CHAPTER 6

SUMMARY AND CONCLUSION

6.1 PROLOGUE

Learning organization is a concept that is becoming a rapidly widespread philosophy in modern companies, from the largest multinationals to the smallest ventures. Educational institutions are no exceptions and they too have accepted this new venture.

According to this concept, an organization must learn and encourage learning from the different sources available among its people. Learning organization constantly promotes exchange of information between students and teachers by providing lots of scope for interaction among its members and hence creating a more knowledgeable workforce. This will help in developing a flexible organization where people will accept and adapt to new ideas and changes through a shared vision. A learning organization needs to have a clear and well-defined goals.

In order to cater to this new concept of an institution as a learning organization, a shift in the role of the leader is very vital. Peter Senge argues that learning organization require a new outlook of leadership. There should be a shift from the traditional role of leaders as being special people, who sets the direction, to being innovators, role models and constant motivators.

For schools to be called as learning organization, the following paradigm shift is needed.
a) The environment of the organization must promote continuous individual growth and development which is beneficial to the individual and the institution simultaneously.

b) It should motivate and support teacher learning.

c) It should permit teachers to take risk with new ideas.

d) It should encourage critical thinking amongst its teachers and other members of the institution.

e) Teachers should be encouraged to learn from experiences.

f) Dissemination and integration of new ideas into day to day activities should be encouraged.

g) The leader of the institution should play a prominent, model role in the institution.

In today’s fast-paced society, where images, ideas and ideals fly past through the minds at warp-speed, the only way for an institution to survive and succeed is to innovate as much as possible and as often as possible.

In order to create a learning organization, leaders have to play multi facets role of designer, counsellor, and teachers. Principal’s are responsible for building organization where people continually expand their capabilities, understand complexities and to aim at fulfilling their vision. To build a learning organization the first task of a leader is to inspire, to breathe life into the organization. Principals thus need to be proactive.

Intellectual Qualities, which includes the entire mission, related skills. The principal needs to have a mission and a vision and must strive hard to achieve it. The principal needs to have a realistic vision for their school and plan to achieve it with the help of the teachers and their parents. Developing and pursuing a “vision for school success is
a crucial part of effective educational leadership”. The organizational vision must be communicated to the teachers so that they are inspired to follow and act upon it. This can be effectively followed only if the leader passionately believes in the vision. They must be able to see the big picture, think creatively and plan strategically to inspire the shared vision. Self direction and self-motivation are clearly manifest in the proactive principals. Principals must set an example for people in the organization to follow. Making teachers move towards a worthwhile future and encouraging teachers to reach the unreachable is every principal goal. The belief system of the principals plays a focal role in creating a positive or negative school climate or culture.

Psychosocial Qualities, determine how one can handle relationship. The psycho-social qualities that every principal possess is when leaders realize that the great dreams and grand visions are not realized through individual’s action. It thus deals with the people related skills. It includes communication, influence, networking, political awareness, and empathy, building bonds, teamwork, inspiring others and developing people. Leaders must excite peoples’ imaginations and appeal to their emotions to satisfy basic human needs to achieve, to belong, to learn and to live up to one’s ideals. Society is surrounded by problems that are innumerable. There is an ever-increasing rate of terrorism, corruption, molestation and suicidal tendency. There is a need to bring about changes in the society. School as a formal agency can bring about this transformation. This change can be brought about almost instantly if there is an effective leader who is more positive and outgoing, more emotionally expressive and dramatic, warmer and more sociable including smile more, empathetic, friendlier and more democratic, more cooperative, more likeable, humorous and fun to be with, more appreciative and trustful, kinder and gentler. Leaders must objectively perceive the qualities of people so that specific task can be given to a person as per their capabilities. They can thus
become an asset to and a productive member of the school and the society at large. A vision must be clearly articulate and shared and many others are needed to create, produce and support it. Involvement, interaction and mobilization are keys to making those dreams and vision significant realities. Principals encourage collaboration and work in ways that maximize the commitment of people. A shared vision captures the attention and emotions of people. Creating a shared vision allows a leader to secure commitment to a common purpose so that innovation and improvement prevail over inertia and stagnation. It provides purpose to life and work and creates a motivating environment for excellence. It creates a challenging, empowering organization rather than a stifling, dehumanizing one.

