

CHAPTER-5

DATA ANALYSIS, INTERPRITATION AND DISCUSSION

5.1 INTRODUCTION

Once the data are collected and organized in a precise way, the next step in research process is the analysis and interpretation of the same in order to get a meaningful picture out of the raw information collected.

Analysis of data involved the breaking down of existing complex factors into simpler parts and combining the parts into a new arrangement for the purpose of interpretation. Data are the studied from as many angles as possible, to find newer facts.

Interpretation of data is the process by which the analyzed data are given meaning, significance and also whether or not the answer to the original problem is obtained. Careful and critical thinking is essential to safeguard against misinterpretation.

In the present study, the researcher analyzed the data with the help of content analysis and percentage analysis.

5.2 DATA ANALYSIS AND INTERPRETATION

5.2.1 ENGLISH MEDIUM SCHOOL: SELF-FINANCED

1. 100% principals said that improving the academic result is the main goal for them for the next five years, while 25 % of principals said that inclusive education and 75% of principals said that improving the quality of education is their goal for the next five years.
2. 75% principals said that they promote the philosophy of learning by doing for educating students, while 25% principals said that they emphasize on practical approach.

3. 75% principals said that they facilitate teacher's professional development by providing meaningful programmes in which the strength and talent of each teacher can be utilized and also organize regular workshops and in-service trainings for teachers professional development, while 25% principals said that they develop the skills of important selected teachers so that anticipated gaps can be filled and 50% said that they create opportunities for personal fulfillment and facilitate creative instruction and also promote quality of teaching learning.
4. 75% principals said that they try to encourage teachers to develop expertise in certain areas so that they can function as specialists on the teaching staff, and 25% principals said that they encourage professional qualities like commitment to do everything possible for each student and enable all students to be successful with passion for learning and belief in one's ability to be effective and to take on challenges.
5. 50% of principals said that their strong point as a leader of an educational institution is their friendly behavior and helping nature, while 75% principals said that they are curious and honest. 50% of principal's strong points are good communication skill and they are adaptable.
6. 75% principals said that the use of technology and e-learning is the most exciting things going on in education today, while 25% principals said that continuous and comprehensive evolution (CCE) is the most exciting thing in education today, 50% principals said that the most exciting trend in education is the accessibility of higher education to large number of people and the involvement of technology for improving the quality of education and learner centered education system.
7. 75% principals said that as a leader they try to update themselves through research, and by acquiring knowledge through readings, sharing, classroom visits, meeting with other practitioners and 100% principals said that they update themselves by attending seminars, workshops and conferences. They also organize seminars and workshops at their schools.

8. 50% principals said that professional reading helps them in updating their knowledge and implementing new plans for better teaching and learning process, while 75% principals said that professional reading gives them information about new trends in education and 25% principals said that professions reading helps them in improving their skills required for principals.
9. 100% principals said that research helps principals and teachers to understand what works and why, what the short and long-term implications are, provide a justification and rationale for decisions and actions, help to build a repertoire to help deal with the unexpected, identify problems, inform improvement and so forth. 25% principals said that the deficits in the systems may be highlighted by a well designed research. The results of research can lead to changes in methods or practices and can determine the success or failure of change in any process or work flow.
10. 25% principals said that they have not conducted any action research in their school and 75% principals said that they have conducted some action researches in their school.
11. 50% principals said that they distribute the work equally and fairly for that is their primary goal as an administrator while 75% principals said that obtaining resources, creating an effecting stock-taking system, securing resources and distributing the resources fairly and maintaining the resources is their primary goal as an administrator, 100% principals said that monitoring curriculum and instruction, mobilizing and managing resources for the school is their primary goal.
12. 75% principals said that a clear and shared focus, high standards and expectations for all students and high levels of family and community involvement are the important characteristics of most effective schools whereas 50% principals said that effective school leadership and high levels of collaboration and communication is the most important characteristics of an

effective school. 50% principals said that curriculum, instruction and assessments aligned with state standards, frequent monitoring of learning and teaching, focused professional development and a supportive learning environment schools are the most important characteristics of an effective school.

