SCHOOL EFFECTIVENESS IN RELATION TO EMOTIONAL INTELLIGENCE COMMUNICATION SKILLS AND CHANGE PRONENESS OF SECONDARY SCHOOL PRINCIPALS

SUMMARY

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SUMMARY, MAJOR FINDINGS AND SUGGESTIONS FOR FURTHER STUDIES

SCHOOL EFFECTIVENESS

School is a vital life-giving environment to the extent that it brings into the life of its students and abiding love and appreciation for all that is best and most significant in national and human life. It is very important to a school to maintain itself as an institution sensitive to the realities of its surroundings. So, the environment of the school plays a vital role in rendering the school as the most successful social institution adding to its educational productivity. Therefore, John Dewy rightly remarked that education is a tripolar process, involves the pupil who receives education, the teacher who imparts education and the social environment in which all educational activities take place.

However, schooling cannot properly educate specialists of any kind, if it does not take the initiative in dealing with every educational influence, which produces a “total man”. Hence to shape and modify the behavior of man through education, which comes about spontaneously without any conscious effort, initiative must be taken by the educators to produce the “whole man” through life long education.

The effective education for all students in school by which we mean high outcomes in knowledge, skills and attitudes of all students, regardless of their gender the socio-economic background or their ethnic origin. The effective school characteristics can be grouped under the main headings of a quality of instruction, time for learning and opportunity to learn. Furthermore, the principles of consistency, cohesion, control and constancy are applied to achieve effectiveness of school.

The success of an organization depends on the effective and associated efforts of many individual. To a considerable degree, the actions of human beings are determined by their association with formal organizations. Formal organizations have leaders and purposes. Achievements of objectives which have
been set depend upon co-operative efforts of individuals. The leader of an organization ensures that associated efforts are productive.

School effectiveness has been defined by Mortimore (1991) ‘an effective school is one, in which students’ progress further than might be expected from a consideration of its intake’. According to this definition, an effective school adds extra value to its student’s outcomes in comparison with other schools serving similar intakes. By contrast, in ineffective school students make less progress than expected, given their characteristics at intake. However, by this time, emphasis had shifted away from social and cultural considerations to the study of the school as an organization. Social theories were perceived as over deterministic and social disadvantages were thought possible to overcome by appropriate forms of educational management. School effectiveness is also linked to economic factors in the developing world.

Smith and Tomlinson (1990) suggested four key characteristics of successful secondary schools:

- Effective leadership and management by senior and middle managers;
- Teacher involvement in decision-making;
- Climate of respect between all participants;
- Positive feedback to and treatment of students.

In the primary school sphere Mortimore 1988) influential School Matters: the Junior Years, Mortimore (1991), Alexander (1992), Sammons (1994) and Reynolds (2001) identified the following factors as critical to the success of schools:

- Purposeful leadership by the head teacher (principal);
- The involvement of the deputy head teacher (vice-principal);
- Involvement of teachers;
- Consistency amongst teachers;
- Structured teaching sessions;
• Intellectually challenging teaching;

• A work-centered environment;

• Limited focus in teaching sessions and the reduction to three or four at most in the number of activities/curriculum areas taking place simultaneously in classrooms;

• Maximum communication between teachers and students;

• Increased whole class interactive teaching;

• Parental involvement;

• Record keeping;

• A positive climate in the school.

EMOTIONAL INTELLIGENCE

Emotional intelligence is increasingly relevant to organizational development and developing people, because the Emotionally Intelligent principals provide a new way to understand and assess people’s behaviors, management styles, attitudes, interpersonal skills and potential.

Emotion refers to a feeling state (including physiological responses and cognitions) that conveys information about relationships. Emotions are intense feelings that are directed towards someone or something, and are considered to be critical factors in employee behavior. Traditionally, it has for long widely acknowledged that emotions and feelings of individual workers have lesser role in work contribution and effective workplace management. Since one cannot smell emotions, touch emotions, taste emotions and measure or quantify emotions, this non-tangible phenomenon got only limited attention from management, at work place. Management considers emotions as too subjective and whimsical phenomenon, which contributes less to productivity and profit. While it has been reported by many researchers and authors that effective judgment of the work situation that depends on the exploration of emotional information. This
Emotional intelligence links strongly with the concepts of love and spirituality, bringing compassion and humanity to work, and also to ‘multiple intelligence’ theory which illustrates and measure the range of capabilities people possess, and the fact that everybody has a value.

Emotional intelligence is a type of social intelligence that involves the ability to monitor one’s own and others’ emotions, to discriminate among them and to use the information to guide one’s own thinking and actions (Mayer & Salovey, 2000).

Emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, describe, identify, learn from, manage, understand and explain emotions.

