SUMMARY OF THE THESIS

INTRODUCTION

There is a growing government interest (worldwide) in establishing policy management to ensure quality and accountability in education. The shift to formal systems of quality assurance, evident across many countries and regions, is amongst the most significant trends affecting education over the last two decades. In international settings and within individual countries, debate continues over the proper role and form of quality assurance for education. A quality assurance system is the means by which institutions confirm to the society that conditions are in place for students, teachers and society to achieve the standards. The effective quality assurance system in education will give greater attention to issues of effective learning and teaching, application oriented research and improvement in institutional management. In the field of education, quality is an immensely significant concern for the administrators, academicians, staff, students as well as parents globally. There are a number of factors responsible to assure quality in education both internal and external in an institution.

Improving the quality of education would require system in which the principles of scientific development must manage to provide all children and young people with a comprehensive education and with a proper preparation for working life, life in society and private life. Quality is one of the most significant issues and there are problems with today’s education system. Ensuring quality school education to all is one of the most important priorities of both government and private sectors. The quality of education plays important role in the process of development of nations. Therefore, quality concerns in education are national priorities for all nations. The nation has to move forward to improve the quality of education programs both government and private sectors continuously.

Total Quality Management (TQM) is a comprehensive system, customer centered approach based on the participation of all its members and aiming at long term success through customer need, satisfaction and benefits to all members of the organization. It is the involvement of everyone and everything in the organization and
encompasses all the systems, process, operations and equipment. TQM mainly lies in business sector, but it has become important agenda of the countries worldwide in educational setting according to rapid change in social needs. In education, Total Quality Management (TQM) has been seen with reference to the concept like fitness of educational outcomes and experiences for use, defect avoidance in education process, excellence in educational process, conformance of educational output to planned goals, specifications and requirements, value addition in education and meeting customers’ needs of education. The quality of education will improve when administrators, teachers, staff members develop new attitudes which focus on leadership, teamwork, co-operation, accountability and recognition.

Therefore, Total Quality Management (TQM) is significant for improving educational system both internal and external process. It is a vehicle for institutions to manage themselves effectively in the time of rapid change. TQM in education recognizes the need for continuous development of the education system, students, faculty members and administrators. It involves the philosophy and principles applicable to leadership, teacher quality, student quality, teaching, learning, interface, administration, examination system, relationships, office management, curriculum development, job satisfaction and so on. Hence TQM can change the culture of institution.

Schools are social and hierarchical organizations. In the schools there are administrators, teachers, students and many kinds of service personnel. Every school has a climate that makes it different from other schools and influences behavior and feelings of administrators, teachers, students and faculty members. School climate refers to the heart, soul, quality and characteristic of the school. It is based on the patterns of people’s perceptions and experiences of school life and reflects norms, goals, values, well – being, safety, morale, interpersonal relationships, teaching, learning, leadership practices and organizational structures and so on both psychological and physical aspects. School climate is the essence of the school to lead the administrators, teachers, learners and staff members to love the school and look forward to being there each day.
A supportive or positive school climate fosters development and learning necessary for a productive contributing and satisfying life in a democratic society. It includes norms, values and expectations and supports people feeling socially, emotionally, intellectually and physically safe. Physical, social, affective and academic environment can be an important component of supportive school climate because it is essential for effective functioning of the school motivates the administrators, teachers, learners, faculty members and parents to become involved in activities of school, increased productivity, benefits effective communication and develop pride in the school. Supportive school climate may include: achievement motivation, collaborative decision making, equity and fairness, general school climate that is a positive quality of all interactions and feelings of trust and respect within the school community, order and discipline, parents involvement, school community relations, dedication to student learning, staff expectations, leadership, school building, sharing of resources, caring and sensitivity, student interpersonal relations and student-teacher relations.