- 13.** 25% principals said that they assess their teachers on the basis of qualification and content knowledge, while 100% principals said that they observe the performance of the teacher for assessment. 50 % principals said that they assess teachers on the basis of their knowledge about child psychology which is very important for the teachers as well as their involvement in other activities.
- 14.** 25% principals said that they always try to distribute work and resources fairly and also try to create unity through appreciating and celebrating diversity for creating collaborative work environment among staff, while 75% principals said that they clearly define school's goal, mission and vision to staff for creating unity of direction so that they will work together for a common goal and they clearly assign the roles and duties among staff.
- 15.** 75% principals said that they are sure that they make a fair decision when there is positive feedback from teachers and students, while 50% principals said that when the conflict has been solved then they are sure that they have made fair decision.
- 16.** 50% principals said that they deal with lack of teacher's competency by providing them training and feedback, while 25% principals said that they deal with lack of teacher's competency by providing constructive support to teacher when s/he identifies a shortcoming or when teachers seek curriculum support from him/her. He/she does this by keeping the teacher well informed of new teaching techniques, curriculum development or by involving the teacher in curriculum innovations and changes and 75 % principals said that they make regular class visit and encourage teachers about specific instructional problems or needs and appropriate professional courses.

- 17.** 100% principals said that they provide education according to the need of the society and design a variety of activities. They also said that they try to engage parents throughout the year to create the culture of academic excellence, while 75% principals said that they implement the plans and ensure that all staff understand what is expected from them, collect baseline data so that they can monitor change over time and check in at regular intervals to assess how effectively the plan is being implemented.
- 18.** 75% principals said that they observe teachers' lessons and give them feedback and suggestions and provide them expert advice about the content, processes and strategies that will shape the individual. 25% principals said that they provide in-service training and support and 50% principals organized workshops and seminars to help the inexperienced teachers.
- 19.** 100% principals said that they praise students for their work, set short term goals and celebrate when they achieve their goals and assign classroom jobs to encourage the students who are not working up to their potentials, while 50% principals said that they encourage students to make decisions about how they learn best, create opportunities for them to pursue their own interests and practice skills in a variety of ways, cater for different learning styles and integrate technology to encourage creative expression of learning .
- 20.** 75% principals said that the most important characteristics of a strong teaching team are being adaptable to one another and having high energy, while 50% principals said that having vision is one of the most important characteristics of a strong team. Good teams stay focused to their long term goals.
- 21.** 50% principals said that they involve their teachers in various activities and provide them opportunities so that they can show their talents in other areas too. 50% principals said that they take teachers' opinions into account and create opportunities for staff development.

22. 75% principals said that they have never faced any communication gap between them and their staff members, whereas 25% principals faced communication gap between them and their staff. They overcome it by organizing meeting at regular interval.

23. 40% principals said that they have prepared themselves by developing all the skills and qualities which is required to become a principal and 60% principals said that they did not prepared themselves to become the principal.

Traits need to be cultivated by the principals:

75% principals said that the most important traits of a principal is that he must be a visionary, a good listener, fair and consistent, and should exhibit excellent leadership skills. 50% principals said that the principal holds a key supervisory role in the school system so the principal should also have good problem solving skills. Good conversational skills are another positive trait principals should possess. In addition, the principal should enjoy what s/he does on a daily basis.

24. 50% principals said that they have not contributed anything outstanding for their school, whereas 50% principals said that they have created a conducive environment and provided freedom to students in their schools.

25. 75% principals said that they delegate work like preparing schemes of work, weekly plans of work and lessons, notes of subject and classes under his or her responsibility, keep records of learner's performance in learner's report book and maintain discipline, the works that they do themselves are administering and organizing of day to day teaching and learning at school and managing personnel and finance at school. 25% principals said that they delegate works like conducting examinations, continuous assessment, extension classes and extra-curricular activities as directed and deciding on textbook, education materials and equipment to be bought, 100% principals said that they visit classes and follow up discussions, look at learner's work and discuss learner's academic progress.

26. 50% principals said that they develop the team concept among their staff by providing them constructive support when s/he seeks support, while 25% principals said that they involve their staff in decision-making related to a new initiative in schools and also invite their suggestions. 25% principals said that share responsibility for the successes and for the failures, analyze what went wrong, and learn from their mistakes.

To develop the team concept with Community:

100% principals said that they organize PTA meetings, seminars and workshops at regular intervals and they also organize community outreach programmes.

27. 75% principals said that they organize meetings with the vice-principal and try to appropriately involve staff and students in the development of school policies, programs and operations. It helps to improve the students and staff relationship. 25% principals said that they discuss all the problems of teachers and students with the vice-principal and make proper planning to solve the problems of teachers and students to improve their relationship.

