Chapter 5
Inferential Analysis

5.1 PROLOGUE

Inferential statistical analysis always involves the process of sampling and the selection of a small group that is assumed to be related to the population from which it is drawn. Inferential analysis is useful in making generalizations about the population on the basis of careful study of variables within a sample of the hypotheses formulated.

5.2 Hypothesis: It is an assumption, a clever guess made by the researcher regarding the relationship between variables. The hypothesis is a powerful tool in research process to achieve dependable knowledge. It helps the researcher to relate theory to observation, and observation to theory. Koul (p.66) defines a hypothesis as “a tentative or working propositions suggested as a solution to a problem, and the theory as the final hypothesis which is defensibly supported by all evidence. The final hypothesis which fits all the evidence becomes the chief conclusion inferred from the study.” Thus it predicts and explains the relationship between variables.

Hypotheses are of two types

i. Directional

ii. Non- directional

For the present study, the researcher has formulated null hypotheses which are essentially non-directional. The study deals with the relationship between empowerment of secondary school teachers and their perception about leadership qualities of school principals. Therefore the null hypotheses were formulated.
According to Best and Kahn, “the null hypothesis relates to a statistical method of interpreting conclusions about population characteristics that are inferred from the variable relationships observed in sample.” Null hypothesis can be statistically tested. They are thus framed to study the existing conditions. Each null hypothesis is individually tested in order to decide whether it should be accepted or rejected.

5.3 Techniques for the Testing of Hypothesis

Parametric and Non-parametric techniques can be used to test the hypothesis.

The following conditions must be fulfilled if parametric technique is to be applied.

i. The data follows a normal or near normal distribution.

ii. The sample size is more than 30.

iii. The variances of the various groups are nearly equal.

iv. The data are in the interval scale form or ratio scale form.

v. The observations are independent.

For the present study, the normality of the data has been established through descriptive analysis of the data. The sample size is 480. It is therefore a large sample. The data are in interval scale form and collected randomly and every individual in the sample has to give his/ her opinion, that is the observation or scores are independent.

Thus, for the purpose of testing null hypothesis of the present study parametric techniques have been used as all the conditions have been satisfied.

In this study, the researcher has attempted to study the empowerment of secondary school teachers with respect to self esteem, team work, teacher morale, communication skill and decision making.
The researcher has also made an attempt to study the leadership qualities of school perceived by teachers with respect to leaders intellectual, psycho social and personality qualities.

The researcher has also attempted to find out the difference in the variables on the basis of the types of school.

The relationship between empowerment of secondary school teachers and their perception about leadership qualities of school principals has also been studied.

The parametric statistical techniques which have been used are:

i. Coefficient of Correlation (Pearson’s ‘r’)

ii. ANOVA or ‘F’ test

iii. ‘t’ test

(i) Coefficient of Correlation (Pearson’s ‘r’)

Coefficient of Correlation: This technique was used to find out the relationship between empowerment of secondary school teachers and their perception of the leadership qualities of school principal. The Pearson’s product-moment coefficient of correlation was calculated for the purpose.

**Interpretation of ‘r’**

The value of ‘r’ indicates the strength of the association between the two variables. The significance of ‘r’ can be found out from the table. If the calculated value of ‘r’ is greater than the tabulated value of N-2 degree of freedom, then ‘r’ is significant and the null hypothesis rejected, otherwise it is accepted. The levels of significance taken into
consideration are 0.01 and 0.05. The magnitude of association between variables can be decided on the following

<table>
<thead>
<tr>
<th>Coefficient ‘r’</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 to 0.20</td>
<td>Negligible</td>
</tr>
<tr>
<td>0.20 to 0.40</td>
<td>Low</td>
</tr>
<tr>
<td>0.40 to 0.60</td>
<td>Moderate</td>
</tr>
<tr>
<td>0.60 to 0.80</td>
<td>Substantial</td>
</tr>
<tr>
<td>0.80 to 1.00</td>
<td>High to very high</td>
</tr>
</tbody>
</table>

(ii) ANOVA/ ‘F’ Test

Analysis of variance (ANOVA) is an extremely useful technique used in educational researches. This technique is used when multiple sample cases are involved, where the researcher wants to compare more than two populations. The ANOVA technique enables the researcher to perform simultaneous test. One can draw inferences about whether the samples drawn from the population having the same mean. This technique is often used to investigate the differences among the means of all the populations simultaneously. It is a procedure for testing the difference among different groups of data for homogeneity. The inter-relation between two independent variables affecting a dependent variable can as well be studied for better decisions.
The researcher has thus used ANOVA to study the difference in the groups on the variables.

(iii) ‘t’ test

The ‘t’ test is used to test a hypothesis stating that the mean scores on some variables will be significantly different for two independent samples or groups.

The ‘t’ test thus helps to determine the significance of the difference between two variables.

Percent Mean:

The researcher intends to study the magnitude of empowerment of secondary school teachers in terms of self esteem, team work, teacher morale, communication skills, decision making and the perceived leadership qualities of school teachers belonging to different types of school. Since the range of the scores for different variables are different, it is difficult to judge the magnitude of the obtained scores on different variables. Therefore the mean scores of different variables are converted into percent mean scores using the following formula.

\[
Percent \ Mean = \frac{Mean \ score \ - \ Lowest \ possible \ score}{Uppermost \ possible \ score \ - \ Lowest \ possible \ scores} \times 100
\]

The benefit of percent mean is that the range of the mean scores can be shown on a scale from 0 to 100 thereby enabling the researcher to study and compare the magnitudes of the various variables.
The magnitude of the mean scores will be decided as follows

<table>
<thead>
<tr>
<th>Percent Mean</th>
<th>Magnitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-20</td>
<td>Negligible</td>
</tr>
<tr>
<td>21-40</td>
<td>Low</td>
</tr>
<tr>
<td>41-60</td>
<td>Moderate</td>
</tr>
<tr>
<td>61-80</td>
<td>Substantial</td>
</tr>
<tr>
<td>81-100</td>
<td>Very High</td>
</tr>
</tbody>
</table>

5.4 Testing of the Hypothesis of the study

For the present study the hypotheses were tested by using parametric techniques.

5.4.1 Testing Hypothesis 1

The null hypothesis states that there is no significant relationship between empowerment of secondary school teachers and their perceived leadership qualities of school principals.

Pearson’s coefficient of correlation has been computed to test this hypothesis.

The following table shows the significance of coefficient of correlation between empowerment of secondary school teachers and the perceived leadership qualities of school principals.
Table 5.1

Significance of ‘r’ for empowerment of secondary school teachers and perceived leadership qualities

<table>
<thead>
<tr>
<th>Sample size</th>
<th>df</th>
<th>r</th>
<th>l.o.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>480</td>
<td>478</td>
<td>0.468</td>
<td>0.01</td>
</tr>
</tbody>
</table>

The obtained ‘r’ is greater than the tabulated ‘r’ that is .115 at 0.01 level. So there is a significant relationship between empowerment of secondary school teachers and perceived leadership qualities. Hence null hypothesis is rejected.

**Interpretation of ‘r’**: The coefficient of correlation between empowerment of secondary school teachers and perceived leadership qualities is 0.46, which is positive, moderate in magnitude and significant at 0.01 level.

**Conclusion**: The positive correlation implies that if the leadership qualities are perceived to be high, then the empowerment of secondary school teachers is likely to be high.

**Discussion**: The positive, high relationship between perceived leadership qualities and empowerment implies that if a leader displays high intellectual qualities, possesses good human relationship, along with commitment towards profession, pro active and positive attitude towards profession and people then the teachers have a good role model. They imitate the leader’s behaviour and the democratic leader prefer win-win situation which probably help in empowering teachers.
5. 4.2 Testing of Hypothesis 2

The null hypothesis states that there is no significant relationship between the self esteem of secondary school teachers and their perceived leadership qualities of school principals.

Pearson’s coefficient of correlation has been computed to test this hypothesis.

The following table shows the significance of coefficient of correlation between self esteem of secondary school teachers and their perceived leadership qualities of school principals.

<table>
<thead>
<tr>
<th>Sample size</th>
<th>df</th>
<th>r</th>
<th>l.o.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>480</td>
<td>478</td>
<td>0.32</td>
<td>0.01</td>
</tr>
</tbody>
</table>

The obtained ‘r’ is greater than the tabulated ‘r’ that is .115 at 0.01 level. So there is a significant relationship between self esteem of secondary school teachers and perceived leadership qualities at. Hence the null hypothesis is rejected.

**Interpretation of ‘r’**: The coefficient of correlation between self esteem of secondary school teachers and perceived leadership qualities is 0.32, which is positive, low in magnitude and significant at 0.01 level.
Conclusion: The positive correlation implies that if the perceived leadership qualities are higher, then the self esteem of secondary school teachers is likely to be higher.

