

## CHAPTER IV

### ANALYSIS, INTERPRETATION & DISCUSSIN OF DATA

Research generally consists of two steps-the gathering of data and the analysis of the data. Analysing the data and interpreting the results are the “reward” for the work of collecting the data. On the basis of the third chapter, the calculated data is analysed and tabulated various statistical techniques are applied on the data and interpretation are made. Here are given some tables and the result of the collected data.

**Ho** *“There is no significant effect of principal leadership approach on school environment”*

**Table 4.1 Effect of principal leadership approach on school environment**

	<i>Coefficie</i>	<i>Standar</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower</i>	<i>Uppe</i>	<i>Lower</i>	<i>Upper</i>
Interc ept	32.042	5.234	6.121	0.000	19.971	44.113	19.971	44.113
X Varia	-0.014	0.051	- 0.273	0.791	0.132	0.104	- 0.1328	0.1047

#### **Interpretation**

The Table 4.1 depicts that leadership approach of school principals does not affects the school environment. The data in table 4.1 shows that calculated value is 0.074 which is higher than the tabulated value which is 0.79. Thus it can be interpreted that the hypothesis “There exist no significant effect of principal leadership approach on school environment” gets accepted which depicts that leadership approach of school principal does not affect the school environment.

#### **Discussion**

This study supports that leadership approach of school principals in Mahendragarh district is almost same for every school. Thus most of the teachers of ascend to same leadership approach so they rated all the principals on same rating. As the present study inferred that leadership approach of schoolprincipals do not affect the school environment may be it government or private schools. However, Khalil Yosuf Uthman & Abdul Latif Kassim in their study(2016) used

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School Environment inventory as tool found that the leadership approaches affect the school environment.

The present study and supporting study shows that the principal leadership approach does not affects the school environment. The null hypothesis there exists no significant effect of principal leadership approach on school environment is accepted.

***Ho “There is no significance difference in principal leadership approach between government and private schools”***

**Table 4.2 Comparison of principal leadership approach between government and private schools**

Group	N	M	Variance	T Value	Significance Level
Government	50	110	509	4.111	Significant at *0.05 and *0.01
Private	50	88.26	901		

Table value of df 96 at 0.05 level=1.98 And at 0.01 level=2.62

#### **Interpretation**

The Table 4.2 depicts that there is a difference in principal leadership approach between government and private schools. The table shows that calculated t value 4.111 is greater than the table value at 0.05 level which is 1.98 and at 0.01 level 2.62. Thus the hypothesis “There is no significance difference in principal leadership approach between government and private schools” gets rejected at both level which depicts that there is a difference in principal leadership approach between government and private schools.

#### **Discussion**

As the present study inferred that there is a significant difference of principal leadership approach between government and private schools. According to the LPC scale there were 16 adjectives were ranked by the teacher for their principal leadership approach. These adjectives include democracy, harmony, closeness, open minded etc. In all these aspects all principal are not same. Thus it could be interpreted that principals of government and private schools have different leadership approach. So there is a difference between government and private

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schools in relation to leadership approach. The qualitative result of this study shows that principals of government schools are more democratic than the principals of private schools.

Thus the result of the table shows that all schools principals do not follow the same kind of principal leadership approach. So there is a significant difference of principal leadership approach between government and private schools.

**Ho “There is no significant difference in school environment between government and private schools”**

**Table 4.3 Comparison in school environment between Government and Private Schools**

Group	N	M	Variance	T Value	Significance Level
Government	50	194.64	172.3469	3.27574	Significant at *0.05 and
Private	50	172.2	1641.065		

Table value of df 96 at 0.05 level=1.98 And at 0.01 level=2.62

**Interpretation**

The Table 4.3 depicts that there is a difference in school environment between government and private schools. The table shows that calculated t value 3.27 is greater than the table value at 0.05 level which is 1.98 and at 0.01 level 2.62. Thus the hypothesis “There exist no significant difference in school environment between government and private schools” gets rejected as significant difference is found at both level of significance which depicts that there is a difference in in school environment between government and private schools.

**Discussion**

As it is clear from the above table that school environment of government and private schools are significantly different from each other in terms of their creative stimulation for students, cognitive encouragement to students to achieve higher, permissiveness to express the ideas freely, at the matter of control etc.

There is a lot of differences in government and private schools. The reason behind this because of different environment, different type of leadership, different type

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of school size, different type of class size, the different type of working conditions, different type of policies, autonomy of teachers etc. (Richard W. Riley, Ramon C. Cortines & Pascal D. Forginone, 1997). There is a lot of differences in the teachers of government and private schools. It was find out that government teachers avail more leaves than private teacher. Job security, lenient attitude of principle, different functions in the family, transport problems and illness are the main reasons of the teachers’ absenteeism from school. Teacher of private schools avail less leaves because they feel insecure and are unsatisfied with their jobs and working environment. (Misbah Akhtar, 2013).

The present study and supporting study shows that government and private schools differ in their school environment which is reflected in terms of academic achievement and personality development of their students. The null hypothesis there is no significant difference between government and private school for school environment has been rejected.

***Ho “There is no significant difference in school environment between male and female students”***

**Table 4.4 Comparison in school environment between male and female students**

Group	N	M	Variance	T Value	Significance Level
Female	50	192.46	959.0204	2.479571	Significant at *0.05 and non-significant at
Male	50	174.38	1305.681		

Table value of df 96 at 0.05 level=1.98 And at 0.01 level=2.