28. 100% principals said that they always communicate with their staff about all matters and give advice on matters connected with educational principles and practices at all levels and promote relevant activities to build rapport with staff, while 25% principals said that they always try to support and motivate their staff so that they will always find better ways to do their job.

29. 75% principals said that three best leadership qualities that they have are: ability to provide individualized support to teachers, commitment towards excellence and good communication skill, while 25% principals said that they are confident, honest and they have good listening skills.

30. 50% principals said that they use direct method of communication with their staff. They directly communicate with the teachers whereas 50% principals use indirect method of communication with their staff.

5.2.2 ENGLISH MEDIUM SCHOOLS: GRANT-IN-AID

1. 100% principals said that improving the academic result is the main goal for them for the next five years and 25% principals said that improving the quality of education is their goal for the next five years.
2. 100% principals said that they promote the philosophy of learning by doing for educating students and only 25% principals' said that they place emphasis on moral and value education.
3. 50% principals said that they facilitate teachers' professional development by organizing subject focused group discussion in which more experienced teachers share their ideas about teaching and management strategies of the specific subject. This results in teachers gaining greater self confidence as subject experts. They develop an increased sense of professionalism as they feel they are better equipped for teaching and they also organize in-house training for the teacher's professional development, while 50% principals said that they don't have the necessary resources or facilities to provide teachers' professional development programmes.
4. 75% principals said that they encourage professional qualities like commitment to do everything possible for each student and enable all students to be successful develop passion for learning and belief in one's ability to be effective and to take on challenges. 25% principals said that they organize refresher courses for their teaching staff and they also encourage them to attend the refresher courses that are organized by teacher Education College.
5. 50% principals said that they are curious honest and dedicated towards their work. 50% of principals' strong points are good communication skill, adaptability, transparent behaviour and willingness towards their work.
6. 75% principals said that the use of technology and e-learning are the most exciting things going on in education today, 50% principals said that the most exciting trend in education is that the accessibility of higher education to a

large number of people and the involvement of technology for improving the quality of education and semester system.

7. 25% principals said that they update themselves by attending seminars, workshops and conferences. They also organize seminars and workshops at their schools and 75% principals said that as a leader they try to update them by acquiring knowledge through reading, sharing, meeting with other practitioners.
8. 50% principals said that professional reading helps them in updating their knowledge and implementing new plans for better teaching and learning process, while 75% principals said that professional reading give them information about new trends in education.
9. 50% principals said that research helps principals and teachers to understand what works and why, what the short and long-term implications are provides a justification and rationale for decisions and actions, helps to build a repertoire to help deal with the unexpected, helps to identify problems and inform improvement and so forth.
10. 50% principals said that they have not conducted any action research in their school and 50% principals said that they have conducted some action researches in their school.
11. 50% principals said that their primary goal is reducing the burden on staff and providing the smooth working condition, whereas 50% principals said that monitoring curriculum and instruction, mobilizing and managing resources for the school is their primary goal.
12. 75% principals said that the characteristics of an effective schools are Clear school mission, ongoing, yearlong staff development for curriculum improvement and communication and collaboration among teachers while 25% principals said that leader's commitment towards research and best practices, multiple learning and teaching approaches used by educators, safe,

inclusive, and supportive school environment are the most important characteristics of an effective school.

13. 100% principals said that they assess their teachers on the basis of qualifications, content knowledge, their knowledge about child psychology which is very important for the teachers and their involvement in other activities.
14. 50% principals said that they try to create unity by appreciating and celebrating diversity for creating collaborative work environment among staff. 75% principals said that they clearly assign the roles and duties among staff, expand leadership opportunities and create meaningful opportunities for work.
15. 50% principals said that they ensure that they make fair decisions when there is positive feedback from teachers and students and 100% principals said that when the conflict has been solved then they are sure that they have made a fair decision.
16. 75% principals said that they deal with lack of teacher's competency by providing them training and feedback, while 50% principals said that they deal with teacher deficits by providing constructive support to the teacher when s/he identifies a shortcoming or when teachers seek curriculum support from him/her, He/she does this by keeping the teachers well informed of new teaching techniques, curriculum development any by involving the teachers in curriculum innovations and changes.
17. 75% principals said that they provide education according to the need of the society and design variety of activities. They also said that they try to engage parents throughout the year to create the culture of academic excellence. 25% principals said that they try to show students how academic knowledge can be applied in the real world on issues they care about they also try to encourage teachers to serve as advocates, counselors and coaches who demystify success to create the culture of academic excellence.