However, the school needs to intentionally involve parents through empowerment, giving them some responsibilities that will improve their commitment to their children’s education. Creating, improving, and maintaining a positive school climate in schools is imperative to molding and developing a whole child. The school is the place where much of learners’ character is developed, their study and learning habits are formed and their perceptions of life and goal for future are shaped. The importance of creating, improving and maintaining a positive school climate, is suitable for molding and developing a whole child. Positive school climate is often the product of the relationship between the administrator and teachers, among teachers, between teachers and learners, between parents and the school and most importantly the leadership of the administrator. Positive school climate thrives when the administrator knows how the worlds of schooling and of the school leadership works; when they realize that direct leadership is not the answer, but the use of the alternatives that are effective in linking people together and to their responsibilities, to bring about improvement in all aspects of school.
Different types of institutions are prevalent throughout the world at all levels of education. Institutional types at school level, on the basis of area and gender, religion level and management are urban and rural, single gender and co-education. Schools run by the government are usually referred to as government/municipal schools in India and are largely synonymous with formal schooling. Government schools are run by different levels of government, central, state and local body/district (municipal) level. The schools run by the government can be categorized according to the level of government that manages the school. Private schools are established by and managed by the private sector. Schools managed by the private sector could be variously described as aided, unaided, recognized, or unrecognized.

Leadership is the significant key to the success of educational institution. Leadership plays an important role in the effectiveness of educational organization, right from the setting of purposes to accomplishment of goals. In fact, leadership behavior is the behavior of a leader towards the followers. Effective leadership behavior will create inspiring and stimulating climate for workers so that they can enjoy a high level of morale and are motivated to get new ideas and are always ready to endeavor into new goals.

Effective leadership is central to organization’s success, concerns with people in school directly and getting people to share the same vision and moving forward in the same direction for an effective school. Effective leadership in school included: culture, discipline, curriculum, instruction, assessment, contingent rewards, outreach, affirmation, change agent, ideals/beliefs, flexibility, intellectual stimulation, order, resources, focus, visibility, communication, input, relationship, optimizer, monitors/evaluates, situational awareness and coordination. High quality leadership is the key component of effective schools working in partnership with staff, pupils, parents and the wider community and plays a significant role in improving school outcomes by influencing the motivations and capacities of students, teachers and faculty members as well as the school climate and environment.

Thus, school leadership has become a priority in education policy agendas internationally and has changed to prepare young people to function in today’s world
of rapid technological and social change, economic globalization, and increased migration and mobility.

EMERGENCE OF THE PROBLEM

Quality has been the goal of an eternal through the corridors of human history. It has been the driving force for all human endeavors. Quality is the inspiration for transcendence from the mundane to the higher realms of life. It is the source of craving behind the unfolding human civilization through ages immemorial. Defining quality in education is a massive challenge since it deals with the most sensitive creation on earth – human being. Industrial products are finished goods – take them or leave them. Nothing can be done once they are finished. You can look for better quality only next time. Education has no such finished products, nor even the graduates. They are on the way “to be”. Education only charges the human propensities to evolve and unfold it till the last breath, a process that covers the human journey from ‘womb to tomb’. Human beings continue to learn, and evolve, ‘to be’.

From the review of literature related to present study, it is evident that though quality management has roots in business and industry, researchers in the field of education have also become concerned about Total Quality Management and have developed keen interest to explore this area through research.

Some studies have been done on perceptions with respect to TQM (Toremen, Karakus & Yasan (2009), Rodgers (1998), Ford (1998), Elliot (1997), Sadler (1996), Koral (2003), Alnabhani (2007)) attempted to survey the literature about TQM in order to discover the underlying philosophy of TQM, its gurus, its development and its tools and techniques.