The personality qualities of the leader involve effectiveness related skills. It determines how one manages self. It includes achievements, commitment, initiatives, self-awareness and self confidence, self control, selflessness, patience, faithfulness and kindness. The principal has to set an example and be a role model. There has to be willingness to self-sacrifice and a daring courage to act in difficult times.

If dreams are to be realized, principals have to become people of action and performance. Robert Greenleaf remarks, “not much happens without a dream. And for something great to happen, there must be a great dream. But much more than a dreamer is required to bring it to reality.” Thus principals have to become thinkers, planners, performers and achievers. Principals have to be persistent with the vision. This calls for steadfast and relentless effort with careful and detailed planning on the part of the principal. This can come about with rigorous discipline and hard work.

Leaders instill in people a hope for success and belief. Positive leaders empower people to accomplish their goals. All these leadership qualities lead to teacher
empowerment. Teacher empowerment is another growing concept from recent reforms efforts. During the coming years, organization will move towards decentralization. The determinant of success in the years ahead will be how well organization motivate and empower the people they employ.

Effective principal plays a very important role in empowering teachers especially in the areas of self esteem, team work, teacher morale, decision making and communication skills.

All these leadership qualities lead to teachers’ empowerment. Teacher empowerment is another concept growing from recent reforms efforts. During the coming years, organization will move towards decentralization. The determinant of success in the years ahead will be how well organization motivate and empower the people they employ. Leaders will have to change their role from being controllers, decision-makers and problem solvers to facilitators, promoters and motivators, supporting and empowering their teams.

Self esteem is an important component of psychological health. Self esteem reflects a person’s overall evaluation or appraisal of his or her own worth. It refers to an individual’s sense of his or her value or worth, or the extent to which a person values, approves of, appreciates, prizes or likes him or herself. Empowering leaders play a very vital role in the self-esteem of teachers. Studies conducted shows higher self esteem in empowered teachers.

In order to achieve the goals of the institution it is important to work collectively. Empowering leaders foster teamwork for the proper functioning and the achievement of a common goal of the organization. Leaders must identify, analyze the problems and
then getting themselves and their organization focused on doing the right things with the help of its followers so as to achieve individual and societal goals.

Stress affects morale. Leaders play an important role in raising or lowering the performance and personality of their employees. If the leader does not raise the employee’s vision, then it leads to tremendous pressure and stress thus lowering the morale of the teacher. According to Stenlund, stress can result in emotional and physical fatigue and reduction in work motivation, involvement and satisfaction. Principals’ ability to create a positive school climate and culture can affect teacher’s morale. People who feel empowered tend to have a higher morale. Teacher morale shoots up when they have principals who understands them, listens to their concerns. They want to belong to and feel proud being a part of the organization.

“Developing excellent communication skills is absolutely essential to effective leadership. The leader must be able to share knowledge and ideas to transmit a sense of urgency and enthusiasm to others. If a leader can’t get a message across clearly and motivate others to act on it, then having a message doesn’t even matter. -Gilbert Amelio, President and CEO of National Semiconductor Corp. (cited on www.leadershipnow.com/communicationquotes.html)

In any organization people are engaged in sharing exchanging their views, opinion which is through communication. Stephen Covey (1990) and many others believe this percep is the paramount and helps to interact effectively with anyone – teachers, students, community members, and even family members. A leader must define and communicate the schools’ mission, plan, organize, supervise and evaluate curriculum and teaching, foster a positive climate for student- teachers learning.
Decisions of varying importance have to be made every day. Therefore there should be an ideal decision environment, which includes collection of information, alternatives, values and preferences available at the time of the decision. An empowering leader must encourage teachers and school community to participate in the decision-making.

6.2 STATEMENT OF THE PROBLEM

The problem is stated as ‘A Study of the relationship between Empowerment of Secondary School Teachers and their Perception about the Leadership qualities of School Principals’.

6.3 OBJECTIVES OF THE STUDY

The researcher has formulated the following specific objectives for the purpose of the study.

1) To prepare a tool that measures the
   a) self-esteem
   b) team work
   c) teacher morale
   d) communication skill and
   e) decision making of secondary school teachers of Greater Mumbai.

2) To prepare a tool that measures the perceived leadership qualities of school principals in terms of
   i. intellectual
ii. psychosocial

iii. personality

3) To study the perceived leadership qualities of school principals namely
   i. intellectual
   ii. psychosocial
   iii. personality traits

4) To study the empowerment of secondary school teachers in terms of:
   a) self-esteem
   b) team work
   c) teacher morale
   d) communication skills
   e) decision making

5) To ascertain the relationship between the perceived leadership qualities of the school principals the empowerment of secondary school teachers.