- 18.** 100% principals said that they help inexperienced teachers by providing in-service training and different type of courses which is required for the inexperienced 25% principals said that they observe teachers' lessons and give them feedback suggestions and provide them expert advice about the content, processes and strategies that will shape individual and school.
- 19.** 25% principals said that they provide them activities according to their interest and level to encourage the students who are not working up to their level while 75% principals said that they praise students for their work, set short term goals and celebrate when they achieve their goal and assign classroom jobs to encourage the students who are not working up to their potentials. 25% principals said that they encourage students to make decisions about how they can learn best, create opportunities for them to pursue their own interests and practice skills in a variety of ways.
- 20.** 100% principals said that being selfless and understanding the importance of communicating constantly with one another are the most important characteristics of a strong teaching team, while for 50% the most important characteristics of a strong teaching team are being adaptable to one another and have high energy, and 25% principals said that having vision is one of the most important characteristics of a strong team. Good teams stay focused to their long term goals.
- 21.** 75% principals said that they involve their teachers in various activities and provide them opportunities so that they can show their talents in other areas too, while 50% principals said that they allow teachers to manage their own decision-making committees and provide autonomy for teachers.
- 22.** 25% principals said that they have never faced any communication gap between them and their staff members, whereas 75% principals faced communication gap between them and their staff and they overcome it by organizing meetings at regular interval.

23. 50% principals said that they have prepared themselves by developing all the skills and qualities required to become a principal and 50% principals said that they did not prepared themselves to become a principal.

Traits need to be cultivated by the principals:

75% principals said that the most important traits of a principal is that he must be a visionary, a good listener, fair and consistent, while 25% principals said that the principal should exhibit excellent leadership skills. 50% principals said that a principal should have good problem solving skills. Good conversational skills are another positive trait principals should possess and In addition, principals should enjoy what they do on a daily basis.

24. 75% principals said that they have not contributed anything outstanding for their school, whereas 50% principals said that they have created conducive environment and provided freedom to students in their schools and 25% principals said that they have improved their schools academic result.

25. 100% principals said that they delegate the monitoring of the curriculum and instruction task to their teachers and assignment like preparing schemes of work, weekly plans of work and lessons, notes of subject and classes under his or her responsibility, keep records of learner's performance in learners' report book and maintain discipline. The works that they do themselves administering and organizing of day to day teaching and learning at school and managing personnel and finances at school. 75% principals said that they delegate work like conducting examinations, continuous assessment, extension classes and extra-curricular activities as directed and ensure the overall intellectual, emotional and moral development of learners. The works they do themselves is the organization of all activities which support teaching and learning at school and deciding on textbook, education materials and equipment to be bought.

26. 50% principals said that they develop the team concept with their staff by providing them constructive support when s/he seeks support, while 75% principals said that they involve their staff in decision-making related to new initiatives in schools and also invite their suggestions and 25% principals said

that they share responsibility for successes and for failures, analyze what went wrong, and learn from their mistakes.

To develop team concept with Community:

50% principals said that they organize community outreach programmes to build rapport with community members whereas 25% principals organize seminars and workshops. 75% principals develop team concept with the community with the help of NCC.

27. 75% principals said that they organize meetings with the vice-principal and try to appropriately involve staff and students in the development of schools policies, programs and operations. This helps to improve the students and staff relationship. 25% principals said that they discuss all the problems of teachers and students with the vice-principals and make proper planning to solve the problems of teachers and students to improve their relationship.
28. 25% principals said that they always communicate with their staff about all matters and give advice on matters connected with educational principles and practices at all levels and promote relevant activities to build rapport with staff. 75% principals said that they always provide freedom to their staff to express their feelings and also try to fulfill their needs like job advancement, high level of job satisfaction, recognition for good work and rewards, promotion and status within a team.
29. 25% principals said that three best leadership qualities that they have are: Commitment to staff, passion for their work and determination while 50% principals said that they are confident, honest and they have good listening skills. 25% principals said that they are having a clear vision, they understand others feelings and they are enthusiastic.
30. 75% principals said that they use direct method of communication with their staff. They directly communicate with the teachers whereas 50% principals use indirect method of communication with their staff.