COMMUNICATION SKILLS

No doubt, communication has always been essential to educational leaders. But the unique combination of factors in which contemporary leaders find themselves- an information age, a reform and accountability arena, and learning communities- makes developing communication skills more critical than ever. Kowalski, Peterson, Fusarelli have created a research –based and practical text that acknowledges these unique contexts and provides an excellent resource for superintendents, Principals, and other school leaders for integrating effective communication in their work.(Gray, 1990)

The key for being successful in the contemporary school is the ability of the school administrator to work with other school stakeholders (faculty, support staff, community members, parents, central office): and develop a shared sense of what the school district is attempting to accomplish- where it wants to go, a shared sense of commitments that people have to make in order to advance the school district toward a shared vision and clarity of goals. As school administrators are able to build a shared mission, vision, values and goals, the school district will
become more effective. Building a relationship between school administrators and other school stakeholders requires effective communication.

CHANGE-PRONENESS

Change-proneness though quite recent in origin with astonishing rapidity has become almost a catch word change-proneness can be defined as a tendency to accept anything which is new, novel to be imbied in their style or work. Change-proneness is state of acceptance of new and creative ideas, which might at times create criticism and failure or result at appreciation and success. It is a sense of satisfaction, commitment and success in the quest for new techniques, ideals and methods. Change- Proneness is defined as a state of flux and dilemma brought about by devotion to a cause or a way of life which may promote to result at expected rewards or fails to produce unexpected revolts.

Managing school change and improvement is one of the most complex tasks of school leadership. As Senge (1990) and others point out, school leaders need to understand the change process in order to lead and manage change and improvement efforts effectively. They must learn to overcome barriers and cope with the chaos that naturally exists during the complex process of change.

Leading successful change and improvement six involves six critical components of schooling:

- A clear, strong, and collectively held educational vision and institutional mission;
- A strong, committed professional community within the school;
- Learning environment that promotes high standards for student achievement;
- Sustained professional development to improve learning;
- Successful partnership with parents, health and human service agencies, business, universities and other community organizations; and
- A systematic planning and implementation process for instituting needed changes.
Louis and Miles (2006), drawing on several case studies of urban high schools, emphasize the importance of planning: “Substantial change programs do not run themselves. They need active orchestration and coordination.”

STATEMENT OF THE PROBLEM

SCHOOL EFFECTIVENESS IN RELATION TO EMOTIONAL INTELLIGENCE COMMUNICATION SKILLS AND CHANGE PRONENESS OF SECONDARY SCHOOL PRINCIPALS

OBJECTIVES OF THE STUDY

1. a) To identify more and less effective secondary schools (total Sample) based on the perceptions of principals, teachers and students.

   b) To identify more and less effective secondary schools of Chandigarh based on the perceptions of principals, teachers and students.

   c) To identify more and less effective secondary schools in suburbs of Chandigarh based on the perceptions of principals, teachers and students.

2. a) To study and compare emotional intelligence of Principals of more and less effective secondary schools.(total sample)

   b) To study and compare emotional intelligence of Principals of more and less effective secondary schools of Chandigarh.

   c) To study and compare emotional intelligence of Principals of more and less effective secondary schools in suburbs of Chandigarh.

3. a) To study and compare communication skills of Principals of more and less effective secondary schools.(total sample)

   b) To study and compare communication skills of Principals of more and less effective secondary schools of Chandigarh.

   c) To study and compare communication skills of Principals of more and less effective secondary schools in suburbs of Chandigarh.
4. a) To study and compare change proneness of Principals of more and less effective secondary schools.(total sample)

b) To study and compare change proneness of Principals of more and less effective secondary schools of Chandigarh.

c) To study and compare change proneness of Principals of more and less effective secondary schools in suburbs of Chandigarh.

5. a) To compare school effectiveness of secondary schools of Chandigarh and secondary schools in suburbs of Chandigarh.

b) To compare emotional intelligence between secondary schools of Chandigarh and secondary schools in suburbs of Chandigarh.

c) To compare communication skills between secondary schools of Chandigarh and secondary schools in suburbs of Chandigarh.

d) To compare change proneness between secondary schools of Chandigarh and secondary schools in suburbs of Chandigarh.

6. a) To examine relationship between different dimensions of school effectiveness of secondary schools with dimensions of emotional intelligence of Principals.(total sample)

b) To examine relationship between different dimensions of school effectiveness of secondary schools of Chandigarh with dimensions of emotional intelligence of Principals.

c) To examine relationship between different dimensions of school effectiveness of secondary schools in suburbs of Chandigarh with dimensions of emotional intelligence of Principals.

7. a) To examine relationship between different dimensions of school effectiveness of secondary schools with dimensions of communication skills of Principals.(total sample)
b) To examine relationship between different dimensions of school effectiveness of secondary schools of Chandigarh with dimensions of communication skills of Principals.

c) To examine relationship between different dimensions of school effectiveness of secondary schools in suburbs of Chandigarh with dimensions of communication skills of Principals.