6) To study the relationship between the perceived leadership qualities of the school principals the empowerment of secondary school teachers with respect to…
   a) self esteem
   b) team work
   c) teacher morale
d) communication skills
e) decision making

7) To study the relationship between the perceived intellectual leadership qualities of school principals and the empowerment of secondary school teachers with respect to…
   a) self esteem
   b) team work
   c) teacher morale
   d) communication skills
   e) decision making

8) To study the relationship between perceived psycho social leadership qualities of school principals and the empowerment of secondary school teachers with respect to…
   a) self esteem
   b) team work
   c) teacher morale
   d) communication skills
   e) decision making

9) To study the relationship between the perceived personality leadership qualities of school principals and the empowerment of secondary school teachers with respect to…
   a) self esteem
b) team work  
c) teacher morale  
d) communication skills  
e) decision making  

10) To study the difference in the empowerment of secondary school teachers on the basis of types of school namely- SSC, ICSE and CBSE.  

11) To study the difference in the self esteem of secondary school teachers on the basis of types of school namely- SSC, ICSE and CBSE.  

12) To study the difference in the team working ability of secondary school teachers on the basis of types of school namely- SSC, ICSE and CBSE.  

13) To study the difference in the teacher’s morale of secondary school teachers on the basis of types of school namely- SSC, ICSE and CBSE.  

14) To study the difference in the communication skills of secondary school teachers on the basis of types of school namely- SSC, ICSE and CBSE.  

15) To study the difference in the decision making of secondary school teachers on the basis of types of school namely- SSC, ICSE and CBSE.  

16) To study the difference in the perceived leadership qualities of school principal on the basis of the types of school namely- SSC, ICSE and CBSE.  

17) To study the difference in the perceived intellectual leadership qualities of school principal on the basis of the types of school namely- SSC, ICSE and CBSE.
18) To study the difference in the perceived psycho-social leadership qualities of school principal on the basis of the types of school namely- SSC, ICSE and CBSE.

19) To study the difference in the perceived personality leadership qualities of school principal on the basis of the types of school namely- SSC, ICSE and CBSE.

6.4 HYPOTHESES OF THE STUDY

For the purpose of the research, the researcher formulated the following null hypothesis.

1. There is no significant relationship between the empowerment of secondary school teachers and the perceived leadership qualities of school principals.

2. There is no significant relationship between perceived leadership qualities and the empowerment of secondary school teachers and with respect to…
   a) self esteem
   b) team work
   c) teacher morale
   d) communication skills
   e) decision making ability of secondary school teachers of Greater Mumbai.

3. There is no significant relationship between the perceived intellectual leadership qualities and the empowerment of secondary school teachers and with respect to…
4. There is no significant relationship between the perceived psychosocial leadership qualities and the empowerment of secondary school teachers with respect to...

a) self esteem
b) team work
c) teacher morale
d) communication skills
e) decision making of secondary school teachers of Greater Mumbai.

5. There is no significant relationship between the perceived personality leadership qualities and the empowerment of secondary school teachers with respect to...

a) self esteem
b) team work
c) teacher morale
d) communication skills
e) decision making of secondary school teachers of Greater Mumbai.

6. There is no significant difference in the empowerment of secondary school teachers on the basis of types of school.
7. There is no significant difference in the self esteem of secondary school teachers on the basis of types of school.

8. There is no significant difference in the team working ability of secondary school teachers on the basis of types of school.

9. There is no significant difference in the teacher’s morale of secondary school teachers on the basis of types of school.

10. There is no significant difference in the communication skills of secondary school teachers on the basis of types of school.

11. There is no significant difference in the decision making ability of secondary school teachers on the basis of types of school.

12. There is no significant difference in the perceived leadership qualities of secondary school teachers on the basis of types of school.

13. There is no significant difference in the perceived intellectual qualities of secondary school teachers on the basis of types of school.

14. There is no significant difference in the perceived psycho-social qualities of secondary school teachers on the basis of types of school.
15. There is no significant difference in the perceived personality qualities of secondary school teachers on the basis of types of school.

6.5 Design of the study

In order to carry out a study in a systematic way, some scientific procedures are followed, which are as follows.