5.2.3 GUJARATI MEDIUM SCHOOLS: SELF-FINANCED

1. 100% of principals said that improving the academic result is the main goal for them for the next five years, 25% of principals said that improving the quality of education is their goal for the next five years.
2. 75% principals said that they promote the philosophy of learning by doing for educating students, while 50% principals said that they place emphasis on practical approach.
3. 50% principals said that they facilitate teachers' professional development by organizing regular workshops and in-service trainings for teachers. 75% principals said that they create opportunities for personal fulfillment and facilitate creative instruction and also promote quality teaching learning.
4. 75% principals said that they try to encourage teachers to develop knowledge of curriculum, knowledge of subject matter, passion for student and strong rapport with students. 25% principals said that they organize refresher courses for their teaching staff and encourage them to attend the refresher courses that are organized by teacher Education College.
5. 75% of principals said that their strong points as a leader of an educational institution are their friendly behavior and helping nature, transparency and willingness towards their work. 50% principals said that they are curious, honest and having good communication skills.
6. 100% principals said that the use of technology and e-learning is the most exciting thing going on in education today and 50% principals said that learner centered education system is the most exciting thing going on in education today.
7. 100% principals said that as a leader they try to update them by acquiring knowledge through reading, classroom visits, and meeting with other institutions. 50% principals said that they update themselves by attending

seminars, workshops and conferences they also organize seminars and workshops at their schools.

8. 25% principals said that professional reading helps them in updating their knowledge and implementing new plans for the better teaching and learning process, while 50% principals said that professional reading give them information about new trends in education. 50% principals said that profession reading helps them in improving their skills required for them.
9. 100% principals said that research helps principals and teachers to understand what works and why, what the short and long-term implications are provides a justification and rationale for decisions and actions, helps to build a repertoire to help deal with the unexpected, helps to identify problems, inform improvement and so forth.
10. 75% principals said that they have not conducted any action research in their school. 25% principals said that they have conducted action research in their school.
11. 100% principals said that distributing the work equally and fairly is their primary goal as an administrator while 50% principals said that obtaining resources, creating an effecting stock-taking system, securing resources and distributing the resources fairly and maintaining the resources are their primary goals as an administrator. 50% principals said that monitoring curriculum and instruction, mobilizing and managing resources for the school is their primary goal.
12. 100% principals said that effective school leadership and high levels of collaboration and communication are the most important characteristics of an effective school and 50% principals said that curriculum, instruction and assessments aligned with state standards, frequent monitoring of learning and teaching, focused professional development and a supportive learning environment schools are the most important characteristics of an effective school.

- 13.** 75% principals said that they assess their teachers on the basis of qualification and content knowledge, and 50% principals said that they observe the performance of the teacher for assessment.
- 14.** 75% principals said that they always try to distribute work and resources fairly and also try to create unity by appreciating and celebrating diversity for creating collaborative work environment among staff. 25% principals said that they clearly define school's goal, mission and vision to staff for creating unity of direction so that they will work together for a common goal.
- 15.** 100% principals said that they ensure that they make fair decisions when there is positive feedback from teachers and students.
- 16.** 90% principals said that they deal with lack of teachers' competence by providing them training and feedback, while 25% principals said that they deal with lack of teachers' competency by providing constructive support to teacher when s/he identifies shortcoming or when teachers seek curriculum support from him/her. He/she does this by keeping the teacher well informed of new teaching techniques, curriculum development any by involving the teacher in curriculum innovations and changes. 50 % principals said that they make regular class visits and encourage teachers about specific instructional problems or needs and appropriate professional courses.
- 17.** 50% principals said that they provide education according to the need of the society and design a variety of activities. They also said that they try to engage parents throughout the year to create the culture of academic excellence. 75% principals said that they try to show students how academic knowledge can be applied in at the real world on issues they care about. They also try to encourage teachers to serve as advocates, counselors and coaches who demystify success to create the culture of academic excellence.
- 18.** 100% principals said that they observe teacher's lessons and give them feedback and suggestions and provide them expert advice about the content,

processes and strategies that will shape individual and school professional learning to help the inexperienced teachers. 50% principals organized workshops and seminars to help the inexperienced teachers.

