

CHAPTER III

METHODOLOGY

3.0 INTRODUCTION

The methodology is one of the most important aspects of any research work. It gives a very clear idea about how the study was conducted. The methodology of any research work needs careful planning and attention for its execution. Methodology summarises the entire process of research done, just as an architect prepares a blueprint before the actual structure is erected, in the same way, the methodology provides an opportunity for the researcher to present a blueprint of the research. There are four main features of the research methodology; design, sampling, data collection, and data analysis. This chapter deals with the design of the study, sample, tools, and techniques used, and the procedure of data collection and data analysis.

The present study is an attempt to investigate the Leadership Styles among the Women Principals of Grant-in-Aid Secondary schools of Vadodara. The study encompasses the leadership styles of women principals based on their administrative function, decision making and team work. The schools selected for the study were on the basis of the gender of the leader. Since the study is to identify the leadership style of the women principals of grant-in-aid schools. All the schools of Vadodara having women principals and aided by the government were selected. The criteria for selecting the schools were strictly followed on the above-said basis. The methodology of the present study is classified and presented in the following headings.

- I Objectives of the Study**
- II Research Questions**
- III Statement of the problem**
- IV Design of the study**
- V Sample for the Study**
- VI Tools Used for Collecting the Data**
- VII Data Collection Procedure**
- VIII Scoring and Consolidation of Data**
- IX Statistical Techniques Used for Analysis**

3.1 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 women principals .

3.2 RESEARCH QUESTIONS

- (1) What is the profile of women principals?
- (3) 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?

3.3 STATEMENT OF THE PROBLEM

“A STUDY OF LEADERSHIP STYLES OF WOMEN PRINCIPALS OF GRANT-IN-AID SECONDARY SCHOOLS OF VADODARA”

Leadership is one of the most studied issues as far as educational research is concerned. The simple reason being that a leader is the soul of any school or institution. In a school situation we can imagine a principal as the leader. A principal is the motivator, mentor, guide, director, counsellor, mediator and above all a communicator who has an expertise in communication. Principal is the person who has myriad role to play and the success of any school mainly depends on the principal. "Leadership is the capacity to translate vision into reality," said Warren Bennis, a pioneer in leadership research, and it is generally a leader's responsibility to develop a vision for the people and institutions they direct.

School principals' leadership performances have invited many researchers to probe through the various ways and means adopted by them to mould and motivate the teachers and various

stakeholders resulting into various new styles. Many research studies have been conducted in this area which is related to women empowerment, entrepreneurship, management and leadership in the corporate world. Other than these the influence of women principals on the job satisfaction of teachers, work climate, challenges faced by the women principals were reviewed as a part of the present study. Still there remains a gap which inspired the researcher to conduct the present study. The dearth of enough research studies identifying the leadership styles of women principals in the grant-in-aid school motivated the researcher to conduct the present study. Women principals in the grant-in-aid schools have to coordinate multiple aspects and components other than government policies to lead the school on the path of success. Other than that she also has to balance her professional and personal life which is a challenge in itself.

Recent scenario in government aided schools are entirely different than what it was in the past. Due to the technological advancement and digital world, the pace with the development takes place is worth mentioning. Apart from having leadership and management skills, knowledge of technology has become the need of the hour. Few components have been added in the list of leadership skills like digital knowledge, quick response, knowledge upgradation and instant remedies to certain issues. Today's leader has to be the amalgamation of all the above said skills and components which is undoubtedly a challenging role to play. The present study encompasses all these aspects of a leader finally identifying the style adopted by women principals in the proper functioning of the school along with achievement of the predetermined goals.

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

3.4 DESIGN OF THE STUDY :

For the present study the researcher used 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 analysing 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 team work. 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.

3.5 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.

3.6 PLAN AND PROCEDURE OF DATA

3.6.1 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.

3.7 SOURCES OF DATA:

The data were collected from multiple sources. The women principals of grant-in-aid schools of Vadodara were the major source of data. The list of grant-in-aid schools and the list of principals were obtained from The District Education Office, Vadodara. It was known from the DEO officials about various Shala Vikas Sankul (SVS) in which all the schools of Vadodara were bifurcated in zones which enabled in the smooth functioning of the schools.

