

**CHAPTER-5**

**FINDINGS, EDUCATIONAL**

**IMPLICATIONS AND**

**SUGGESTIONS FOR FURTHER**

**RESEARCH**

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### FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

#### 5.1 Findings of the study

1. Dimension-1 is the effective dimension of leadership practices in high performing schools and 23.29 % of the variance in leadership practices of high performing schools is explained by the dimension -1. Dimension-1 includes instructional support, collaboration and cooperation, professional development, leader acting as a role model and vision for the school.
2. Dimension-1 and dimension-2 are the effective dimensions of leadership practices in low performing schools. 22.58 % of the variance in leadership practices in low performing schools is explained by the dimension -1 and 6.81 % of the variance in leadership practices of low performing schools is explained by dimension-2. Dimension-1 includes collaboration and cooperation, professional development, involvement of the staff, leader acting as a role model. Dimension-2 is represented by supervision of school activities and providing autonomy to the teachers
3. Dimension-1 is the effective dimension of school culture in high performing schools. 30.41 % of the variance in school culture of high performing schools is explained by dimension-1. The dimension-1 includes collaboration, cooperation, following a single path, commitment and involvement.

4. Dimension-1 is the effective dimension of school culture in low performing schools. The above result shows that 28.34 % of the variance in a school culture of low performing schools is explained by dimension -1. The dimension-1 includes collaboration, cooperation, working in a single direction, commitment and involvement.
5. Dimension-1 and Dimension-2 are the effective dimensions of professional capital in high performing. 25.72 % of the variance in professional capital is explained by dimension -1 and 12.85 % of the variation is caused by dimension-2 in professional capital of high performing schools. Dimension-1 is represented by talent and expertise, way of working, way of taking decisions, and dimension-2 is represented by professional development and providing opportunities.
6. Dimension-1 and Dimension-4 are the effective dimensions of professional capital in low performing schools. 30.19 % of the variance is explained by dimension -1 and 5.21 % of the variance is explained by dimension-4 in professional capital of high performing schools. Dimension-1 includes support and talent, working together, and ways of taking decisions. Dimension-4 is represented by professional learning opportunities.
7. The leadership practices and school culture of high and low performing schools are related to each other.
8. The dimensions of leadership practices and school culture of high and low performing schools are related to each other.

9. The leadership practices and professional capital of high and low performing schools are related to each other.
10. The dimensions of leadership practices and professional capital of high and low performing schools are related to each other.
11. The school culture and professional capital of high and low performing schools are related to each other.
12. The dimensions of school culture and professional capital of high and low performing schools are related to each other.
13. The leadership practices of high and low performing schools are different.
14. The dimensions of leadership practices of high and low performing schools are different.
15. The school culture of high and low performing schools is different.
16. The dimensions of school culture of high and low performing schools are different.
17. The professional capital of high and low performing schools is not different.
18. The dimensions of professional capital of high and low performing schools are not different.
19. There is effect of leadership practices on the school culture of high and low performing schools.
20. There is no effect of leadership practices on the professional capital of high and low performing schools.

## **5.2 Educational implications**

### **1. For principals**

NCSL- NIEPA and NISHTHA have designed school leadership training programmes and organised various leadership development programs for Principals all over India to build their knowledge and skills in areas related to learner achievement, innovative teaching-learning practices, collaboration with stakeholders, professional development, administrative-managerial work, and resource management of schools. Their training modules extensively cover the important areas of school leadership and are designed to build the quality of leadership in the school principals for uplifting the academic performance of the schools. The present study has identified practices of school leadership that are adopted by high performing school principals and it clearly shows that principals of high performing schools provide instructional support to teachers in adopting innovative practices and avoid day to day supervision of school activities, promoting collaboration and cooperation among parents, teachers and staff, provides opportunities for professional development of teachers, involve teachers in making decisions related to various functions of school and by assigning various roles for smooth functioning of the school, presents himself as a role model and involvement of the staff. In light of the above results, it is recommended for the principals to use the leadership practices that are adopted by the high performing school principals. They should adopt leadership practices that are highlighted by high performing schools to increase their school performance. Similarly, the characteristics of school culture in high performing schools are the promotion of collaboration among teachers and also with leaders, unity of purpose is reflected in the mission statement of the school, teaching-learning practices and other activities of the school are in consonance with the

school mission, collegial support among teachers in view of cooperation among teachers, regular discussions related to students' progress and developing learning partnership among school, parent and community, following of a single path, commitment, and involvement. Some aspects of school culture observed as missing in low performing schools are that teachers are not provided platforms to voice their disagreements openly, teachers' practices and the school's mission is not in consonance with the values of the community. This will help in developing conducive school culture and the creation of a favourable learning environment to further support the academic performance of the schools. The school culture and leadership practices reflect a significant relationship in the study and therefore, the practices adopted by principals should be in harmony with desired school culture to promote the academic performance of schools. Another aspect seeking the attention of school leaders is practices related to developing three forms of professional capital i.e. social capital, human capital, and decision capital. The high and low performing schools are lagging in human capital development and it is clear that human capital development is crucial in sustaining the performance of an organization. Therefore, the school principals should work towards building human capital by providing opportunities to enhance teachers' expertise and teaching skills, providing feedback by administrators to improve professional practice and offering professional and career development opportunities to teachers. The study provides enough evidence about the functions of principals related to practices, culture and functions related to the professional capital of teachers and staff and the same may be used to create awareness about the various roles, responsibilities, and practices for building high performing schools.