**Method:** As the study dealt with the relationship between teacher empowerment and their perceived leadership qualities, the descriptive method of the co relational type.

**Sample:** The sample consisted of teachers from 34 SSC schools, 13 ICSE schools and 9 CBSE schools of Greater Mumbai, where the medium of instruction is English. The total sample consisted of 480 secondary school teachers of which there were 260 SSC school teachers, 130 ICSE school teachers and 90 CBSE school teachers of Greater Mumbai who were currently employed in their respective schools.

The method used for sampling was random and incidental sampling. In the two stage sampling procedure, at the first stage schools were randomly selected. At the second stage of sampling the teachers were selected. The method of sampling here was incidental. The sample consisted of 480 secondary school teachers.

**6.6 Tools:** To collect the data from the sample, the researcher prepared two major tools namely empowerment of secondary school teachers and perceived leadership qualities. The empowerment rating scale had five dimensions and the perceived leadership qualities had three aspects.
1. Personal Data Sheet: To collect the information of the school teachers, the personal data sheet included the information regarding the respondent such as name, age, school, teaching experience and affiliation of board.

2. Rating Scale to measure the empowerment of secondary school teachers was prepared by the researcher. It had the following dimensions

   a. Self esteem
   b. Team work
   c. Teacher morale
   d. Communication skills
   e. Decision making

Self esteem consisted of 40 items. Team work consisted of 40 items, teacher morale consisted of 37 items, communication skills consisted of 30 items while decision making consisted of 44 items respectively. The reliability and validity of the scale was established through appropriate measures.

3. Rating scale for perceived leadership qualities of school principal was prepared by the researcher with the following aspects namely

   i. Intellectual
   ii. Psycho social
   iii. Personality
Perceived intellectual qualities consisted of 30 items, while perceived psycho social and perceived personality qualities had 26 items respectively.

The reliability and validity of the scale was established through appropriate measures.

**Scoring:** Quantification of data is necessary to analyse the data statistically. For this purpose, the scoring of responses for empowerment of secondary school teachers was as follows.

1. **Empowerment of secondary school teachers:** A four point rating scale has been used. The response for the following rating scales

   a. Self esteem
   b. Team work
   c. Teacher morale were as follows

   i. Strongly Agree (SA) 4
   ii. Agree (A) 3
   iii. Strongly disagree (SD) 2
   iv. Disagree (D) 1

   The response for the following rating scale

   d. Communication skills
   e. Decision making were as follows

   i. Always 4
   ii. Frequently 3
   iii. Sometimes 2
iv. Never 1

For positively worded items, the scoring was 4,3,2,1. The negatively worded items, the scoring pattern was reverse in order.

2. Perceived Leadership Qualities

A five point rating scale was used for perceived leadership qualities rating scale. The response categories of this scale are as follows:

i. Always (A) 5
ii. Frequently (F) 4
iii. Occasionally (O) 3
iv. Sometimes (S) 2
v. Never (N) 1

For positively worded items, the scoring was 4,3,2,1. There were no negatively worded statements for perceived leadership qualities rating scale.

6.7 Data Collection: The data was collected from 34 SSC schools, 13 ICSE schools and 9 CBSE schools. The number of students included in the study was 480 secondary school teachers. The researcher personally went to each school to collect the data.

6.8 Analysis of the Data

The responses of the secondary school teachers were quantified by giving scale values to each item and then the data were analysed by using various statistical techniques.
6.8.1 Descriptive Analysis

The data were described using statistical techniques like mean, median, mode, SD, skewness and kurtosis and bar graphs. The fiduciary limits of the mean and SD were also found out at 0.95 level and 0.99 levels. This was done in order to establish the normality of the distributions and to estimate the population parameters respectively.

6.8.2 Inferential Analysis

The techniques used to carry out inferential analysis were Pearson’s coefficient of correlation and ANOVA. The researcher also carried out t test.

6.9 FINDINGS OF THE STUDY

The null hypotheses have been tested using appropriate parametric statistical techniques. The null hypotheses have been tested using Pearson’s Product Moment Coefficient of Correlation to establish the relationships between variables and ANOVA was used to test the difference within the groups.

1. The first null hypothesis was rejected as ‘r’ was found to be 0.468 which was significant at 0.01 level. It was found that there was a significant, positive and moderate relationship between empowerment of secondary school teachers and perceived leadership qualities.