8. a) To examine relationship between different dimensions of school effectiveness of secondary schools with dimensions of change proneness of Principals. (total sample)

b) To examine relationship between different dimensions of school effectiveness of secondary schools of Chandigarh with dimensions of change proneness of Principals.

c) To examine relationship between different dimensions of school effectiveness of secondary schools in suburbs of Chandigarh with dimensions of change proneness of Principals.

9 a) To examine relationship between school effectiveness and emotional intelligence of principals of secondary schools. (total sample)

b) To examine relationship between school effectiveness and communication skills of principals of secondary schools.

c) To examine relationship between school effectiveness and change proneness of principals of secondary schools.

10. a) To examine relationship between school effectiveness and emotional intelligence of principals of secondary schools of Chandigarh.

b) To examine relationship between school effectiveness and communication skills of principals of secondary schools of Chandigarh.

c) To examine relationship between school effectiveness and change proneness of principals of secondary schools of Chandigarh.

11. a) To examine relationship between school effectiveness and emotional intelligence of principals of secondary schools in suburbs of Chandigarh.
b) To examine relationship between school effectiveness and communication skills of principals of secondary schools in suburbs of Chandigarh.

c) To examine relationship between school effectiveness and change proneness of principals of secondary schools in suburbs of Chandigarh.

HYPOTHESES OF THE STUDY

1. a) There will be no significant difference in emotional intelligence of Principals of more and less effective secondary schools. (total sample)

b) There will be no significant difference in emotional intelligence of Principals of more and less effective secondary schools of Chandigarh.

c) There will be no significant difference in emotional intelligence of Principals of more and less effective secondary schools in suburbs of Chandigarh.

2. a) There will be no significant difference in communication skills of Principals of more and less effective secondary schools. (total sample)

b) There will be no significant difference in communication skills of Principals of more and less effective secondary schools of Chandigarh.

c) There will be no significant difference in communication skills of Principals of more and less effective secondary schools in suburbs of Chandigarh.

3. a) There will be no significant difference in change proneness of Principals of more and less effective secondary schools. (total sample)

b) There will be no significant difference in change proneness of Principals of more and less effective secondary schools of Chandigarh.

c) There will be no significant difference in change proneness of Principals of more and less effective secondary schools in suburbs of Chandigarh.
4.  
   a) There will be no significant difference w.r.t. school effectiveness between secondary schools of Chandigarh and secondary schools in suburbs of Chandigarh.
   
   b) There will be no significant difference w.r.t. emotional intelligence between secondary schools of Chandigarh and secondary schools in suburbs of Chandigarh.
   
   c) There will be no significant difference w.r.t. communication skills between secondary schools of Chandigarh and secondary schools in suburbs of Chandigarh.
   
   d) There will be no significant difference w.r.t. change proneness between secondary schools of Chandigarh and secondary schools in suburbs of Chandigarh.

5.  
   a) There will be no significant relationship between dimensions of school effectiveness and dimensions of emotional intelligence of principals of secondary schools. (total sample)
   
   b) There will be no significant relationship between dimensions of school effectiveness and dimensions of emotional intelligence of principals of secondary schools of Chandigarh.
   
   c) There will be no significant relationship between dimensions of school effectiveness and dimensions of emotional intelligence of principals of secondary schools in suburbs of Chandigarh.

6.  
   a) There will be no significant relationship between dimensions of school effectiveness and dimensions of communication skills of principals of secondary schools. (total sample)
   
   b) There will be no significant relationship between dimensions of school effectiveness and dimensions of communication skills of principals of secondary schools of Chandigarh.
c) There will be no significant relationship between dimensions of school effectiveness and dimensions of communication skills of principals of secondary schools in suburbs of Chandigarh.

7. a) There will be no significant relationship between dimensions of school effectiveness and dimensions of change proneness of principals of secondary schools. (total sample)

b) There will be no significant relationship between dimensions of school effectiveness and dimensions of change proneness of principals of secondary schools of Chandigarh.

c) There will be no significant relationship between dimensions of school effectiveness and dimensions of change proneness of principals of secondary schools in suburbs of Chandigarh.

8. a) There will be no significant relationship between school effectiveness and emotional intelligence of principals of secondary schools. (total sample)

b) There will be no significant relationship between school effectiveness and communication skills of principals of secondary schools.

c) There will be no significant relationship between school effectiveness and change proneness of principals of secondary schools.

9. a) There will be no significant relationship between school effectiveness and emotional intelligence of principals of secondary schools of Chandigarh.

b) There will be no significant relationship between school effectiveness and communication skills of principals of secondary schools of Chandigarh.

c) There will be no significant relationship between school effectiveness and change proneness of principals of secondary schools of Chandigarh.
10. a) There will be no significant relationship between school effectiveness and emotional intelligence of principals of secondary schools in suburbs of Chandigarh.

b) There will be no significant relationship between school effectiveness and communication skills of principals of secondary schools in suburbs of Chandigarh.

c) There will be no significant relationship between school effectiveness and change proneness of principals of secondary schools in suburbs of Chandigarh.

