

CHAPTER VI

FINDINGS, CONCLUSION, IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

6.1 Findings of quantitative study:

The main findings of the present research study can be presented as follows:

6.1.1 Findings in relation to impact of leadership on school environment:

According to the result there is no significant effect of principal leadership approach on school environment in Mahendragarh district.

6.1.2 Findings in relation to comparison of principal leadership approach between government and private schools:

The results of the study reveal that there is a difference of leadership approach between government and private schools.

6.1.3 Findings relating to school environment between Government and Private school:

The results of the study reveal that there is a difference of school environment between government and private schools.

6.1.3 Findings relating to school environment between male and female students:

According to the results of the present study there is a difference in perception between male and female students about school environment.

6.1.4 Findings relating to comparison of school environment among government schools:

According to the results of the present study there is a difference of school environment among government schools.

6.1.5 Findings relating to comparison of school environment among private schools:

According to the results of the present study there is a difference of school environment among private schools.

6.1.6 Finding in relation to dominant leadership style:

The results of the present study reveal that the dominant leadership approach is person relationship approach.

6.2. Finding in relation to qualitative analysis

In what ways do the principal's perception of their leadership approach affect school environment?

Domain I. Alertness/Activeness

From the above interpretation it is found that all principals are alert and active. But the principals of private schools are more active. They observe classes and the school premises through CCTV cameras but government schools don't have this facility. Private schools take extra meetings while the government schools are lacking in this area.

Domain II. Motivation

On the matter of motivation, all leaders don't do much. The principals of government schools are bound by the directions and orders of the higher officials and the policies of the government. The principals of private schools sometimes give increment in salary as a reward. On the matter of updating the knowledge of teachers, all principals advise their teachers to update their own knowledge, and advise them to keep in touch with latest technology. But no leader arranges any program to update their knowledge. They don't take initiatives.

Domain III. Democratic approach

On the matter of meetings, the leaders of government schools are more democratic and they discuss all matters with their teachers. But the leaders of private schools take the suggestions of the teachers only in limited matters and they don't involve them in decision making because they are also bound by rules and directions of the management. In government schools, the principal is the highest person at the helm. He has the cudgels in his hands for taking instant decisions, but in private schools the principal is not the main person, he is merely a rubber stamp of the management in most of the matters. He has to look to the management for his decision making. The principals of government schools prefer democratic style and the leaders of private schools prefer autocratic style directly or indirectly.

Domain IV. Delegative approach

On the issue of delegative approach, the leaders of private schools which belong to rural areas do not delegate their powers because these are not big names. But the principals of private schools which are in urban area, delegate their powers in certain matters. The principals of government school delegate their powers. All leaders interact with parents and students in the same way. The principals of private schools organize extra co-curricular activities more than the principals of government schools do.

Domain V. Harmonious

On the matter of harmony private schools are in better condition than government schools. They held PTM more frequently than government schools. They keep in touch with parents also.

Educational Implications

- Government and private schools both should have a procedure to reward their dedicated teachers who are performing better in making good school environment.
- Private schools must delegate their authorities among the teachers so that they can act as a decision maker and can contribute fruitfully positive school environment.
- Capacity building programs should be there for leaders to upgrade their knowledge.

Suggestions for Further Research

Any research work cannot say the final word of a problem because it is very difficult for a researcher to touch all the aspects of a problem. So the suggestions for further research in this direction cannot be kept out of place here. Following suggestions can be considered for further research:

- As the present study was confined to Mahendragarh district only. Therefore similar study can be undertaken in other districts of Haryana & the country.
- As the present study was confined to Senior Secondary schools only. Therefore similar study can be undertaken in Primary and Secondary schools also.

As masters of philosophy in education is a time bound course, so the present study was not conducted on a large sample. A similar type of study can be conducted on a large sample for more comprehensive results and better generalization.

- **Conclusion**

This study shows that the principal leadership approach affects the school environment. The main leadership approach is person relationship approach in this area according to quantitative study but according to qualitative study autocratic style is used mainly in private schools. The school environment is not same in all schools. There is a difference of school environment in private and government schools. There is a difference of principal leadership approach between government and private schools. Principals are not using different leadership approaches which are in use these days. On the behalf of these facts it can be said that the principals are not using different approaches or mixed style in their leadership. The reason behind that could be that they got their education in different environment and now the conditions have changed. They need to improve. So, our government should think deeply about the problems of schools while making policies. And principals should do their duties very sincerely and they should keep in touch with latest updates, approaches and styles. If they do this they can make a good school environment which is essential in recent age of competition.