Discussion: This implies that the secondary school teachers feel worthy in the institution they belong to. So if the principal motivates them, builds confidence in them, rewards their performance, permit them to try out innovative method, plan out different teaching methodologies, then they feel valued and needed in the institution they belong. This will thus enhance the self esteem.

5.4.3 Testing of Hypothesis 3

The null hypothesis states that there is no significant relationship between the team work of secondary school teachers and their perceived leadership qualities of school principals.

Pearson’s coefficient of correlation has been computed to test this hypothesis.

The following table shows the significance of coefficient of correlation between team work of secondary school teachers and the perceived leadership qualities of school principals.

<table>
<thead>
<tr>
<th>Table 5.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significance of ‘r’ for team work of secondary school teachers and perceived leadership qualities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample size</th>
<th>df</th>
<th>r</th>
<th>l.o.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>480</td>
<td>478</td>
<td>0.288</td>
<td>0.01</td>
</tr>
</tbody>
</table>
The obtained ‘r’ is greater than the tabulated ‘r’ that is .115 at 0.01 level. So there is a significant relationship between teamwork of secondary school teachers and perceived leadership qualities. Hence the null hypothesis is rejected.

**Interpretation of ‘r’**: The coefficient of correlation between team work of secondary school teachers and perceived leadership qualities is 0.288, which is positive, low in magnitude and significant at 0.01 level.

**Conclusion**: The positive correlation implies that if the perceived leadership qualities are higher, then the team work of secondary school teachers is likely to be higher.

**Discussion**: This implies that if the school principals encourage group efforts, enhance team teaching, invites teacher to participate and contribute to the discussion, it would foster team work. The teachers would then plan the instructions collectively and would make the dream work. Also, if the principal involves herself/himself equally in any programmes, helps out in activities, helps the administrative staff without any hesitation then the teachers probably develop the same attitude which further extends team working ability.

**5.4.4 Testing of Hypothesis 4**

The null hypothesis states that there is no significant relationship between the teacher morale of secondary school teachers and their perceived leadership qualities of school principals.

Pearson’s coefficient of correlation has been computed to test this hypothesis.
The following table shows the significance of coefficient of correlation between teacher morale of secondary school teachers and the perceived leadership qualities of school principals.

**Table 5.4**

**Significance of ‘r’ for teacher morale of secondary school teachers and perceived leadership qualities**

<table>
<thead>
<tr>
<th>Sample size</th>
<th>df</th>
<th>( r )</th>
<th>l.o.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>480</td>
<td>478</td>
<td>0.41</td>
<td>0.01</td>
</tr>
</tbody>
</table>

The obtained ‘\( r \)’ is greater than the tabulated ‘\( r \)’ that is .115 at 0.01 level. So there is a significant relationship between teacher morale of secondary school teachers and perceived leadership qualities. Hence the null hypothesis is rejected.

**Interpretation of ‘\( r \)’:** The coefficient of correlation between teacher morale of secondary school teachers and perceived leadership qualities is 0.41, which is positive, moderate in magnitude and significant at 0.01 level.

**Conclusion:** The positive correlation implies that if the perceived leadership qualities are higher, then the teacher morale of secondary school teachers is likely to be higher.

**Discussion:** This implies that if the principal distribute challenging jobs as per the competencies of the teacher then the morale of the teacher gets boosted. The recognition given by the principal/ authorities further motivates them and helps in accepting responsibilities and perform task with commitment. If the teacher feels one
with the institution, takes pride as a part of institution share their joys and sorrows then she can work with more enthusiasm, commitment and sincerity.

5.4.5 Testing of Hypothesis 5

The null hypothesis states that there is no significant relationship between the communication skills of secondary school teachers and their perceived leadership qualities of school principals.

Pearson’s coefficient of correlation has been computed to test this hypothesis.

The following table shows the significance of coefficient of correlation between communication skills of secondary school teachers and the perceived leadership qualities of school principals.

<table>
<thead>
<tr>
<th>Sample size</th>
<th>df</th>
<th>r</th>
<th>I.o.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>480</td>
<td>478</td>
<td>0.33</td>
<td>0.01</td>
</tr>
</tbody>
</table>

Table 5.5

Significance of ‘r’ for communication skills of secondary school teachers and perceived leadership qualities

The obtained ‘r’ is greater than the tabulated ‘r’ that is .115 at 0.01 level. So there is a significant relationship between communication skills of secondary school teachers and perceived leadership qualities. Hence the null hypothesis is rejected.
**Interpretation of ‘r’:** The coefficient of correlation between communication skills of secondary school teachers and perceived leadership qualities is 0.33, which is positive and low in magnitude and significant at 0.01 level.

**Conclusion:** The positive correlation implies that if the perceived leadership qualities are higher, then the communication skill of secondary school teachers is likely to be higher.

**Discussion:** The positive relationship between perceived leadership qualities and communication skills of teachers implies that if a leader encourages healthy discussion, communicates effectively with others, is easily approachable then the teachers freely share opinions, put forward suggestions, express their views in front of the principal. The principal with good interpersonal skills communicates clearly what is expected of the staff and teachers, do not find it difficult in expressing their opinions openly which helps in establishing dialogue among people in the organization thus enhance the communication skills.

**5.4.6 Testing of Hypothesis 6**

The null hypothesis states that there is no significant relationship between the decision making of secondary school teachers and their perceived leadership qualities of school principals.

Pearson’s coefficient of correlation has been computed to test this hypothesis.

The following table shows the significance of coefficient of correlation between decision making of secondary school teachers and the perceived leadership qualities of school principals.
Table 5.6

Significance of ‘r’ for decision making of secondary school teachers and perceived leadership qualities

<table>
<thead>
<tr>
<th>Sample size</th>
<th>df</th>
<th>r</th>
<th>l.o.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>480</td>
<td>478</td>
<td>0.38</td>
<td>0.01</td>
</tr>
</tbody>
</table>

The obtained ‘r’ is greater than the tabulated ‘r’ that is .115 at 0.01 level. So there is a significant relationship between decision making of secondary school teachers and perceived leadership qualities. Hence the null hypothesis is rejected.

**Interpretation of ‘r’**: The coefficient of correlation between decision making of secondary school teachers and perceived leadership qualities is 0.38 which is positive, low in magnitude and significant at 0.01 level.

**Conclusion**: The positive correlation implies that if the perceived leadership qualities are higher, then the decision making of secondary school teachers is likely to be higher.

**Discussion**: The principal’s ability to motivate staff, identify teacher’s strength, appreciated their work, encouragement provided to teachers for planning new methodologies or strategies of teaching, helping in making appropriate decisions and the trust in teachers might be empowering the teachers. Teachers would probably take good decisions if they are given freedom to solve problems, formulate and selecting alternatives help in improving decision making. It is the teacher’s right to take own decisions and be accountable for it. Permission should be granted to teachers to plan and prepare challenging exercise for intellectually gifted students and slow learners.
5.4.7 Testing of Hypothesis 7

The null hypothesis states that there is no significant relationship between the self esteem of secondary school teachers and their perceived intellectual leadership qualities of school principals.

Pearson’s coefficient of correlation has been computed to test this hypothesis.

The following table shows the significance of coefficient of correlation between self esteem of secondary school teachers and the perceived intellectual leadership qualities of school principals.

Table 5.7

<table>
<thead>
<tr>
<th>Sample size</th>
<th>df</th>
<th>r</th>
<th>1.o.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>480</td>
<td>478</td>
<td>0.24</td>
<td>0.01</td>
</tr>
</tbody>
</table>

The obtained ‘r’ is greater than the tabulated ‘r’ that is .115 at 0.01 level. So there is a significant relationship between self esteem of secondary school teachers and perceived intellectual leadership qualities. Hence the null hypothesis is rejected.

**Interpretation of ‘r’**: The coefficient of correlation between self esteem of secondary school teachers and perceived intellectual leadership qualities is 0.24 which is positive, low in magnitude and significant at 0.01 level.
Conclusion: The positive correlation implies that if the perceived intellectual leadership qualities are higher, then the self esteem of secondary school teachers is likely to be higher.

Discussion: This implies that if the principals takes a firm stand on issues, acts with confidence, sets realistic goals, is confident then probably the teachers too become clear with their goals, may become more confident and can then organize programmes without any problems. This probably enhance the self esteem.

5.4.8 Testing of Hypothesis 8

The null hypothesis states that there is no significant relationship between the team work of secondary school teachers and their perceived intellectual leadership qualities of school principals.

Pearson’s coefficient of correlation has been computed to test this hypothesis.

The following table shows the significance of coefficient of correlation between team work of secondary school teachers and the perceived intellectual leadership qualities of school principals.

<table>
<thead>
<tr>
<th>Table 5.8</th>
</tr>
</thead>
</table>

Significance of ‘r’ for team work of secondary school teachers and perceived intellectual leadership qualities

<table>
<thead>
<tr>
<th>Sample size</th>
<th>df</th>
<th>r</th>
<th>l.o.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>480</td>
<td>478</td>
<td>0.24</td>
<td>0.01</td>
</tr>
</tbody>
</table>
The obtained ‘r’ is greater than the tabulated ‘r’ that is .115 at 0.01 level. So there is a significant relationship between teamwork of secondary school teachers and perceived intellectual leadership qualities. Hence the null hypothesis is rejected.