2. The second null hypothesis was rejected as ‘r’ was found to be 0.326 which was significant at 0.01 level. It was found that there was a significant, positive but low relationship between self esteem of secondary school teachers and perceived leadership qualities.
3. The third null hypothesis was rejected as ‘r’ was found to be 0.288 which was significant at 0.01 level. It was found that there was a significant, positive but low relationship between team working ability of secondary school teachers and the perceived leadership qualities.

4. The fourth null hypothesis was rejected as ‘r’ was found to be 0.419 which was significant at 0.01 level. It was found that there was a significant, positive and moderate relationship between teacher’s morale of secondary school teachers and the perceived leadership qualities.

5. The fifth null hypothesis was rejected as ‘r’ was found to be 0.338 which was significant at 0.01 level. It was found that there was a significant, positive and low relationship between communication skills between secondary school teachers and the perceived leadership qualities.

6. The sixth null hypothesis was rejected as ‘r’ was found to be 0.383 which was significant at 0.01 level. It was found that there was a significant, positive but low relationship between decision making of secondary school teachers and the perceived leadership qualities.

7. The seventh null hypothesis was rejected as ‘r’ was found to be 0.381 which was significant at 0.01 level. It was found that there is a significant, positive but low relationship between empowerment of secondary school teachers and the perceived intellectual leadership qualities.

8. The eight null hypothesis was rejected as ‘r’ was found to be 0.247 which was significant at 0.01 level. It was found that there is a significant, positive but low relationship between self esteem of secondary school teachers and the perceived intellectual leadership qualities.
9. The ninth null hypothesis was rejected as ‘r’ was found to be 0.240 which was significant at 0.01 level. It was found that there is a significant, positive but low relationship between team working ability of secondary school teachers and the perceived intellectual leadership qualities.

10. The tenth null hypothesis was rejected as ‘r’ was found to be 0.32 which was significant at 0.01 level. It was found that there is a significant, positive but low relationship between teachers’ morale of secondary school teachers and the perceived intellectual leadership qualities.

11. The eleventh null hypothesis was rejected as ‘r’ was found to be 0.252 which was significant at 0.01 level. It was found that there is a significant, positive but low relationship between communication skills of secondary school teachers and the perceived intellectual leadership qualities.

12. The twelfth null hypothesis is rejected as ‘r’ was found to be 0.357 which was significant at 0.01 level. It was found that there is a significant, positive but low relationship between decision making ability of secondary school teachers and the perceived intellectual leadership qualities.

13. The thirteenth null hypothesis was rejected as ‘r’ was found 0.417. It was found that there is a significant, positive and moderate relationship between empowerment and perceived psycho social leadership qualities.

14. The fourteenth null hypothesis was rejected as ‘r’ was found to be 0.325 which was significant at 0.01 level. It was found that there is a significant, positive but low relationship between self esteem of secondary school teachers and the psycho social leadership qualities.

15. The fifteenth null hypothesis was rejected as ‘r’ was found to be 0.250 which was significant at 0.01 level. It was found that there is a significant, positive but low
relationship between team working ability of secondary school teachers and the psycho social leadership qualities.

16. The sixteenth null hypothesis was rejected as ‘r’ was found to be 0.393 which was significant at 0.01 level. It was found that there is a significant, positive but low relationship between teachers’ morale of secondary school teachers and the psycho social leadership qualities.

17. The seventeenth null hypothesis was rejected as ‘r’ was found to be 0.335 which was significant at 0.01 level. It was found that there is a significant, positive but low relationship between communication skills of secondary school teachers and the psycho social leadership qualities.

18. The eighteenth null hypothesis was rejected as ‘r’ was found to be 0.307 which was significant at 0.01 level. It was found that there is a significant, positive but low relationship between decision making of secondary school teachers and the psycho social leadership qualities.

19. The nineteenth null hypothesis was rejected as ‘r’ was found to be 0.432 which was significant at 0.01 level. It was found that there is a significant, positive and moderate relationship between empowerment and perceived personality leadership qualities.

20. The twentieth null hypothesis was rejected as ‘r’ was found to be 0.344 which was significant at 0.01 level. It was found that there is a significant, positive but low relationship between self esteem of secondary school teachers and the personality leadership qualities.

21. The twenty-first was rejected as ‘r’ was found to be 0.27 which was significant at 0.01 level. It was found that there is a significant, positive but low relationship
between team working ability of secondary school teachers and the personality leadership qualities.

