work climate is concerned they adopted the Telling style, and for carrying out the activities in school majority of them transacted Participating style. Hence depending on the prevailing situation, the leaders were smart enough to change their leadership style as their motto was to achieve the vision and mission of the school. It can be concluded that there was no specific style used but depending upon the prevailing situation they transacted different leadership styles as their motto was smooth functioning of the school along with further development. It was also found that.

#### **5.15.2 FINDINGS FROM SEMI-STRUCTURED INTERVIEW**

Women principals of Grant-in-aid secondary school principals were interviewed using semi-structured interview schedules. The purpose of conducting qualitative data was 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 interview helped to get the following findings which were received in the form of messages from the women principals.

- (a) Balancing personal and professional life.
- (b) Being focused and keep doing the fantastic work
- (c) Treating school as a family and nurturing all,
- (d) Embracing challenges and
- (e) Being firm and strong.

#### **5.15.3 FINDINGS FROM THE DATASHEET.**

With the help of Datasheet and Interview following details were found

- (a) Educational qualification had a greater impact on the leadership style transacted by the women principals.
- (b) Experience of the women principals had a great impact on the administrative style.
- (c) Every day new challenges were encountered but the experience, skill, and cooperation of the staff members helped them to resolve the problems to a great extent.

- (d) It was found from the study that principals of the secondary section encounter more challenges in comparison to the principals of the primary section.
- (e) Every day a new challenge is faced and this affected the working capacity and environment of the school.

#### **5.15.4 FINDINGS FROM THE PROFILE CASES**

An in-depth study of few of the women principals cases helped to reach at the following conclusions.

- (a) Academic achievement was an important component which helped to reach at the position of principal
- (b) Early childhood, education and family background worked as motivating factors to reach the position of principal
- (c) Soft skills played a decisive role in all the women principals who are successfully leading their respective schools.
- (d) Early Life and inspiration of parents sowed the seeds of leadership in them.

#### **5.16 SUMMARY AND CONCLUSION**

This research was attempted to identify the leadership styles adopted by the women principals in the grant-in-aid schools of Vadodara. Grant-in aid schools are funded by the government and managed by private trusts. The appointment of teachers and principals is concerned, the government has framed certain policies and based on those, appointments can be processed. The researcher being in the grant-in-aid school for almost three decades was having the first-hand experience to be a part of the overall working condition of grant-in-aid schools. There are challenges faced by the principals whether it is for infrastructural, finance, academic, administrative, or government policies. Grant-in-aid schools are managed and run by private trusts but financed and funded by the government hence these types of schools are termed as grant-in- aid schools. When the government is looking after the financial resources, it is expected for the schools to work within the framework and guidelines framed by the education board. All the academic and non-academic activities are planned by the education board and all the aided schools are bound to follow the same. Hence it becomes a challenging task for the principals to coordinate all the available resources

and at the same time achieve the pre-determined goals along with fulfilling the mission of the school. There are certain challenges like lack of resources and manpower that affect the working of the schools. Retirement of teachers and replacement of new teachers take a lot of time and such delays hamper the academic activities which thereby affects the functioning of the school. All the activities in an academic session like the scheduling of the examinations, co-curricular activities, and extra curricular activities are prepared by the education board and every grant-in-aid school is supposed to follow the schedule. Hence the principals should have the vision and management skill to implement and coordinate all the activities as per the government almanac. On the basis of the present study it was revealed that every day a new challenge is confronted by the principals and it is equally challenging to resolve it. It depends on the skill, talent, acumen, leadership style and experience which help the women principals of grant-in-aid schools to have a smooth sail in their journey of service to the society. With the implementation of National Education Policy 2020, new responsibilities have to be shouldered by the principals. Implementation of the policy depends on the principals of the schools and the principals of Grant-in-aid schools have all the more responsibility in achieving the goals and objectives of National Education Policy 2020

### **5.17 SUGGESTIONS FOR THE FURTHER RESEARCH**

The present study was conducted to identify the leadership styles of women principals in the grant-in-aid schools of Vadodara. It also highlighted some of the challenges being faced while transacting those leadership styles. Although this study has provided insight into the identification of the leadership styles transacted by the women principals, the research findings reveal several areas where further research will benefit certain areas for its development. Following recommendations for further research will be helpful in the area of leadership development.

- (a) This study is focused on the identification of the leadership style of female principals in the grant-in-aid schools, further studies can be carried out to develop the identified leadership styles so that it will enhance their skill in the development of the institutions.

- (b) In-depth case studies can be carried out to ascertain the reasons for transacting certain styles. What are the aspects which promote them to follow a certain style?
- (c) Studies can be carried out to know the perception of teachers working under the leadership style of their principals.
- (d) It can also be studied how certain leadership styles affect the related variables like job satisfaction, work climate, etc.
- (e) A comparative study can be conducted on the leadership style of male and female leaders
- (f) Studies can be conducted to discern the co-relation between the particular leadership style being transacted by the leaders and the influence of their early childhood.
- (g) Comparative studies can be carried out on the leadership style of a leader and its effects on the accomplishment of the schools.