3.8 PROCESS OF DATA COLLECTION

Systematic planning was made by the investigator to execute the plan for the process of data collection. Familiarization with the school, its layout, and its different sites were needed before the actual initiation of the process of data collection. Once the permission to study the case was granted, the researcher used this opportunity to understand the layout of the school and the various activities happening during that period. Generally, this responsibility was entrusted to the supervisor or a senior teacher by the principal of the school. The process of becoming familiar with the school was carried out a day or two prior to the schedule planned for the fieldwork so that optimum utilization of time was ensured for data collection. A copy of the timetable of the school was obtained from the supervisor and the bell time was noted. This helped the researcher to plan the observations.

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.

3.9 TOOLS AND TECHNIQUES USED FOR DATA COLLECTION

(A) LEADERSHIP ASSESSMENT SURVEY QUESTIONNAIRE (LASQ)

The researcher has developed the Leadership Assessment Survey Questionnaire. This questionnaire was intended to identify the leadership styles of the women leaders who are leading a group of teachers and students in the grant-in-aid schools. The first step for developing this questionnaire was thorough understanding of the topic and focus on the pre determined objective for which the tool was developed. The nature of the data to be collected was also the priority. Keeping in view Hersey Blanchard Leadership model as a base LASQ was developed by the researcher keeping in mind the following aspects.

- (A) Personal Qualities
- (B) Administrative Qualities
- (C) Work Climate
- (D) Role in Curricular and Co-curricular Activities.

The questionnaire was prepared keeping the main objective of identifying the leadership styles reflected in the style of women principals based on the following components

- (a) Administrative function
- (b) Decision Making
- (c) Team Work

There were 21 situations given in a school background with the above-mentioned components. There were four options given of the decisive situations which represented four leadership styles as telling, selling, participating and delegating. The first draft of the questionnaire was referred to experts for content validation as well as for language validation as well. Keeping in view the reliability aspect in language, the questionnaire was translated in the local language for better understanding of the situations mentioned in the questionnaire which would enable to identify the said objective. The final draft of the questionnaire was modified by incorporating the relevant suggestions of the experts. The samples of the Questionnaire both in English and Gujarati language are enclosed in appendix

Components, Total Questions and Item Number of the Leadership Assessment Survey Questionnaire.

Table number 3.2

Sr.No	Components	Total Questions	Item no.
1	Personal Qualities	5	1,2,3,4,5
2	Administrative Qualities	6	6,7,8,9,10,11
3	Work Climate	5	12,13,14,15
4	Role in curricular and co curricular activities	5	16,17,18,19,20,21

The responses received from the samples were collected and analysed quantitatively in the following ways.

Frequency/Percentage of Demographic Variables

Table 3.3 – Distribution of Demographic Variables

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

The above table 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 has 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.

(B) SEMI- STRUCTURED INTERVIEW SCHEDULE

Keeping in view the objectives of identifying the leadership style and the professional background a vivid Interview Schedule was developed by the researcher. The first draft of the semi-structured Interview Schedule was referred to the experts for validation of both the language and content whether it encompasses the sole objective for which the interview would be conducted. It was administered on the samples after being approved by the the

experts' validation. The interview schedule script sample is enclosed in the appendix chapter. For conducting the interview of the samples, the following steps were adopted.

- (a) Approaching the samples (Women Principals of the sample schools)
- (b) Taking The permission and willingness
- (c) Briefing the Purpose and objective
- (d) Fixing the time and date.
- (e) Conducting the Interview and recording it.
- (f) Analysis of the responses.
- (g) Qualitative analysis of the data.
- (h) Result and Findings
- (i) Conclusion.

(C) PERSONAL DATA SHEET FOR PRINCIPALS : This sheet was constructed to collect some basic data about the principals of the responding schools such as

(A) Name of the respondent

(B) Name of the school placed as principal

(C) Type of school working in: (1) Medium of Instruction

(2) Board of Affiliation

(D) Experience in number of years: (1) As a teacher

(2) As a co Ordinator

(3) As a principal in charge

(4) As a principal

(E) Academic Qualification : (1) Post graduate with B.Ed

(2) Postgraduate with M.Ed

(F) E mail Id.