METHOD OF THE STUDY

The Descriptive survey method of research was employed to investigate school effectiveness among Principals of secondary schools in relation to their emotional intelligence, communication skills and change proneness. Emotional intelligence, communication skills and change proneness are independent variables whereas school effectiveness has been treated as dependent variable for the present study.

DESIGN OF THE STUDY

A research method describes the plan to be adopted in solving the research problem. To carry out the present study, the descriptive survey method has been employed. A descriptive research is one who describes, records, analysis and interprets the condition that exists (Singh, 2004). Descriptive research deals with relationships between the development of generalizations, principles, or theories that have universal validity (Best and Kahn, 2002). The survey research may be defined, “as a technique whereby the research studies the whole population with respect to certain sociological and psychological variables.”(Singh, 2004)

Therefore, descriptive survey method helps to explain the phenomenon in terms of relationship that exists, opinions that are held by the respondents, effects that are evident or trends that are developing. The descriptive survey method of research has been employed to investigate school effectiveness among government
secondary school Principals in relation to their emotional intelligence, communication skills and change proneness are independent variables whereas school effectiveness has been treated as dependent variable for statistical technique. Since the study deals with the relationship between variables in a natural setting, it can be classified as a non-experimental study.

The present study was completed in two phases. In first phase, construction and standardization of the questionnaires on; school effectiveness, emotional intelligence, communication skills and change proneness; and pictures used for projective technique was accomplished. The self constructed questionnaires on school effectiveness, communication skills and change proneness and pictures used for projective technique were used for data collection.

**SAMPLE**

A sample is a smaller representation of a larger whole (Goode and Hatt, 1952). The observation of some phenomenon in complete detail would involve such a mass of data that analysis would be slow and tedious. A sample of small proportion of population selected for observation and analysis. By observing the characteristics of the sample one can make certain inferences about the characteristics of the population from which it is drawn (Best and Kahn, 2002).

Two samples have been covered by the study. To draw the sample for the study, various sampling techniques were used. Sampling is the process of selecting a sample from the population.

For the present investigation two samples were drawn for the two phases of the study by purposive random sampling technique from the government secondary schools of Chandigarh and government secondary schools in suburbs of Chandigarh. In random sampling, the researcher collects and analyzes only a small representative portion of a larger population. Each item must have the same likelihood of being selected. In this method the sampling error also be minimized.

For the stage one, randomly selected sample of secondary school Principals, Teachers and students were used for two stages of construction and
standardization of questionnaires for school effectiveness, communication skills and change proneness and pictures to be used to measure change- proneness through Projective technique.

A) Preliminary try out for emotional intelligence, school effectiveness, communication skills and change- proneness and pictures to be used to measure change- proneness through projective technique.

B) Final try out of questionnaires for emotional intelligence, school effectiveness, communication skills and change- proneness and pictures to be used to measure change- proneness through projective technique.

C) Establishing reliability and validity of the three questionnaires by (made by the investigator) using test-retest method.

For stage two, a sample was drawn by purposive random sampling from the secondary schools of Chandigarh. A total sample of all(47) government secondary schools of Chandigarh and 47 government secondary schools in suburbs of Chandigarh consisting of 94 Principals, 376 teachers and 376 students was selected.

**TOOLS USED**

1. To study school effectiveness, scale was developed by the investigator.
2. To study the emotional intelligence, the questionnaire on emotional intelligence developed and validated by Hyde, Pethe & Dhar (2001) was modified by the investigator.
3. To study communication skills, scale was developed by the investigator.
4. To study change proneness, the questionnaire on ‘Change proneness: Attitude towards change of study was developed by the investigator to school requirements.

The researcher found that to measure the dimensions under the study, she will have to interact with following members:-

1. Principals of schools.
2. Teachers.
4. Students.

So for the tools the researcher herself prepared questionnaires for the different members.

- One Questionnaire for Head of the school
- One for the teachers
- One for students

**Questionnaire for School effectiveness, is comprised of:**

- One observation schedule
- One questionnaire for head
- One questionnaire for teachers
- One questionnaire for students

**DELIMITATIONS OF THE STUDY**

1. The study will be delimited to the government schools of Chandigarh only.
2. The study will be conducted on principals of government secondary schools only.
3. The present study will be delimited with respect to the variables of school effectiveness, emotional intelligence, communication skills and change proneness.

