

CHAPTER 5

FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

Key Findings in context to leadership style

- Transformational leadership is *fairly often* displayed by the principals, while they *sometimes* display transactional. The outcomes for transactional and transformational leadership practices are along the lines of MLQ norm as described by (Avolio & Bass, 2004).
- Among transformational leadership attributes, inspirational motivation earned maximum value (M=2.69) from teachers and (M=2.87) from principals and got “fairly often” rank, which is compatible with MLQ norm.
- Idealized influence behavior with a “fairly often” frequency, is according to MLQ norm.
- Although, the attributes of effective leaders were exhibited by school principals, however, these attributes are not displayed to the optimum levels.
- Among the attributes of transactional leadership, the highest mean score was earned by contingent reward.
- Transformational leadership is *fairly often* displayed by both male and female principals, whereas the transactional leadership attributes are *sometimes* displayed by them and they also show signs of laissez-faire leadership once in a while.
- Science and humanities department highlighted that the attributes of transformational leadership are *fairly often* displayed by Principals, while they *sometimes* display transactional.

- It has been observed that private school principals had high inspirational motivation (M=3.08) than the government ones (M=2.75) and showed improved individualized consideration (M=2.50). The government principals demonstrated Laissez-Faire leadership qualities more compared to private ones.

Key Findings in context job satisfaction

- Job satisfaction in terms of the pleasure and opportunity is higher in males in comparison to the female teachers. , as well, there is higher satisfaction among male teachers in respect to the institutional plans and policies of the school.
- Job satisfaction with authorities is statistically significantly higher among male teachers and satisfaction with social status and family welfare is lower among them.
- Job satisfaction with authorities is higher amongst the private school teachers and , relationship with co-workers and overall job satisfaction is statistically significantly lower in Government school teachers.
- Job satisfaction scores for intrinsic aspects of the job amongst science and humanities' teachers has no difference .but teachers from humanities stream are more satisfied in terms of physical facilities of school in comparison to the science teachers; this may be because science subject demands well-equipped labs unlike humanities.
- While satisfaction with authorities is higher amongst the private school teachers, but the score of relation with students is positive in the government teachers. This can be because of the honor and status associated with the government jobs.

Key Findings in context job performance

- Female teachers are likely to have better management skills. They document the progress of the students throughout the year and handle the misbehavior of students in more effective and sensitive manner. Moreover, their work is more result-oriented.
- The Government school teachers are likely to be less disciplined and punctual in comparison to the government school teachers. They give better learning environment and have better management skills.
- The science school teachers are better in management skills than the teachers from the humanities stream.
- Idealized attribute and inspirational motivation aspects of transformational leadership in principals had no statistically significant relation with any factor of the job performance. It was further found that idealized behavior of principals is positively correlated with the responsiveness of the teachers to the misbehavior in highly effective and sensitive manner. This refers that principals who show higher level of idealized behavior, that includes change stimulation developing futuristic approach and encouraging followers to accomplish results that surpass the expectations, are more responsive in handling misbehavior in the class, sensitively and effectively.
- The principals who encourage creativity and motivate critical thinking tend to have highly effective, disciplined, punctual and committed followers.
- Principals who act as mentor and coach to the teachers by listening to them and having effective communication tend to transfer the same quality to their followers.

Thus, the teachers under the leadership of principals having this quality tend to have effective communication with guardians and parents through regular and effective communication.

- Moreover, none of the transformational leadership attributes other than the Intellectual Stimulation is a significant predictor of teachers' job performance.

Key Findings of Qualitative Analysis

- The principals acknowledged that time-to-time motivation results in attainment of full potential as employees are willing to perform and give their 100% when they are motivated. Principals acknowledged that they work selflessly, which is like setting a good and positive example for the team members, instead of verbally asking them to make to excel. This reflects inspirational motivation attribute of transformational leadership
- Professional development helps teachers to perform more effectively and efficiently.
- Most of these principals acknowledged that they appreciate in public and criticize in private.
- Principals acknowledged importance of monetary rewards like incentives, increment etc. and non-monetary rewards like recognition in order to motivate the team members.
- Individual assessment of strengths and weaknesses of each team members help them in achieving objectives in an effective manner.
- The principals also acknowledged that when they work along with the team and follow the same standards instead of behaving as a boss, the performance of the team and work environment of the school is positively affected.

- Idealized influence behavior of the principals was reflected when they acknowledged importance of team, team spirit, social connection, clear communication of objectives and attainment of full potential by making most of their knowledge.

Implications of the Study

Ingersoll (2002) has mentioned that it is critical for the institutions to reckon the cause behind a teacher's job satisfaction or dissatisfaction. The author mentions this because many teachers have left jobs so that they can pursue other career choices and have cited the reason as low job satisfaction. It must be understood that teacher attrition can have a negative impact on the academic success of the institution (Alliance for Excellent Education, 2008). This association between the two has been forged because it may force the institute to move away from the goals it has set. Thus, it is of importance to make steps in this direction so that the overall satisfaction that teachers derive from their jobs can be improved. This is going to ensure that quality teachers remain at work so that the education of our future generation remains in good hands.

The study, through quantitative analysis defines positive correlation in transformational leadership and job satisfaction. Thus, it can be inferred that the teachers would be happier with their jobs when they accept the leadership style that is being exercised by their higher management. This study has added to the existing literature which describes job satisfaction of the teachers effected by various factors and it is inclusive of their salary, the relationship they hold with their co-workers and students, and the future goals of the institution to mention some of them.