22. The twenty-second null hypothesis was rejected as ‘r’ was found to be 0.392 which was significant at 0.01 level. It was found that there is a significant, positive but low relationship between teachers’ morale of secondary school teachers and the personality leadership qualities.

23. The twenty-third null hypothesis was rejected as ‘r’ was found to be 0.31 which was significant at 0.01 level. It was found that there is a significant, positive but low relationship between communication skills of secondary school teachers and the personality leadership qualities.

24. The twenty-fourth null hypothesis was rejected as ‘r’ was found to be 0.345 which was significant at 0.01 level. It was found that there is a significant, positive but low relationship between decision making of secondary school teachers and the personality leadership qualities.

25. The F ratio was found to be 26.04 which is more than the tabulated value which means there is a significant difference in the empowerment of teachers from SSC, ICSE and CBSE schools. Further the ‘t’ test was done. It was found that the teachers from SSC and ICSE, SSC and CBSE differ significantly but the teachers from ICSE and CBSE do not differ significantly on empowerment.

26. The F ratio was found to be 26.41 which is more than the tabulated value which means there is a significant difference in the self esteem of teachers from SSC, ICSE and CBSE schools. Further the ‘t’ test was done. It was found that the teachers from ICSE are highest on self esteem followed by CBSE and SSC in that order.
27. The F ratio was found to be 6.009 which is more than the tabulated value which means there is a significant difference in the team work of teachers from SSC, ICSE and CBSE schools. Further the ‘t’ test was done. It was found that the teachers from SSC and ICSE, SSC and CBSE differ significantly but the teachers from ICSE and CBSE do not differ significantly on teamwork ability.

28. The F ratio was found to be 24.55 which is more than the tabulated value which means there is a significant difference in the teacher morale of teachers from SSC, ICSE and CBSE schools. Further the ‘t’ test was done. It was found that the teachers from ICSE are highest on teacher morale followed by CBSE and SSC in that order.

29. The F ratio was found to be 26.11 which is more than the tabulated value which means there is a significant difference in the communication skills of teachers from SSC, ICSE and CBSE schools. Further the ‘t’ test was done. It was found that the teachers from SSC and ICSE, SSC and CBSE differ significantly but the teachers from ICSE and CBSE do not differ significantly on communication skills.

30. The F ratio was found to be 3.92 which is more than the tabulated value which means there is a significant difference in the decision making of teachers from SSC, ICSE and CBSE schools. Further the ‘t’ test was done. It was found that the teachers from SSC and CBSE, ICSE and CBSE differ significantly but the teachers from SSC and ICSE do not differ significantly on decision making ability.

31. The F ratio was found to be 62.61 which is more than the tabulated value which means there is a significant difference in the perceived leadership of teachers from SSC, ICSE and CBSE schools. Further the ‘t’ test was done. It was found that there is a significant difference in the perception of leadership qualities of SSC and ICSE
school teachers but there is no significant difference in the perception of leadership qualities of SSC and CBSE and ICSE and CBSE.

32. The F ratio was found to be 4.692 which is more than the tabulated value which means there is a significant difference in the perceived intellectual leadership of teachers from SSC, ICSE and CBSE schools. Further the ‘t’ test was done. It was found that there is a significant difference in the perception of intellectual leadership qualities of SSC and ICSE, SSC and CBSE school teachers but there is no significant difference in the perception of leadership qualities of CBSE and ICSE.

33. The F ratio was found to be 10.783 which is more than the tabulated value which means there is a significant difference in the perceived psycho social leadership of teachers from SSC, ICSE and CBSE schools. Further the ‘t’ test was done. It was found that there is a significant difference in the perception of psycho social leadership qualities of SSC and ICSE, but there is no significant difference in the perception of psycho social leadership qualities of SSC and CBSE, ICSE and CBSE.

34. The F ratio was found to be 11.629 which is more than the tabulated value which means there is a significant difference in the perceived personality leadership of teachers from SSC, ICSE and CBSE schools. Further the ‘t’ test was done. It was found that there is a significant difference in the perception of personality leadership qualities of SSC and ICSE, ICSE and CBSE but there is no significant difference in the perception of psycho social leadership qualities of SSC and CBSE.
6.10 CONCLUSIONS OF THE STUDY

1. There is significant relationship between empowerment of secondary school teachers and their perceived leadership qualities. The relationship was found to be positive and moderate. It was found that there is a positive but low relationship between empowerment of secondary school teachers and the perceived intellectual leadership qualities. The relationship between empowerment and perceived psychosocial leadership qualities was found to be positive and moderate. A positive and moderate relationship was also found to be between empowerment and perceived personality leadership qualities.