**STATISTICAL TECHNIQUES**

Following statistical techniques were employed to analyze the data:

- Descriptive analysis techniques like means, standard deviations, skewness and kurtosis were employed to study the general nature of the sample employed.
- Elementary statistics like mean and standard deviation were employed to know the nature of the data and to find out the significance of difference
between mean scores on all variables i.e. school effectiveness, emotional intelligence, communication skills and change proneness.

- Coefficients of correlation were worked out to study the relationship of school effectiveness with emotional intelligence, communication skills and change proneness.
- t-ratios were obtained to study the difference between scores on more school effectiveness and less school effectiveness.

**PROCESSING OF DATA**

The raw data was statistically treated and processed on SPSS installed in Punjab University, Chandigarh.

**DISCUSSIONS OF THE RESULTS**

On the basis of data analyses following findings are drawn:-

1) The findings related to objective no. 1 are enlisted as no. 1 to 9
1. Positive relationship with teachers and students is the most preferred dimension of school effectiveness perceived by the government secondary school principals.
2. Positive relationship with teachers and students is the most preferred dimension of school effectiveness perceived by the government secondary school teachers.
3. Positive relationship with the community is the most preferred dimension of school effectiveness perceived by the government secondary school students.
4. Good leadership of principal is the most preferred dimension of school effectiveness perceived by the government secondary school principals of Chandigarh.
5. Positive relationship with teachers and students is the most preferred dimension of school effectiveness perceived by the government secondary school teachers of Chandigarh.
6. Suitable physical environment is the most preferred dimension of school
effectiveness perceived by the government secondary school students of
Chandigarh.

7. School ethos, clear aims and objectives and concern for students are the
most preferred dimensions of school effectiveness perceived by the
government secondary school principals in suburbs of Chandigarh.

8. Staff and students given responsibility is the most preferred dimension of
school effectiveness perceived by the government secondary school
teachers in suburbs of Chandigarh.

9. Effective classroom management is the most preferred dimension of school
effectiveness perceived by the government secondary school students in
suburbs of Chandigarh.

10. Qualification of Principals of government secondary schools in Chandigarh
is higher in comparison to government secondary schools in suburbs of
Chandigarh. That is why secondary schools in Chandigarh are higher in
effectiveness as compared to secondary schools in suburbs of Chandigarh.

11. Effectiveness of government Secondary schools in suburbs of Chandigarh
is more as compared to government secondary schools of Chandigarh. In
other words appropriate age i.e. between 46-50 years when the person is
more energetic effect the effectiveness of the school in a positive way.

12. Principals having experience between 3-5 years and 7.5 year is almost
same in government secondary schools of Chandigarh and government
secondary schools in suburbs of Chandigarh. Thus in the present study
experience does not affect the schools effectiveness variables in both type
of schools.

2) The findings related to hypotheses no. 1 to 4 concerning significance of
difference between means are listed from 13 to 24

13. There was no significant difference in the emotional intelligence of
principal due to degree of effectiveness of schools when mean score were
compared it was revealed that emotional intelligence level of principals of
more effective level of principals of less effective school was higher (mean
14. Principals of secondary schools do not differ in their communication skills due to less and more school effectiveness. Where mean scores were compared it was found that level of communication skills of principals of more effective school was more (mean=51.69) as compared to the level of less effective school (mean=50.79).

15. Principals do not differ in their change proneness whether the school is less effective or more effective. When mean scores of change proneness were compared it was found that change proneness of more effective school is more (mean=46.24) as compared to the less effective school (mean=43.79).

16. There was no significant difference in the emotional intelligence of principal due to degree of effectiveness of government secondary schools of Chandigarh when mean score were compared it was revealed that emotional intelligence level of principals of less effective schools was higher (mean = 140.95) as compared to the emotional intelligence level of principals of more effective school (mean=139.92).

17. Principals of government secondary schools of Chandigarh do not differ in their communication skills due to less and more school effectiveness. When mean scores were compared it was found that level of communication skills of principals of more effective school was more (mean=51.64) as compared to the level of less effective school (mean=50.63).

18. Principals of government secondary schools of Chandigarh do not differ in their change proneness whether the school is less effective or more effective. When mean scores of change proneness were compared it was found that change proneness of more effective school is more (mean=46.36) as compared to the less effective school (mean=43.86).

19. There was no significant difference in the emotional intelligence of principal due to degree of effectiveness of government secondary schools in suburbs of Chandigarh when mean score were compared it was revealed that emotional intelligence level of principals of less effective schools was
higher (mean = 140.08) as compared to the emotional intelligence level of principals of more effective schools (mean=136.75).

20. Principals of government secondary schools in suburbs of Chandigarh do not differ in their communication skills due to less and more school effectiveness. When mean scores were compared it was found that level of communication skills of principals of more effective school was little more (mean=51.87) as compared to the level of less effective school (mean=51.08).

21. Principals of government secondary schools in suburbs of Chandigarh do not differ in their change proneness whether the school is less effective or more effective. When mean scores of change proneness were compared it was found that change proneness of principals of more effective schools is more (mean=45.87) as compared to the principals of less effective schools (mean=43.66).