Applicability/ implementation of TQM in schools were studied by (Sayin (2002), Sönmez (1999), Goldberg & Cole (2002), Khurram & Jafri (2011), Koral (2003), Robinson (1996)). Further studies were conducted on key factors suggested in the literature that had been attributed to the successful implementation of TQM (Stephen & Paul (2004), Sila & Embrahimpour (2003), Sitkin & Sutcliffe (1994), Tsang & Antony (2001)). Certain barriers to the implementation of TQM have also been researched by Bhat (2009) in industries, Sönmez (1999) in Public school. Efforts
have also been made to study the benefits of TQM. Colurcio (2009) concluded TQM is an effective enabler of knowledge generation. Hayward & Steyn (2001) found that TQM helped the school to increase its resources. They further reported that benefits of TQM in education include: students being more involved in after-school activities, reduced conflict among staff members, academic improvements, fewer disciplinary problems, and reduced dropout rates. Hayward (1999) concluded that TQM can be used to improve areas such as curriculum, physical resources, staff development, extramural activities, learning and financial management of school. Sönmez (1999) revealed that TQM applications contributed to the development of schools especially in terms of human resources development and school society cooperation. Burton & Philip (1999) stated that TQM is a powerful technique for unleashing employee creativity and potential, reducing bureaucracy and costs, and improving service to clients and the community. Tlhapi (2011) found that educators regard TQM as an improvement tool; however, they hold negative and positive views about TQM.

The literature reveals that research studies on TQM have been conducted in the field of physical education (Sum & Dimmock (2008), Health and Hospitals (Dilber, Bayyurt, Zaim & Tarim (2005), (Kaluvarachchi (2009), (Nwokah & EZirim (2009), (Khurras & Jafri (2011), Teacher education (Hussain & Jabeen (2008)), Technical Instructions, (Thakkar, Deshmuk & Shastree (2006), Banking (Edwards & Smith (1999)), Industry (Joseph (2001), (Samat & Saad (2006), (Gupta et al. (2005).

From the above revelation, the researcher felt that there is much scope to explore the area of TQM in schools.

Researcher could locate very few studies on TQM and Institutional Types. Obessian (1998) carried out research in Public school district and examined the extent to which quality management enhances system change. Rodger (1998) investigated teacher perceptions of TQM practices in public elementary schools and found that nine TQM areas have a positive impact on school improvement. Ncube (2004) conducted research on managing quality of education taking sample of rural day secondary schools and reported reasons for the low pass rate. Toremen, Karakus & Yasan (2009) studied Total Quality management practices in primary schools Vasileiadis (2010) carried out study on Quality Assurance in elementary schools.
Studies have been conducted on Quality Management in public schools, primary schools, rural day secondary schools and elementary schools. Researcher could not locate any study comparing TQM in Government and Private secondary schools.

Gittelsohn, Merkle, Story, Stone, Steckler, Noel, Davis, Martin & Ethelbah (2003) and Mediratta & Fruchter (2003) conducted a study on relationship between school climate and ‘linkages and interface’ dimension of TQM as perceived by family/parents. The review of literature reveals that studies have been conducted on relationship between some dimensions of TQM and school climate.

The researcher could not locate studies on relationship between Total Quality Management and dimensions of school climate. So, a need was felt to explore the relationship between Total Quality Management and school climate along with its dimensions.

Some research studies have been conducted on relationship between leadership behavior and certain dimensions of Total Quality Management. (Sebring & Bryk (2000), West (2001), Epps (2002), Cotton (2003), King (2006), Clewell & Campbell (2007)) and most of these studies focused on student achievement. So, there is much scope to explore the relationship of leadership behavior and Total Quality Management as researcher could not locate even a single study on Total Quality Management and leadership behavior.

Further, as compared to advanced countries very less work has been done in India in the field of Total Quality Management at school level.

STATEMENT OF THE PROBLEM

TOTAL QUALITY MANAGEMENT IN RELATION TO SCHOOL CLIMATE, INSTITUTIONAL TYPES AND LEADERSHIP BEHAVIOUR OF PRINCIPALS

OPERATIONAL DEFINITIONS OF THE VARIABLES

6.4.1 TOTAL QUALITY MANAGEMENT TQM is a philosophy of continuous improvement, which can provide any educational institution with a set of practical tools for meeting and exceeding present and future customer’s needs, wants and expectations and is as measured by scores obtained by
adding standard scores on different dimensions of MUKHOPADHAYAY’s Instructional Profile Questionnaire (MIPQ) by MUKHOPADHAYAY (2005).