2. There is a significant relationship between self esteem of secondary school teachers and their perceived leadership qualities. A positive but low relationship was found to exist between SE of secondary school teachers and the PLQ; between SE of secondary school teachers and the PILQ; and between SE of secondary school teachers and the PPLQ.

3. There is a significant relationship between TW of secondary school teachers and the PLQ. It was found that the relationship is positive but low in magnitude. There is also a positive but low relationship between TW of secondary school teachers and PILQ; between TW and PPSLQ; and between TW and PPLQ.

4. There is a significant, positive and moderate relationship between TM and PLQ. The relationship between TM of secondary school teachers and PILQ; and TM and PPSLQ; TM and PPLQ was found to be positive and low in magnitude.

5. There is a significant positive but low in magnitude relationship between CS and PLQ; CS and PILQ; CS and PPSLQ; and CS and PPLQ.

6. It was found that there is a positive but low in magnitude relationship between DM and PLQ; DM and PILQ; between DM and PPSLQ; between DM and PPLQ.
7. There is a significant difference in the empowerment of secondary school teachers on the basis of types of school. The teachers from SSC and ICSE, SSC and CBSE differ significantly but the teachers from ICSE and CBSE do not differ significantly on empowerment.

8. There is a significant difference in the self esteem of secondary school teachers on the basis of types of school. The teachers from ICSE are highest on self esteem followed by CBSE and SSC in that order.

9. There is a significant difference in the team working ability of secondary school teachers on the basis of types of school. The teachers from SSC and ICSE, SSC and CBSE differ significantly but the teachers from ICSE and CBSE do not differ significantly on teamwork ability.

10. There is a significant difference in the teacher’s morale of secondary school teachers on the basis of types of school. The teachers from ICSE are highest on teacher morale followed by CBSE and SSC in that order.

11. There is a significant difference in the communication skills of secondary school teachers on the basis of types of school. The teachers from SSC and ICSE, SSC and CBSE differ significantly but the teachers from ICSE and CBSE do not differ significantly on communication skills.

12. There is a significant difference in the decision making ability of secondary school teachers on the basis of types of school. The teachers from SSC and CBSE, ICSE and CBSE differ significantly but the teachers from SSC and ICSE do not differ significantly on decision making ability.

13. There is a significant difference in the perceived leadership qualities of secondary school teachers on the basis of types of school. There is a significant difference in the perception of leadership qualities of SSC and ICSE school teachers but there is
no significant difference in the perception of leadership qualities of SSC and CBSE and ICSE and CBSE.

14. There is a significant difference in the perceived intellectual qualities of secondary school teachers on the basis of types of school. There is a significant difference in the perception of psycho social leadership qualities of SSC and ICSE, but there is no significant difference in the perception of psycho social leadership qualities of SSC and CBSE, ICSE and CBSE.

15. There is a significant difference in the perceived psycho-social qualities of secondary school teachers on the basis of types of school. There is a significant difference in the perception of psycho social leadership qualities of SSC and ICSE, but there is no significant difference in the perception of psycho social leadership qualities of SSC and CBSE, ICSE and CBSE.

16. There is a significant difference in the perceived personality qualities of secondary school teachers on the basis of types of school. There is a significant difference in the perception of personality leadership qualities of SSC and ICSE, ICSE and CBSE but there is no significant difference in the perception of psycho social leadership qualities of SSC and CBSE.

6.11 SUGGESTIONS: The following are the suggestions based on the findings of the study.

It is found that if the PLQ are higher then the teachers are likely to be empowered. Thus, the leader’s quality influences the process of empowerment.
The principal must have a clear vision and mission for the organization. While setting this, the teacher should be involved by them. This can motivate human force in the organization and develop a feeling of oneness. The deliberate effort should be put in by the principal to organize team work. The evaluation of strengths and weakness of every individual should be done and the constructive feed back should be provided so that they can improve upon it. The principals should asked teacher also to provide him/her a feed back. The provision of feed back to each other will help in the feeling of living together with each other and also help in the development of a group. The principal should plan various group activities or the institutional work so that the group can share the responsibilities and enjoy success together. The teacher’s effort should be appreciated in the organization by various ways. Their innovative ideas must be listened attentively, the dialogue should be set amongst teacher and the issues should be discussed openly. The agenda of the staff meeting should be made available to every one before hand so that the teachers are prepared for the same. The teachers should be given opportunity to take decisions. The trust in the teacher’s ability and confidence displayed by the leader helps in developing the self esteem.