The study dealt with three leadership styles to come to a conclusion with regard to the hypotheses so set. Bass (1985) is of the view that transformational leaders tend to hold the trust of their subordinates and are successful in maintaining their faith. To draw a comparison, Bass (1985) mentions that transactional leadership involves the use of rewards as well as coercion in order to woo the employee to meet the goals that have been set by an organization. Bass (1990) mentions that this leadership style can be employed as soon as the employee does not live up to the expectations of the organization or later when a decline in their job performance has been observed. Further, the third leadership style that was investigated was laissez-faire. This leadership style refers to a lack of leadership since the leader believes that the current state can continue without having to initiate a change in it. Thus, allowing the employees to function as they have in the past (Bass, 1985).

A deeper insight of the study defines transformational leadership effect teachers working. From analyzing the results, it was found that the quantitative study did not show a positive or a negative relationship between the two. Thus, it must be understood by the management that while they are working on the procedure of hiring a principal.

House (1976) has mentioned that the Transformational leadership has a positive relation with the job satisfaction of the follower and the determinant of the qualities that a leader possesses. (Al-Omari, 2008). Commonly, it is the personal traits of the leader which are going to help determine the leadership style that the leader would exercise. This may guide the leader into a positive light amongst their followers (Amin, Shah, and Tatlah, 2013). Also, it is comprehensible that the leadership style would change in accordance with a change in the situation.

Limitations of the Study

- The scope of study confined schools which are based in Haryana. This does not represent the entire population of principals. Thus, it is not enough to generalize the results that have been obtained.
- The number of hours that the teachers have to work has also not considered under the current study .
- The study has not accounted for the age wise, qualification wise and seniority wise difference amongst the teachers. This may lead to several unanswered questions owing to the fact that the opinions may differ age, education and experience.
- The level of education that a teacher possessed was not accounted for. Differing educational levels can blur their perception with regard to the satisfaction that the teacher may derive from their job. They may think that they are too qualified to be in a particular institution and it may have an impact on the perception they hold with regard to the principal.
- Teachers may undergo a certain level of stress by the principals because the former may be undertrained.
- This study lacks the perception of the staff that has been employed for more than one year but as an adjunct faculty.

Recommendations for Future Research

- In order to come to an unbiased conclusion with regard to the impact the leadership style exercised by a principal has on the job performance and

satisfaction of the teachers – it is required for the hypotheses to be tested across a large geographic location.

- A study must compare the outlook a teacher with connection to their job satisfaction and job performance before and after they have been trained in accordance with a course that will help them enhance the skills that they possess. This may make them more efficient and bring about a change in the way that the principals view them.
- The job performance of the teachers must also be evaluated by the students because they would be a better judge of the precision with which the instruction is being carried out.
- Since the parents can be a better judge of the interpersonal, social and networking skills that the teachers are capable of exercising; thus, the parents of the students must also be given the opportunity to review their teachers while assuring them that their answers would remain anonymous.
- A longitudinal study can also be carried out, in this respect. This would help gauge the change in the perception a relatively new teacher had in the past and how it evolved with an increase in the amount of time they spent in the institute.
- The principal's effectiveness can also be evaluated by a number of other stakeholders associated with the school. For instance, the management, parents, the non-teaching staff, adjunct faculty, support staff and the students as well. This research can be carried at the scale of higher education as well.

Importance of the study at national level

According to the findings so obtained from the study, it can be understood that transformational leadership style has a chief impact on the job performance and job satisfaction levels of the teachers. Thus, it is advisable to integrate the characteristics of this leadership style into principal's behavior in order to optimize the benefits this style can confer.

It is necessary to prompt principals to bring about empowerment in the institutions so that inspirational motivation can drive the teachers. Thus, principals must also allow teachers to become a part of management so they attach with the institution they are valuable to the institute they are employed at. This would lead to an increase in the motivation that the teachers embody and lead to an increase in the innovation they possess.

The principals must craft less rigid structures for the teachers of the school. This will help the latter keep away from the stress they go through at work and the depression that may seep in because of the same. Thus, a special training course must be organized to teach the persons who are going to occupy administrative positions. This course must entail the strategies of transformational leadership. This is going to help the administrators drive the school keeping in mind the important roles that the teachers play. As a corollary, it is required of the principals to bring about a two-way respect amongst themselves and the teachers so that the latter can confer increased amounts of trust to the former. This will allow the teachers to flock to the principals as soon as they are in need of some help.

Similarly, the management of the school must carry out an assessment on regular intervals to come across the problem that may have an impact on the operation of the school. Once the analysis of the problem has been carried out – the remedies must be deliberated upon teachers and academic performance of the students.

It is also very important for the teachers to pay attention to their professional growth. Thus, they must be encouraged to tread on this path. This is going to help in bettering the skills that they possess so that they get hold of better methods of instructions in class. This is going to lead to an overall betterment of the school.

The ministry of education must work towards appropriating the correct pieces of equipment for educational institutions so that infrastructure or the facilities available at the disposal of the teachers never becomes an impediment in the teacher's opinion with regard to a teacher. It is also advisable for the ministry of education to carry out the training programmes with regard to the practice of transformational leadership style – rather than levying the burden on the management of the school. This is going to lead to the holistic development of the potential principals.