**Interpretation of ‘r’:** The coefficient of correlation between team work of secondary school teachers and perceived intellectual leadership qualities is 0.24 which is positive, low in magnitude and significant at 0.01 level.

**Conclusion:** The positive correlation implies that if the perceived intellectual leadership qualities are higher, then the team work of secondary school teachers is likely to be higher.

**Discussion:** This implies that the principal’s ability to visualize future and encourage teachers to participate in the same. While performing administrative work, opportunities may be given to teachers to participate and capability of principals to set and achieve realistic goal for institution, viewing of problems from various dimensions might be influencing teacher’s cooperative attitude. Encouragement provided by the principal motivate teachers to keep the team spirit flame burning.

**5.4.9 Testing of Hypothesis 9**

The null hypothesis states that there is no significant relationship between the teacher morale of secondary school teachers and their perceived intellectual leadership qualities of school principals.

Pearson’s coefficient of correlation has been computed to test this hypothesis.
The following table shows the significance of coefficient of correlation between teacher morale of secondary school teachers and the perceived intellectual leadership qualities of school principals.

**Table 5.9**

**Significance of ‘r’ for teacher morale of secondary school teachers and perceived intellectual leadership qualities**

<table>
<thead>
<tr>
<th>Sample size</th>
<th>df</th>
<th>r</th>
<th>l.o.s.</th>
</tr>
</thead>
<tbody>
<tr>
<td>480</td>
<td>478</td>
<td>0.32</td>
<td>0.01</td>
</tr>
</tbody>
</table>

The obtained ‘r’ is greater than the tabulated ‘r’ that is .115 at 0.01 level. So there is a significant relationship between teamwork of secondary school teachers and perceived intellectual leadership qualities. Hence the null hypothesis is rejected.

**Interpretation of ‘r’**: The coefficient of correlation between teacher morale of secondary school teachers and perceived intellectual leadership qualities is 0.32 which is positive, low in magnitude and significant at 0.01 level.

**Conclusion**: The positive correlation implies that if the perceived intellectual leadership qualities are higher, then the teacher morale of secondary school teachers is likely to be higher.

**Discussion**: Encouragement given by the principals to the teacher’s to generate new ideas to meet the learner’s needs, helps teachers to instill in them the importance of institutional goals. This helps teachers to seek the institution as the first priority. The
teachers then make the class a joyful experience. The teacher is able to work with full commitment and honesty and can work to the best of her abilities.

The principal’s ability to identify the individual’s potentials and assigning challenging job accordingly might help in motivating teachers. Further the freedom provided to accomplish job give them a feeling of belongingness and develop their morale.

5.4.10 Testing of Hypothesis 10

The null hypothesis states that there is no significant relationship between the communication skills of secondary school teachers and their perceived intellectual leadership qualities of school principals.

Pearson’s coefficient of correlation has been computed to test this hypothesis.

The following table shows the significance of coefficient of correlation between communication skills of secondary school teachers and the perceived intellectual leadership qualities of school principals.

| Table 5.10 |

<table>
<thead>
<tr>
<th>Sample size</th>
<th>df</th>
<th>r</th>
<th>l.o.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>480</td>
<td>478</td>
<td>0.25</td>
<td>0.01</td>
</tr>
</tbody>
</table>
The obtained ‘r’ is greater than the tabulated ‘r’ that is .115 at 0.01 level. So there is a significant relationship between teamwork of secondary school teachers and perceived intellectual leadership qualities. Hence the null hypothesis is rejected.

**Interpretation of ‘r’**: The coefficient of correlation between communication skills of secondary school teachers and perceived intellectual leadership qualities is 0.25 which is positive, low in magnitude and significant at 0.01 level.

**Conclusion**: The positive correlation implies that if the perceived intellectual leadership qualities are higher, then the communication skill of secondary school teachers is likely to be higher.

**Discussion**: If the principal is clear on the institutional goals and conveys it to the teachers, then the teachers can function in the most appropriate manner. The capacity of the principal to take a firm stand on issues, act with confidence, stays fixed on goals, capacity to solve problems and communicates to the teachers will help the teachers to follow such qualities. The encouragement provided by the principal to participate in setting goals motivates teacher’s to interact and this encourages group interactions.

**5.4.11 Testing of Hypothesis 11**

The null hypothesis states that there is no significant relationship between the decision making of secondary school teachers and their perceived intellectual leadership qualities of school principals.

Pearson’s coefficient of correlation has been computed to test this hypothesis.
The following table shows the significance of coefficient of correlation between decision making of secondary school teachers and the perceived intellectual leadership qualities of school principals.

**Table No: 5.11**

**Significance of ‘r’ for decision making of secondary school teachers and perceived intellectual leadership qualities**

<table>
<thead>
<tr>
<th>Sample size</th>
<th>df</th>
<th>r</th>
<th>l.o.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>480</td>
<td>478</td>
<td>0.35</td>
<td>0.01</td>
</tr>
</tbody>
</table>

The obtained ‘r’ is greater than the tabulated ‘r’ that is .115 at 0.01 level. So there is a significant relationship between decision making of secondary school teachers and perceived intellectual leadership qualities. Hence the null hypothesis is rejected.

**Interpretation of ‘r’:** The coefficient of correlation between decision making of secondary school teachers and perceived intellectual leadership qualities is 0.35 which is positive, low in magnitude and significant at 0.01 level.

**Conclusion:** The positive correlation implies that if the perceived intellectual leadership qualities are higher, then the decision making of secondary school teachers is likely to be higher.

**Discussion:** The principal’s ability of taking firm stand on issues once taken, acting with confidence, handling situations effectively in times of crisis, tackling and solving problem might influence the decision making ability of teachers. Teachers’ perceptions of these intellectual qualities might motivate to discuss problems from
various aspects like educational, economical, political and social; which makes individual more problem focused rather than person focussed.

5.4.12 Testing of Hypothesis 12

The null hypothesis states that there is no significant relationship between the self esteem of secondary school teachers and their perceived psycho social leadership qualities of school principals.

Pearson’s coefficient of correlation has been computed to test this hypothesis.

The following table shows the significance of coefficient of correlation between self esteem of secondary school teachers and the perceived psycho social leadership qualities of school principals.

**Table No: 5.12**

<table>
<thead>
<tr>
<th>Sample size</th>
<th>df</th>
<th>r</th>
<th>l.o.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>480</td>
<td>478</td>
<td>0.32</td>
<td>0.01</td>
</tr>
</tbody>
</table>

The obtained ‘r’ is greater than the tabulated ‘r’ that is .115 at 0.01 level. So there is a significant relationship between self esteem of secondary school teachers and perceived psycho social leadership qualities. Hence the null hypothesis is rejected.
Interpretation of ‘r’: The coefficient of correlation between self esteem of secondary school teachers and perceived psycho social leadership qualities is 0.32 which is positive, low in magnitude and significant at 0.01 level.

Conclusion: The positive correlation implies that if the perceived psycho social leadership qualities are higher, then the self esteem of secondary school teachers is likely to be higher.

Discussion: This implies that principal who shows kindness, warmth and encourages staff to take up academic growth programmes, increases the confidence level of the teachers. The sensitivity of the principal to the needs of the teachers, caring nature towards teachers will go a long way in increasing the self esteem of the teachers. Teachers become more capable of designing an integrated curriculum, able to organize various study method and in totality give her very best to her institution.

5.4.13 Testing of Hypothesis 13

The null hypothesis states that there is no significant relationship between the team work of secondary school teachers and their perceived psycho social leadership qualities of school principals.

Pearson’s coefficient of correlation has been computed to test this hypothesis.

The following table shows the significance of coefficient of correlation between team work of secondary school teachers and the perceived psycho social leadership qualities of school principals.
Table 5.13

Significance of ‘r’ for team work of secondary school teachers and perceived psycho social leadership qualities

<table>
<thead>
<tr>
<th>Sample size</th>
<th>df</th>
<th>r</th>
<th>l.o.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>480</td>
<td>478</td>
<td>0.25</td>
<td>0.01</td>
</tr>
</tbody>
</table>

The obtained ‘r’ is greater than the tabulated ‘r’ that is .115 at 0.01 level. So there is a significant relationship between teamwork of secondary school teachers and perceived psycho social leadership qualities. Hence the null hypothesis is rejected.

**Interpretation of ‘r’**: The coefficient of correlation between team work of secondary school teachers and perceived psycho social leadership qualities is 0.25 which is positive, low in magnitude and significant at 0.01 level.

**Conclusion**: The positive correlation implies that if the perceived psycho social leadership qualities are higher, then the team work of secondary school teachers is likely to be higher.