6.4.2 SCHOOL CLIMATE is all the physical, social, and psychological factors, conditions, circumstances, and influences which interact to give the school a unique and peculiar visible or perceived image and is as measured by scores obtained on School Climate Scale developed by the investigator himself.

6.4.3 LEADERSHIP BEHAVIOUR means the behavior of a leader towards the followers and is as measured by scores on Leadership Behavior Description Scale developed by the investigator himself.

DELIMITATIONS OF THE STUDY

The present study was delimitated as below:-

- The study was confirmed to Government and Private senior and senior secondary schools of union territory Chandigarh.

- The study was limited to 600 teachers teaching in the schools included in the study.

- The present study was delimitated with respect to variables of Total Quality Management as dependent variable, School Climate, Types of Institutions and Leadership Behavior of Principals as independent and classifying variables.

- The study was delimited with respect of tools. The results were guided by data collected by these tests and interpretations were governed by the theoretical consideration underline these tests.

OBJECTIVES OF THE STUDY

Objectives of this study were enumerated as follows: -

1. To construct and standardize the School Climate Scale.
2. To construct and standardize the Leadership Behavior Description Scale.
3. To study the relationship of Total Quality Management with School Climate.
4. To study the relationship of Total Quality Management with Leadership Behavior of Principals.
5. To study the significant difference between supportive school climate and impeding school climate on the variable of Total Quality Management.
6. To study the significant difference between Government and Private schools on the variable of Total Quality Management.
7. To study the significant difference between effective and ineffective Leadership Behavior of Principals on the variable of Total Quality Management.
8. To study the first and second order interactions between /among the variables of School Climate, School Types and Leadership Behavior of Principals on the variable of Total Quality Management.

HYPOTHESES

The present study was conducted to test the following hypotheses:

Ho1.1 There exists no significant relationship between Total Quality Management and School Climate.
Ho1.2 There exists no significant relationship between Total Quality management and Physical Environment dimension of School Climate.
Ho1.3 There exists no significant relationship between Total Quality management and Social Environment dimension of School Climate.
Ho1.4 There exists no significant relationship between Total Quality management and Affective Environment dimension of School Climate.
Ho1.5 There exists no significant relationship between Total Quality management and Academic Environment dimension of School Climate.
Ho2 There exists no significant relationship between Total Quality management and Leadership Behavior of Principals.
Ho3.1 There exists no significant difference between supportive school climate and impeding school climate on the variable of Total Quality Management.

Ho3.2 There exists no significant difference between supportive Physical Environment and impeding Physical Environment on the variable of Total Quality Management.

Ho3.3 There exists no significant difference between supportive Social Environment and impeding Social Environment on the variable of Total Quality Management.

Ho3.4 There exists no significant difference between supportive Affective Environment and impeding Affective Environment on the variable of Total Quality Management.

Ho3.5 There exists no significant difference between supportive Academic Environment and impeding Academic Environment on the variable of Total Quality Management.

Ho4 There exists no significant difference between Government and Private schools on the variable of Total Quality Management.

Ho5 There exists no significant difference between effective and ineffective Leadership Behavior of Principals on the variable of Total Quality Management.

Ho6.1 There exists no significant interaction between School Climate and Institutional Types on the variable of Total Quality Management.

Ho6.2 There exists no significant interaction between Physical environment dimension of School Climate and Institutional Types on the variable of Total Quality Management.

Ho6.3 There exists no significant interaction between Social environment dimension of School Climate and Institutional Types on the variable of Total Quality Management.
Ho6.4 There exists no significant interaction between Affective environment dimension of School Climate and Institutional Types on the variable of Total Quality Management.

