

CHAPTER-6

MAJOR FINDINGS, SUGGESTIONS AND CONCLUSION

In the present chapter major findings derived from the present study suggestions for further research have been included.

6.1 MAJOR FINDINGS

6.1.1 ROLE OF THE PRINCIPAL AS AN ACADEMICIAN AND A RESEARCHER

- Majority of the school principals (almost all) focused on obtaining good academic result for students.
- Few principals of Gujarati medium grant-in-aid schools focused on quality education.
- Majority of the school principals use practical approach and learning by doing as their philosophy on educating students but the principals of self financed English medium schools are not at all concerned of value and moral education, which is very important for students.
- For the professional development of the staff, the power of most of the principals of grant-in-aid schools is limited because of lack of authority, resources and facilities for organizing professional teacher development programmes.
- Majority of the principals mainly act as facilitators in terms of granting permission to their teachers to attend in-service training programmes and one-time seminars. They also share and discuss issues of education with teachers at staff meetings.
- Principals of only private schools organize regular in-house training, seminars and workshop to help their teacher's to develop professionally.
- Majority of the schools principals are involved in encouraging professional qualities in their staff.
- Principals of English medium grant-in-aid schools are updating themselves by involving themselves in research, professional reading and meeting other practitioners.

- Very few principals of Gujarati medium schools attend seminars and workshops.
- Findings indicate that most of the school principals give importance to research work.
- It was found that the principals of Gujarati medium grant-in-aid schools have not conducted any action research.

6.1.2 ROLE OF THE PRINCIPAL AS AN ADMINISTRATOR AND A MANAGER

- The present study revealed that the principals of English medium self-financed schools manage their resources and facilities, budgeting, and other responsibilities effectively, whereas the power of the principals of grant-in-aid schools is limited with respect to the finances.
- It was found that the school principals are not dealing with the complaints of the teachers and students effectively. 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.
- Most of the principals of self financed schools involved their staff, students and the community appropriately in the development, implementation and review of school policies, programs and operations.
- It was found that participant principals empowered their staff in the following ways.
 - Teachers are involved in the organization of co-curricular activities.
 - Teachers are given the authority to take disciplinary action against disruptive learners.
 - Decisions with regard to school pedagogy and other policies are taken by the school management team along with the principals and teachers.
- Very less number of school principals of grant-in-schools are involved in regular class room visits and discussions which are important for creating an effective learning school environment.

- The results of the study have shown that private school principals are highly effective in maintaining school community relation
- The principals of English medium self financed schools are effectively involved in designing the curriculum, coordination of the curriculum improvement, stimulating innovation, developing demonstrations of new procedures and practices, keeping information about new curriculum development and conducting research that is appropriate to school system.
- It was found that 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.

6.1.3 ROLE OF THE PRINCIPALS AS A LEADER

- Most of the principals of Gujarati medium self financed schools do not monitor the instruction process and curriculum sufficiently because they are overloaded with administrative tasks. Principals therefore delegate the monitoring of instructions to the senior teachers.
- Principals of self financed schools are not much involved in sharing responsibility for the success and failures, in the process of analyzing what went wrong, and reflecting and learning from their past mistakes.
- Majority of the principals of grant-in-aid schools organize Parent Teachers meetings and provide services through NCC & NSS to build the rapport with the community. But there are very few principals who have organized community outreach programmes, workshops and seminars.
- Almost all the principals conduct meeting with the vice-principals to improve the relationship between teachers and students which is very important for healthy environment at school.
- It was clear from the individual interviews with the principals that all of them strongly feel the need for emphasizing and communicating the school's vision on a constant basis. They emphasized that the school vision provide sense and meaning to the teachers core function of education.

6.1.3 ROLE OF THE PRINCIPAL AS A MENTOR AND A FACILITATOR

- Most of the principals modeled the way for staff to work together to create opportunities for students to achieve better result. They built the capacity of their staff to communicate, cooperate and learn from one another. Principals collaborated with staffs to take decisions about students and the programme which is important to generate a sense of professionalism, mutuality, care and support amongst teachers.
- Majority of the school principals of self financed English medium schools has implemented new plans and policies in their schools and they also try to engage parents, teachers and students throughout the year to create the culture of academic excellence. They also try to encourage teachers to serve as advocates, counselors and coaches who demystify success, too.
- Most of the principals of Gujarati medium grant-in-schools are not using technology for teaching learning process.
- As mentors and facilitators all the principals are involved in encouraging students by giving them freedom in education and they are creating opportunity for the students.
- It was found that recognition and praise by the principals for the devotion, commitment and contribution to the achievement of school goals motivate teachers to stay enthusiastic. Most of the principals involved their staff in various decision making processes.

6.2 SUGGESTIONS FOR FURTHER RESEARCH

Further research studies may be undertaken in the areas suggested here below.

1. Study on the impact of the roles performed by the principals on the quality of the institution.
2. A comparative study of the impact of the gender of the principal on the institutions.
3. Similar study can be conducted by taking all the principals of Anand district.
4. Same study can be extended by including principals of different regions.

5. Case study with respect to the role of the principal can be conducted by taking only a single institution.
6. A Study to examine the roles and responsibilities of Principals in high achieving schools can be conducted to determine if the tasks they perform contribute to student success.
7. This study can be repeated for four to five years to compare and contrast findings as well as to ascertain trends.
8. A similar study can be conducted to determine the differences in the roles performed by the principals in rural, urban and suburban settings.
9. A national study can be conducted to determine the roles of the principals.

6.3 CONCLUSION

Every principal's goal is to ensure high performance of students and faculty in achieving the school's mission. High performance requires effective use of organizational resources through planning, organizing, leading, facilitating and monitoring.

In order to perform these functions and roles, principals need three skills – conceptual, human, and technical. Conceptual skills are more important at the top of the school goals human skills are important at all levels; and technical skills are more important for first-line supervisors, such as department heads and team leaders. Studies of role of the principals reveal that the major reason for principals' failure is the inability to deal with people and lack of involvement in research. It also reveals that most of the principals are not able to manage resources effectively.

Effective principals are engaged in managerial tasks normally associated with the role of the principal – creating and enforcing policies, rules, and procedures, and authority relationships. The other category of roles includes- building cultural linkages includes establishing behavioral norms, using symbols, instituting rituals, and telling stories designed to build the cultural foundations of school excellence. Finally excellent principals also have excellent people skills.