## **2. For teachers**

NISHTHA is one of the largest platforms for imparting training to teachers (4.2 Million). It provides capacity building programs for teachers at different levels of school. For building the professional development of teachers and grooming them for taking leadership roles in the future, the successful practices of leadership, and features of school culture adopted by high performing schools shall be used in designing training modules for teachers provided on various platforms such as NISHTHA, NCSL-NIEPA. This will help the teachers in developing their skills of teaching through decision making, team building, collaboration and cooperation among the teachers and other stakeholders to achieve the better academic performance of their students. The school culture characteristics such as collaboration, cooperation, following a single path, commitment and involvement should be included in the modules of training for teachers. This information will help the teachers in developing a positive school culture that will further boost the academic performance of the schools. The teachers should also help the leader of the school to create a conducive school culture, by adopting better leadership practices to boost their school's performance. The study clearly indicates that teachers of both high and low performing schools have developed sound social and decision capital while their human capital is not sufficiently built. Social capital signifies that the teachers in collaboration with teachers of their school, of other schools and principal works to examine and improve teaching methods and enhance student learning; sound decision capital shows that teachers are competently and confidently making decisions related to the development and adoption of teaching strategies based on the learning needs of teachers and students are influenced by their set of moral values in doing so. On the other hand, human capital in the study is not

sufficiently developed which is related to professional development and career opportunities provided by the school and self to improve their professional growth and teaching practice. Along with the head of school, the teachers also have a role to play in their professional capital so the implications of the findings for teachers are that they should empower themselves to advance the learning of all students in their class inclusively. Timely organization of professional development of teachers to empower them in terms of teaching practices may be organized and the teachers shall be provided with a strong support structure in form of mentors who are specialists in various subjects to help teachers improve their teaching practices.

### **3. For policymakers**

The policymakers are the main agents to bring transformative changes in the present educational system through their policies. The results of the present study provide sound evidence to policymakers by providing information about the effective leadership practices, effective school culture and professional capital required for transforming the schools into high performing schools. The present public education system of India is struggling to enhance the learning standards of students and therefore, in consideration of the present educational need of attaining learning outcomes, the results of the study are helpful in designing effective policies and further determining the teachers and principals roles and responsibilities. The practices of leadership such as collaboration and cooperation, professional development, involvement of the staff in school functions and decision-making, acting as a role model, avoiding supervision of school activities and providing autonomy to the teachers as adopted by the high performing schools and these can be used by policymakers for designing school policies. The types of leadership practices, school



culture and professional capital discussed in the present study resonate with the suggestions related to school education made by National Education Policy 2020. The authorities responsible for the implementation of school education guidelines by NEP 2020 will be benefitted from the present study as the findings will guide them in the selection of appropriate leadership practices, conducive school culture features and requirements for the development of professional capital of schools which are in consonance with the NEP 2020. Thus, the present study will inform policy designers and implementers in preparing school leaders in creating an ecosystem for ensuring the adoption of NEP guidelines in letter and spirit.

#### **4. For Leadership curriculum and Training designers**

The prominent Central Government institutions working on developing and imparting school leadership training programs in India are NCSL by NIEPA and NISHTHA by NCERT. Their programmes and modules are evidence-based and are extensively used in training lakhs of school teachers and leaders. The results of the study related to leadership practices, school culture and professional capital adopted by high and low performing schools should be considered for incorporation into the training programmes of school leadership to transform the school education system and also should be included in the teacher education curriculum to prepare prospective teachers and leaders.

#### **5.3 Suggestions for further research**

1. The study was conducted on a sample of 300 teachers and principals. It can be conducted on a sample of a larger size.

2. The study was conducted on high and low performing schools of districts Kulgam and Anantnag. It can be conducted on other schools also without categorizing them as high and low performing schools.
3. It was conducted in Anantnag and Kulgam districts of Jammu and Kashmir. It can be conducted in other districts of the Jammu and Kashmir also.
4. The study was conducted in Kashmir division of J&K Union Territory. It can be conducted in other parts of the country also.
5. The study was conducted on teachers and principals. It can be conducted on students also.
6. The study was conducted on leadership practices, school culture, and professional capital. It can be conducted by comparing these variables with other types of variables also.

#### **5.4 Limitations of the study**

The limitations of the study are

1. The study was conducted on a sample of 300. It would have been better if the study was conducted on a sample of a larger size.
2. The study was conducted through the quantitative methodology. The study would have been better if mixed method approach was used.