Ho6.5 There exists no significant interaction between Academic environment dimension of School Climate and Institutional Types on the variable of Total Quality Management.

Ho7.1 There exists no significant interaction between School Climate and Leadership Behavior of Principals on the variable of Total Quality Management.

Ho7.2 There exists no significant interaction between Physical environment dimension of School Climate and Leadership Behavior of Principals on the variable of Total Quality Management.

Ho7.3 There exists no significant interaction between Social environment dimension of School Climate and Leadership Behavior of Principals on the variable of Total Quality Management.

Ho7.4 There exists no significant interaction between Affective environment dimension of School Climate and Leadership Behavior of Principals on the variable of Total Quality Management.

Ho7.5 There exists no significant interaction between Academic environment dimension of School Climate and Leadership Behavior of Principals on the variable of Total Quality Management.

Ho8 There exists no significant interaction between Institutional Types and Leadership Behavior of Principals on the variable of Total Quality Management.

Ho9.1 There exists no significant interaction between School Climate, Institutional Types and Leadership Behavior of Principals on the variable of Total Quality Management.
Ho9.2 There exists no significant interaction between Physical environment dimension of School Climate, Institutional Types and Leadership Behavior of Principals on the variable of Total Quality Management.

Ho9.3 There exists no significant interaction between Social environment dimension of School Climate, Institutional Types and Leadership Behavior of Principals on the variable of Total Quality Management.

Ho9.4 There exists no significant interaction between Affective environment dimension of School Climate, Institutional Types and Leadership Behavior of Principals on the variable of Total Quality Management.

Ho9.5 There exists no significant interaction between Academic environment dimension of School Climate, Institutional Types and Leadership Behavior of Principals on the variable of Total Quality Management.

DESIGN OF THE STUDY

In the present study Correlational technique was employed to determine the relationship of total quality management with school climate, dimensions of school climate, namely, Physical Environment, Social Environment, Affective Environment and Academic Environment and leadership behavior. To study the main effects and interaction effects of the independent variables of institutional types, school climate, its dimensions namely, Physical Environment, Social Environment, Affective Environment and Academic Environment. 2x2x2 factorial design was used in the present study. Further, statistical technique of 2x2x2 analysis of variance was used.

The independent variable of institutional types included Government and Private schools. Further, schools having supportive climate and impeding climate were identified from each of these two types of schools. In order to categorize schools having supportive and impeding climate, Kelley’s method was used. Top 27 percent schools were identified as having supportive climate and bottom 27 percent schools
were identified as having impeding climate. Further from each of the four groups of
schools thus formed, effective and ineffective leadership behavior groups were
identified again on the basis of top and bottom 27 percent cases.

For clarity and simplicity various codes along with their description are as given
below:

I - Institutional Type
S – School Climate
L – Leadership Behavior
I1 - Government School
I2 – Private School
S1 – Supportive School Climate
S2 – Impeding School Climate
L1 – Effective Leadership Behavior
L2 – Ineffective Leadership Behavior
S11 – Supportive Physical Environment Dimension of School Climate
S12 – impeding Physical Environment Dimension of School Climate
S21 – Supportive Social Environment Dimension of School Climate
S22 – impeding Social Environment Dimension of School Climate
S31 – Supportive Affective Environment Dimension of School Climate
S32 – impeding Affective Environment Dimension of School Climate
S41 – Supportive Academic Environment Dimension of School Climate
S42 – impeding Academic Environment Dimension of School Climate

A layout of 2x2x2 factorial design used in the study for the variables of
Institutional Types, School Climate and Leadership Behavior is given below.
The same design was replicated for physical environment dimension, social environment dimension, affective environment dimension and academic environment dimension of school climate.

**POPULATION**

All the teachers from Government and Private high and senior secondary schools of Chandigarh formed the population for the present study.