- 19.** 75% principals said that they praise students for their work, set short terms goals and celebrate when they achieve their goals and assign classroom jobs to encourage the students who are not working up to their potentials. 50% principals said that they encourage students to make decisions about how they learn best, create opportunities for them to pursue their own interests and practice skills in a variety of ways.
- 20.** 75% principals said that the most important characteristics of a strong teaching team are being adaptable to one another and have high energy, while 25% principals said that having vision is one of the most important characteristics of a strong team. Good teams stay focused to their long term goals and 50% said that being selfless and understanding the importance of communicating constantly with one another is the most important characteristic of a strong teaching team.
- 21.** 75% principals said that they involve their teachers in various activities and provide them opportunities so that they can show their talents in other areas too. 25% principals said that they allow teachers to manage their own decision-making committees and provide autonomy for teachers and they also take teachers' opinions into account and create opportunities for staff development.
- 22.** 50% principals said that they have never faced any communication gap between them and their staff members, whereas 50% principals faced communication gap between them and their staff and they overcome by organizing meetings at regular interval.
- 23.** 50% principals said that they have prepared themselves by developing all the skills and qualities required to become a principal and 50% principals said that they did not prepared themselves to become a principal.

Traits need to be cultivating in principals:

50% principals said that the most important traits of a principal is that he must be a visionary, a good listener, fair and consistent, while 75% principals said that the principal should exhibit excellent leadership skills and principals should be a good communicator.

24. 50% principals said that they have not contributed anything outstanding for their school, whereas 50% principals said that they have created conducive environment and provided freedom to students in their schools and improved their schools academic result.

25. 75% principals said that they delegate the monitoring of the curriculum and instruction task to their teachers and assignment like preparing schemes of work, weekly plans of work and lessons, notes of subject and classes under his or her responsibility, keep records of learner's performance in learners' report book and maintain discipline. The works that they do themselves administering and organizing of day to day teaching and learning at school and managing personnel and finances at school. 50% principals said that they delegate works like conducting examinations, continuous assessment, extension classes' extra-curricular activities as directed, and only 50% principals said that they visit classes and follow up discussions, look at learner works and discuss learners' academic progress.

26. 100% principals said that they develop the team concept among their staff by providing them constructive support when s/he seeks support, while 50% principals said that they involve their staff in decision-making related to new initiative in schools and also invite their suggestions.

To develop the team concept with community:

50% principals said that they organize community outreach programmes to build rapport with community members whereas 75% principals said that they organize seminars, workshops and PTA meetings in schools at regular intervals.

27. 75% principals said that they organize meetings with the vice-principal and try to appropriately involve staff and students in the development of school policies, programs and operations. It helps in improve the students and staff relationship and 50% principals said that they discuss all the problems of teachers and students with the vice-principal and make proper planning to solve the problems of teachers and students to improve their relationship.
28. 50% principals said that they always communicate with their staff about all matters and give advice on matters connected with educational principles and practices at all levels and promote relevant activities to build rapport with staff, while 50% principals said that they always try to support and motivate their staff so that they will always find better ways to do their job.
29. 50% principals said that their three best leadership qualities are having clear vision, they understand others feelings and they are enthusiastic and 50% principals said that three best leadership qualities that they have a ability to provide individualized support to teachers, commitment towards excellence and good communication skill.
30. 75% principals said that they use direct method of communication with their staff. They directly communicate with the teachers whereas 25% principals use indirect method of communication with their staff.

5.2.4 GUJARATI MEDIUM SCHOOL: GRANT-IN-AID

1. 100% principals said that improving the academic result is the main goal for them for next five years and 20% principals said that improving the quality in education is their goal for next five years.
2. 60% principals said that they promote the philosophy of learning by doing for educating students, while 20% principals said that they emphasis on practical approach and only 60% principals' said that they place emphasize on moral and value education.

3. 20% principals said that they facilitate teacher's professional development by organizing regular seminars, workshops and in-service trainings for teachers' professional development.
4. 40% principals said that they try to encourage teachers to develop expertise in certain areas so that they can function as specialists on the teaching staff, and 60% principals said that they organize refresher courses for their teaching staff and they also encourage them to attend the refresher courses that are organized by teacher Education College.
5. 60% of principals said that their strong point as a leader of an educational institution is their friendly behavior and helping nature, while 100% principals said that they are curious and honest. 20% of principal's strong points are good communication skill and they are adaptability. 40% principals said that their strong points are transparent behaviour and willingness towards their work.
6. 20% principals said that the use of technology and e-learning are the most exciting things going on in education today, while 60% principals said that the most exciting trend in education is that the accessibility of higher education to a large number of people and the involvement of technology for improving the quality of education. 20% principals said that learner centered education system is the most exciting thing going on in education today.
7. 40% principals said that as a leader they try to update themselves through Research, and by acquiring knowledge through readings, meeting with other practitioners, 20% principals said that they update themselves by attending seminars, workshops and conferences they also organize seminars and workshops at their schools. 40% principals said that they update themselves through professional readings and through internet.
8. 60% principals said that professional reading helps them in updating their knowledge and implementing new plans for better teaching and learning process, while 80% principals said that professional reading give them