The creation of conducive environment is the necessity of the organization which can be fostered by open communication among individuals. This leads to good and successful team work, foster individual morale, develop sense of security and belongingness and builds confidence.

6.11.1 Suggestions for empowerment of SSC school teachers

The empowerment is found lowest in SSC school teachers. While analyzing the components of empowerment, it is observed that SE, TW, TM are low as compared to CS and DM.
Therefore the principal should try to foster these dimensions. The principal of the school should provide opportunities to teacher to make decisions. For this, they make teachers aware of their strengths and weakness; provide proper constructive feedback to enhance the capacity. The motivation should be provided by the leader for making choices, formulating new techniques of teaching, preparing challenging assignments, creating new and innovative projects.

The teacher effort for all this should be appreciated by providing rewards in various ways. For example appreciating teacher’s innovative projects in front of the school, or putting her name on the notice board for her success, appreciating for efforts for pursuing new degree, contributing to the field should be highlighted and applauded in the staff meetings.

The principal’s trust in the teacher can help in enhancing the self esteem. The teachers from SSC board should be given group task and proper guidance and follow up should be carried out which will help to understand the strength of a group in general and the members in particular. This will help principals to plan out various activities according to group contributions and individual strengths. The proper allocation of work can be possible which helps in motivating the teacher for the task and accomplishing it. This will foster self esteem by developing confidence. The SSC teacher should be given training on dealing with large size classroom, stress management and other areas of Human Resource Development.

6.11.2 Suggestions for empowerment of CBSE school teachers

The CBSE teachers are found highest in communication skills followed by TM, SE, while DM and TW are low. So the principal should foster DM and TW. The principal
should provide opportunity to teachers to make decisions in day to day activities. The involvement of teachers in making decisions about institutional problems related to academic or non-academic helps in nurturing their decision making ability. The CBSE schools have students from various cultures and they follow the syllabus prescribed by NCERT. Therefore the teachers should be trained to address the needs of culturally diverse groups. This will help to provide the inputs so as to build the capacity in understanding the context variables. This will help in the development of the teacher’s confidence in making decisions. It is important that the principal should work as a manager rather than an administrator which will provide more freedom of thought and action to teacher. The teachers need to be trusted and deliberate group task should be formulated for developing TW. While doing so it is very important that group should be committed for the formulating of objectives of the activity which in turn helps the group to decide the strategy collectively, to implement the strategy and to evaluate the success.

6.11.3 Suggestions for improving the leadership qualities

The leaders are the guiding star of the organizations. The various qualities displayed through their various activities influences the stars in the organization. It is the management or authority who specifically plans for the development of the capacity of the leader. The management should involve principal as well as the teachers in the DM process associated with school activities. The development of CS and interpersonal skills are extremely essential for a leader. The capacity building training programmes should be organized so that the various qualities of the principal can be enhanced. The leaders are mentors. They should understand their role as a guide and accordingly be supportive for the development of staff and student. The self introspection will definitely help the principal to identify his/her strength and weakness. Sharing of the
vision and showing the path to achieve this vision to teachers will also prove beneficial. The authority or management should organize in house training programmes for teachers and principals so that they can work as a team towards one goal and make the school a learning organization.

6.12 SUGGESTIONS FOR FURTHER STUDY

All the respondents to this survey belonged to Secondary School teachers. If this study were to be conducted again, the researcher would suggest including the teachers working at different level of educations like primary, secondary and tertiary. The researcher would also suggest including the school principals to fill the rating scale and then a comparison could be done with teacher’s perception of their school principal with the school principals rating about her/ him. The study could also include Municipal schools and the IB boards too. The rating scale can also be altered, so that the secondary school students could be the respondent. A comparative study is also recommended between the types of schools and board affiliations.

This study could also be conducted wherein the samples could be the teacher trainees and their perceptions of the leadership qualities of the principals. Each dimension of empowerment could be tackled separately and correlation of each with the school principals could be established.