**Discussion**: The principal’s interpersonal skills like understanding others, trying to assign work in group, resolving group problems, understanding group dynamics and fostering cooperative work culture might influence teacher’s team work ability.
5.4.14 Testing of Hypothesis 14

The null hypothesis states that there is no significant relationship between the teacher morale of secondary school teachers and their perceived psycho social leadership qualities of school principals.

Pearson’s coefficient of correlation has been computed to test this hypothesis.

The following table shows the significance of coefficient of correlation between teacher morale of secondary school teachers and the perceived psycho social leadership qualities of school principals.

<table>
<thead>
<tr>
<th>Sample size</th>
<th>df</th>
<th>r</th>
<th>l.o.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>480</td>
<td>478</td>
<td>0.39</td>
<td>0.01</td>
</tr>
</tbody>
</table>

The obtained ‘r’ is greater than the tabulated ‘r’ that is .115 at 0.01 level. So there is a significant relationship between teacher morale of secondary school teachers and perceived psycho social leadership qualities. Hence the null hypothesis is rejected.

**Interpretation of ‘r’**: The coefficient of correlation between teacher morale of secondary school teachers and perceived psycho social leadership qualities is 0.39 which is positive, low in magnitude and significant at 0.01 level.
Conclusion: The positive correlation implies that if the perceived psycho social leadership qualities are higher, then the teacher morale of secondary school teachers is likely to be higher.

Discussion: The principal who shows warmth and treat teachers with kindness will automatically create more enthusiastic teachers. A principal who understand the emotional state of mind of the teachers, especially when they are unable to finish their assignment makes the teachers responsible for their actions and this will help to create an interest amongst teachers towards the attainment of institutional goals.

5.4.15 Testing of Hypothesis 15

The null hypothesis states that there is no significant relationship between the communication skills of secondary school teachers and their perceived psycho social leadership qualities of school principals.

Pearson’s coefficient of correlation has been computed to test this hypothesis.

The following table shows the significance of coefficient of correlation between communication skills of secondary school teachers and the perceived psycho social leadership qualities of school principals.

<table>
<thead>
<tr>
<th>Sample size</th>
<th>df</th>
<th>r</th>
<th>l.o.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>480</td>
<td>478</td>
<td>0.33</td>
<td>0.01</td>
</tr>
</tbody>
</table>
The obtained ‘r’ is greater than the tabulated ‘r’ that is .115 at 0.01 level. So there is a significant relationship between communication skills of secondary school teachers and perceived psycho social leadership qualities. Hence the null hypothesis is rejected.

**Interpretation of ‘r’:** The coefficient of correlation between communication skills of secondary school teachers and perceived psycho social leadership qualities is 0.33 which is positive, low in magnitude and significant at 0.01 level.

**Conclusion:** The positive correlation implies that if the perceived psycho social leadership qualities are higher, then the communication skill of secondary school teachers is likely to be higher.

**Discussion:** The result indicate that if the principal communicates effectively with others, is easily approachable, communicates clearly what is expected of the staff, has good interpersonal skills then the teachers probably are able to share opinions regarding any new activities to be carried out in the institution. The healthy interaction ultimately leads to conducive environment in an organisation. They can freely approach the principal to discuss individual student’s need and problems of the slow learners, which helps in the development of sensitivity towards deprived groups.

**5.4.16 Testing of Hypothesis 16**

The null hypothesis states that there is no significant relationship between the decision making of secondary school teachers and their perceived psycho social leadership qualities of school principals.

Pearson’s coefficient of correlation has been computed to test this hypothesis.
The following table shows the significance of coefficient of correlation between decision making of secondary school teachers and the perceived psycho social leadership qualities of school principals.

**Table 5.16**

Significance of ‘r’ for decision making of secondary school teachers and perceived psycho social leadership qualities

<table>
<thead>
<tr>
<th>Sample size</th>
<th>df</th>
<th>r</th>
<th>l.o.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>480</td>
<td>478</td>
<td>0.30</td>
<td>0.01</td>
</tr>
</tbody>
</table>

The obtained ‘r’ is greater than the tabulated ‘r’ that is .115 at 0.01 level. So there is a significant relationship between decision making of secondary school teachers and perceived psycho social leadership qualities. Hence the null hypothesis is rejected.

**Interpretation of ‘r’:** The coefficient of correlation between decision making of secondary school teachers and perceived psycho social leadership qualities is 0.30 which is positive, low in magnitude and significant at 0.01 level.

**Conclusion:** The positive correlation implies that if the perceived psycho social leadership qualities are higher, then the decision making of secondary school teachers is likely to be higher.

**Discussion:** The results indicate that if the principal motivate staff constantly to choose the best from the variety of instructional programmes, select teaching methods on the basis of the type, content and learners characteristic, plan different methodologies, select alternative solution to the problems of the student then the teachers decision
making ability is likely to be increased. Planning and preparation of creative activities by the staff fosters the thinking ability of the students and provide them an opportunity for self awareness.

5.4.17 Testing of Hypothesis 17

The null hypothesis states that there is no significant relationship between the self esteem of secondary school teachers and their perceived personality leadership qualities of school principals.

Pearson’s coefficient of correlation has been computed to test this hypothesis.

The following table shows the significance of coefficient of correlation between self esteem of secondary school teachers and the perceived personality leadership qualities of school principals.

Table 5.17

Significance of ‘r’ for self esteem of secondary school teachers and perceived personality leadership qualities

<table>
<thead>
<tr>
<th>Sample size</th>
<th>df</th>
<th>r</th>
<th>l.o.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>480</td>
<td>478</td>
<td>0.34</td>
<td>0.01</td>
</tr>
</tbody>
</table>

The obtained ‘r’ is greater than the tabulated ‘r’ that is .115 at 0.01 level. So there is a significant relationship between self esteem of secondary school teachers and perceived personality leadership qualities. Hence the null hypothesis is rejected.
**Interpretation of ‘r’**: The coefficient of correlation between self esteem of secondary school teachers and perceived personality leadership qualities is 0.34 which is positive, low in magnitude and significant at 0.01 level.

**Conclusion**: The positive correlation implies that if the perceived personality leadership qualities are higher, then the self esteem of secondary school teachers is likely to be higher.

**Discussion**: The principal’s personality helps to foster self esteem of teachers. The principal’s ability to take risk, act instantly, co-operate with staff members, treating teachers equally and the commitment shown towards the work might encourage teachers to work hard. The unbiased nature and confidence shown by the leader, the trust and faith in teachers encourages them to work hard which helps in building confidence.

**5.4.18 Testing of Hypothesis 18**

The null hypothesis states that there is no significant relationship between the team work of secondary school teachers and their perceived personality leadership qualities of school principals.

Pearson’s coefficient of correlation has been computed to test this hypothesis.

The following table shows the significance of coefficient of correlation between team work of secondary school teachers and the perceived personality leadership qualities of school principals.
Table 5.18

Significance of ‘r’ for team work of secondary school teachers and perceived personality leadership qualities

<table>
<thead>
<tr>
<th>Sample size</th>
<th>df</th>
<th>r</th>
<th>l.o.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>480</td>
<td>478</td>
<td>0.27</td>
<td>0.01</td>
</tr>
</tbody>
</table>

The obtained ‘r’ is greater than the tabulated ‘r’ that is .115 at 0.01 level so there is a significant relationship between team work of secondary school teachers and perceived personality leadership qualities. Hence the null hypothesis is rejected.

Interpretation of ‘r’: The coefficient of correlation between team work of secondary school teachers and perceived personality leadership qualities is 0.27 which is positive, low in magnitude and significant at 0.01 level.

Conclusion: The positive correlation implies that if the perceived personality leadership qualities are higher, then the team work of secondary school teachers is likely to be higher.

Discussion: The principal’s involvement with the teaching and non-teaching staff helps teachers to develop the team working ability. Motivation to work in group develops the feeling of oneness amongst the teachers. Reviewing of content and organization of institutional programme collectively would develop the feeling of loyalty towards the institution they belong and team work is thus developed.
5.4.19 Testing of Hypothesis 19

The null hypothesis states that there is no significant relationship between the teacher morale of secondary school teachers and their perceived personality leadership qualities of school principals.

Pearson’s coefficient of correlation has been computed to test this hypothesis.

The following table shows the significance of coefficient of correlation between teacher morale of secondary school teachers and the perceived personality leadership qualities of school principals.

**Table 5.19**

<table>
<thead>
<tr>
<th>Sample size</th>
<th>df</th>
<th>r</th>
<th>l.o.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>480</td>
<td>478</td>
<td>0.39</td>
<td>0.01</td>
</tr>
</tbody>
</table>

The obtained ‘r’ is greater than the tabulated ‘r’ that is .115 at 0.01 level. So there is a significant relationship between teacher morale of secondary school teachers and perceived personality leadership qualities. Hence the null hypothesis is rejected.