information about new trends in education. 20% principals said that professional reading helps them in improving their skills which is required for principals.

9. 80% principals said that research helps principals and teachers to understand what works and why, what the short and long-term implications are, provide a justification and rationale for decisions and actions, help to build a repertoire to help deal with the unexpected, helps to identify problems and inform improvement. 20% principals said that the Deficits in systems may be highlighted by well designed research. The results of research can lead to changes in methods or practices and research determines the success or failure of change in any process or work flow.
10. 100% principals said that they have not conducted any action research in their school.
11. 60% principals said that distributing the work equally and fairly is their primary goal as an administrator while 60% principals said that their primary goal is reducing the burden on staff and providing the smooth working condition. 40% principals said that monitoring curriculum & instruction, mobilizing and managing resources for the school are their primary goals.
12. 40% principals said that a clear and shared focus, high standards and expectations for all students and High levels of family and community involvement is the important characteristics of most effective school whereas 60% principals said that effective school leadership and High levels of collaboration and communication are the most important characteristic of an effective.
13. 100% principals said that they assess their teachers on the basis of qualification and content knowledge.

- 14.** 40% principals said that they always try to distribute work and resources fairly and also try to create unity by appreciating and celebrating diversity for creating collaborative work environment among staff. 80% principals said that they clearly assign the roles and duties among staff, expand leadership opportunities and Create meaningful opportunities for work.
- 15.** 100% principals said that they ensure that they make a fair decision when there is positive feedback from teachers and students, while 20% principals said that when the conflict has been solved then they are sure that they have made a fair decision.
- 16.** 90% principals said that they deal with lack of teacher's competency by providing them training and feedback, while 10% principals said that they deal with teacher deficits by providing constructive support to teacher when s/he identifies a shortcoming or when teachers seek curriculum support from him/her. He/she does this by keeping the teacher well informed of new teaching techniques, curriculum development or by involving the teacher in curriculum innovations and changes and 20.6 % principals said that they make regular class visit and encourage teachers about specific instructional problems or needs and appropriate professional courses.
- 17.** 60% principals said that they provide education according to the need of the society, while 40% principals said that they implement the plans and ensure that all staff understand what is expected from them, collect baseline data so that they can monitor change over time and check in at regular intervals to assess how effectively the plan is being implemented and 20% principals said that they try to show students how academic knowledge can be applied in the real world on issues they care about. They also try to encourage teachers to serve as advocates, counselors and coaches who demystify success to create the culture of academic excellence.
- 18.** 60% principals said that they observe teacher's lessons and give them feedback and suggestions. They also provide them expert advice about the content, processes and strategies that will shape individual and school. 60%

principals said that they provide in-service training and support. 20% principals organized workshops and seminars to help the inexperienced teachers.

19. 60% principals said that they praise students for their work, set short terms goals and celebrate when they achieve their goal and assign classroom jobs to encourage the students who are not working up to their potentials. 40% principals said that they provide them activities according to their interest and level to encourage the students who are not working up to their level.
20. 40% principals said that the most important characteristics of a strong teaching team are adaptable to one another and have high energy. 80% said that being selfless and understanding the importance of communicating constantly with one another is the most important characteristics of a strong teaching team.
21. 40% principals said that they involve their teachers in various activities and provide them opportunities so that they can show their talents in other areas too. 60% principals said that they allow teachers to manage their own decision-making committees and provide autonomy for teachers and 60% principals said that they take teachers' opinions into account and create opportunities for staff development.
22. 60% principals said that they have never faced any communication gap between them and their staff members, whereas 40% principals faced communication gap between them and their staff and they overcome by organizing meetings at regular interval.
23. 80% principals said that they have prepared themselves by developing all the skills and qualities required to become a principal and 20% principals said that they did not prepare themselves to become a principal.