22. There was no significant difference in the school effectiveness of principals of secondary schools of Chandigarh and in suburbs of Chandigarh. When mean score were compared it was revealed that school effectiveness of principals of secondary schools of Chandigarh was a little higher (mean = 60.65) as compared to the school effectiveness of principals of schools in suburbs of Chandigarh (mean=60.04).

23. There was no significant difference in the emotional intelligence of principals of government secondary schools of Chandigarh and in suburbs of Chandigarh. When mean score were compared it was revealed that emotional intelligence level of principals of secondary schools of Chandigarh was higher (mean = 140.40) as compared to the emotional intelligence level of principals of schools in suburbs of Chandigarh (mean=138.75).

24. Principals of government secondary schools do not differ in their communication skills due to difference in area. When mean scores were compared it was found that level of communication skills of principals of secondary schools in suburbs of Chandigarh was little bit more
(mean=51.40) as compared to the Communication skills of principals in secondary schools of Chandigarh (mean=51.17).

25. Principals do not differ in their change proneness whether the government secondary schools of Chandigarh or in suburbs of Chandigarh. When mean scores of change proneness were compared it was found that change proneness of secondary schools of Chandigarh schools is more (mean=45.19) as compared to the schools in suburbs of Chandigarh (mean=44.55).

3) The findings related to hypotheses no 5 to 10 concerning correlation are listed from 26 to 58

26. Out of 10 dimensions, only two dimensions of emotional intelligence i.e. (EI₆ & EI₈), integrity & value orientation are significantly correlated with (SE₉ & SE₁₃) Positive relationship with teachers and students & Positive relationship with the community.

27. Out of 6 dimensions of communication skills, five dimensions i.e. (CS₁, CS₂, CS₃, CS₄, CS₅), Positive colleague/public relationship, Positive public feedback, Timely and accurate performance, Accurate information & To maintain trust in communication are significantly correlated with (SE₁, SE₂, SE₃, SE₅, SE₆, SE₇, SE₈, SE₁₁ & SE₁₃) infrastructure and facilities available, school ethos, effective classroom management, good leadership of principal, staff & students given responsibility, clear aims and objectives, emphasis on high academic standards, concern for students & positive relationship with the community.

28. Out of five dimensions, two dimensions of change proneness i.e. (CP₁ & CP₂), experimenting with small changes & collecting information about change are significantly correlated with (SE₁, SE₂, SE₃, SE₆, SE₇, SE₈, SE₉, SE₁₀ & SE₁₃) infrastructure and facilities available, school ethos, effective classroom management, staff & students given responsibility, clear aims and objectives, emphasis on high academic standards, positive relationship with teachers and students, a well planned curriculum & positive relationship with the community.
29. Out of 6 dimensions of school effectiveness related to government secondary school teachers, all dimensions i.e. (SE$_4$, SE$_5$, SE$_6$, SE$_7$, SE$_8$ and SE$_{13}$) positive feedback & treatment of students, good leadership of principal, staff & students given responsibility, clear aims and objectives, emphasis on high academic standards and positive relationship with the community are significantly related to each other.

30. Out of 8 dimensions of school effectiveness related to government secondary school students, all dimensions i.e. (SE$_2$, SE$_3$, SE$_6$, SE$_7$, SE$_{11}$, SE$_{12}$, SE$_{13}$ and SE$_{14}$) school ethos, effective classroom management, staff & students given responsibility, clear aims and objectives, concern for students, suitable physical environment, positive relationship with the community and managing change and development are significantly related to each other.

31. Out of 10 dimensions of emotional intelligence of 47 government secondary school principals of Chandigarh, only two dimensions of emotional intelligence i.e. (EI$_6$ & EI$_7$), integrity & self-development are significantly correlated with (SE$_{11}$) concern for students. Other eight dimensions of emotional intelligence i.e. self-awareness(EI$_1$), empathy(EI$_2$), self-motivation(EI$_3$), emotional stability(EI$_4$), managing relations(EI$_5$), value orientation (EI$_8$), commitment(EI$_9$) & altruistic behavior(EI$_{10}$) did not show any significant relationship with different dimensions of school effectiveness.

32. Out of 6 dimensions of communication skills of 47 government secondary school principals of Chandigarh, two dimensions of communication skills i.e. (CS$_2$ & CS$_4$), positive public feedback, & accurate information given are significantly correlated with (SE$_1$, SE$_3$, SE$_6$, SE$_7$, SE$_{11}$ & SE$_{13}$) infrastructure and facilities available, effective classroom management, staff & students given responsibility, clear aims and objectives, emphasis on high academic standards, concern for students & positive relationship with the community. Four dimensions of communication skills i.e. positive colleague/public relationship, timely and accurate performance, to maintain
trust in communication & to keep information confidential did not show any significant relationship with different dimensions of school effectiveness.