**Interpretation of ‘r’**: The coefficient of correlation between teacher morale of secondary school teachers and perceived personality leadership qualities is 0.39 which is positive, low in magnitude and significant at 0.01 level.
**Conclusion:** The positive correlation implies that if the perceived personality leadership qualities are higher, then the teacher morale of secondary school teachers is likely to be higher.

**Discussion:** There exist a positive association between teacher morale and perceived personality qualities of principal. The probable reason could be that the leaders consistent and reliable behavior might give a sense of security to teachers. The unbiased, impartial behavior indicates that he/she is interested in solving problems and not criticizing person. This encourages teachers to perform the job with sincerity and enthusiasm.

**5.4.20 Testing of Hypothesis 20**

The null hypothesis states that there is no significant relationship between the communication skill of secondary school teachers and their perceived personality leadership qualities of school principals.

Pearson’s coefficient of correlation has been computed to test this hypothesis.

The following table shows the significance of coefficient of correlation between communication skill of secondary school teachers and the perceived personality leadership qualities of school principals.

<table>
<thead>
<tr>
<th>Table 5.20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Significance of ‘r’ for communication skill of secondary school teachers and perceived personality leadership qualities</strong></td>
</tr>
<tr>
<td>Sample size</td>
</tr>
<tr>
<td>480</td>
</tr>
</tbody>
</table>
The obtained ‘r’ is greater than the tabulated ‘r’ that is .115 at 0.01 level. So there is a significant relationship between communication skill of secondary school teachers and perceived personality leadership qualities. Hence the null hypothesis is rejected.

**Interpretation of ‘r’:** The coefficient of correlation between communication skill of secondary school teachers and perceived personality leadership qualities is 0.31 which is positive, low in magnitude and significant at 0.01 level.

**Conclusion:** The positive correlation implies that if the perceived personality leadership qualities are higher, then the communication skill of secondary school teachers is likely to be higher.

**Discussion:** The personality of the principal goes a long way for effective communication. The principal’s easy accessibility to listen to the ideas of the staff will help in establishing good relationship with staff in the long run. Welcoming ideas from the staff, expressing creative ideas, giving constructive feedback in any academic activities helps to improve the communication skills amongst teachers.

**5.4.21 Testing of Hypothesis 21**

The null hypothesis states that there is no significant relationship between the decision making of secondary school teachers and their perceived personality leadership qualities of school principals.

Pearson’s coefficient of correlation has been computed to test this hypothesis.

The following table shows the significance of coefficient of correlation between decision making of secondary school teachers and the perceived personality leadership qualities of school principals.
Table 5.21

Significance of ‘r’ for decision making of secondary school teachers and perceived personality leadership qualities

<table>
<thead>
<tr>
<th>Sample size</th>
<th>df</th>
<th>r</th>
<th>l.o.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>480</td>
<td>478</td>
<td>0.34</td>
<td>0.01</td>
</tr>
</tbody>
</table>

The obtained ‘r’ is greater than the tabulated ‘r’ that is .115 at 0.01 level. So there is a significant relationship between decision making of secondary school teachers and perceived personality leadership qualities. Hence the null hypothesis is rejected.

**Interpretation of ‘r’**: The coefficient of correlation between decision making of secondary school teachers and perceived personality leadership qualities is 0.34 which is positive, low in magnitude and significant at 0.01 level.

**Conclusion**: The positive correlation implies that if the perceived personality leadership qualities are higher, then the decision making of secondary school teachers is likely to be higher.

**Discussion**: The association between decision making and perceived personality qualities is positive which means that some personality qualities of a leader influences teacher’s decision making ability. It can be possible that the leader’s qualities like taking immediate action in crisis, tackling problems confidently, analyzing problem from different angles being problem focused and helping people as and when required influences the decision making ability of teachers.
5.4.22 Testing Hypothesis 22

The null hypothesis states that there is no significant difference in the empowerment of secondary school teachers on the basis of types of school.

The technique used for this hypothesis is ANOVA (F ratio).

The F ratio was found to be 127.179 which is more than the tabulated value at 0.01 level. The null hypothesis is hence rejected. There is a significant difference between the empowerment of secondary school teachers on the basis of types of school.

Further the 't' test was done

The following table shows the relevant statistics of the mean difference in the empowerment of secondary school teachers on the basis of types of school.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
<th>L.o.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSC</td>
<td>260</td>
<td>572</td>
<td>52.40</td>
<td>6.29</td>
<td>0.01</td>
</tr>
<tr>
<td>ICSE</td>
<td>130</td>
<td>604.85</td>
<td>46.61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSC</td>
<td>260</td>
<td>572</td>
<td>52.40</td>
<td>3.99</td>
<td>0.01</td>
</tr>
<tr>
<td>CBSE</td>
<td>90</td>
<td>596.72</td>
<td>50.01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICSE</td>
<td>130</td>
<td>604.85</td>
<td>46.61</td>
<td>1.21</td>
<td>NS</td>
</tr>
<tr>
<td>CBS E</td>
<td>90</td>
<td>596.72</td>
<td>50.01</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Interpretation of t’**

The t value of SSC, ICSE teachers is 6.29 and the t value of SSC, CBSE teachers is 3.99 which is greater than the tabulated value at 0.01 level. This implies that there is a significant difference in the empowerment of teachers of SSC and ICSE and teachers from SSC and CBSE school.

However, the ‘t’ value of teachers from ICSE and CBSE school is 1.21 which is lesser than the tabulated value at 0.05 level. This implies that there is no significant difference in the empowerment of teachers from ICSE and CBSE schools.

**Conclusion:** There is a significant difference in the empowerment of teachers from SSC & ICSE and SSC & CBSE. The mean value indicates that ICSE teachers have highest empowerment followed by CBSE and SSC school teachers are least empowered.

**Discussion:** The ICSE teachers are highest in empowerment; the reason could be that in most of the ICSE schools the class size is small. There might be conducive environment which brings in discussion regarding various professional, academic problems of the organization. The open dialogue among all staff members develops good communication skills, enthusiasm. The solving problems collectively provide an opportunity to visualize problem from different angles which help in the development of decision making ability and working together naturally develops team working ability of people.

On the other hand SSC board schools are crowded therefore it brings in restriction on different aspects discussed earlier.
5.4.23 Testing Hypothesis 23

The null hypothesis states that there is no significant difference in the self esteem of secondary school teachers on the basis of types of school.

The technique used for this hypothesis is ANOVA (F ratio).

The F ratio was found to be 26.41 which more than the tabulated value at 0.01 level. The null hypothesis is hence rejected. There is a significant difference in the self esteem of secondary school teachers on the basis of types of school.

Further the 't' test was done.

The following table shows the relevant statistics of the mean difference in the self esteem of secondary school teachers on the basis of types of school.

**Table 5.23**

Differences in the mean scores of self esteem of secondary school teachers on the basis of types of school.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
<th>L.o.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSC</td>
<td>260</td>
<td>116.28</td>
<td>13.19</td>
<td>8.45</td>
<td>0.01</td>
</tr>
<tr>
<td>ICSE</td>
<td>130</td>
<td>126.51</td>
<td>10.12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SS C</td>
<td>260</td>
<td>116.28</td>
<td>13.19</td>
<td>2.16</td>
<td>0.05</td>
</tr>
<tr>
<td>CBSE</td>
<td>90</td>
<td>120.42</td>
<td>16.36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICSE</td>
<td>130</td>
<td>126.51</td>
<td>13.19</td>
<td>3.14</td>
<td>0.01</td>
</tr>
<tr>
<td>CBS E</td>
<td>90</td>
<td>120.42</td>
<td>16.36</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The preceding table shows the differences in the means of self esteem of secondary school teachers on the basis of types of school is significant.

**Interpretation of ‘t’:** The calculated ‘t’ value of SSC, ICSE teachers is 8.45 which is greater than 2.58. Thus ‘t’ is significant at 0.01 level. The calculated t value of SSC, CBSE teacher is 2.16 which is greater than 1.96. The ‘t’ is significant at 0.05 level. The calculated ‘t’ value for teachers of ICSE and CBSE secondary school is 3.14 which is greater than 2.58. Thus ‘t’ is significant at 0.01 level.

**Conclusion:** It was found that there is a significant difference in the self esteem of teachers from SSC, ICSE and CBSE school. The mean value indicates that teachers from ICSE secondary school are highest on self esteem followed by CBSE and SSC in that order.

**Discussion:** This implies that the ICSE school teachers are aware about their strengths and weakness, as they might be getting constructive feedback on it. They feel valued in the school. They are given more opportunity to do challenging jobs. They are given freedom to plan different types of methods. They might be involved in setting goals and some major decisions and this builds their self esteem more when compared to CBSE and SSC secondary school.

**5.4.24 Testing Hypothesis 24**

The null hypothesis states that there is no significant difference in the team work of secondary school teachers on the basis of types of school.