**SAMPLE**

In the present study, a sample of 600 teachers was raised from 30 schools of Chandigarh. The technique employed was multistage randomization of clusters at school and teacher level. Firstly, the researcher took the list of all Government high and senior secondary schools and Private high and senior secondary schools affiliated
to CBSE from CBSE office, Sector 32, Chandigarh. There were 51 Government and 40 Private schools. Out of 51 Government schools, fifteen schools were selected randomly and out of each of the schools thus selected 20 teachers were selected randomly. Similarly, out of 40 Private schools, fifteen schools were selected randomly and out of each of the schools thus selected 20 teachers were selected randomly. So, the final sample consisted of 300 teachers from Government schools and 300 teachers from private schools.

**TOOLS USED**

The following tools were used for the collection of the required data for the present study:

1. To get scores on Total Quality Management and its dimensions, namely, Principal as leader, Teacher quality, Linkages and interface, Students, Co-curricular activities, Teaching, Office management, Relationships, Material resources, Examination and Job satisfaction, MUKHOPADHAYAY’ Institutional Profile Questionnaire (MIPQ) (2005) was used. A copy of MIPQ has been given in the appendix I.

2. School Climate Scale (SCS) constructed and standardized by the investigator himself was used to get scores on school climate. The details regarding construction of this scale have been explained in chapter III. A copy of the scale has been given in the appendix II.

3. Leadership Behavior Description Scale (LBDS) constructed and standardized by investigator himself was used to get scores on leadership behavior of the principals. The details regarding construction of this scale have been explained in chapter III. A copy of the scale has been given in the appendix III.

**DATA COLLECTION**

For data collection three tools were administered by investigator. The principals of schools were contacted by the investigator himself and they were requested to co-operate with investigator in the process of data collection. The principals of schools were contacted individually as per their convenience. All three questionnaires were given to the respondents at the same time. They were required to
give their frank opinion regarding each item on the questionnaire. In some cases, the respondents took 1 week for filling the research tools. However some respondents took 2-3 weeks to complete the research tools and the investigator had to visit the schools for more times to collect the response sheets.

The scoring of the response sheets was done by investigator himself according to the instructions given in the direction manuals and scoring guides of the tests.

The data yielded the following set of scores:

- Scores pertaining to different dimensions of MIPQ, namely, Principal as leader, Teacher quality, Linkages and interface, Students, Co-curricular activities, Teaching, Office management, Relationships, Material resources, Examination and Job satisfaction. Total scores on different dimensions of Questionnaire were converted into T-scores and then the cumulative score of all the dimensions was taken as a score on Total Quality Management.
  - School Climate Scores
  - Leadership Behavior Scores

**STATISTICAL TECHNIQUES USED**

For statistical analysis of the data, T-scores pertaining to Total Quality Management and its dimensions, namely, Principal as leader, Teacher quality, Linkages and interface, Students, Co-curricular activities, Teaching, Office management, Relationships, Material resources, Examination and Job satisfaction were taken.

Further following statistical techniques were used for the analysis of data:

1. Mean, Median, Standard Deviation, Skewness and Kurtosis were worked out to ascertain the nature of distribution of scores on the dependent variable of total quality management and independent variable of school climate and its dimensions namely, Physical Environment, Social Environment, Affective Environment and Academic Environment and leadership behavior.

2. Pearson’s product method was used to compute inter – correlations among the variables of total quality management and school climate and its dimensions.
namely, Physical Environment, Social Environment, Affective Environment and Academic Environment and leadership behavior.

3. Analysis of variance was employed to study the main effects and interaction effects.

**FINDINGS AND CONCLUSIONS**

On the basis of analysis and interpretation following conclusions were drawn:

1. Total Quality Management was positively and significantly related to school climate.

2. Total Quality Management was positively and significantly related to physical environment dimension of school climate.

3. Total Quality Management was positively and significantly related to social environment dimension of school climate.

4. Total Quality Management was positively and significantly related to affective environment dimension of school climate.

5. Total Quality Management was positively and significantly related to academic environment dimension of school climate.