33. Out of 5 dimensions of change proneness of 47 government secondary school principals of Chandigarh, only three dimensions of change proneness i.e. (CP₁, CP₂ & CP₄), experimenting with small changes, collecting information about change & maintaining a new behavior are significantly correlated with (SE₂, SE₃ & SE₁₃) school ethos, effective classroom management & positive relationship with the community. Two dimensions of communication skill i.e. taking direct action towards achieving the goal & avoiding temptation did not show any significant relationship with different dimensions of school effectiveness.

34. Out of 6 dimensions of school effectiveness related to government secondary school teachers of Chandigarh, all dimensions i.e. (SE₄, SE₅, SE₆, SE₇, SE₈ and SE₁₃) positive feedback & treatment of students, good leadership of principal, staff & students given responsibility, clear aims and objectives, emphasis on high academic standards and positive relationship with the community are significantly related to each other.

35. Out of 8 dimensions of school effectiveness related to government secondary school students of Chandigarh, all dimensions i.e. (SE₂, SE₃, SE₆, SE₇, SE₁₁, SE₁₂, SE₁₃ and SE₁₄) school ethos, effective classroom management, staff & students given responsibility, clear aims and objectives, concern for students, suitable physical environment, positive relationship with the community and managing change and development are significantly related to each other.

36. Out of 10 dimensions of emotional intelligence of 47 government secondary school principals in suburbs of Chandigarh, only two dimensions of emotional intelligence i.e. (EI₆ & EI₇), Integrity & Self-development are significantly correlated with (SE₁₁) concern for students. Other eight dimensions of emotional intelligence i.e. Self-awareness(EI₁), Empathy(EI₂), Self-motivation(EI₃), Emotional stability(EI₄), Managing Relations(EI₅), Value orientation (EI₆), Commitment(EI₇) & Altruistic
behavior (EI_{10}) did not show any significant relationship with different dimensions of school effectiveness.

37. Out of 6 dimensions of communication skills of 47 government secondary school principals in suburbs of Chandigarh, all dimensions of communication skills i.e. (CS_1 & CS_2, CS_3, CS_4, CS_5, CS_6), positive colleague/public relationship, Positive public feedback, timely and accurate performance, Accurate information given, to maintain trust in communication & to keep information confidential are significantly correlated with (SE_1, SE_2, SE_3, SE_4, SE_5, SE_6, SE_7, SE_8). Infrastructure and facilities available, school ethos, effective classroom management, good leadership of principal, staff & students given responsibility, Clear aims and objectives, & Positive relationship with teachers and students.

38. Out of 5 dimensions of change proneness of 47 government secondary school principals in suburbs of Chandigarh, only three dimensions of change proneness i.e. (CP_1, CP_2, & CP_4), experimenting with small changes, collecting information about change & maintaining a new behavior are significantly correlated with (SE_1, SE_3, SE_5, SE_7, SE_8). Infrastructure and facilities available, effective classroom management, good leadership of principal, students given responsibility, Clear aims and objectives, & Positive relationship with teachers and students.

39. Out of 6 dimensions of school effectiveness related to government secondary school teachers in suburbs of Chandigarh, all dimensions i.e. (SE_4, SE_5, SE_6, SE_7, SE_8, and SE_{13}) positive feedback & treatment of students, good leadership of principal, staff & students given responsibility, clear aims and objectives, emphasis on high academic standards and positive relationship with the community are significantly related to each other.

40. Out of 8 dimensions of school effectiveness related to secondary school students in suburbs of Chandigarh, all dimensions i.e. (SE_2, SE_3, SE_6, SE_7, SE_{11}, SE_{12}, SE_{13}, and SE_{14}) school ethos, effective classroom management, staff & students given responsibility, clear aims and objectives, concern for students, suitable physical environment, positive relationship with the
community and managing change and development are significantly related to each other.

41. Emotional Intelligence of government secondary school principals was found to be insignificantly correlated with the variable of change proneness at 0.05 level as r=.028. In other words, as per the results of present study although both the variables are associated with each other, but this association is not upto significant level.

42. Emotional Intelligence of government secondary school principals was found to be insignificantly correlated with the variable of Communication Skills at 0.05 level as r=.066. In other words, as per the results of present study although both the variables are associated with each other, but this association is not upto significant level.

43. Emotional Intelligence of government secondary school principals was found to be negatively insignificantly correlated with the variable of School Effectiveness at 0.05 level as r=-.054. In other words, as per the results of present study although both the variables are associated with each other, but this association is not upto significant level.

44. Change Proneness of government secondary school principals was found to be negatively insignificantly correlated with the variable of Communication Skills at 0.05 level as r=-.55. In other words, as per the results of present study although both the variables are associated with each other, but this association is not upto significant level.