The technique used for this hypothesis is ANOVA (F ratio).
The F ratio was found to be 6.009 which greater than the tabulated value at 0.01 level. This implies that there is a significant difference in the team work of SSC, ICSE and CBSE schools. The null hypothesis is hence rejected.

Further the ‘t’ test was done.

The following table shows the relevant statistics of the mean difference in the team work of secondary school teachers on the basis of types of school.

**Table 5.24**

**Differences in the mean scores of team work of secondary school teachers**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
<th>l.o.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSC</td>
<td>260</td>
<td>119.70</td>
<td>12.78</td>
<td>2.6</td>
<td>0.01</td>
</tr>
<tr>
<td>ICSE</td>
<td>130</td>
<td>124.25</td>
<td>17.89</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SS C</td>
<td>260</td>
<td>119.70</td>
<td>12.78</td>
<td>2.53</td>
<td>0.05</td>
</tr>
<tr>
<td>CBSE</td>
<td>90</td>
<td>123.66</td>
<td>13.80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICSE</td>
<td>130</td>
<td>124.25</td>
<td>17.89</td>
<td>0.276</td>
<td>NS</td>
</tr>
<tr>
<td>CBS E</td>
<td>90</td>
<td>123.66</td>
<td>13.80</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The preceding table shows the differences in the means of team work of secondary school teachers on the basis of types of school.
**Interpretation of ‘t’**

The calculated ‘t’ value of SSC, ICSE teachers is 8.45 which is greater than 2.6 which is greater than 2.58 and significant at 0.01 level. The calculated t value of SSC, CBSE teacher is 2.53 which is lesser than 2.58 which is significant at 0.05 level. The calculated ‘t’ value for teachers of ICSE and CBSE secondary school is 0.276 which is lesser than 1.96. Thus ‘t’ is not significant.

**Conclusion:** It was found that there is a significant difference in the team work of teachers from SSC and ICSE, SSC and CBSE secondary school. The teachers from ICSE and CBSE do not differ significantly on team working ability. The mean value indicates that ICSE teachers have highest team work followed by CBSE and SSC school teachers.

**Discussion:** The results indicate that the team working ability of ICSE school teachers are the highest. The most probable reason could be that the ICSE syllabus is more activity oriented which makes one more interdependent. The principal might be encouraging group activities. This motivates the team to work collectively.

There is however no significant difference in the team working ability of ICSE and CBSE secondary school teachers. The CBSE secondary school teachers, like the ICSE secondary school teachers also probably are given the opportunity to participate, interact and cooperatively work with each other.

The team working ability of the SSC secondary school teachers are the lowest when compared to ICSE and CBSE. This could be probably because either they are not given the opportunity to work together or the large class size limits the interactions among teachers.
5.4.25 Testing Hypothesis 25

The null hypothesis states that there is no significant difference in the teacher morale of secondary school teachers on the basis of types of school.

The technique used for this hypothesis is ANOVA (F ratio).

The F ratio was found to be 24.55 which greater than the tabulated value at 0.01 level. The null hypothesis is hence rejected. This implies that there is a significant difference in the teacher morale of secondary school teachers on the basis of types of school. Further the ‘t’ test was done.

The following table shows the relevant statistics of the mean difference in the team work of secondary school teachers on the basis of types of school.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Median</th>
<th>SD</th>
<th>‘t’ value</th>
<th>l.o.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSC</td>
<td>260</td>
<td>107.33</td>
<td>13.60</td>
<td>5.68</td>
<td>0.01</td>
</tr>
<tr>
<td>ICSE</td>
<td>130</td>
<td>116.83</td>
<td>14.63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSC</td>
<td>260</td>
<td>116.83</td>
<td>13.60</td>
<td>3.03</td>
<td>0.01</td>
</tr>
<tr>
<td>CBSE</td>
<td>90</td>
<td>112.62</td>
<td>12.78</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICSE</td>
<td>130</td>
<td>116.83</td>
<td>14.63</td>
<td>2.26</td>
<td>0.05</td>
</tr>
<tr>
<td>CBS E</td>
<td>90</td>
<td>112.62</td>
<td>12.78</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The preceding table shows the differences in the means of teacher morale of secondary school teachers on the basis of types of school is significant.
Interpretation of ‘t’

The calculated ‘t’ value of SSC, ICSE teachers is 5.86 which is greater than 2.58. Thus ‘t’ is significant at 0.01 level. The calculated t value of SSC, CBSE teacher is 3.03 which is greater than the tabulate ‘t’. Thus the ‘t’ is significant at 0.01 level. The calculated ‘t’ value for teachers of ICSE and CBSE secondary school is 2.26 which is lesser than 2.58, thus ‘t’ is significant at 0.05 level.

Conclusion: It was found that there is a significant difference in the teacher morale of teachers from SSC, ICSE and CBSE school. The mean value indicates that the teachers from ICSE secondary school are highest on teacher morale followed by CBSE and SSC in that order.

Discussion: The result indicates that the ICSE teachers have the highest teacher morale followed by CBSE and SSC secondary school teachers respectively. The most probable reason for this hierarchy could be that ICSE secondary school teachers may be trying out variety of methods so as to meet the curricular needs. The activity based syllabus and small class size can be another motivational factor for planning new method, of teaching and evaluation. They can give attention to every students need therefore they are more institutionally committed which helps them to remain more dedicated, proud of institutional success. Also it is possible that their efforts are appreciated by the authorities.

There is a marginal difference in the teacher morale of the CBSE secondary school teachers as compared to ICSE secondary school teachers. This only shows that they too like the ICSE have the freedom to develop and plan new teaching strategies to some extent.
The SSC secondary school teachers are the lowest in the teacher morale when compared to ICSE and CBSE secondary schools. This only shows that the teachers from SSC may have to follow the stereo type, so called already set planned programmes which the teachers have to probably follow year after year. The large classrooms and other administrative work might lower down the morale and increases stress.

5.4.26 Testing Hypothesis 26

The null hypothesis states that there is no significant difference in the communication skills of secondary school teachers on the basis of types of school.

The technique used for this hypothesis is ANOVA (F ratio).

The F ratio was found to be 26.11 which greater than the tabulated value at 0.01 level. The null hypothesis is hence rejected. This implies that there is a significant difference in the communication skills of secondary school teachers on the basis of types of school. Further the ‘t’ test was done.

The following table shows the mean difference in the team work of secondary school teachers on the basis of types of school.

| Table |
Table 5.26

Differences in the mean scores of communication skills of secondary school teachers.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Median</th>
<th>SD</th>
<th>‘t’ value</th>
<th>l.o.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSC</td>
<td>260</td>
<td>95.50</td>
<td>14.00</td>
<td>6.82</td>
<td>0.01</td>
</tr>
<tr>
<td>ICSE</td>
<td>130</td>
<td>104.98</td>
<td>12.37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSC</td>
<td>260</td>
<td>95.50</td>
<td>14.00</td>
<td>3.50</td>
<td>0.01</td>
</tr>
<tr>
<td>CBSE</td>
<td>90</td>
<td>101.71</td>
<td>14.74</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICSE</td>
<td>130</td>
<td>104.98</td>
<td>12.37</td>
<td>0.17</td>
<td>NS</td>
</tr>
<tr>
<td>CBS E</td>
<td>90</td>
<td>101.71</td>
<td>14.74</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The preceding table shows the differences in the means of communication skills of secondary school teachers on the basis of types of school.

**Interpretation of ‘t’**

The calculated ‘t’ value of SSC, ICSE teachers is 6.82 which is greater than 2.58. Thus ‘t’ is significant at 0.01 level. The calculated ‘t’ value of SSC, CBSE teacher is 3.50 which is greater than the tabulated ‘t’. Thus the ‘t’ is significant at 0.01 level. The calculated ‘t’ value for teachers of ICSE and CBSE secondary school is 0.17 which is lesser than 1.96. Thus ‘t’ is not significant at 0.05 level.
**Conclusion:** It was found that there is a significant difference in the communication skills of teachers from SSC and ICSE, SSC and CBSE school. The mean value indicates that the teachers from ICSE and CBSE secondary school do not differ significantly on communication skills but ICSE is the highest.

**Discussion:** The ICSE school teachers are highest in their communication skills followed by CBSE and SSC school teachers. The ICSE teachers might be getting freedom to share their opinions regarding new activities to be carried out in the institution. They might be able to confront the principal without any fear. They can speak freely to the principal about the necessary changes to be brought out in the curricula activities. It is also possible that to meet the curricular need they are working in groups or teams which further enhances the interpersonal skills. The low student teacher ratio also helps in establishing communication between student and teachers and also among teachers.

The CBSE school teachers also might be getting such freedom to some extent as compared to ICSE school. The SSC school teachers might not be getting such freedom. These schools have many students in class. The more number of students and staff might limit the interaction as the teachers might be busy in completing academic duties.

**5.4.27 Testing Hypothesis 27**

The null hypothesis states that there is no significant difference in the decision making of secondary school teachers on the basis of types of school.