6. Total Quality Management was positively and significantly related to leadership behavior of principals.

7. Schools with supportive school climate had significantly better Total Quality Management as compared to schools with impeding school climate.

8. Schools with supportive physical environment had significantly better Total Quality Management as compared to schools with impeding physical environment.

9. Schools with supportive social environment had significantly better Total Quality Management as compared to schools with impeding social environment.
10. Schools with supportive affective environment had significantly better Total Quality Management as compared to schools with impeding affective environment.

11. Schools with supportive academic environment had significantly better Total Quality Management as compared to schools with impeding academic environment.

12. Private schools were significantly better on Total Quality Management as compared to Government schools.

13. Schools having principals with effective leadership behavior had significantly better Total Quality Management as compared to schools having ineffective leadership behavior.

14. There was no significant interaction between school climate and institutional types on the variable of Total Quality Management.

15. There was no significant interaction between physical environment dimension of school climate and institutional types on the variable of Total Quality Management.

16. There was no significant interaction between social environment dimension of school climate and institutional types on the variable of Total Quality Management.

17. There was no significant interaction between affective environment dimension of school climate and institutional types on the variable of Total Quality Management.

18. There was no significant interaction between academic environment dimension of school climate and institutional types on the variable of Total Quality Management.

19. There was no significant interaction between school climate and leadership behavior of principals on the variable of Total Quality Management.
20. There was no significant interaction between physical environment dimension of school climate and leadership behavior of principals on the variable of Total Quality Management.

21. There was no significant interaction between social environment dimension of school climate and leadership behavior of principals on the variable of Total Quality Management.

22. There was no significant interaction between affective environment dimension of school climate and leadership behavior of principals on the variable of Total Quality Management.

23. There was no significant interaction between academic environment dimension of school climate and leadership behavior of principals on the variable of Total Quality Management.

24. There was no significant interaction between institutional types and leadership behavior of principals on the variable of Total Quality Management.

25. There was no significant interaction between school climate, institutional types and leadership behavior of principals on the variable of Total Quality Management.

26. There was no significant interaction between physical environment dimension of school climate, institutional types and leadership behavior of principals on the variable of Total Quality Management.

27. There was no significant interaction between social environment dimension of school climate, institutional types and leadership behavior of principals on the variable of Total Quality Management.

28. There was no significant interaction between affective environment dimension of school climate, institutional types and leadership behavior of principals on the variable of Total Quality Management.
29. There was no significant interaction between academic environment dimension of school climate, institutional types and leadership behavior of principals on the variable of Total Quality Management.

SIGNIFICANCE OF THE STUDY

On the basis of finding of the present study following educational implications may be laid down:

As there existed positive and significant relationship between Total Quality Management and school climate and also its dimensions, namely, Physical environment, Social environment, Affective environment and Academic environment. It has implications for Government/ Administrators/Managers and Teachers of schools to ensure positive school climate, a Physical environment that is welcoming and conducive to learning, a Social environment that promotes communication and interaction, an Affective environment that promotes a sense of belonging and self – esteem and an Academic environment that promotes learning and self – fulfillment which may contribute towards Total Quality Management which is the need of every society these days.