45. Change Proneness of government secondary school principals was found to be insignificantly correlated with the variable of School Effectiveness at 0.05 level as r=.195. In other words, as per the results of present study although both the variables are associated with each other, but this association is not upto significant level.

46. Communication Skills of government secondary school principals was found to be insignificantly correlated with the variable of School Effectiveness at 0.05 level as r=.049. In other words, as per the results of present study although both the variables are associated with each other, but this association is not upto significant level.
47. Emotional Intelligence of government secondary school principals of Chandigarh was found to be negatively insignificantly correlated with the variable of change proneness at 0.05 level as r=-.026. In other words, as per the results of present study although both the variables are associated with each other, but this association is not upto significant level.

48. Emotional Intelligence of government secondary school principals of Chandigarh was found to be insignificantly correlated with the variable of Communication Skills at 0.05 level as r=.047. In other words, as per the results of present study although both the variables are associated with each other, but this association is not upto significant level.

49. Emotional Intelligence of government secondary school principals of Chandigarh was found to be negatively insignificantly correlated with the variable of School Effectiveness at 0.05 level as r=-.052. In other words, as per the results of present study although both the variables are associated with each other, but this association is not upto significant level.

50. Change Proneness of government secondary school principals of Chandigarh was found to be negatively insignificantly correlated with the variable of Communication Skills at 0.05 level as r=-.095. In other words, as per the results of present study although both the variables are associated with each other, but this association is not upto significant level.

51. Change Proneness of government secondary school principals of Chandigarh was found to be insignificantly correlated with the variable of School Effectiveness at 0.05 level as r=.203. In other words, as per the results of present study although both the variables are associated with each other, but this association is not upto significant level.

52. Communication Skills of government secondary school principals of Chandigarh was found to be insignificantly correlated with the variable of School Effectiveness at 0.05 level as r=.081. In other words, as per the results of present study although both the variables are associated with each other, but this association is not upto significant level.

53. Emotional Intelligence of government secondary school principals in suburbs of Chandigarh was found to be insignificantly correlated with the
variable of change proneness at 0.05 level as \( r = .21 \). In other words, as per the results of present study although both the variables are associated with each other, but this association is not up to significant level.

54. Emotional Intelligence of government secondary school principals in suburbs of Chandigarh was found to be insignificantly correlated with the variable of Communication Skills at 0.05 level as \( r = .150 \). In other words, as per the results of present study although both the variables are associated with each other, but this association is not up to significant level.

55. Emotional Intelligence of government secondary school principals in suburbs of Chandigarh was found to be negatively insignificantly correlated with the variable of School Effectiveness at 0.05 level as \( r = -.033 \). In other words, as per the results of present study although both the variables are associated with each other, but this association is not up to significant level.

56. Change Proneness of government secondary school principals in suburbs of Chandigarh was found to be insignificantly correlated with the variable of Communication Skills at 0.05 level as \( r = .082 \). In other words, as per the results of present study although both the variables are associated with each other, but this association is not up to significant level.

57. Change Proneness of government secondary school principals in suburbs of Chandigarh was found to be insignificantly correlated with the variable of School Effectiveness at 0.05 level as \( r = .209 \). In other words, as per the results of present study although both the variables are associated with each other, but this association is not up to significant level.

58. Communication Skills of government secondary school principals in suburbs of Chandigarh was found to be negatively insignificantly correlated with the variable of School Effectiveness at 0.05 level as \( r = -.045 \). In other words, as per the results of present study although both the variables are associated with each other, but this association is not up to significant level.

59. There are 15 (31.91%) schools are less effective in Chandigarh and 21 (44.68%) schools are more effective in Chandigarh. Further information in
table revealed that in suburbs of Chandigarh, there are 9 (19.14%) schools are less effective, whereas 24 (51.06%) schools are more effective. If sum up, we find that there are total 24 (25.53%) schools are less effective and 45 (47.8%) are more effective, in both areas i.e. Chandigarh and in suburbs of Chandigarh.

EDUCATIONAL IMPLICATIONS

- Government schools in Chandigarh should be provided more land and infrastructure.
- Government school Principals should be given orientation and training so that they can work more efficiently for better functioning of the school.
- The government schools should be provided more autonomy for smooth and prompt decision making.
- Government schools should encourage their staff members to participate in in-service training programmes, refresher courses, orientation programmes etc.
- The higher authorities should adopt measures to increase admission in government schools by bringing school and community closer to each other. It will further strengthen the ideas of co-operation and flexible planning.

SUGGESTIONS FOR THE FURTHER STUDY

- Similar study can be replicated in another state.
- More variables like self-esteem, personality and leadership styles can be included in the study.
- Sample size can be increased.
- Cross cultural sample comparisons can be done.
- The same study can be conducted on teachers.