(G) Contact Number

3.10 PROCEDURE FOR DATA COLLECTION:

Phase I : General survey of principals of Grant-in-aid Secondary schools of Vadodara which enabled the researcher to decide on the sample size for the present study.

Phase II : Approached The District Education Office Vadodara to obtain the list of grant-in-aid schools of Vadodara. (2020). This gave an idea of the exact number of grant in aid schools of Vadodara managed by the DEO Vadodara .

Phase III : Segregated the schools lead by women leaders as school principals and approaching them with prior permission and appointment.

Phase IV : Administered the questionnaire “Leadership Measurement Tool” for collecting educational and professional information to ascertain its impact on the leadership style adopted by the women principals for identification of the specific style adopted by them.

Phase V : Scheduled Semi-Structured Interview with prior permission. The interview schedule was structured to know the personal experience in the proper functioning of the schools dealing day to day activities. (Due to the outbreak of covid 19 pandemic and complete lockdown, telephonic interview was recorded with the permission of the interviewee)

3.11 VALIDITY OF DATA:

The questionnaire was developed by the researcher and was given to the experts for validation to ensure its suitability for seeking data for the study. The experts were approached and with prior permission, they were given the details of the study and the objectives for their comments and suggestions. The relevant and feasible suggestions and feedback were incorporated. A copy of the questionnaire is presented in Appendix. The questionnaire was translated in Gujarati for the samples who were comfortable with the local language and it was validated and standardized by experts.

3.12 DATA ANALYSIS AND INTERPRETATION

Table no. 3.4

Objectives		Tools	Nature of data	Type of data analysis	Technique
1 A	Profile of Principals	Questionnaire	Descriptive	Qualitative	Content Analysis
B	Personal experiences and their involvement in school functioning	Semi-Structured interview	Descriptive	Qualitative	Content analysis
2	Leadership style	Questionnaire	Numbers (scores)	Quantitative	Mann Whitney Test
3	Challenges faced by the women principals while transacting the day to day affairs of the school	Semi-structured interview	Descriptive	Qualitative and quantitative	Content analysis Frequency and percentage
4.	To develop case studies of few successful women principals	Profile	Descriptive	Qualitative	Content analysis

For Objective 1. A a personal data sheet was prepared to collect the basic data about the educational and professional background. **For Objective 1 B** a semi- structured interview schedule was prepared which helped in collecting data about their views on leadership, their way of dealing with certain situations etc. While probing through the data obtained from the personal data sheet, few of the samples attracted the attention of the researcher which led for further investigation. A detailed profile case study was developed. Few samples were studied in a detailed way and an attempt was made to understand their challenges and the unique coping style adopted by them.

For the **Second objective** a questionnaire was developed keeping in view Hersey Blanchard Leadership model as a base. The following aspects were used to frame the questionnaire.

- (A) Personal Qualities
- (B) Administrative Qualities
- (C) Work Climate
- (D) Role in Curricular and Co-curricular Activities

For the **Third objective**, a semi-structured interview schedule was developed and administered which helped to know the various situations and challenges faced by the women principals.

For the **Fourth objective** an in-depth case study of a few women principals based on the data available through the semi-structured interview and the profile datasheet.

3.13 Stage I FINALIZATION OF SAMPLE

1. Listing of the samples who stood out from the rest of the samples in the population
2. Preparation of Profiles

Table no.3.5

Sr. No.	Names of the principals
1	Sample A
2	Sample B
3	Sample C
4	Sample D
5	Sample E

3.14 PROCEDURE OF CASE STUDIES.

Case study enabled the researcher to investigate the case to draw out conclusions. Data was collected through semi-structured interviews and a Profile datasheet.

3.14.1 GAINING ACCESS TO THE PRINCIPALS

After the finalization of the names of the samples for a case study, the study was conducted using the data collected through the semi-structured interview and the profile datasheet. The profile consisted the following items (Profile sheet attached in the appendix)

1. Name of the respondent
2. Name of school
3. Type of school(medium of instruction)
4. Board of affiliation
5. Experience as a teacher
6. Experience as a principal/coordinator/in-charge principal
7. Academic qualification