Physical environment dimension of school climate bears significant relationship with Total Quality Management. But secondary education generally suffers from inadequacy of resources required to provide supportive physical environment. In India, many schools do not possess even essential facilities. It inhibits the maintenance of quality and stands in the way of incorporation /ensurance of Total Quality Management in schools. The present finding has implications for government, state as well as central, to allocate more funds and resources to meet this pressing need so that a supportive physical environment may be provided in the schools. Government needs to be prepared for making investment and stop pretending lack of resources as optimization of quality is the criterion to be self-sufficient. It has implications for non-government organization and community to come forward and be actively involved so that supportive physical environment may be provided in schools: efforts should be made by school authorities to utilize community resources as best as possible.
Social environment dimension of school climate is to achieve organizational outcome, to encourage interaction between teachers and students, teachers and parents, teachers and collegial which may prevent and resolve conflicts and decisions may be made on-site, with the participation of all in which all personal can learn good interpersonal relationships. The present finding has implications for school administrator/ manager, staff and teachers to provide healthy social environment in schools. They should create an environment that helps in developing and maintaining good interpersonal relationships. It is being increasingly recognized that good interpersonal relationships are characterized by honesty, openness, sincerity and spontaneity. The present finding has implications for school counselors also to help the students, teachers and staff develop these qualities. This will help drive fear out of the school so that everyone speaks and works freely for the achievement of common goal. The product of their successful work together is the development of the students’ capacities, interests, and character and conflict resolution. The present finding has implications for school curriculum framers. There should be adequate provision for curricular and co-curricular experiences in curriculum which may help to provide supportive social environment in the school to ensure Total Quality Management in schools.

It has implications for school managers / administrators to provide supportive affective environment in schools. Teachers should also provide environment in the class-room that promotes a sense of belongingness and self-esteem. Teachers should be caring, friendly, respectful and supportive to the students and parents that will help in building trust. When parents pay a visit to school, they should be accorded due respect. During the parents-teacher meet, they should not be blamed for their child’ difficulties. It has implications for school counselors also to help administrator/ principal, teachers, parents and students to develop basic counseling skills like listening, caring, responding and patience so that all can contribute to ensure supportive affective environment in school.

Present finding has implications for school managers/ administrators to provide supportive academic environment. Further, there is no denying of the fact that major contribution for providing supportive academic environment lies with the
teachers. One of the persistent problems has been to prepare teachers who can provide quality education. More and more efforts should be made to improve quality of teachers by improving the quality of teachers training programs. Teachers play vital role to boost the quality of school education effectively and efficiently and satisfy the learning needs of the students, fulfill the expectations of parents, society and government. The credit of success or blame of failure goes to them. They are held accountable for the outcome. The gap between what the teacher is trained to do and what the teacher is in fact called upon to do has grown too great. The present finding has implications for teacher education program planners and teacher educators. Competencies required by the teachers to provide and maintain supportive academic environment in the school be identified and defined. It has implications for teacher educators also to help teacher trainees to develop and demonstrate these competencies before their exit from the course. They should further deliberate on development of strategies to give training in these competencies at pre-service and in-service level.

The finding of the present study that Private schools are significantly better than Government schools on Total Quality Management has implication for Government, principals, teachers and counselors of Government schools. Government should allocate more funds to these schools out of the education cess levied and other sources so that good physical conditions and high quality infrastructure are provided to these schools. To ensure more and healthy interaction between principals, teachers, students and parents opportunities to have more interaction should be provided by organizing curricular, co-curricular activities and through frequent parent-teachers meetings. Government should make appropriate policies so that monetary benefits and promotion of principals and teachers are not just associated with seniority but also with performance.

The school counselor should help principal, teachers, students and parents to develop healthy interpersonal skills so that all may work together in a team for the realization of common vision. Principal and teachers should be given orientation through in-service programs to develop, maintain and promote healthy work-culture in Government schools.
The findings of the present study that Total Quality Management is significantly and positively related with leadership behavior and significance difference exists between effective and ineffective leadership behaviors of principals on Total Quality Management have implications for Government and Management of schools. The roles required of effective school leaders in the twenty-first century should have been part of the necessary educational leadership training before appointing the school principals. Some sort of orientation regarding effective leadership behavior be given before they take up the responsibility of school principal. The school principals should be trained on new techniques and effective leadership behavior from time to time through in-service training programs. Government, education department, school management and NGO’s should organize activities or programs like seminars, workshops, conferences and group discussions at district and state levels so that school principals from different areas may get opportunity to exchange their views on various aspects of leadership behaviors. Education department and school management should be liberal and accommodating while sanctioning permission to school principals to attend in-service training programs and participating in seminars, conferences, workshops and discussions.