The technique used for this hypothesis is ANOVA (F ratio).
The F ratio was found to be 3.92 which greater than the tabulated value at 0.01 level. The null hypothesis is hence rejected. This implies that there is a significant difference in the decision making of secondary school teachers on the basis of types of school. Further the ‘t’ test was done.

The following table shows the mean difference in the decision making of secondary school teachers on the basis of types of school.

Table 5.27

Differences in the mean scores of decision making of secondary school teachers.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
<th>L.o.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSC</td>
<td>260</td>
<td>133.16</td>
<td>14.78</td>
<td>0.477</td>
<td>NS</td>
</tr>
<tr>
<td>ICSE</td>
<td>130</td>
<td>133.90</td>
<td>14.32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSC</td>
<td>260</td>
<td>133.16</td>
<td>14.78</td>
<td>2.57</td>
<td>0.05</td>
</tr>
<tr>
<td>CBSE</td>
<td>90</td>
<td>138.3</td>
<td>16.96</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICSE</td>
<td>130</td>
<td>133.90</td>
<td>14.32</td>
<td>2.01</td>
<td>0.05</td>
</tr>
<tr>
<td>CBS E</td>
<td>90</td>
<td>138.3</td>
<td>16.96</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The preceding table shows the differences in the means of decision making of secondary school teachers on the basis of types of school is significant.
Interpretation of ‘t’

The calculated ‘t’ value of SSC, ICSE teachers is 0.477 which is lesser than 1.96. Thus ‘t’ is not significant. The calculated t value of SSC, CBSE teacher is 2.57 which is greater than the tabulated ‘t’ and is significant at 0.05 level. The calculated ‘t’ value for teachers of ICSE and CBSE secondary school is 2.01 which is greater than 1.96. Thus ‘t’ is significant at 0.05 level.

Conclusion: The mean value indicates that there is a significant difference in the decision making of teachers from SSC and CBSE, ICSE and CBSE school, but the teachers from SSC and ICSE secondary school do not differ significantly on decision making ability. The CBSE teachers are highest on decision making.

Discussion: The CBSE secondary school teachers stand highest in their decision making ability when compared to SSC and ICSE school teachers. The CBSE teachers probably are undergoing teacher training programmes organized by NCERT regularly which influences their teaching like selecting different method, medium, evaluation strategies and so on.

The difference in the decision making ability between SSC and ICSE is surprisingly not significant. Probably they too are given freedom to select alternative which help to solve problem but might not be exposed to various training programme which actually provides lot of professional inputs which helps in formulating and framing alternatives.

5.4.28 Testing Hypothesis 28

The null hypothesis states that there is no significant difference in the perceived leadership qualities of secondary school teachers on the basis of types of school.
The technique used for this hypothesis is ANOVA (F ratio).

The F ratio was found to be 62.61 which greater than the tabulated value at 0.01 level. The null hypothesis is hence rejected. This implies that there is a significant difference in the perceived leadership qualities of secondary school teachers on the basis of types of school.

Further the ‘t’ test was done.

The following table shows the mean difference in the perceived leadership qualities of secondary school teachers on the basis of types of school.

Table 5.28

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
<th>I.o.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSC</td>
<td>260</td>
<td>357.45</td>
<td>40.20</td>
<td>4.84</td>
<td>0.01</td>
</tr>
<tr>
<td>ICSE</td>
<td>130</td>
<td>347.73</td>
<td>29.06</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSC</td>
<td>260</td>
<td>357.45</td>
<td>40.20</td>
<td>1.80</td>
<td>NS</td>
</tr>
<tr>
<td>CBSE</td>
<td>90</td>
<td>366.02</td>
<td>38.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICSE</td>
<td>130</td>
<td>347.73</td>
<td>29.06</td>
<td>1.82</td>
<td>NS</td>
</tr>
<tr>
<td>CBS E</td>
<td>90</td>
<td>366.02</td>
<td>38.30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The preceding table shows the differences in the means of perceived leadership qualities of secondary school teachers on the basis of types of school.
**Interpretation of ‘t’**

The calculated ‘t’ value of SSC, ICSE teachers is 4.84 which is greater than 2.58. Thus ‘t’ is significant at 0.01 level. The calculated t value of SSC, CBSE teacher is 1.80 which is lesser than the tabulated ‘t’ and is not significant at 0.05 level. The calculated ‘t’ value for teachers of ICSE and CBSE secondary school is 1.82 which is lesser than 1.96. Thus ‘t’ is not significant at 0.05 level.

**Conclusion:** The mean value indicates that there is a significant difference in the perceived leadership qualities of teachers from SSC and ICSE school but there is no significant difference in the perceived leadership qualities of SSC, CBSE and ICSE, CBSE school.

**Discussion:** The CBSE school teachers are the highest in their perceived leadership qualities followed by SSC and ICSE teachers. The CBSE teachers regard their leaders / principal as one who takes pride in their institution, take immediate decision for the welfare of the school, encourages healthy discussion, have good interpersonal skills and a person with a strong moral character. The SSC school teachers regard the principal too as role models, and having the ability to take risk. Since the ICSE teachers are given more freedom they may find mistakes in their principals and they do not follow their leaders without critical thinking and logical analysis.

**5.4.29 Testing Hypothesis 29**

The null hypothesis states that there is no significant difference in the perceived intellectual leadership qualities of secondary school teachers on the basis of types of school.
The technique used for this hypothesis is ANOVA (F ratio).

The F ratio was found to be 4.69 which greater than the tabulated value. The null hypothesis is hence rejected. This implies that there is a significant difference in the perceived intellectual leadership qualities of secondary school teachers on the basis of types of school.

Further the ‘t’ test was done.

The following table shows the mean difference in the perceived intellectual leadership qualities of secondary school teachers on the basis of types of school.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
<th>l.o.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSC</td>
<td>260</td>
<td>130.5</td>
<td>16.5</td>
<td>2.80</td>
<td>0.01</td>
</tr>
<tr>
<td>ICSE</td>
<td>130</td>
<td>134.82</td>
<td>13.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSC</td>
<td>260</td>
<td>130.5</td>
<td>16.5</td>
<td>2.3</td>
<td>0.05</td>
</tr>
<tr>
<td>CBSE</td>
<td>90</td>
<td>134.77</td>
<td>14.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICSE</td>
<td>130</td>
<td>134.82</td>
<td>13.2</td>
<td>0.025</td>
<td>NS</td>
</tr>
<tr>
<td>CBS E</td>
<td>90</td>
<td>134.77</td>
<td>14.7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The preceding table shows the differences in the means of perceived intellectual leadership qualities of secondary school teachers on the basis of types of school is significant.
Interpretation of ‘t’

The calculated ‘t’ value of SSC, ICSE teachers is 2.80 which is greater than 2.58. Thus ‘t’ is significant at 0.01 level. The calculated t value of SSC, CBSE teacher is 2.3 which is greater than the tabulated ‘t’ and is not significant at 0.05 level. The calculated ‘t’ value for teachers of ICSE and CBSE secondary school is 0.025 which is lesser than 1.96. Thus ‘t’ is not significant at 0.05 level.

**Conclusion:** The mean value indicates that there is a significant difference in the perceived intellectual leadership qualities of teachers from SSC, ICSE and SSC, CBSE school but there is no significant difference in the perceived leadership qualities of CBSE and ICSE secondary school teachers. The ICSE and CBSE have almost equal mean values.

**Discussion:** The principals from CBSE and ICSE schools might be setting realistic goal, plan various programmes and solve problems confidently as they are getting freedom from authorities or management. The ability of a leader to sense problems from various angles, discussing and putting down problem precisely helps in solving it in a systematic way, which might be with these principals.

5.4.30 Testing Hypothesis 30

The null hypothesis states that there is no significant difference in the perceived psycho social leadership qualities of secondary school teachers on the basis of types of school.

The technique used for this hypothesis is ANOVA (F ratio).

The F ratio was found to be 10.78 which greater than the tabulated value at 0.01 level. The null hypothesis is hence rejected. This implies that there is a significant difference
in the perceived psychosocial leadership qualities of secondary school teachers on the basis of types of school.

Further the 't' test was done.

The following table shows the mean difference in the perceived psycho social leadership qualities of secondary school teachers on the basis of types of school.

**Table 5.30**

**Differences in the mean scores of perceived psycho social leadership qualities of secondary school teachers.**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>'t' value</th>
<th>L.o.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSC</td>
<td>260</td>
<td>112.86</td>
<td>14.49</td>
<td>4.807</td>
<td>0.01</td>
</tr>
<tr>
<td>ICSE</td>
<td>130</td>
<td>119.11</td>
<td>10.84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSC</td>
<td>260</td>
<td>112.86</td>
<td>14.49</td>
<td>1.67</td>
<td>NS</td>
</tr>
<tr>
<td>CBSE</td>
<td>90</td>
<td>117.63</td>
<td>13.56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICSE</td>
<td>130</td>
<td>119.11</td>
<td>10.84</td>
<td>0.865</td>
<td>NS</td>
</tr>
<tr>
<td>CBS E</td>
<td>90</td>
<td>117.63</td>
<td>13.56</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The preceding table shows the differences in the means of perceived psycho social leadership qualities of secondary school teachers on the basis of types of school.