**Interpretation**

The Table 4.4 depicts that there is a difference in school environment between male and female students. The table shows that calculated t value 2.47 is greater than the table value at 0.05 level which is 1.98 but lower at 0.01 level which is 2.62. The data shows that there exist a significant difference between male and female students for school environment at 0.05 level and no significant difference at 0.01 level. Thus the hypothesis “There is no significant difference in school

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environment between male and female students” is rejected at 0.05 and accepted at 0.01 level of significance.

**Discussion**

As it is clear from the above table that difference exists between male and female students for school environment. They are significantly different from each other in terms of their creative stimulation for students, cognitive encouragement to students to achieve higher, permissiveness to express the ideas freely, acceptance of ideas and feelings. They have different opinion at control and rejection. There are differences of confidence, Anxiety and attitude towards learning between male and female students (Erin Wehr-flowers, 2006).

The present study and supporting study shows there is difference in male and female students for their school environment which is reflected in terms of Creative stimulation, Cognitive encouragement, permissiveness, acceptance, rejection and control. Thus the hypothesis “There exist no significant difference between male and female students” is rejected at 0.05 and accepted at 0.01 level.

**Ho “There is no significant difference in school environment among government schools”**

**Table 4.5 Comparison of school environment among government schools**

<i>Source of Variation</i>	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	43363.96	5	8672.79	197.1705	1.14E-91	2.2447
Within Groups	12931.96	294	43.9862			
Total	56295.92	299				

**Interpretation**

The Table 4.5 depicts that there is a significance difference in school environment among government and private schools. According the table the value of F is 197.1705 which is higher than the value of F crit. which is 2.244703. Therefore, we reject the null hypothesis which was framed earlier ““There is no significant difference in school environment among government schools””.

**Discussion**

The table shows that there is difference of school environment in government schools. They vary at creative stimulation for students, cognitive encouragement to students to achieve higher, permissiveness to express the ideas freely, acceptance of ideas and feelings and control .The reason of this may be of different type of principal leadership approach, different type of teachers and different type of students etc. It is not necessary to have same environment in all government schools.

Thus the result of the table shows that there is a significant difference of school environment in government schools.

***Ho “There is no significant difference in school environment among private schools”***

**Table: 4. 6 Comparison of school environment among private schools**

<i>Source of Variation</i>	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	30325.92	5	6065.184	83.822	1.67E-54	2.244
Within Groups	21273.08	294	72.357			703
Total	51599	299				

**Interpretation**

Table 4.6 shows the comparison of school environment among private schools. According to the table the value of F is 83.82 which is larger than the value of F critical which is 2.244. Therefore, we reject the null hypothesis which was framed earlier there is no significant difference of school environment in privateschools. It means there is difference of school environment in private schools.

**Discussion**

The table shows that there is a difference of school environment in private schools. All private schools differ in their school environment. They vary at creative stimulation for students, cognitive encouragement to students to achieve higher, permissiveness to express the ideas freely, acceptance of ideas and feelings and control .The reason of this may be of different type of principal leadership

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approach, different type of teachers and different type of students etc. It is not necessary to have same environment in all private schools. ASER report 2014 says that things are changing in government and private schools. First, there has been a steady increase in private school enrolment; and second, learning levels are not improving. Private school enrolment stood at around 18.7% in 2006 and has steadily crept up to 30.8% in 2014. It means there is a difference in school environment of government and private schools that is why parents are attracted towards private schools.

Thus the result of the table shows that there is a difference of school environment in private schools.

*What is the dominant leadership approach which can be identified with principals as perceived by teachers?*

**Table 4.7 Dominant leadership approach among schools principals as perceived by the teachers**

School	Score	Interpretation
1.	117.4	High LPC
2.	110.3	High LPC
3.	128	High LPC
4.	97.7	High LPC
5.	120.7	High LPC
6.	113.3	High LPC
7.	79.4	High LPC
8.	81.6	High LPC
9.	52.6	Low LPC
10.	90.5	High LPC

**Interpretation**

Table 4.7 shows the dominant principal leadership approach among school principals. The table 4.7 demonstrate the rating of the teachers for their school principals. According to most teachers their principal are person-relationship oriented leaders. According the Fiedler Model Person relationship oriented is best style. The result is according to Fiedler Model which contains three approaches –

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High L.P.C.(Least Preferred Co-Worker scale) Person relationship oriented (64 or above), Mixed style (58-63) and Low L.P.C. person-task oriented (57 or less) and in this table dominant leadership approach is High LPC. Only teachers of one school rated their principal at low person oriented leader.

**Discussion**

This table shows that the dominant leadership approach among school principals is person relationship approach. According to Fiedler Model there are three approaches –Person relationship oriented, mixed style, and person-task oriented and in these approaches person-relationship approach is best. Person relationship-oriented principals saw themselves as relaxed, open, and easy-going, but their teachers were dissatisfied and they communicated least of the three groups. The principals without dominant orientation communicated most frequently, particularly concerning issues of control, but teachers were not very satisfied. Task/oriented principals focused on instructions and on personal talk and left teachers more satisfied. (Forsyth, Patrick B. Boshart, Donna)

The present study shows that dominant principal leadership approach is High LPC. Thus the result of this table shows that principals follow the person relationship oriented approach.