Traits need to cultivate by the principals:

60% principals said that the most important traits of a principal is that he must be a visionary, a good listener, fair and consistent, while 40% principals said that the principal should exhibit excellent leadership skills. 20% principals

said that the principal holds a key supervisory role in the school system, a principal should also have good problem solving skills. Good conversational skills are another positive trait principals should possess. In addition, principals should enjoy what they do on a daily basis.

24. 40% principals said that they have not contributed anything outstanding for their school, whereas 20% principals said that they have created conducive environment and provided freedom to students in their schools and 40% principals said that they have improved their schools' academic result.
25. 80% principals said that they delegate the monitoring of the curriculum and instruction task to their teachers and assignment like preparing schemes of work, weekly plans of work and lessons, notes of subject and classes under his or her responsibility, keep records of learner's performance in learners' report book and maintain discipline. The works that they do themselves administering and organizing of day to day teaching and learning at school and managing personnel and finances at school. 60% principals said that they delegate work like conducting examinations, continuous assessment, extension classes and extra-curricular activities as directed and ensure the overall intellectual, emotional & moral development of learners. The work they do themselves is the organization of all activities which support teaching and learning at school and deciding on textbook, education materials and equipment to be bought. 20% principals said that they visit classes and follow up discussions, look at learners' works and discuss learners' academic progress.
26. 40% principals said that they develop the team concept with their staff by providing them constructive support when s/he seeks support, while 60% principals said that they involve their staff in decision-making related to new initiatives in schools and also invite their suggestions. 80% principals said that share responsibility for successes and for failures, analyze what went wrong, and learn from their mistakes.

To develop team concept with community:

60% principals said that they organize community outreach programmes to build rapport with community members whereas 20% principals organize seminars, workshops and PTA meetings and 80% principals develop team concept with the community with the help of NCC.

27. 60% principals said that they organize meeting with the vice-principal and try to appropriately involve staff and students in the development of schools policies, programs and operations. This helps in improve the students and staff relationship. 80% principals said that they discuss all the problems of teachers and students with the vice-principal and make proper planning to solve the problems of teacher and students to improve their relationship.

28. 40% principals said that they do not communicate with their staff about all matters and give advice on matters connected with educational principles and practices at all levels and promote relevant activities to build rapport with staff, while 20% principals said that they always try to support and motivate their staff so that they will always find better way to do their job. 60% principals said that they always provide freedom to their staff to express their feelings and also try to fulfill their needs like job advancement, high level of job satisfaction, recognition for good work and rewards, promotion and status within a team.

29. 60% principals said that three best leadership qualities that they have are: ability to provide individualized support to teachers, commitment towards excellence and good communication skill, while 20 % principals said that they are confident, honest and they have good listening skills. 20% principals said that they are having a clear vision, they understand others' feelings and they are enthusiastic.

30. 60% principals said that they use direct method of communication with their staff. They directly communicate with the teachers whereas 40% principals use indirect method of communication with their staff.

5.3 DISCUSSION

Study reveals that the school principals are more concerned on obtaining good academic result for students. They proposed practical approach and learning by doing as their philosophy in achieving the academic excellence. Principals are involved in encouraging professional qualities in their staff. Though all the principals emphasized the importance of research work but their involvement in action research is negligible. It was found that the principals are mostly involved in managing their resources and facilities, budgeting, and other responsibilities effectively but at the same time principals of grant-in-aid institutions irrespective of the medium devote most of time their time and energy in completing and reporting the requirement of the board on regular basis. Readiness on the part of the principals is needed in terms of giving an ear to the complaints of the teachers and students frankly, discussing the same and arriving at some solutions to their complaints.

Principals of all schools regularly conduct meetings with the vice-principals to improve the relationship between teachers and students which is very important for healthy environment at schools.

Principals of most of the schools tried to bring their staff to come together and work to create opportunities for students to achieve better results. They built the capacity of their staff to communicate, cooperate and learn from one another. Principals collaborated with staff to take decisions about students and the programme which is important to generate a sense of professionalism, mutuality, care and support amongst teachers. Most of the principals involved their staff in various decision making processes. As mentors and facilitators all the principals are involved in encouraging students by giving them freedom in their academic activities and they are creating opportunity for the students. Most of the principals involved their staff in various decision making processes.