**Interpretation of ‘t’**

The calculated ‘t’ value of SSC, ICSE teachers is 4.807 which is greater than 2.58. Thus ‘t’ is significant at 0.01 level. The calculated t value of SSC, CBSE teacher is 1.67 which is lesser than the tabulated ‘t’ and is not significant at 0.05 level. The calculated ‘t’ value for teachers of ICSE and CBSE secondary school is 0.865 which is lesser than 1.96. Thus 't' is not significant at 0.05 level.
Conclusion: The mean value indicates that there is a significant difference in the perceived leadership psycho social qualities of teachers from SSC, ICSE school, but there is no significant difference in the perceived leadership qualities of SSC, CBSE and ICSE, CBSE secondary school teachers.

Discussion: The ICSE teachers are highest on their perceived psycho-social leadership qualities followed by CBSE and SSC leaders in that order.

The probable reason could be that the ICSE principal of school might be easily approachable, may have the ability of getting things done from staff. The ICSE principal may have good interpersonal skills and sensitive to the needs of others when compared to SSC teachers. The principals are getting things done from staff by showing interest, helping and active participation. The shared vision and working with other members helps in the development of good interpersonal skills.

5.4.31 Testing Hypothesis 31

The null hypothesis states that there is no significant difference in the perceived personality leadership qualities of secondary school teachers on the basis of types of school.

The technique used for this hypothesis is ANOVA (F ratio).

The F ratio was found to be 11.62 which greater than the tabulated value at 0.01 level. The null hypothesis is hence rejected. This implies that there is a significant difference in the perceived personality leadership qualities of secondary school teachers on the basis of types of school.

Further the 't' test was done.
The following table shows the mean difference in the perceived personality leadership qualities of secondary school teachers on the basis of types of school.

### Table 5.31

**Differences in the perceived personality leadership qualities of secondary school teachers.**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
<th>l.o.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSC</td>
<td>260</td>
<td>114.08</td>
<td>14.19</td>
<td>5.45</td>
<td>0.01</td>
</tr>
<tr>
<td>ICSE</td>
<td>130</td>
<td>120.79</td>
<td>9.82</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSC</td>
<td>260</td>
<td>114.08</td>
<td>14.19</td>
<td>0.23</td>
<td>NS</td>
</tr>
<tr>
<td>CBSE</td>
<td>90</td>
<td>113.61</td>
<td>17.19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICSE</td>
<td>130</td>
<td>120.79</td>
<td>9.82</td>
<td>3.58</td>
<td>0.01</td>
</tr>
<tr>
<td>CBS E</td>
<td>90</td>
<td>113.61</td>
<td>17.19</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The preceding table shows the differences in the means of perceived personality leadership qualities of secondary school teachers on the basis of types of school.

**Interpretation of ‘t’**

The calculated ‘t’ value of SSC, ICSE teachers is 5.45 which is greater than 2.58. Thus ‘t’ is significant at 0.01 level. The calculated t value of SSC, CBSE teacher is 0.23 which is lesser than 1.96 the tabulated ‘t’ and is not significant at 0.05 level. The calculated ‘t’ value for teachers of ICSE and CBSE secondary school is 3.58 which is greater than 2.58. Thus ‘t’ is significant at 0.01 level.

**Conclusion:** The mean value indicates that there is a significant difference in the perceived personality leadership qualities of teachers from SSC, ICSE school, but there
is no significant difference in the perceived leadership qualities of SSC, CBSE and ICSE, CBSE secondary school teachers.

**Discussion:** The ICSE teachers have highest perceived personality leadership qualities followed by SSC and CBSE teachers. This might be because the ICSE teachers perceive their principals as committed professionals. They might regard the principal to be consistent and reliable, unbiased in dealings with other staff members, is problem focused and handling problems with limited risk but boldly. The principal’s ability to be a guide and active participant as and when needed develops the feeling of equality among teachers.

**5.5 PERCENT MEAN**

The following are the graph indicating the mean of the variables studied.

![Figure No. 5.1]

**Percent Mean of SE of SST**

The above graph indicates that the ICSE school teachers are high on self esteem followed by CBSE and SSC school teachers. The magnitude of ICSE and CBSE are substantial.
The above graph indicates that the ICSE team working ability is the highest followed by CBSE and SSC school teachers. However, the magnitude of ICSE, CBSE & SSC school teachers is substantial.

The above graph indicates that ICSE stand highest on teacher morale, followed by CBSE & SSC respectively. The magnitude of ICSE, CBSE & SSC is substantial.
The above graph indicates that ICSE are the highest on communication skills as compared to CBSE and SSC. The CBSE is next highest in communication skills followed by SSC. The magnitude of ICSE and CBSE is very high. The magnitude of communication skills of SSC is substantial.

The above graph indicates that CBSE is the highest in decision making followed by ICSE & SSC. However the magnitude of CBSE, ICSE is substantial.
Figure No. 5.6

Percent Mean of empowerment of SST

The above graph indicates that ICSE school teachers are highest on empowerment followed by CBSE and then SSC respectively. The magnitude of ICSE, CBSE and SSC is substantial.

Figure No. 5.7

Percent Mean of PLQ of SST

The above graph indicates that the ICSE school is highest on the perceived leadership qualities followed by CBSE and SSC school teachers. The magnitude of perceived leadership qualities of ICSE, CBSE and SSC school teachers are very high.
The above graph indicates ICSE and CBSE teachers are highest on perceived intellectual qualities. The magnitude of the PILQ of ICSE, CBSE and SSC is substantial.

The above graph indicates that the ICSE teachers stand highest for perceived PLPSQ followed by CBSE and SSC. The magnitude of psycho social leadership qualities of ICSE,CBSE SSC is very high.
The above graph indicates that the ICSE stands highest in PPLQ followed by SSC&CBSE respectively. The magnitude of perceived personality qualities of ICSE, CBSE & SSC are very high.

The following table indicates the percent mean of the dimensions of empowerment.

**TABLE NO. 5.32**

Percent Mean of Empowerment of Teachers from different types of school

<table>
<thead>
<tr>
<th>SCHOOLTYPES</th>
<th>DIMENSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SE</td>
</tr>
<tr>
<td>SSC</td>
<td>68.66</td>
</tr>
<tr>
<td>ICSE</td>
<td>77.7</td>
</tr>
<tr>
<td>CBSE</td>
<td>72.29</td>
</tr>
</tbody>
</table>

Table No.5.32 indicates the percent mean of different dimensions of empowerment. The ICSE teachers are found to be more empowered in all the dimensions except the
decision making. The SSC school teachers are found to be low on all the dimensions. The CBSE school teachers are highest on decision making. The diagrammatic representation of this, is given in figures 5.11, 5.12, and 5.13.

**Figure No. 5.11**

Percent Mean of Empowerment of SSC teachers

The above graph indicates that the highest aspect of empowerment is the communication skills of SSC teachers. Teacher morale is next followed by the self esteem and team work of teachers.
Figure No. 5.12
Percent Mean of Empowerment of ICSE teachers

The above graph indicates that the highest aspect of empowerment is communication skills followed by teacher morale, self esteem, team work in that order but overall most of the aspects except decision making are nearly same.

Figure No. 5.13
Percent Mean of Empowerment of CBSE teachers

The above table indicates the aspects of empowerment for CBSE school teachers. The highest aspect of empowerment in the CBSE school is communication skills. The next higher aspect of empowerment is teacher morale followed by self esteem and decision making. The team work is the least aspect of empowerment in the CBSE schools.
The above table indicates that in the dimension of leadership qualities, the perceived personality leadership qualities are the highest amongst the SSC teachers. It is followed by the perceived intellectual quality and then the perceived psycho social leadership qualities respectively.

The above table indicates that in the dimension of leadership qualities, the perceived personality leadership qualities are the highest amongst the SSC teachers. It is followed by the perceived psycho social quality and then the perceived intellectual leadership qualities respectively. The mean score indicates that the ICSE teachers give more
importance to the personality and the psycho-social qualities of the principal. The ICSE give the least importance to the perceived intellectual qualities.

**Figure No. 5.16**

Percent Mean of PLQ of CBSE teachers

The above table indicates that in the dimension of leadership qualities, the perceived psycho socio leadership qualities are the highest amongst the CBSE teachers. It is followed by the perceived intellectual leadership qualities followed by perceived personality leadership qualities respectively. The mean score indicates that the CBSE teachers give more importance to the psycho social qualities of the principal. The CBSE give the least importance to the perceived personality leadership qualities.